| TAB | DESCRIPTION | ACTION |
|---|---|---|
| 1 | BOARD AGENDA AND COVER PAGE CHANGES | Information Item |
| 2 | BOARD POLICY I.A. POLICY MAKING AUTHORITY – SECOND READING | Action Item |
| 3 | BOARD POLICY VII.C. CTE CERTIFICATION – SECOND READING | Action Item |
| 4 | EDUCATOR PREPARATION PROGRAM WORK GROUP REPORT | Information Item |
| 5 | GENERATIVE AI IN EDUCATION FRAMEWORK | Action Item |
| 6 | RULE DOCKET 08-0203-2602 CONTENT STANDARDS | Action Item |
| 7 | RULE DOCKET 08-0203-2601 GRADUATION REQUIREMENTS AND ASSESSMENT | Action Item |
| 8 | RULE DOCKET 08-0202-2601 BULLYING AND CERTIFICATION | Action Item |
| 9 | RULE DOCKET 08-0202-2602 DRIVER EDUCATION | Action Item |

| TAB | DESCRIPTION | ACTION |
|---|---|---|
| 10 | RULE DOCKET 08-0202-2603 ACCREDITATION TERMINOLOGY | Action Item |
| 11 | RULE DOCKET 08-0601-2601 RESOLUTION OF ATHLETICS PARTICIPATION DISPUTES | Action Item |
| 12 | RULE DOCKET 08-0111-2601 PROPRIETARY AND POSTSECONDARY ACCREDITATION | Action Item |
| 13 | STRATEGIC PLANS OF THE BOARD, AGENCIES AND INSTITUTIONS | Action Item |

## SUBJECT

Board Agenda and Cover Page Changes

## BACKGROUND

As a part of continuous improvement, Board staff have identified opportunities to refine the materials provided to the Board for meetings. The organization, flow, and level of information included in materials has varied, particularly between committees and submitting entities.

The following areas for improvement were identified:

- Consistent use of the Board agenda template.
- Need to eliminate confusion between “information” items on the regular agenda and “informational” items provided at the end of the agenda.
- Organization of the information included in cover pages for agenda items.
- Clarity between background and the proposal being presented for Board discussion and/or action.

## PROPOSAL

Board staff have developed a new cover page template designed to present pertinent information first, with legal citations and references moved to the end. The new cover page also changes the previous “Background/Discussion” section into two separate areas of content: Background and Proposal. Moving forward, the Background section will be used to provide foundational information, including circumstances in the past or present that resulted in the agenda item coming to the Board. The Proposal section will include the key information being presented to inform the Board or request their action.

Board staff has also renamed materials presented to the Board at the end of the agenda. These were previously named “Informational,” but were frequently confused with regular agenda items (presented on the BAHR, IRSA, PPGA, or IDE agenda) that were for Board information. The materials at the end of the agenda will now be identified as “Reference Materials.” Thus, agenda items will be identified in the following ways:

- Consent items: Require Board action, but do not require Board discussion. Board members may request that agenda items be pulled from the Consent agenda and placed on the regular agenda if they believe a discussion will be helpful.
- Regular agenda items: Placed on the BAHR, IRSA, PPGA, or IDE agendas and are identified as either Action (for a Board vote) or Information (to inform the Board and/or support a discussion). Board members may shift an Action item to Information or vice versa.
- Reference Materials: Reports, presentations, and other documentation to provide the Board with additional information or as required by law or Board Policy that do not require a vote or discussion during the Board meeting.

## IMPACT

The new agenda item cover page template and agenda naming conventions are in effect for the first time beginning with the August 2026 meeting. Staff anticipate that adjustments could be made in the coming months based on implementation feedback from Board members or stakeholders.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

## ATTACHMENTS

Attachment 1 – Board Cover Page Sample with Guidance

## BOARD ACTION

This item is for informational purposes only.

# Board Meeting Materials - Sample Board Cover Page with Guidance for Use

BACKGROUND should provide historical and current context related to the proposal. Be concise while providing the Board with the info they need. Please include recent Board decisions (typically within the last 2 years) *directly* related to the decision.

Please create a concise SUBJECT title (think topic, not details).

**SUBJECT**
Board Policy X.O. Made Up Committee – First Reading

**BACKGROUND**
Since it was established in 2020, the Made Up Committee (Committee) has completed some very important tasks and provided valuable recommendations to the Board. The Committee has six members that fill the following designated positions:

- Made up member with relevant experience
- Another made up member

In the past, the work of the Committee has focused on made up things.

PROPOSAL should present the request (action items) or key points for Board information or discussion points (information items) for the Board's consideration.

**PROPOSAL**
The proposed amendments to Board Policy X.O. would adjust both the size and scope of the Made Up Committee. As shown in Attachment 1, two additional designated positions would be added to the Committee. The scope of the Committee's work would be expanded to include some additional made up things.

IMPACT should clarify what the Board can expect based on their decision (action items) or the work that will happen next related to the topic (discussion items).

**IMPACT**
The proposed changes to Board Policy X.O. are designed to improve the balance of the Made Up Committee to ensure appropriate representation of stakeholder groups to allow vetting of recommendations before they come to the Board.

If the Board approves the first reading of the proposed changes to Board Policy X.O., the draft policy will be posted for public comment before it returns to the Board for a second reading.

BOARD STAFF COMMENTS AND RECOMMENDATIONS should be left blank. Board staff will complete this section.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**
The proposed changes to Board Policy X.O. have been collaboratively developed by the agencies that will support the work of the committee. Staff has also invited input from the stakeholders currently represented and those that will be included if the policy moves forward.

Board staff recommends approval.

Please limit your ATTACHMENTS to those closely related to the decision or discussion and use concise titles.

**ATTACHMENTS**
Attachment 1 – Board Policy X.O. Redline

In BOARD ACTION, please draft a motion for the Board decision. For discussion items, please put "No action needed; this agenda item is for informational purposes only."

**BOARD ACTION**
I move to approve the first reading of amendments to Board Policy X.O. Made Up Committee, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Please follow the formatting and order (statute, rule, Board policy) presented in the APPLICABLE STATUTE, RULE OR POLICY.

**APPLICABLE STATUTE, RULE OR POLICY**
Idaho Code § 33-0000
IDAPA 08.02.00.000
Board Policy X.O. Made Up Committee

REFERENCE should include the relevant history (Board actions and other history as needed) as determined by the OSBE staff that supports the Committee.

**REFERENCE**

| | |
|---|---|
| April 2020 | Board approved the second reading of Board Policy A.A., creating the Made Up Committee. |
| December 2021 | Board approved the second reading of amendments to Board Policy A.A. and X.O., moving the policy governing the Made Up Committee to section X.O. |
| June 2023 | Board approved the second reading of amendments to Board Policy X.O., designating the committee's member positions to require certain experience. |

**SUBJECT**

Board Policy I.A. Policy Making Authority – Second Reading

**BACKGROUND**

The process for the creation of Board policies is outlined in Board Policy I.A. Policy Making Authority. Because this section of policy has not been updated since 2008, it is not aligned to current or ideal practices.

The Board approved the first reading of Board Policy I.A. in June 2026. Stakeholder feedback was received between the first and second readings, which has resulted in changes to the proposal.

**PROPOSAL**

The proposed amendments to Board Policy I.A. are intended to update, clarify, and improve the process used to create and amend Board Policies. The most significant proposed updates to the policy process are as follows:

- In addition to basic corrections, the Executive Director will be given authority to approve edits for clarity or consistency.
- All policy change requests, regardless of source, will be submitted to the Policy Officer / Policy Director rather than the Executive Director, allowing staff to vet ideas before discussing them with the Executive Director and Deputy Director.
- The policy amendment process will be managed by the Policy Officer / Policy Director, Chief Academic Officer, and/or Chief Financial Officer.
- Board staff will ensure that the source institution, agency, or individual can provide substantial feedback during the development process.
- There will be at least two opportunities for feedback on proposed changes to Board Policy. To the extent feasible, stakeholders will be engaged prior to the first reading, and both stakeholders and the public will have opportunity to comment between the first and second readings.

Between the first and second readings, the proposal was changed in the following ways:

- A definition of the position of Policy Officer / Director was added.
- The Board Policy amendment process (subsection 7.c.) was edited to clarify that externally submitted policy change requests will be managed by the Policy Officer / Director. Internally submitted policy changes will be managed through the appropriate OSBE team and the Policy Director will be informed.
- The policy amendment process (subsection 7.c.) was amended to clarify to the extent feasible, Board staff will engage institutional and agency stakeholders prior to the first reading, while the broader public will be engaged through the public comment period between readings.

**IMPACT**

Approval of the proposed amendments will ensure the Office of the State Board of Education has a clear, consistent process to use for future policy amendments. The revised policy will all set expectations for stakeholders and public engagement.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval.

**ATTACHMENTS**

Attachment 1 – Board Policy I.A. Redline

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy I.A. Policy Making Authority, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**APPLICABLE STATUTE, RULE OR POLICY**

Board Policy I.A. Policy Making Authority

**REFERENCE**

| | |
|---|---|
| June 2026 | Board approved the first reading of the proposed amendments to Board Policy I.A. |

**Idaho State Board of Education**

# GOVERNING POLICIES AND PROCEDURES

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: A. Policy Making Authority** ~~December 2008~~August 2026

1. Purpose: This policy outlines the process for maintaining and amending the the State Board of Education's Governing Policies.

2. Definitions

   a. Institutions: Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho.
   b. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.
   c. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.
   d. Policy officer / director: The staff member within the Office of the State Board of Education who has oversight of the Board Policy Manual.

3. Oversight

   ~~The Governing Policies provide broad basic principles that generally form the foundation for Board procedures.~~ The State Board of Education and the Board of Regents of the University of Idaho (hereinafter referred to as the Board) ~~intends each organization~~expects all institutions and its agencies ~~under its governance~~ to follow the policies ~~and procedures~~ outlined herein. ~~As used throughout these policies and procedures, unless otherwise specified, "institutions" refers to Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho. "Agencies" refers to the State Department of Education, Idaho Educational Public Broadcasting, the Idaho Division of Career Technical Education, the Idaho Division of Vocational Rehabilitation, and the Office of the State Board of Education~~.

   North Idaho College, College of Eastern Idaho, College of Southern Idaho and College of Western Idaho operate in accordance with policies established by their respective boards of trustees, except for state appropriations requests and other matters governed by the State Board of Education. For the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference.

4~~2~~. Powers and Duties

   The Board, as the designated policy-making body for the institutions and agencies ~~under its governance~~, has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 *et seq*. of the Idaho Code, as may be amended. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. That responsibility is hereby delegated to the respective agency administrators and institutional presidents~~chief executive~~

~~officers~~. Members of the Board, as representatives of the State and its citizens, may exercise official authority only when the Board is in session or when they are acting on behalf of the Board pursuant to its direction.

5~~3~~. Policy Decisions

~~Assisted in its deliberations by the executive director, the chief executive officers, and other institutional or agency constituencies, t~~The Board undertakes policy-making ~~decisions~~ in areas ~~such as~~including, but not limited to, the following:

~~a. Consideration of policy proposals of the office of the Board, chief executive officers, employees, and other interested parties in accordance with established Board procedures~~.

~~b.~~• Adoption of policies to ensure the effective internal management of the institutions or agencies, and to encourage the highest quality of service by Board employees.
• Policies that provide detailed expectations regarding implementation of state law.
~~c.~~• Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency.
~~d.~~• Evaluation of the administration and execution of Board policies.
~~e.~~• Approval or disapproval of other policy matters requiring action by the Board.

6~~4~~. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of the~~its~~ institutions, ~~and~~ agencies under the governance of the Board, and community colleges will comply with and be in conformance to applicable laws.

7~~5~~. Adoption, Amendment, or Repeal of Board Policies

a. Executive Director Authorization for Policy Corrections

The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies as may be necessary in such areas as edits for clarity and uniformity, typographical errors, cross-references, terminology and formatting changes for consistency, and citations of state and federal statutes.

b. Board Policy Change Requests

The following entities and individuals may submit a Board policy change request to the policy officer / director of the Board:
~~Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by~~

- Aany member of the Board,
- Tthe executive director,
- Aor any member of the Office of the State Board of Education (OSBE) leadership team, ~~chief executive officer~~
- Any agency administrator or institutional president,
- Agency and institutional employees and students, through the agency administrator or institutional president. ~~Persons who are employees of the institutions or agencies, or students or student groups, must file a written request with the chief executive officer of an institution or agency, or his or her designee, to receive Board consideration.~~
- An Idaho resident, other than those described above, through submission of a written request to the policy officer / director of the Board. ~~may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board.~~

If the subject matter of the presentation concerns an institution, agency, or department of the Board, the policy officer / director will notify the executive director and the agency administrator or institutional president. ~~will also notify the appropriate chief executive officer of the nature of the request. Adoption, amendment, or repeal of Board policies will be submitted to the Board in a timeframe established by the Executive Director.~~

c. Management of the Board Policy Amendment Process

i. The Board policy officer / director shall receive all externally submitted Board policy change requests and partner with the executive director and/or deputy director to determine whether change requests are acted upon and the timing of such action.

ii. The Board policy officer / director shall oversee and/or redirect all Board policy change requests. The amendment process shall be directed by the Board policy officer / director, the chief academic officer, or the chief financial officer, as appropriate.

iii. Board policy change requests submitted by a Board member, institution, or agency under the governance of the Board shall be managed by OSBE, with considerable input from the individual or entity that submitted the request.

d.~~b.~~ Board Policy Amendment Process

i. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading.

ii. To the extent feasible, for all substantive changes to the Board's Governing Policies, OSBE will engage impacted institutional and agency stakeholders prior to the first reading of the proposed changes by the Board.

iii. During the interim between the first reading and Board action, the proposed policy changes will be posted on the State Board of Education website to allow members of the public to submit comment. ~~chief executive officers will~~

~~seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.~~

~~c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.~~

8~~6~~. ~~Catalog of Bylaws,~~Maintenance and Review of Governing Policies ~~and Procedures~~, ~~and Rules~~

~~The executive director~~OSBE shall maintain~~s a catalog of Board Bylaws,~~all Governing Policies and Procedures~~, and Board rules~~ and make them accessible to the public on the State Board of Education website. Governing policies will be reviewed no less than every five years per a timeline established by the policy officer / director. The scheduled review of a policy may be adjusted if the policy is amended prior to its scheduled review. ~~Official copies of Board Bylaws and Board Governing Policies and Procedures will be provided to members of the Board and the chief executive officers for their own use. In addition, official copies will be provided to each chief executive officer for use at the institution or agency. One of these official copies must be made available by each chief executive officer for use at a convenient location by employees, students, and other interested parties.~~

## SUBJECT

Board Policy VII.C. CTE Certification – Second Reading

## BACKGROUND

Board Policy VII.C. outlines the endorsement areas that may be issued to individuals holding a Career Technical Educator (CTE) instructional certificate. As part of the Idaho Division of Career Technical Education's (Division) annual review process to update existing standards and develop new standards for emerging CTE programs, impacted endorsement areas are also evaluated to ensure alignment and consistency.

The Board approved the first reading of Board Policy VII.C. at the June 2026 meeting.

## PROPOSAL

The proposed revisions update the endorsement language concurrently with program content standards, strengthening CTE systems alignment. Both the program content standards and endorsement changes are done based on feedback from CTE educators and industry partners. These amendments do not impact degree-based CTE certificate endorsements. The following changes to CTE endorsement areas are proposed:

- Elimination of the Business Digital Communications (6-12) endorsement
- Addition of a new Digital Communications (6-12) endorsement
- Addition of a new Forest Products (6-12) endorsement

Based on feedback from CTE stakeholders, the following changes were made to the policy between first and second reading:

- The Cosmetology endorsement language was corrected to reference the correct cosmetology occupational license required in Idaho for those teaching cosmetology and for students to be eligible for licensure.
- Addition of a new Military Science (6-12) endorsement, which was referenced at the June Board meeting and inadvertently omitted from the attachment for the first reading.
- Edits to correct reference citations and other language improvements that are nonconsequential in nature.

## IMPACT

The proposed revisions to CTE certificate endorsement areas will align educator qualification requirements with CTE program standards developed in collaboration with industry partners and facilitated by the Division. Adoption of the proposed amendments will allow new endorsements to be issued for Digital Communications (6-12), Forest Products (6-12), and Military Science (6-12). These updates are intended to strengthen alignment between educator preparation, industry expectations, and workforce needs.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes represent long-term strategic work by the Division in partnership with industry. The Division implemented a thorough review process to develop the proposed endorsement language aligned to the CTE program content standards. Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – Board Policy VII.C. Second Reading

## BOARD ACTION

I move to approve the second reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-2201, § 33-2203, and § 33-2205
Board Policy VII.C. Career Technical Educator Certification

## REFERENCE

| | |
|---|---|
| August 2025 | Board approved first reading of proposed amendments to Board Policy VII.C., adding one new Aviation endorsement area and making technical corrections. |
| October 2025 | Board approved second reading of proposed amendments to Board Policy VII.C., adding one new Aviation endorsement area and making technical corrections. |
| June 2026 | Board approved first reading of proposed amendments to Board Policy VII.C. |

**Idaho State Board of Education**
**GOVERNING POLICIES AND PROCEDURES**
**SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION**
**Subsection: C. Career Technical Educator Certification ~~October~~August 2025~~6~~**

Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education (Division) as applicable to the type of career technical education certification~~,~~ and industry experience as aligned to the industry-validated program standards. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C
   a. Administrative Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations~~ Administrative Services program content standards and inclusive of the performance standards.
   b. Agribusiness (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales~~ Agribusiness program content standards and inclusive of the performance standards.
   c. Agriculture Food Science and Processing Technologies (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing~~ Agriculture Food Science and Processing Technologies program content standards and inclusive of the performance standards.
   d. Agriculture Leadership and Communications (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: applied communication and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles~~ Agriculture Leadership and Communication program content standards and inclusive of the performance standards.
   e. Agriculture ~~Mechanics and~~ Power, Structural, ~~and~~ Mechanical Systems (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: safety practices; tools and hardware; metal~~

~~technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems~~ Agriculture Power, Structural, and Mechanical Systems program content standards and inclusive of the performance standards.

~~e.~~f. Aircraft Maintenance (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance~~ Aircraft Maintenance program content standards inclusive of the performance standards.

~~f.~~g. Animal Science (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management~~ Animal Science program content standards inclusive of the performance standards.

~~g.~~h. Apparel~~/~~ and Textiles (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety~~ Apparel and Textiles program content standards inclusive of the performance standards.

~~h.~~i. Applied Accounting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures~~ Applied Accounting program content standards inclusive of the performance standards.

~~i.~~j. Automated Manufacturing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing~~ Automated Manufacturing program content standards inclusive of the performance standards.

~~j.~~k. Automotive Collision Repair (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the ~~following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting~~ Automotive Collision Repair program content standards inclusive of the performance standards.

~~k.~~l. Automotive Maintenance and Light Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas:~~

service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems Automotive Maintenance and Light Repair program content standards inclusive of the performance standards.

l.m. Aviation (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors Aviation program content standards inclusive of the performance standards.

m. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

n. Business Management (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility Business Management program content standards inclusive of the performance standards.

o. Cabinetmaking and Bench CarpentryFine Woodworking (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading Cabinetmaking and Fine Woodworking program content standards inclusive of the performance standards.

p. Certified Welding (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques Agriculture Welding and Welding program content standards inclusive of the performance standards. Instructor must demonstrate at least one American Welding Society (AWS) industry inspected and passed weld.

q. Child Development and Services (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and

~~community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education~~ Early Childhood Education program content standards inclusive of the performance standards.

r. Commercial Photography (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software~~ Commercial Photography program content standards inclusive of the performance standards.

s. Computer Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry~~ Computer Support program content standards inclusive of the performance standards.

t. Construction Trades Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading~~ Construction Trades program content standards inclusive of the performance standards.

u. Cosmetology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications~~ Cosmetology program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho cosmetology instructor license ~~or certificate as a cosmetologis~~it.

v. Culinary Arts (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options~~ Culinary Arts program content standards inclusive of the performance standards.

w. Cybersecurity (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity~~ Cybersecurity program content standards inclusive of the performance standards.

2. Endorsements D-N~~a~~.

a. Dental Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: dental professions pathways;~~

~~ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology~~ Dental Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

b. Digital Communications (6-12). Industry experience demonstrating applied competence in the majority of the Graphic Design program content standards inclusive of the performance standards.

~~b.~~c. Digital Media Production (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills~~ Digital Media Production program content standards inclusive of the performance standards.

~~c.~~d. Drafting and Design (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two-and three-dimensional drawings, manual drafting, and computer aided design~~ Drafting and Design program content standards inclusive of the performance standards.

~~d.~~e. Ecology and Natural Resource Management (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management~~ Ecology and Natural Resource Management program content standards inclusive of the performance standards.

~~e.~~f. Electrical Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician~~ Electrical program content standards inclusive of the performance standards.

~~f.~~g. Electronics Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools~~ Electronics Technology program content standards inclusive of the performance standards.

g.h. Emergency Medical Technician (EMT) (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website) Emergency Medical Technician program content standards inclusive of the performance standards. Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

i. Firefighting (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code Firefighting program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

h.j. Forest Products (6-12). Industry experience demonstrating applied competence in the majority of the Forest Products program content standards inclusive of the performance standards.

i.k. Graphic Design (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communication; communication; editing and proofreading; graphic design in digital media; and applied art Graphic Design program content standards inclusive of the performance standards.

j.l. HVAC Technology (6-12). Industry experience that indicatesdemonstrating applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers HVAC program content standards inclusive of the performance standards . Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

k.m. Heavy Duty Truck and Equipment (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications Heavy Duty Truck and Equipment program content standards inclusive of the performance standards.

l.n. Hospitality Management (6-12). Industry experience that indicatesdemonstrating applied competence in the majority of the following areas: business structures;

~~economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations~~ Hospitality Management program content standards inclusive of the performance standards.

~~m.~~o. Hospitality Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management~~ Hospitality Services program content standards inclusive of the performance standards.

~~n.~~p. Industrial Mechanics (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance~~ Industrial Maintenance Mechanics program content standards inclusive of the performance standards.

~~o.~~q. Journalism (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership~~ Journalism program content standards inclusive of the performance standards.

~~p.~~r. Law Enforcement (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems~~ Law Enforcement program content standards inclusive of the performance standards.

~~q.~~s. Marketing (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis~~ Marketing program content standards inclusive of the performance standards.

~~r.~~t. Medical Assisting (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance~~ Medical Assisting program content standards inclusive of the performance standards. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

~~s.~~u. Military Science (6-12). Military experience demonstrated applied competence in the majority of Military Science program content standards inclusive of the performance standards. Instructor must hold a current and valid JROTC/ROTC instructor certification through the military division in which they served.

~~t.~~v. Networking Support (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations~~ Network Support program content standards inclusive of the performance standards.

~~u.~~w. Nursing Assistant (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency~~ Nursing Assistant program content standards inclusive of the performance standards. Instructor must hold current and valid Idaho registered nursing license and be approved as a certified primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-Z~~a~~.
   a. Ornamental Horticulture (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture~~ Ornamental Horticulture program content standards inclusive of the performance standards.
   b. Pharmacy Technician (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation~~ Pharmacy Technician program content standards inclusive of the performance standards. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
   c. Plant and Soil (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety~~ Plant and Soil program content standards inclusive of the performance standards.
   d. Plumbing Technology (6-12). Industry experience ~~that indicates~~demonstrating applied competence in technical subjects and skills related to the plumbing trade

as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education~~: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities~~ Plumbing program content standards inclusive of the performance standards. Instructor must hold a current and valid Idaho license or certificate as a plumber.

e. Powersports and Outdoor Power Equipment (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems~~ Powersports and Outdoor Power Equipment program content standards inclusive of the performance standards.

f. Pre-Engineering Technology (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the~~ following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles~~ Pre-Engineering program content standards inclusive of the performance standards~~ and indicators~~.
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g. Precision Machining (6-12). Industry experience ~~that indicates~~ demonstrating applied competence in the majority of the~~ following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques~~ Precision Machining program content standards inclusive of the performance standards.

h. Programming and Software Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support~~ Programming and Software Development program content standards inclusive of the performance standards.

i. Rehabilitation Services (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies~~ Rehabilitation Services program content standards inclusive of the performance standards. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of rehabilitation study.

j. Small Engine Repair (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the~~ following areas: small gasoline engine construction and performance; industry-related resources; equipment used to~~

~~diagnose and troubleshoot issues; repair; entrepreneurship; and customer service~~ Agriculture Small Engine Repair program content standards and inclusive of the performance standards.

k. Web Design and Development (6-12). Industry experience ~~that indicates~~demonstrating applied competence in the majority of the ~~following areas: web page development, webpage design and layout, integration of web pages, web planning and organizational standards, and web marketing~~ Web Design and Development program content standards inclusive of the performance standards.

l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate~~,~~ and demonstrate completed ~~coursework~~ training in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:
   a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
   b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
   c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a.~~Board Policy IV.D.2.k, Computer Science (6-12).
   d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber- systems thinking, and advanced topics in cybersecurity
   e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a~~. Board Policy IV.D.2.q, Engineering (6-12).
   f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the

science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.

g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
   a. Agricultural Business Management (6-12)
   b. Agricultural Power Machinery (6-12)
   c. Agricultural Production (6-12)
   d. Animal Health and Veterinary Science (6-12)
   e. Aquaculture (6-12)
   f. Business Management/Finance (6-12)
   g. Child Development Care and Guidance (6-12)
   h. Culinary Arts (6-12)
   i. Dietitian (6-12)
   j. Farm and Ranch Management (6-12)
   k. Fashion and Interiors (6-12)
   l. Food Service (6-12)
   ~~m. Forestry (6-12)~~
   ~~n.~~m. Horticulture (6-12)
   ~~o.~~n. Information/Communication Technology (6-12)
   ~~p.~~o. Microcomputer Applications (6-12)
   ~~q.~~p. Natural Resource Management (6-12)
   ~~r.~~q. Networking and Computer Support (6-12)
   ~~s.~~r. Orientation to Health Professions (6-12)
   ~~t.~~s. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

## SUBJECT

Educator Preparation Program Work Group Report

## BACKGROUND

In early 2026, Superintendent Critchfield convened the leaders of Idaho's public educator preparation programs (EPPs) to discuss data related to classroom management challenges faced by new teachers, many of whom enter the field from Idaho's higher education institutions. The Educator Preparation Program Work Group (EPP Work Group) was charged with developing a plan to improve pre-service classroom management support.

The EPP Work Group spent four (4) months conducting an in-depth analysis and formulating strategies. EPP staff reviewed the Superintendent's priority concerns; mapped existing coursework, field experiences, and assessments across institutions to frameworks like multi-tiered systems of support (MTSS) and the Danielson Framework; and defined plain language competency statements for each concept.

## PROPOSAL

This item updates the Board on a collaborative effort among the public postsecondary Educator Preparation Programs and the superintendent.

Adopting a shared set of Key Concepts for Classroom Management gives Idaho's educator preparation programs a common statewide foundation for classroom management preparation while preserving each institution's flexibility in how it teaches and assesses that foundation. This will improve consistency in what new teachers know and can do when they enter Idaho classrooms from public postsecondary educator preparation programs.

The final deliverables are a memo outlining the EPP's plan to address the Superintendent's concerns (Attachment 1), and supporting documentation that offers a transparent account of both strengths and gaps across the four (4) programs (Attachment 2).

## IMPACT

Any proposals impacting statute, rule, Board Policy, or budgets that are deemed viable for action as a result of this work will be brought to the Board through the appropriate process.

The resource requests identified by the EPP Work Group, while not actionable with this Board item, speak to the ways this established collaboration will continue to positively impact teacher education programs. These recommendations will now be shared with all educator preparation programs in the state.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

This framework was developed collaboratively by the four participating institutions at the Superintendent's request and reflects input from program faculty in alignment with the Superintendent's priority concerns. Staff have participated in the EPP Work Group meetings and have reviewed the key concepts and the accompanying alignment materials.

Board staff recommends the Board consider formalizing the role and function of this public postsecondary Educator Preparation Program Work Group through future Board action.

## ATTACHMENTS

Attachment 1 – EPP Classroom Management Memo
Attachment 2 – Idaho Public EPP Content Alignment to Danielson and MTSS

## BOARD ACTION

This item is for informational purposes only.

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-101, § 33-114, § 33-1207A
IDAPA 08.02.02.015, Subsections 01, 02 and 03; IDAPA 08.02.02.021
State Board Policy IV.D.

# MEMORANDUM

**TO:** Superintendent Critchfield

**FROM:** Idaho Public Educator Preparation Programs: EPP Working Group

**DATE:** May 25, 2026

**RE:** Classroom Management Preparation in Idaho's Public EPPs: Findings and Recommendations

## I. Executive Summary: What We Found and What We Recommend

The EPP Working Group, made up of representatives from Idaho's four public educator preparation programs (BSU, ISU, LCSC, and UI), are pleased to report our findings from our inquiry into classroom management approaches across our four educator preparation programs. All four programs are teaching and assessing the same core skills: building positive learning environments, establishing classroom routines, proactively managing behavior, and communicating with families. All programs require candidates to demonstrate those skills in supervised field placements before receiving a program recommendation, and these core areas can also be improved and emphasized through additional practice. This inquiry also revealed areas for continued growth and collaboration with the Superintendent, IDE, OSBE, and other state educator preparation programs.

The area presenting the greatest opportunity for continued growth involves preparing preservice teachers for the most intensive and least predictable behavioral situations they may encounter in schools. Because Tier 3 behavioral interventions often involve significant safety, legal, and multidisciplinary considerations, mentor teachers and specialized personnel appropriately maintain primary responsibility during clinical placements. However, additional structured opportunities for supervised participation could further strengthen candidate readiness.

The working group recommends that **the shared concepts for classroom management** identified below serve as the agreed-upon statewide foundation for classroom management preparation. We also recommend targeted steps, some of which the public educator preparation programs can take immediately, and others that require state-level support, to close the gap at Tiers 2 and 3.

| | |
|---|---|
| **WHAT WE CAN DO NOW** | Within our current constraints, all four programs commit to strengthening Tier 2/3 field experiences, aligning assessments, and sharing best practices across institutions. |
| **WHAT WE COULD DO WITH SUPPORT** | With sustained collaboration and targeted state-level support, including endorsement redesign, new faculty lines, and a Behavior Specialist Endorsement, EPPs could significantly expand the depth and specialization of classroom management preparation. |
| **HOW WE WANT TO PARTNER** | We look forward to working directly with the Superintendent, OSBE, IDE, and other stakeholders to co-design solutions, share data, and participate in ongoing accountability for this priority area. |

The working group recognizes that schools nationwide are experiencing increased behavioral, mental health, attendance, and engagement challenges following the pandemic era and amid ongoing educator shortages. These realities affect novice and veteran educators alike and reinforce the importance of coordinated statewide support spanning preservice preparation, induction, professional development, and school-based systems of support.

## II. Proposed Shared Concepts for Classroom Management

Based on a review of coursework, field experiences, and assessments across all four programs, the working group proposes the following four shared concepts as the shared statewide foundation for classroom management preparation. These concepts appear across all institutions, are aligned to the Danielson Framework, are teachable and observable, are directly relevant to every novice teacher, and offer areas of focus for further improvements.

| **Baseline: Understand and Apply a Multi-Tiered System of Supports (MTSS)** | |
|---|---|
| **Definition** | All teachers, and not just specialists, need a working understanding of how schools organize support for students across three levels of need. Teachers play a direct role in Tier 1 and Tier 2 supports and must be able to recognize when a student needs more intensive help and how to collaborate with the team that provides it. |
| **The public EPPs teach preservice teachers how to…** | • Describe the purpose and structure of MTSS/PBIS and their own role within it.<br>• Implement Tier 1 supports consistently for all students in their classroom.<br>• Collect and use basic behavioral data to identify students who may need Tier 2 support.<br>• Participate productively in Tier 2 and Tier 3 planning conversations with school support staff, even when they are not leading those efforts. |

### Shared Concepts for Classroom Management

| **1** | **Create a Positive, Structured Learning Environment** |
|---|---|
| **Definition** | A well-managed classroom begins before any behavioral issue arises. Teachers establish a physical and emotional environment where all students feel safe, respected, and clear about expectations. This includes setting up routines and procedures, building relationships with students, and creating conditions that prevent most behavior problems from occurring. |
| **The public EPPs teach preservice teachers how to…** | • Design and teach clear classroom routines and procedures from the first day of school.<br>• Build positive relationships with students by demonstrating respect, consistency, and genuine interest in their success.<br>• Arrange the physical and instructional environment to support engagement and minimize disruption.<br>• Establish and communicate behavioral expectations in age-appropriate, culturally responsive ways. |

| **2** | **Establish Classroom Routines and Procedures** |
|---|---|

| | |
|---|---|
| **Definition** | Predictable routines and procedures are the structural backbone of a well-managed classroom. When students know exactly what to do (how to enter the room, transition between activities, ask for help, or wrap up at the end of class), teachers spend less time redirecting behavior and more time teaching. Effective routines reduce anxiety, increase on-task time, and create a consistent structure that all students, especially those with behavioral or learning challenges, need to succeed. |
| **The public EPPs teach preservice teachers how to…** | • Design and explicitly teach procedures for routine classroom activities rather than assuming students will infer them.<br>• Practice and reinforce routines with students, especially at the start of the year and after extended breaks, so that procedures become automatic rather than requiring ongoing teacher redirection.<br>• Use consistent, predictable lesson structures (e.g., a warm-up, work time, closure) so students understand the flow and purpose of each class period.<br>• Adapt routines to be culturally responsive and accessible for students with diverse learning needs, including students with disabilities and English language learners. |

| **3** | **Manage Student Behavior: Proactive and Responsive Strategies** |
|---|---|
| **Definition** | Effective teachers use a range of strategies — both proactive and responsive — to maintain a productive learning environment. They understand that behavior management is not one-size-fits-all and can select and apply strategies appropriate to the situation, the student, and the level of need. |
| **The public EPPs teach preservice teachers how to…** | • Apply a hierarchy of behavioral interventions, starting with the least intrusive and escalating as needed.<br>• Use proactive strategies (e.g., proximity, redirection, positive reinforcement) to prevent escalation.<br>• Respond to behavioral incidents calmly, consistently, and in ways that preserve student dignity.<br>• Reflect on the effectiveness of strategies used and adjust based on student response. |

| **4** | **Manage Family and Community Communication** |
|---|---|
| **Definition** | Positive relationships with families and the broader school community are a core component of effective classroom management. Teachers who communicate proactively — not just when problems arise — build trust that makes it easier to address challenges when they occur. |
| **A novice teacher can…** | • Initiate positive communication with families early and regularly, not only in response to problems.<br>• Communicate clearly and respectfully with families from diverse cultural and linguistic backgrounds.<br>• Use conferences, written communication, and other tools to keep families informed and engaged as partners.<br>• Connect students and families with school and community resources when additional support is needed. |

## III. What the Working Group Did

The EPP Key Concepts Working Group, made up of representatives from the four educator preparation programs directly governed by the Idaho State Board of Education, convened as a collaboration between the public teacher preparation programs, OSBE, and the Superintendent to examine how Idaho's four public EPPs are currently preparing teacher candidates in classroom management. The group:

- Reviewed and synthesized Superintendent Critchfield's statewide data on challenges facing teachers in the areas of Classroom Management and Student Behaviors.
- Mapped existing coursework, field experiences, and assessments across all four institutions using the MTSS structure: Tier 1 (all students), Tier 2 (some students that need extra support), and Tier 3 (a few students that need intensive support).
- Used the Danielson Framework, the statewide standard for evaluating teacher practice in Idaho, as a shared reference point for identifying competencies.
- Identified concepts shared across all programs that should form the statewide foundation for classroom management preparation (Proposed Shared Concepts, above).
- Examined what all four programs have in common, where they diverge, and where preparation falls short relative to what new teachers are encountering in schools.

## IV. Detailed Findings

Idaho's teachers, administrators, and mentor educators continue to demonstrate remarkable adaptability in responding to increasingly complex classroom environments.

### Strengths: What All Four Programs Do Well

All four institutions share a strong common foundation in Tier 1 classroom management, the practices that benefit every student in every classroom. Across BSU, ISU, LCSC, and UI, teacher candidates learn and are assessed on:

- Building positive, respectful learning environments (Danielson Domain 2).
- Establishing clear classroom routines, procedures, and transitions (Domain 2C).
- Setting behavioral expectations and managing student behavior proactively and reactively (Domain 2D).
- Communicating with families and connecting with the broader school community (Domain 4C).

Importantly, this content is not just taught in a classroom, but candidates also apply it in the classroom themselves. All four programs require candidates to demonstrate competency in classroom management during supervised clinical experiences before receiving an institutional recommendation for certification, are evaluated through a Common Summative Assessment (CSA) where candidates must score a 2 or higher to receive an institutional recommendation. Final portfolios provide additional evidence of readiness.

The working group also recognizes that classroom management expertise develops during a professional continuum of practice. Preservice preparation establishes foundational competency and supervised practice, while deeper expertise, particularly in responding to highly intensive behavioral situations, develops further through mentoring, induction support, collaboration with experienced educators, further professional development on specific practices related to current needs, and continued professional experience in K–12 settings.

### Gaps and Challenges: Where More Work Is Needed

**1. Tier 3 situations are taught but not practiced consistently.** All four programs provide instruction in Tier 3 behavior strategies, including creating individualized behavioral plans, conducting Functional Behavioral Assessments (FBAs), and understanding Behavioral Intervention Plans (BIPs). However, during student teaching, these situations are almost always handled by mentor teachers, not candidates. Preservice teachers leave their programs knowing the ideas but having had limited hands-on practice with the most intensive behavioral challenges.

**2. Preparation for increasingly severe student behaviors is a growing concern.** Programs prepare candidates well for typical classroom management challenges. The increasing complexity and severity of student behavioral needs in K–12 settings continues to evolve rapidly and creates ongoing challenges for both preservice preparation and inservice professional learning systems. The pipeline of candidates trained specifically in Applied Behavioral Analysis (ABA) or with Board Certified Behavior Analyst (BCBA) credentials is limited. This is both a preservice preparation opportunity and an inservice workforce challenge.

## V. Recommendations

### For Preservice Preparation: What EPPs Can and Will Do in 2026-2027

- Continue and strengthen the common Tier 1 foundation across all four programs, using shared language, shared assessments (CSA), and shared Danielson-aligned competencies.
- Increase intentional Tier 2 and Tier 3 experiences during field placements — for example, by partnering with schools to create structured opportunities for candidates to participate (with support) in behavioral case work, rather than observing from the sidelines. Note: this will be possible with explicit support from OSBE and IDE, as some school districts are not willing to create collaborative partnerships.
- Explore shared signature assignments across institutions, such as the Behavioral Case Study, which requires candidates to assess, plan, and evaluate an intervention with an individual student over multiple weeks.
- Integrate trauma-informed care, self-regulation supports, and family communication strategies more explicitly across coursework at all institutions.

### For Inservice Professional Development: What the State Can Help Make Possible

- Expand K–12 professional development offerings in behavior management for practicing teachers. At least one institution is actively pursuing a Master's degree or graduate certificate pathway leading to BCBA certification, and state support could accelerate this.
- Pursue a Behavior Specialist Endorsement at the state level, creating a formal credential pathway for specialists equipped to support schools with Tier 2 and Tier 3 behavioral needs.
- Reduce the required content area credits for endorsements from 45 to 40, which would free space in programs to expand coursework in classroom management, special education, tiered academic interventions, and data/assessment literacy.
- Invest in faculty lines at EPPs for faculty with BCBA credentials or deep expertise in behavioral analysis, enabling development of accredited graduate programs, specialized PD, and expanded coursework.

## Next Steps

**2026**

- Finalize and publish the Classroom Management Shared Concepts document (described earlier in this memo).

- Convene a follow-up meeting with relevant OSBE and IDE staff to discuss recommendations and identify a feasible path forward on policy and strategy.
- Partner with IDE on professional development for inservice teachers wherever that is possible.
- Present to IACTE and share with all education preparation partners.

**Spring 2027**

- Begin a parallel process for the second priority focus area: Special Education Basics for All Educators K–12.

We appreciate the Superintendent's attention to this issue and look forward to continued collaboration. The four public EPPs are committed to ensuring that every teacher candidate leaves our programs prepared to manage real classrooms with real students, including the most challenging situations they will face.

*Submitted by the EPP Key Concepts Working Group*
*Boise State University | Idaho State University | Lewis-Clark State College | University of Idaho*

# What Idaho's Public Teacher Preparation Programs Teach: Classroom Management

Boise State University | Idaho State University | Lewis-Clark State College | University of Idaho

**How to read this document:** This table shows what all four programs teach, organized by the level of student need (Tier 1 = all students; Tier 2 = some students; Tier 3 = intensive needs). **Domain references** refer to the Danielson Framework — the statewide standard for evaluating teacher practice in Idaho. Note that all of these identified areas require preservice teachers to understand and apply a multi-tiered system of supports (MTSS).

## TIER 1 — For All Students & Classrooms

### Create a Positive, Structured Learning Environment

**[Danielson Domain 2]** *Positive relationships, respect, safety, knowing students, culturally responsive practice*

| | How is it taught in the public educator preparation programs? | Where is it taught in the program? How Candidates Are Observed & Assessed in the Field | Signature Assignments & Evidence |
|---|---|---|---|
| | **[BSU]**<br>Readings, video, and lesson plans for community builders (EDCI 430). Child developmental stages (EDCI 203). Cultural diversity (ED 201). Study of diverse learners and giftedness (ED SPED 205).<br><br>**[ISU]**<br>Readings, discussions, Management & Motivation Plan (EDUC 3302). Danielson-structured field observations and self-reflection. UDL lesson planning. Inclusive teaching observations. Bilingual/bimodal methodology coursework.<br><br>**[LCSC]**<br>ED-425 (primary course): readings, videos, case studies, classroom observation, communication with on-site mentors. Additional instruction in ED-429, 430, 426, 452, 447, 345, 343, 321, 318.<br><br>**[UI]**<br>EDCI 320 and EDCI 463 (Classroom Management): positive learning environments, clear expectations, routines, and proactive behavior supports. Culturally responsive practices aligned with Danielson Domains 2 and 3. | **All Four Programs (BSU, ISU, LCSC, UI)**<br>**During internship/student teaching:** Formative observations with feedback and coaching.<br>**Common Summative Assessment (CSA):** Candidates must score 2 or above to receive a program recommendation.<br>**Final Evaluative Portfolio (S-PAT):** Must receive passing scores.<br><br>*Relevant Danielson domains: 2A, 1B, 3E* | • Formative Observation Form<br>• Common Summative Assessment (CSA)<br>• Final Portfolio – S-PAT Section 1<br>• Classroom Management Portfolio<br>• Response to Intervention Case Study |

### Managing Student Behavior: Proactive and Responsive Strategies

**[Domain 2C]** *Routines, transitions, gaining student attention, maximizing instructional time*

| | | | |
|---|---|---|---|
| | **[BSU]**<br>EDCI 430: Wong & Wong readings, modeling strategies, practice in internship with reflection. Candidates create a Classroom Management Plan (CMP) covering teaching, rehearsing, and reinforcing procedures.<br><br>**[ISU]**<br>EDUC 3302/3308: Danielson 2C structured observation forms, TLAC/CHAMP techniques, mini-lesson observations with self-reflection on transitions and routines. SMART goals tracked across Portfolio Gateways 1 and 2.<br><br>**[LCSC]**<br>ED-425 primary course through readings, videos, case studies, observation, and mentor teacher communication. Modeling strategies, practice in internship with reflection. Additional courses: ED-429, 430, 426, 452, 447, 345, 343, 321, 318.<br><br>**[UI]**<br>EDCI 301 and content-area methods courses: relationship-building, engagement, structuring procedures, and maximizing instructional time for inclusive environments. | **All Four Programs (BSU, ISU, LCSC, UI)**<br>**During internship/student teaching:** Formative observations with feedback and coaching.<br>**Common Summative Assessment (CSA):** Candidates must score 2 or above to receive a program recommendation.<br>**Final Evaluative Portfolio (S-PAT):** Must receive passing scores.<br><br>*Relevant Danielson domains: 2C* | • Formative Observation Form<br>• Common Summative Assessment (CSA)<br>• Final Portfolio – S-PAT<br>• Classroom Management Plan (CMP) |
| **Managing Family and Community Communication**<br>**[Domain 2D] [Domain 3E] [Domain 4C]** *Behavioral expectations, proactive & reactive strategies, parent communication, classroom management systems* | | | |
| | **[BSU]**<br>EDCI 430: Readings on management theories, hierarchy of behavioral interventions taught and implemented. Candidates create a Classroom Management Plan for Domain 2D. Attendance at parent-teacher conferences required.<br><br>**[ISU]**<br>EDUC 3302/3308/4408: Danielson 2D & 3E structured observation forms, TLAC/CHAMP strategies, Know Yourself as a Teacher self-assessment, PART-E portfolio documentation, seminar case discussions from field placements.<br><br>**[LCSC]**<br>ED-429 primary course. Attendance at parent-teacher conferences, letters and home communication designed in class, and sent to parents during internship, Classroom Management Plan developed. Additional courses: 425, 430, 426, 452, 447, 345, 343, 321, 318.<br><br>**[UI]** | **All Four Programs (BSU, ISU, LCSC, UI)**<br>**During internship/student teaching:** Formative observations with feedback and coaching.<br>**Common Summative Assessment (CSA):** Candidates must score 2 or above to receive a program recommendation.<br>**Final Evaluative Portfolio (S-PAT):** Must receive passing scores.<br><br>*Relevant Danielson domains: 2D, 3E, 4C* | • Formative Observation Form<br>• Common Summative Assessment (CSA)<br>• Final Portfolio – S-PAT<br>• Classroom Management Plan (CMP)<br>• Mock or attended Parent-Teacher Conference |

| | | | |
|---|---|---|---|
| | EDSP 300 and intervention-focused methods assignments: differentiating instruction, small-group interventions, and data-based monitoring within MTSS. | | |

## TIER 2 — For Some Students Needing Extra Support*

### Differentiated Support, Assessment Literacy & Managing Student Behavior

**[Domain 1B] [Domain 1E] [Domain 1F] [Domain 2D] [Domain 3C] [Domain 3D] [Domain 3E]** *Differentiation, data-informed decisions, targeted behavioral interventions*

| | | | |
|---|---|---|---|
| | **[BSU]**<br>ED 430: Hierarchy of Tier 2 interventions explicitly taught and modeled. Behavioral Case Study: candidates work with an individual student, conduct assessments, develop an individualized plan, implement it over 4 weeks, and analyze pre/post data.<br><br>**[ISU]**<br>EDUC 3302/3308/4408: data-informed reflection, formative assessment application, PART-E portfolio. SPED 4450: Assessment and Data-Based Decision Making, FBA, Evidence-based Practices, Positive Behavioral Support. EDMT 3370: case study with individualized behavioral/academic plans in math.<br><br>**[LCSC]**<br>ED-425 primary course. ED-318 adds Assessment Literacy focus. SE-322 has the FBA, as well as focus on behavior management. Additional courses: ED-429, 430, 426, 452, 447, 345, 343, 321.<br><br>**[UI]**<br>EDSP 300 and student teaching: adapting instruction for significant behavioral needs, collaborating with specialists, applying IEP principles and behavior intervention planning. | **All Four Programs (BSU, ISU, LCSC, UI)**<br>**During internship/student teaching:** Formative observations with feedback and coaching.<br>**Common Summative Assessment (CSA):** Candidates must score 2 or above to receive a program recommendation.<br>**Final Evaluative Portfolio (S-PAT):** Must receive passing scores.<br><br>*Relevant Danielson domains: 1B, 2D, 3C, 3E, 4C* | • Formative Observation Form<br>• Common Summative Assessment (CSA)<br>• Final Portfolio – S-PAT<br>• Behavioral Case Study (BSU)<br>• Functional Behavioral Assessment (FBA)<br>• PART-E Portfolio (ISU) |

## TIER 3 — For a Few Students Needing Intensive, Individualized Support

### Creating & Implementing Individualized Behavioral Plans

**[Domain 1F] [Domain 2D] [Domain 3D]** *Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs), family and team collaboration*

| | | | |
|---|---|---|---|
| | **[BSU]**<br>ED 430: Tier 3 strategies explicitly taught and modeled. Candidates seek to implement strategies but rarely get an opportunity to practice — Tier 3 situations are typically handled by mentor teachers during student teaching. | **All Four Programs (BSU, ISU, LCSC, UI)**<br>**During internship/student teaching:** Formative observations with feedback and coaching. | • Formative Observation Form<br>• Common Summative Assessment (CSA)<br>• Final Portfolio – S-PAT |

| | | | |
|---|---|---|---|
| | **[ISU]**<br>EDUC 3302/4408: Individualized behavior planning based on Know Your Students. SPED 3340: Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP). SPED 4450: Assessment and Data-Based Decision Making, UDL with individualized supports.<br><br>**[LCSC]**<br>SE-322 includes family involvement, FBA, BIP, and RtI practices. ED-321 adds to BIP. Additional courses: ED-429, 425, 430, 426, 452, 447, 345, 343, 318.<br><br>**[UI]**<br>Student Teaching Internship: applying individualized interventions in real settings. Focus on ethical/legal considerations, family and school-team collaboration, and IEP-aligned supports. | **Common Summative Assessment (CSA):** Candidates must score 2 or above to receive a program recommendation.<br>**Final Evaluative Portfolio (S-PAT):** Must receive passing scores.<br><br>*Relevant Danielson domains: 1B, 2D, 3C, 3E, 4C*<br>*Note: Limited opportunities to practice Tier 3 strategies directly — most are handled by mentor teachers during student teaching.* | • Functional Behavioral Assessment (FBA)<br>• Behavioral Intervention Plan (BIP)<br>• UDL Lesson Plan with individualized supports |

**Known Gap:** All four programs teach Tier 3 theory and planning, but new teachers rarely have supervised practice with the most intensive behavioral situations before entering the classroom. This is the clearest gap the working group recommends prioritizing.

**Key Takeaways** All four programs share a strong Tier 1 foundation and use the same high-stakes assessments (CSA and Final Portfolio) to confirm candidates are ready to manage real classrooms. The clearest gap is at Tier 3: candidates learn the plans and frameworks but get limited hands-on practice with the most severe behavioral situations before they graduate because those situations are typically managed by experienced mentor teachers during student teaching. This is the area the working group recommends prioritizing for improvement.

## SUBJECT

Generative AI in Education Framework

## BACKGROUND

During the 2026 legislative session, the Idaho Legislature passed Senate Bill 1227, directing the Idaho Department of Education (Department) to develop statewide guidance regarding the implementation and responsible use of generative artificial intelligence in Idaho's K-12 public education system. In response, the Department convened a statewide work group consisting of K-12 educators, school administrators, technology leaders, cybersecurity experts, higher education representatives, and other education stakeholders to collaboratively develop the 2026 Idaho Generative Artificial Intelligence in Education Framework (AI Framework).

## PROPOSAL

The proposed AI Framework establishes a statewide vision for responsible, ethical, and human-centered implementation of generative artificial intelligence within Idaho schools. It provides guidance for local school districts and public charter schools in developing local policies, professional learning opportunities, instructional practices, and implementation strategies while emphasizing student safety, privacy, academic integrity, and age-appropriate AI literacy.

The AI Framework includes:

- Guiding principles for implementation
- Recommendations for educator professional learning
- Age-appropriate instructional guidance spanning kindergarten through grade twelve
- Considerations for academic integrity and assessment
- Recommendations for purchasing and evaluating generative AI platforms
- Model policy language for local school districts and charter schools
- Family engagement resources

Recognizing the rapidly evolving nature of artificial intelligence, the Department intends to review the framework annually to reflect emerging technologies, research, legislation, and best practices.

## IMPACT

The AI Framework provides Idaho schools, educators, and families with a consistent statewide resource to support thoughtful implementation of generative artificial intelligence in education. The framework supports compliance with Senate Bill 1227 (2026) and sets the foundation for AI literacy and appropriate instructional practices. It balances the promise of responsible innovation with the need for student privacy, cybersecurity, and ethical decision making.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed 2026 Generative Artificial Intelligence in Education Framework meets the requirements established by Senate Bill 1227 (2026) and provides Idaho schools with comprehensive statewide guidance on the responsible integration of generative AI into teaching, learning, and school operations. The Department developed the framework in consultation with subject matter experts and Idaho stakeholders.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 2026 Generative Artificial Intelligence in Education Framework

## BOARD ACTION

I move to approve the 2026 Idaho Generative Artificial Intelligence in Education Framework as submitted in Attachment 1 and authorize the Idaho State Department of Education to make non-substantive administrative changes to the document, including formatting and addressing typographical errors, grammar, consistency, and syntax.

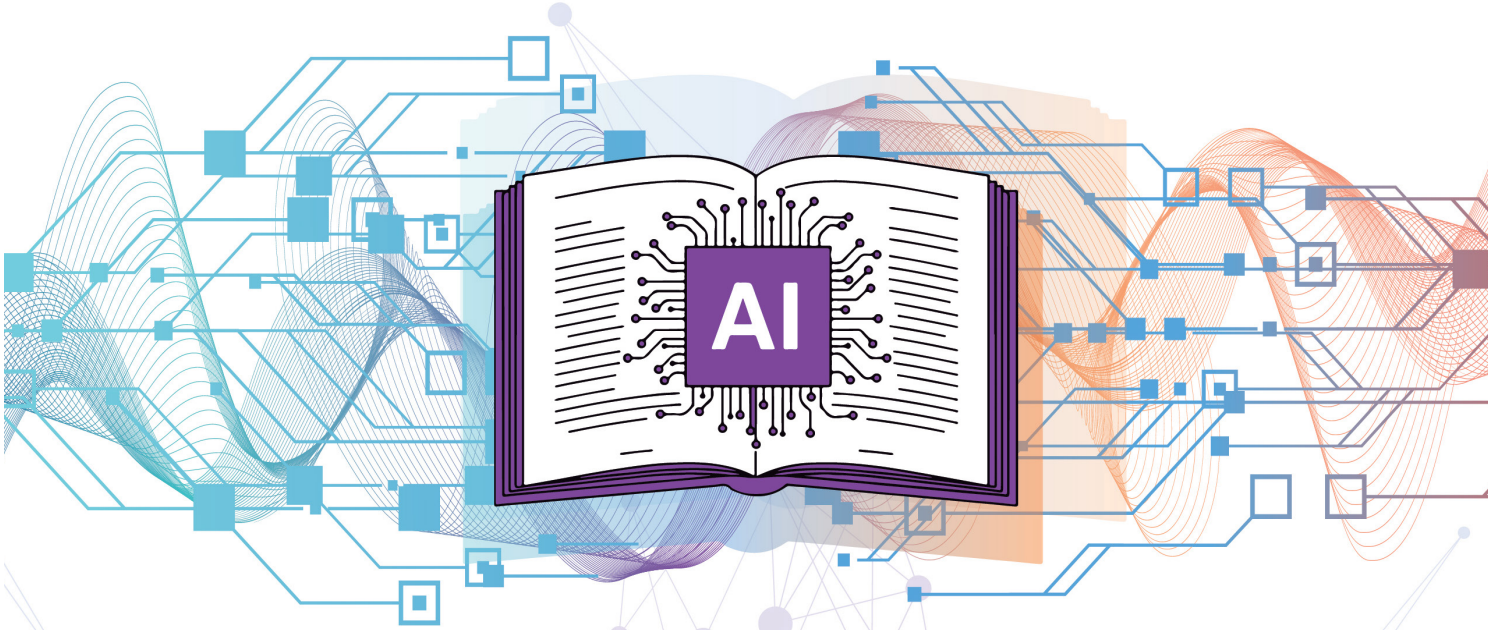
Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-7003

## REFERENCE

| | |
|---|---|
| July 2026 | Statutory changes resulting from Senate Bill 1227 (2026) became effective, establishing expectations for oversight and support related to artificial intelligence in K-12 education in Idaho. |




# Generative Artificial Intelligence in Education Framework

Idaho Department of Education

Idaho Department of Education

Artificial intelligence is changing the world our students will enter after graduation, and it is our responsibility to ensure they are prepared to navigate it thoughtfully, safely, and confidently. Just as importantly, we have a responsibility to ensure that AI is introduced in developmentally appropriate ways, to protect student privacy, and to reflect the trust parents place in our public schools.

With the passage of Senate Bill 1227 during the 2026 legislative session, Idaho has taken an important step in providing a clear, responsible path for the use of artificial intelligence in our public schools. Rather than reacting to this rapidly evolving technology, we're leading with purpose to ensure AI strengthens teaching and learning while protecting students and supporting educators.

That commitment is reflected in the Idaho Department of Education's Generative Artificial Intelligence in Education Framework. Developed by a statewide working group of educators, technology leaders, cybersecurity experts, and education stakeholders, this framework offers practical, human-centered guidance for Idaho's K-12 school system. It is designed to help schools build AI literacy while ensuring AI is used in ways that are safe, age-appropriate, transparent, and aligned with the best interests of students and families. Our goal is to equip students with the knowledge, critical thinking skills, and ethical foundation they need to navigate an increasingly AI-driven world with confidence and responsibility.

Superintendent Debbie Critchfield

Debbie Critchfield

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# Purpose

Idaho is paving the way for educators and students throughout the state to become AI literate and prepared for an ever-changing workforce. When SB 1227 was passed during the 2026 legislative session, Idaho became a leader in both artificial intelligence (AI) and generative artificial intelligence (GenAI). Through the efforts of an accomplished AI work group, Idaho is providing guidance to the K-12 system to become prepared in supporting students, educators, administrators, and community members through transformative technological change. This framework is to support districts, schools, and charters in adoption of policy as well as provide guidance and considerations for implementation.

The Idaho Department of Education is committed to a human-centered approach in supporting K-12 public education as we thoughtfully integrate AI and GenAI. With effective training and support, educators will be able to focus on human interactions that produce authentic learning, alleviating workloads for tasks that can be automated. GenAI has the potential to streamline everyday tasks, spark new ideas, and free up time for educators to do what matters most: connect with students. Through this K-12 Framework for Generative Artificial Intelligence in Education, the Department supports the balance between delivering leading-edge education while safeguarding students through a collaborative effort between education and cybersecurity experts. As AI continues to evolve, this document will as well.

The Department is committed to reviewing and revising this framework on an annual basis.

## Executive Summary

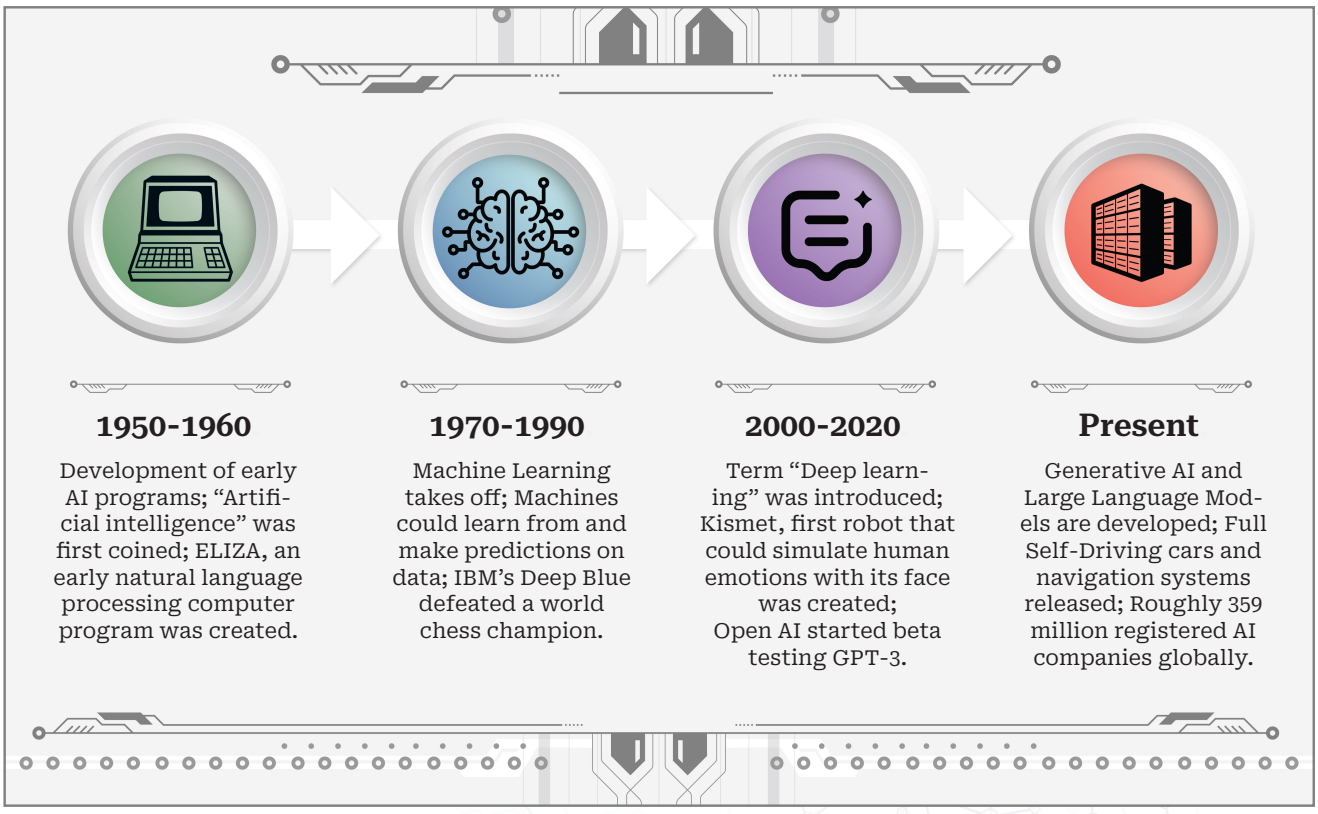
Experts across the nation have been exploring the role AI and GenAI should play in education since 2022 when ChatGPT exploded into the public view, revealing the power of large language models and other GenAI tools. The Artificial Intelligence for K-12 Initiative (AI4K12) has provided five big ideas that should be considered when looking at the K-12 educational system: perception, representation and reasoning, learning, natural interaction, and societal impact. These five considerations are intertwined throughout the following framework, which also references other existing state frameworks and national partners in AI in K-12 education (AI4K12, 2020). When considering AI and GenAI in public schools, we must differentiate between being able to use an AI tool and having a deeper AI literacy, which is our goal for Idaho educators and students. AI literacy is defined as representing technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. AI literacy enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications (aiEDU: The AI Education Project, 2025). This framework, along with the K–12 AI Standards, aims to support the development of an AI literate Idaho.

## Historical Timeline

While GenAI may seem like a recent development, the concepts behind artificial intelligence have been evolving for decades. As early as the 1940s, researchers such as Alan Turing were exploring the foundations of machine intelligence and computer-based problem solving. In the 1960s, some of the first adaptive tutoring systems emerged, demonstrating the potential for technology to personalize learning experiences.

Over the following decades, advances in computing power, data processing, and machine learning led to the widespread integration of AI into everyday life. By the 2000s, AI was quietly powering tools such as GPS navigation, recommendation engines, fitness trackers, search engines, and digital assistants. While these technologies used AI to analyze information and support decisions, they generally focused on recognizing patterns and providing recommendations.

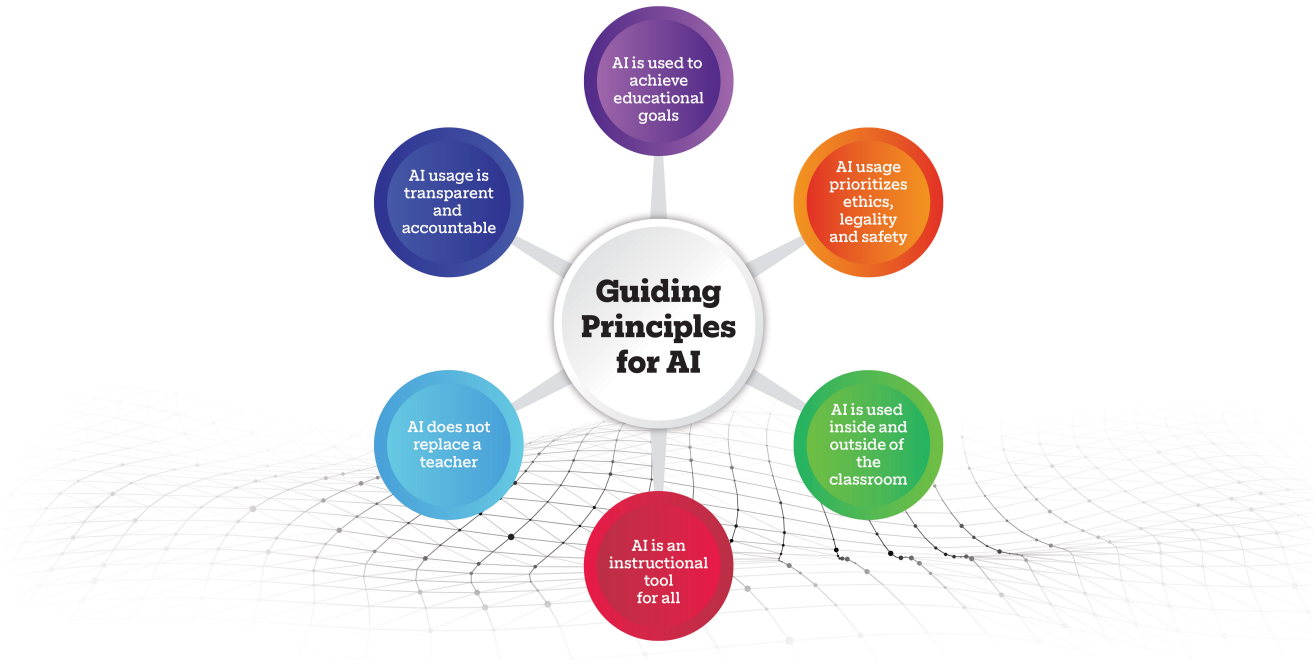
The public's awareness of AI expanded dramatically with the release of ChatGPT in late 2022 and its rapid adoption throughout 2023. GenAI marked a significant shift from systems that primarily analyzed information to systems capable of creating new content, including text, images, audio, video, and code. As AI continues to evolve and emerging technologies such as Agentic AI begin to take shape, it is increasingly important for educators and students to understand the foundations of artificial intelligence, how these systems work, and how they can be used responsibly, effectively, and ethically.



# Guiding Principles

AI presents both opportunities and challenges for education. As AI tools become more common in classrooms, workplaces, and daily life, educators must make thoughtful decisions about how these technologies are introduced, used, and monitored. The goal is not simply to adopt AI, but to ensure it is implemented in ways that support student success, strengthen teaching and learning, protect privacy, and reflect Idaho's values.

The following guiding principles are intended to provide a foundation for decision-making as schools, educators, students, and families navigate the evolving landscape of AI. These principles will help inform the development of resources, professional learning, local policies, and classroom practices while maintaining a focus on student learning, human relationships, safety, and responsible innovation.




## AI is used to help all students achieve their educational goals

Idaho will use AI in K-12 public schools to support students to achieve their educational goals through improving student learning, educator effectiveness, and school operations. The Department is focused on using AI to simplify tasks and support school systems. This will allow them to spend more time being present and connected with students.

## AI does not replace a teacher

Idaho will take a human-centered approach to AI in K-12 public schools. We will prioritize the needs, abilities, and experiences of human educators to be experts in the classroom on how to teach and lead students. AI will increase opportunities for educators to have deeper interactions that lead to more meaningful learning. Idaho recognizes that strong reading, writing, mathematics, communication, critical thinking, and problem-solving skills remain essential for student

success. AI should be used to enhance and support learning, not replace the development of foundational knowledge and durable skills.

### AI literacy and education for staff, students, families, and community

Idaho will prioritize professional development for educators and will provide support in helping educators see AI as an instructional tool to meet educational objectives. Idaho is committed to supporting students in becoming AI literate in the digital age and supporting families and communities in understanding the work that is happening within K-12 public schools within AI.

### AI usage will prioritize ethics, legality and safety

Idaho will put protecting personal identifiable information (PII) first. All AI tools and resources must comply with protection laws. No PII should ever be uploaded or used within an AI system without understanding the protections that are in place to keep individuals safe. Idaho districts, schools, and charters will be expected to ensure that all resources protect student data through appropriate safeguards and procedures. (Netskope, 2026)

### AI is a tool inside and outside of the classroom

AI is a tool that is used inside and outside of the classroom that shows up every day. It uses data to learn patterns and make predictions. Idaho will focus on helping students, educators, and families to see when and how AI is being used in a variety of settings such as language translation and adaptive learning tools. AI should be used when it meaningfully supports a clearly identified educational, operational, or instructional need.

### AI usage is transparent and accountable

Idaho is committed to transparency of AI integration in the education system. Idaho districts, schools and charters will be expected to communicate with communities and families around AI usage. Policies, procedures and actions that connect to AI will not be done without proper communication but done with transparency and accountability in mind. These policies and procedures should be shared with families and the community.

## AI Literacy and Readiness

We are living in a rapidly progressing digital world where the workforce is continuously evolving. The World Economic Forum's 2025 Jobs Report indicates that 22% of all jobs will be disrupted by 2030, with nearly 40% of job skills expected to change due to AI (World Economic Forum, 2025). Many of these jobs will require augmentation of human skills. Preparing learners for the future requires more than understanding AI tools; it requires helping them adapt, learn and thrive in a rapidly changing world. There is a shared responsibility to help prepare Idaho students to step into future career opportunities.

To better support students, educators must first build their own AI readiness to effectively guide students through this learning, in age-appropriate ways. This comes with meaningful professional development that focuses on larger concepts that are transferable no matter what AI tool

an educator is utilizing. Idaho students must develop readiness before engaging with AI tools, to ensure students build the foundational skills to understand and use the content, starting at an early age. AI Readiness is defined as the knowledge and capabilities needed to apply one's human advantage with evolving technology (aiEDU, 2025). AI literacy should be embedded across all subject areas, not just computer science or technology course work, and introduced as early as elementary grades through age-appropriate standards.

> A person is AI ready when they can leverage the combination of core content knowledge and durable skills such as critical thinking and collaboration alongside AI to achieve future goals and aspirations (aiEDU, 2025).

AI literacy and readiness vary depending on the age and developmental level of the students exploring these concepts. Measuring AI literacy can be as simple as data collection at lower grades, describing the difference between AI models, considering the benefits, and the costs to utilizing AI in the upper grades. As you explore the next section on age-appropriateness, keep in mind that building foundational groundwork early supports overall student learning. AI literacy should be viewed as a complement to, not a replacement for existing academic standards and instructional priorities. The goal is not simply to teach students how to use AI tools, but to prepare them to think critically, make informed decisions, evaluate information, solve problems, and participate responsibly in a society increasingly influenced by AI.

# Training Supports and Considerations

## Instructional Staff

The Department prioritizes AI literacy training for instructional staff throughout the state. This will be grounded in best practices and develop educators to utilize any AI tool that is accessible to them. The focus will be on building AI literacy and readiness within instructional staff. There will be a variety of opportunities to engage with training, and it will be delivered in a variety of ways (in person, hybrid, virtual). The goal will be to meet instructional staff where they are at in their AI learning.

While platforms and tools are important, the underlying theme of training should focus on best practices in ethical AI use. Through public private partnerships, the Department will bring training regionally throughout the state. It is important that instructional staff have ongoing opportunities to engage in learning and training to support staff readiness. As technology continues to change and grow, it is important that districts, schools and charters continue to support their staff's professional growth with meaningful, policy aligned training.

## School Support Personnel

School systems rely on a wide range of professionals beyond classroom educators. The Department values supporting business office staff, paraprofessionals, counselors, office staff, communications personnel, technology teams, nutrition services, and operational departments as all these individuals are key to the effectiveness of schools and student success.

Many of these professionals regularly manage communication, scheduling, planning, organization, information processing, customer service, and workflow tasks that may be positively supported through responsible AI use. These professionals engage with students daily in and outside of the classroom. However, non-academic personnel are often excluded from formal AI professional learning opportunities despite being directly impacted by evolving technologies. We must not forget about these populations when exploring training around AI implementation. Supporting these groups will allow for broader organizational capacity.

### Administrators and District Leaders

The Department understands the importance of supporting the whole system from instructional staff to support personnel to leaders. The Department will be providing training and support for leaders to be able to lead their districts, schools and charters through becoming AI ready.

It is important that district, school and charter leaders lead by example. Through the roll out of AI policy and procedures, we must keep best practices in change management top of mind and recognize that the changes that come with implementation of AI can cause fear and stress for staff. Leaning into change management tools will support the work and promote successful implementation of AI. To support buy-in from staff it is important to acknowledge the reality of what is happening, communicate the why, clearly explain supports and expectations. It is important to be open and transparent to support change.

As districts, schools, and charters begin the process of implementation, human centered focus should be at the forefront. Becoming familiar with the tools that staff are being asked to implement is an important step to support the work that is happening. When leaders understand what is being asked of their staff, they are better positioned to provide meaningful support. As districts, schools, and charters begin building their wider AI ecosystem, it will be important to consider and evaluate where funds are being spent. Educators, staff, students, and families will need to be trained and supported.

## Age Appropriateness

To support Idaho's K–12 students, educational systems must take a holistic approach to AI literacy and readiness. This work starts with the youngest learners and evolves as students navigate their own educational experiences. AI literacy should be embedded across all content areas, grade levels, and instructional environments. This does not mean that all content areas and grade levels have students engaging with AI tools but learning the deeper durable skills that are needed to enter an ever-changing world. AI should not be used for cognitive offloading, but rather cognitive augmentation. AI should support complex reasoning. Students should continue to learn, practice, and demonstrate core academic skills independent of AI with a qualified and trained teacher.

## AI as an instructional tool

Educators can use AI to support instruction in a number of ways, from planning and preparation to classroom delivery. It should be a tool to support an educator, never to replace an educator. As educators use AI to streamline their own planning and workflows, they should also explore how to use AI as an instructional tool to support student learning. There are a number of ways that educators can use AI to support student learning. Many of the following ideas span K-12; some may be more appropriate for specific grade levels. When using AI as a tool, educators should treat all output as a first draft. Content should always be reviewed for accuracy, appropriateness and alignment, and revised before being used in instruction. This includes images, videos, computer code, and digital resources. Student identifiable data should not be entered into any AI tool that is not secure and fully compliant with FERPA, COPPA, and any other national or state laws regarding student data privacy and use. Keeping student data safe and private is essential.

**Some examples of ways educators could utilize AI as an instructional tool to support planning and instruction:**

- Develop a variety of decodable stories for students in alignment with sight words
- Develop themed lessons that align with class interests
- Build visual cues for classroom processes and procedures
- Develop passages for classroom reading that aligns to students reading levels
- Develop guided notes for students who need additional scaffolding
- Provide visuals to support learning
- Create rubrics based off standards or learning targets

## K-2 Guidance and Instructional Ideas

In K-2 education, the focus should be on early data literacy, digital literacy, and computer science skills. Much of the learning students, in early grades, should focus on human interaction and relationships. Students should be able to identify human versus non-human interactions and describe, in simple terms, how AI appears in their daily lives through everyday tasks. Educators and students should reinforce that AI is a non-human tool and should not be referred to as human characteristics or pronouns. Some key vocabulary to support K-2 students are real, artificial, algorithm, intelligence, and training (International Society for Technology in Education [ISTE], 2024).

**Instructional Ideas:**

- Have students explore how technologies used in daily life have changed over time through discussion, exploration, and interaction with peers and grownups in their lives.
- Read stories with students that discuss human vs. non-human interaction and why it is important to understand the difference. Expand into exploring what humans do well vs. what do computers/technology do well.
- Have students engage in sorting and algorithmic thinking.
- Help students understand what identifiable data vs. non-identifiable data is.

## 3-5 Guidance and Instructional Ideas

As students' progress in their learning continuum, they will begin to explore the growing complexity of AI. Students should have opportunities to use vocabulary that supports their digital literacy to be able to grow to become AI literate in later grades. Students will continue to build durable skills, and educators should continue to reiterate that AI is a non-human tool that should never hold human characteristics. Deeper conversations about bias in data should be encouraged, with educators guiding students toward understanding accuracy and responsible data practices. Students should also become familiar with key vocabulary such as reliability, prediction, classification, machine learning, and prompts (ISTE, 2024).

**Instructional Ideas:**

- Students are provided with age-appropriate reading opportunities around how emerging technologies are being used in today's world.
- Students explore scenarios that show cause and effect relationships.
- Educators provide age-appropriate examples of human-generated and AI-generated outputs and guide students in evaluating them for accuracy, bias, effectiveness, and quality.
- Students can build and develop decision trees and track the decision-making process as decisions are made.

## 6-8 Guidance and Instructional Ideas

As students move into middle school, their engagement with AI should deepen and become more advanced. Students should begin interacting with AI at a more direct level. This could include opportunities to train AI models, form hypotheses about how models may change as new data is introduced and explore phenomena such as hallucinations in outputs. They should also examine evidence of both the beneficial and harmful impacts of AI in daily life. With teacher support, students at this level should begin to articulate when it is appropriate or inappropriate to use AI tools, including understanding what AI is well-suited for compared to human strengths such as creativity, ethical reasoning, empathy, and complex judgment. During this time, students will be able to begin to articulate what AI is good at and what humans are good at and be able to determine when it is appropriate for AI to be used and when it is not. Key vocabulary introduced at this stage should include training data, data bias, accuracy, classification, and hidden processes (Computer Science Teachers Association & AI4K12, 2025).

**Instructional Ideas:**

- Have students keep a prompt journal and take time and opportunities to revise, test, evaluate and review prompts.
- Explore how jobs and workers' tasks have changed as emerging technologies have become more prevalent, discuss how this is changing career paths.
- Have students build classification rules and then test and refine their rules on data sets based on human and AI feedback/responses.
- Discuss and research the societal consequences of AI usage.

## 9-12 Guidance and Instructional Ideas

High school provides an opportunity for students to engage with content at an even deeper, more advanced level, including concepts aligned with AI literacy. All Idaho students should graduate as AI literate individuals who can successfully navigate the use of AI in an ever-changing digital world. At this level, students should be able to identify when it is appropriate or inappropriate to use AI, understanding it as a tool to support efficiency and automate certain tasks without replacing critical thinking or human judgment. Educators should support students in evaluating AI-generated outputs for bias, accuracy, and potential harm. Students should have opportunities to research, analyze, and defend the impacts of AI use, as well as engage in informed discussions about the effectiveness of policies and regulations related to technology and safety. All high school students should also be exposed to key vocabulary such as critical evaluation, justification, audit, and societal impacts (CSTA & AI4K12, 2025).

**Instructional Ideas:**

- Have students create classroom rules around AI usage, discuss when it is ethical and appropriate to use AI and when it is not.
- Have students interact with AI in a closed model that controls the data that students can access.
- Build and refine prompts to better understand the power of prompt engineering.
- Research and articulate AI usage in a larger technology ecosystem; identify how AI tools connect with and impact a variety of technologies.

## Families and Community

Families are children's first and most important educators. Supporting them in understanding how AI and GenAI tools will be used within the school system is vital. As AI becomes increasingly integrated into education, communication, work, and daily life, many families are looking for practical guidance about what AI is, how students are using it, and how to respond appropriately. The goal of the Department is not to turn parents and community members into AI experts but to provide them with the support that they need to be able to understand and support what students are doing in their classrooms. Through this support, the Department hopes to build family confidence, engagement in informed conversations, and support responsible balanced use of AI at home.

As districts, schools, and charter schools begin or continue conversations about implementing AI, it is important to create opportunities for meaningful two-way communication with families and community members. Providing opportunities for families to share feedback as AI tools, policies, and standards are developed and implemented helps build trust and fosters a broader culture of AI literacy throughout the community. Establishing a consistent process for gathering and responding to feedback also enables schools to better understand community perspectives, provide meaningful support to families, and promote greater awareness of how AI is being used within the school system.

The Department will provide families and community members with resources designed to provide practical, accessible guidance and build underlying understanding of AI and GenAI. These resources will be ready to use and support rich family conversations.

## Appropriate and Inappropriate Uses

While AI can be a tool to ease educator workload, it also comes with risks. This section outlines guidance for responsible use and areas where caution is needed.

### Responsible Use of AI

When students are exploring how to integrate and learn about AI within the K-12 education system, it is important that this is done in a way in which an educator is providing guidance and oversight. Educators will clarify if, when, and how AI tools will be used. Instruction must remain human-centered, even as AI tools become part of the learning environment.

As AI is introduced into classrooms, it is essential that it serves as a tool to enhance learning rather than replace student thinking. AI should never do the thinking for students. Instead, students must continue to develop durable skills such as critical thinking, and problem-solving, so they can evaluate, question, and challenge AI-generated outputs. When used responsibly, AI should support students in deepening their understanding and engage in higher levels of thinking or cognitive augmentation, rather than cognitive offloading, where the technology replaces the mental work students need to do themselves. Educators should intentionally design learning experiences that encourage students to critically evaluate AI-generated information, recognize its limitations, and use it as a tool to strengthen, not substitute, their own thinking.

Opportunities for responsible AI usage would be aiding students in their creativity, collaboration, tutoring support, or content enhancement. These opportunities should be intentional and aligned with learning goals, not introduced for the sake of using technology.

### Safe Boundaries and Limitations of AI

Implementation of AI in the classroom must be done in a safe manner. It is important for educators to first understand how a tool works and how it collects and stores data. Student identifiable data should never be entered into AI tools without a clear understanding of the safeguards the tool provides. This includes student names, specific accommodations, and any other personally identifiable information. When educators are utilizing the tool for planning or modifying lessons and content, it is important that appropriate prompts are used (aiEDU, 2025).

AI should not be overused for feedback for students, and anything that AI is used for should be reviewed and revised by the teacher prior to being presented to a student. AI should never take the lead on and replace human judgment in the following areas:

- High-stakes, personal or emotionally sensitive feedback
- Formative feedback that depends on authentic teacher-student relationships

- Assessment of creative, deeply personal or nuanced work
- Final decisions on grades, placement or disciplinary actions
- Special education eligibility, student mental health assessments or school safety determinations

# Academic Integrity and Assessment

Academic integrity is “the agreements about student learning and how students will show that learning.” Cheating is “When the agreements about student learning are broken.” (aiEDU, 2025)

## Academic Integrity

The Department sees academic integrity as preserving original thinking while still embracing AI to enhance learning. The students’ thinking should be at the forefront of all tasks as they are the drivers of their performance. As districts, schools and charters build policy and procedures, it is recommended that a disclosure of practice is being utilized, especially at the higher levels. Transparency in both educator and student usage will support implementation and appropriate usage. It is key that students begin to learn the process of disclosing when AI is utilized to support their thinking. It is also key for educators to acknowledge with students when they have utilized AI as a teaching tool. These practices will increase student comfort level in disclosing their own AI usage.

When looking at classroom practices, it is important for educators to put procedures and practices in place for students to understand when and how they can utilize AI within their learning. One example that can support this process is the AI Assessment Scale (AIAS) (Perkins et al., 2024).

## The AI Assessment Scale

| | | |
|---|---|---|
| 1. | NO AI | The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.<br>**You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.** |
| 2. | AI PLANNING | AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently.<br>**You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.** |
| 3. | AI COLLABORATION | AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.<br>**You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.** |
| 4. | FULL AI | AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.<br>**You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.** |
| 5. | AI EXPLORATION | AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.<br>**You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.** |

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale.

This allows students to have clear expectations throughout the learning, not simply on the final product. Student learning happens through instruction, and it is key to support that learning the entire process and not simply on the summative assessment. Students should be assessed along the way and not just simply the final product.

While AI tools allow opportunity to enhance learning, if not done in a meaningful and thought-out manner, it presents opportunities for misuse. We do not want students to be utilizing AI to misrepresent their abilities.

There are a number of ways to identify if a student is breaking the agreed upon learnings. At this time, AI detection software has been shown to be inconsistent in accuracy and easily manipulated. It should never be solely relied upon and used for final decisions no matter what tool is being utilized. In today's changing world, it is more important than ever for educators to use their expertise in knowing their students' abilities and skillsets. Some key things for educators to keep an eye out for in students' work that can support educators are:

- Is the work too generic and doesn't account for what they do and don't know?
- Does the work assume that all students have the same prior knowledge and no learning gaps, and does it fail to connect to students' lives or personal experiences?

### Assessment

Assessment within Idaho should first and foremost be aligned with standards to allow students to demonstrate evidence of their learning in a variety of ways. These standards may include the Idaho Content Standards, standards defined by concurrent enrollment of courses, or those established by Advanced Placement courses. Assessment in this context includes both formative and summative measures.

At this time, the Department will not be rolling out any kind of state level assessment to gauge AI literacy or readiness within students. We will continue to support educators, administrators, district leaders, and community members in learning how to support students in the ever-changing digital world.

As K-12 AI Standards are introduced, like all standards, districts, schools, and charters would be expected to teach and assess students' knowledge on these standards. Importantly, assessing AI literacy does not necessarily require students to use artificial intelligence tools. Just as students can learn about the internet, media literacy, cybersecurity, or digital citizenship without directly engaging with every technology discussed, students may demonstrate their understanding of AI concepts, impacts, ethical considerations, limitations, and responsible use through a variety of instructional and assessment approaches. The specific methods used to teach and assess future AI standards will depend on the standards themselves and remain a local decision of schools and districts. This can be done through ongoing formative assessment or more explicit summative assessments. These assessments can be done with or without technology. Classrooms that move away from tasks that AI can easily do and move more toward richer and deeper tasks will have more opportunity to assess students' learning. It will be key that students are assessed on the full learning process and not simply facts.

## Platform Purchasing

When districts, schools, or charters determine that there is a need for an AI tool to support their educators and students, there are several considerations that need to be thought through. When exploring what tool is best for the district or school, the first question that should be asked is, "What problem are we trying to solve?" that will give guidance on what tools to explore. Districts, schools, and charters are not recommended to purchase a product simply to make sure that they have access to an AI tool. Once the problem is identified, and exploration has begun around tools, the next step is learning how a product will be supported. Will employees be trained on the tool? Will they have the opportunity to try the tool prior to purchase? Lastly, it is extremely important that the tool aligns with the district, school, or charters' vision of what teaching and learning looks like within the system. The tool shouldn't drive the vision; the vision should drive the tool.

When choosing a tool for a district, school, or charter, it is important to have a cybersecurity mindset in place. Like any technology tool or platform, when adopting AI platforms, there should always be a vetting process.

**Key things that should be addressed when talking with a vendor are:**

- How is our data being used within the system?
- How is user data collected, analyzed, shared, or used to ensure data isn't being used for training purposes?
- What data is retained, who has access to it, and when is it deleted?
- How are you keeping student and teacher data safe?
- Is your tool compliant with COPPA, FERPA, PPRA, CIPA, IDEA, Title VI, your state student data privacy laws, and any state AI legislation?

After a tool is selected, a district, school or charter should always require a Data Privacy Agreement (DPA) with the vendor. This protects the district, school, or charter through a legally binding contract to ensure that all sensitive data is handled with care and oversight.

**Some key components to make sure are a DPA are:**

- Data ownership
- Data use limitations
- Types of data covered
- Compliance requirements
- Data security measures
- Data retention and deletion process

## Closure

With the ever-changing nature of AI and emerging technologies, this framework will be reviewed and updated as needed. Through collaboration efforts with industry, legislative partners, Office of the State Board, and other appropriate partners, this Framework will be evaluated and updated no less than once a year.

# Glossary

**Agentic AI:** AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

**AI Companion:** A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

**AI Literacy:** AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

**AI Readiness:** AI Readiness is the knowledge and capability needed to apply one's human advantage with evolving technology.

**Artificial Intelligence (AI):** A branch of computer science focused on building systems capable of performing tasks that typically require human intelligence. AI leverages massive data sets and computational power to make predictions, increasingly impacting various aspects of our daily lives.

**Automation:** The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.
Chatbot: An artificial intelligence program designed to simulate conversation with human users. Primarily designed to meet the user's intent and provide a positive output for the user.

**Generative AI (Gen AI):** GenAI is a subset of machine learning and AI specifically designed to create new content, including text, images, audio, code, video, or synthetic data based off a prompt.

**AI Hallucination:** Instances where an artificial intelligence system generates information that is incorrect, misleading, or entirely fabricated, but presents it as if it were true.

**Human-Centered:** An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human → AI → Human).

**Human-in-the-loop:** A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

**Large Language Model (LLM):** A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.

**Machine Learning:** A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

**Predictive AI:** AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

**Simulated Environment:** An artificial, controlled setting created to replicate real-world conditions. Examples range from computer games and AI-generated videos, to two humans role-playing a situation like a job interview.

**Synthetic media:** Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

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# Appendix: District Resources

# Idaho School Boards Association DRAFT Policy

Special thank you to the Idaho School Boards Association for the collaborative effort to provide the Department with example policy language for all schools, charters and districts within Idaho. This policy sets out guidelines for the permissible use of generative artificial intelligence (AI) by staff for work-related purposes and by students for school-related purposes. This policy applies to any use of generative AI tools by students and employees in school buildings, on school grounds, during school activities, and on school-issued devices. It is also intended to help inform the District community about issues to be aware of regarding generative AI tools, such as data privacy concerns, their potential to provide inaccurate or inappropriate responses, and the fact it is not possible to own or copyright material created using such tools. The District's approach to generative AI tools in education shall be aligned to the Generative Artificial Intelligence in Education Framework developed by the Idaho Department of Education, approved by the State Board of Education.

The District shall strive to ensure that staff and students are AI literate, meaning that they have the technical knowledge, durable skills, and future-ready attitudes required to thrive in a world influenced by AI; and that they are able to engage, create, manage, and design AI while critically evaluating its benefits, risks, and ethical implications.

The District shall also strive to prevent prohibited use of AI tools for District business.

This policy is not intended to limit use of District approved search engines with limited AI functions.

Any use of generative AI must comply with any relevant District policies. For instance, such tools may not be used in ways that violate the District's policies prohibiting plagiarism, bullying, or unacceptable uses of electronic devices.

## Approved Generative AI Tools

The Superintendent, or their designee, may create a list of District-approved generative AI tools. Before approving such tools, the **[SELECT ONE: Superintendent or their designee OR IT department OR _____]** shall review and understand each tool's terms of service and privacy policy and ensure the use of the tool is compatible with District policy and laws related to student privacy, data security, and other applicable requirements. The Superintendent or their designee may grant approval on a case-by-case basis of generative AI tools not yet given general approval. The Superintendent may also require a data protection agreement between the District and any software tool covered by this policy.

When considering purchasing access to a generative AI tool, the District shall consider what purpose they want the tool to serve and how training and support will be provided to those who use the tool. The District shall require a data privacy agreement (DPA) with any vendor their contract with to access a generative AI tool to protect sensitive student, staff, and District data. Matters that should be considered when selecting a provider of an AI service include:

1. How the District's data will be used, consistent with IC 33-133;
2. How any user data collected will be analyzed, shared, or used and whether the provider can ensure the data is not used for AI model training;
3. What kinds of data the provider keeps, how long it is kept, and who will have access to it;
4. Measures they take to protect student and staff data; and
5. Whether the tool complies with the requirements of the Children's Online Privacy Protection Act (COPPA), the Family Educational Rights and Privacy Act (REPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Internet Protection Act (CIPA), the Individuals with Disabilities Education Act (IDEA), Title VI, Idaho student data privacy laws, and any Idaho AI legislation.

## Use by Staff

### Staff may use District-approved generative AI tools.

For generative AI tools that require an account, staff shall maintain separate accounts for work and personal uses and shall inform their supervisor of any work-related accounts created. Personal generative AI accounts shall not be used on District equipment or a District-provided internet connection.

Staff shall not use any of the following in prompts for an AI tool or otherwise upload the following to an AI tool unless the Superintendent or their designee provides specific permission to do so:

1. Personally identifiable information;
2. Sensitive or confidential student or personnel records; or
3. Any copyrighted material.

As a matter of ensuring appropriate grading and demonstrating respect for student work and for the professional teacher-student relationship, staff shall not use AI tools to determine a student's grade on any project, including but not limited to any grade which includes a subjective component. Staff should also refrain from substituting an AI tool for their professional judgment when making decisions related to student discipline, eligibility for special education, assessments of student health, school safety, or other sensitive or high-stakes decisions.

If an employee uses a generative AI tool for a work-related task, they should disclose that they've done so if:

1. The tool's terms of service require such disclosure.
2. It would be misleading to the supervisor or to the audience not to disclose this use. This includes misleading them about the work being entirely the work of the employee.
3. The work is being used in a context when sources are generally cited.

**[OPTIONAL: Such disclosure shall not be required when AI is used to draft routine emails or correspondence or for such purposes as _____].**

Prior to using any output of a generative AI tool, staff shall check the output for inaccuracies, bias, stereotyping, or any other content that is inappropriate or unsuitable for the intended purpose. Staff shall not use such tools for any purpose where they are not able to verify the accuracy and appropriateness of the output.

The District may provide professional development to educators, administrators, and support staff on generative AI, including on such topics as ethical use, the abilities and limitations of such tools, how to evaluate their output, monitoring student use, data and confidentiality issues, and possible in-class uses. This may include making State Department of Education training on AI literacy available to staff and/or directing them to complete such training.

If staff are uncertain of whether any use of AI is appropriate or within the requirements of District policy, they should ask their supervisor about it.

## Use by Students at the Direction of Staff

The Superintendent shall delegate staff to provide students with instruction on generative AI tools, including on:

1. Issues of ethics and academic honesty related to their use;
2. Media literacy and uses of AI the student may encounter;
3. Evaluating the output of such tools;
4. How to cite or disclose the use of such tools;
5. The importance of not sharing personal information when using such tools;
6. Confidentiality and safety considerations; and
7. The abilities and limits of such tools.

This instruction aimed at developing AI literacy shall be provided at all grade levels and may be provided in a variety of subject areas.

**[SELECT ONE: Parent consent shall be required before students are directed to use generative AI tools in any school activity or assignment. OR The District shall obtain parent consent for student use of generative AI tools whenever such permission is required by the tool's terms of service.]** Students should not be penalized for refusal to use such tools.

For any such activity or assignment, students will be directed to use only tools that have been approved by the District.

Instruction on generative AI tools shall be age appropriate and may address the topics and activities suggested for their grade level by the Generative Artificial Intelligence in Education Framework.

The Superintendent may select a method to assess student mastery of AI literacy or may direct that decisions about assessment of this be made at the building level by the principal or their designee, or at the classroom level by individual teachers.

## Student-Chosen Use of AI Tools

Staff shall clearly communicate to students how they are and are not permitted to use generative AI tools for class assignments as well as any expectations to cite or disclose their use of such tools. Teachers may use tools such as the Generative Artificial Intelligence in Education Framework's AI Assessment Scale to explain the types and amounts of AI tool use that are permitted.

Unauthorized use of AI tools and failure to cite such use when citation is required are violations of Policy 3335 Academic Honesty and may be subject to disciplinary action.

Staff will not knowingly allow students to use AI tools in ways that violate their terms of service, such as use without parent permission or use of an account shared between many people when prohibited.

Teachers shall take reasonable steps to prevent use of generative AI tools in ways that undermine learning and assessment or create safety and/or confidentiality concerns. Ways to limit/control the use of such tools may include, but are not limited to:

1. Greater use of in-class assignments;
2. Directing students to describe their research/writing process within the assignment;
3. Directing students to include their personal experiences with the topic or assignment;
4. Requiring page numbers to support claims made in assignments about a book the student was assigned to read;
5. Requiring students to complete and provide outlines and/or early drafts for grading; and
6. Requiring students to base a paper/project solely on specific materials provided.

If a teacher suspects a student may have used an AI tool in a prohibited way for an assignment, the student may be asked to demonstrate their academic competence in a different way.

Tools to detect the use of AI may be used as one factor among others to determine whether such use has occurred provided the use of such a tool is authorized by the District.

Violation of this policy by any student or staff member may be met with disciplinary action.

Staff members who notice new, emerging issues with generative AI tools in the school environment should report these concerns to their supervisor.

The Superintendent may convene a committee to examine the issue of generative AI tools in school further and provide research or recommendations.

# Sample Letter Home (TeachAI, 2025)

Dear Parents and Guardians,
As emerging technologies like artificial intelligence (AI) become more prevalent, our school is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

1. Support Education Goals for All: AI will be thoughtfully used to enhance outcomes for every student. Here is a list of possible edtech tools in use at our schools: [Insert names and links for more information]
2. Privacy & Security: AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. AI Literacy: Students and educators will build skills to critically evaluate and utilize AI technologies ethically.
4. Realize Benefits & Address Risks: We will cautiously explore AI benefits while proactively addressing risks.
5. Academic Integrity: Students will produce original work and properly credit sources, including AI tools. Here is a link to our responsible use policy: [Insert link to policy]
6. Maintain Human Agency: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used.
7. Continuous Evaluation: We will routinely audit AI use, update policies with community input, and provide training to students, educators, families, and community members as needed.

We remind parents and guardians that many AI tools may have age restrictions, and when using AI tools at home, it is important to be aware of this. All tools used in school will have appropriate security measures in place to keep students and their data safe.

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. Thank you for your support.

Sincerely,
[Name]

## SUBJECT

Rule Docket 08-0203-2602 Content Standards

## BACKGROUND

The Idaho Academic Content Standards incorporated by reference in administrative rule reflect what K-12 students are expected to know and be able to do by specific grade levels. The content standards are on a six (6) year review schedule. The documents incorporated by reference through rule must reflect current State Board of Education approvals.

## PROPOSAL

The proposed rule in Docket 08-0203-2602 updates Section 004.01, Incorporation by Reference, to revise the Idaho Content Standards.

This docket does three things:

- Restores core academic standards, including English Language Arts, Mathematics, and Science into the incorporated by reference list. These content areas were previously removed from the list and put into statute. The statute will soon be sunsetting, so staff are recommending they be moved back into the list within rule.
- Updates the name of the College and Career Readiness Competencies to the Career Readiness Competencies and finalizes Board-approved changes to the incorporated by reference document.
- Proposes new or updated K-12 academic content standards incorporated by reference for: Digital Literacy, Artificial Intelligence, and Mathematics.

The proposed content standards were developed through the standard process facilitated by the Idaho State Department of Education (Department). For each content area, the Department gathered subject-matter experts, including in-the-field educators, to make recommendations. The proposed content standards are provided in Attachment 3 through Attachment 7, including comments to communicate the rationale for changes.

Collectively, these changes ensure the content standards accurately reflect current Board approvals and improve clarity and consistency between rule and instructional practice.

## IMPACT

Approval of Docket 08-0203-2602 will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the rule text and the documents incorporated by reference.

Following the public comment period, the rule will return to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July

1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Docket 08-0203-2602 was developed collaboratively by the Board and Department to ensure incorporated content standards reflect updates recommended by subject-matter experts in alignment with instructional practice.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 08-0203-2602 Notice of Proposed Rulemaking
Attachment 2 – 08-0203-2602 Proposed Rule Redline
Attachment 3 – Proposed K-12 Mathematics Standards Redline
Attachment 4 – Proposed K-12 Mathematics Standards Clean
Attachment 5 – Proposed 9-12 Digital Literacy Standards
Attachment 6 – Proposed K-8 Technology and Artificial Intelligence Standards
Attachment 7 – Proposed 9-12 Artificial Intelligence Standards
Attachment 8 – Proposed Idaho Career Readiness Competencies

## BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0203-2602, pertaining to documents incorporated by reference, including the K-12 academic content standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-105, §33-116, §33-118, §33-1612
IDAPA 08.02.03.004

## REFERENCE

| | |
|---|---|
| June 2024 | The State Board of Education approved updated content standards, including related standards. |
| April 2025 | The Legislature approved revisions to IDAPA 08.02.03 incorporating updated standards and supporting implementation. |
| May 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0203-2602. |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.02.03 – RULES GOVERNING THOROUGHNESS

### DOCKET NO. 08-0203-2602 *(OARC will assign)*

### NOTICE OF RULEMAKING - PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 004.01, Incorporation by Reference, within IDAPA 08.02.03 to revise the Idaho Content Standards included in rule. The proposed rule updates incorporated content standards to reflect newly adopted or revised standards approved by the State Board of Education, including Digital Literacy, Artificial Intelligence, Civics, and Mathematics.

The rule also restores core academic content standards, including English Language Arts, Mathematics, and Science, to the incorporated by reference list and updates language related to College and Career Readiness Competencies.

These updates ensure the incorporated content standards accurately reflect current State Board of Education approvals and improve clarity and consistency between administrative rule and instructional practice.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, Volume 26-6.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

The Idaho Department of Education (IDE) is requesting the State Board of Education promulgate rules and incorporated by reference documents regarding content standards in IDAPA 08.02.03. The math content standards were due for cyclical review. The proposed revisions are based on feedback from the review committee. Content standards proposed for Digital Literacy and Artificial Intelligence were drafted as required by legislative action. Finally, the IDE conducted a review of the Idaho Career Readiness Competencies. On June 17, 2026, the State Board

of Education approved the IDE's recommendation to move forward with the proposed changes to reflect this work.

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

# 08.02.03 – RULES GOVERNING THOROUGHNESS

**000. LEGAL AUTHORITY.**
Article IX, Section 2 of the Idaho Constitution and Sections 33-116, 33-118, and 33-1612, Idaho Code. (7-1-26)

**001. SCOPE.**
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

**002. -- 003. (RESERVED)**

**004. INCORPORATION BY REFERENCE.**
The following documents are incorporated into this rule: (3-15-22)

**01. The Idaho Content Standards**. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/.(3-15-22)

**a.** Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024; (7-1-25)

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024; (7-1-25)

iii. Media Arts, as adopted on June 12, 2024. (7-1-25)

iv. Music, as revised and adopted on June 12, 2024; (7-1-25)

v. Theater, as revised and adopted on June 12, 2024; (7-1-25)

vi. Visual Arts, as revised and adopted on June 12, 2024; (7-1-25)

vii. World languages, as revised and adopted on June 12, 2024. (7-1-25)

**b.** Computer Science, adopted on June 12, 2024. (7-1-25)

**c.** Driver Education, as revised and adopted on June 12, 2024. (7-1-25)

**d.** Health, as revised and adopted on August 24, 2022. (4-6-23)

**e.** Information and Communication Technology, as revised and adopted on June 12, 2024. (7-1-25)

**f.** Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

**g.** Social Studies, as revised and adopted on November 20, 2025. (7-1-26)

**h.** ~~College and~~ Idaho Career Readiness Competencies adopted on June ~~15~~17, ~~2017~~2026.~~(3-15-22)~~( )

**i.** Mathematics, as revised and adopted on August 13, 2026. ( )

**j.** Digital Literacy (9-12), as adopted on August 13, 2026. ( )

**k.** Artificial Intelligence, as adopted on August 13, 2026. ( )

**l.** English Language Arts, as adopted on January 3, 2022. ( )

**m.** Science, as adopted on January 3, 2022. ( )

**02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

**03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

**04. The Idaho Special Education Manual**. The Idaho Special Education Manual as adopted by the State Board of Education on November 20, 2025. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (7-1-26)

**005. -- 006. (RESERVED)**

***(BREAK IN CONTINUITY OF SECTIONS)***

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

**01. Credit Requirements**. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-15-22)

**a.** Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

**b.** Mastery. Students must demonstrate mastery of Idaho Content Standards in a format provided by the LEA. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the LEA. (7-1-25)

**c.** Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation. (7-1-25)

**d.** Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

**e.** Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Engineering

courses and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

**f.** Science. Six (6) credits are required. Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering, or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

**g.** Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics and financial literacy (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (4-6-23)

**h.** Fine Arts or World Languages. Two (2) credits are required. Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-25)

**i.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-25)

**j.** Digital Literacy. One (1) credit is required. The course must include instruction that aligns with Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking which are imbedded in the Information and Communication Technology Content Standards, and with leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028. (7-1-25)

**02. Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

**03. Senior Project**. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. The senior project will last apply for the class of 2027, unless an LEA opts to early implement the future readiness project. (7-1-25)

**04. Future Readiness Project**. The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post high school options. All students beginning with the class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho ~~college and~~ career readiness competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition will count toward this requirement. LEAs must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and oversee the implementation of this provision. ~~(7-1-25)~~( )

**05. Localized Pathways**. In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. This provision must be implemented by all LEAs no later than June 30, 2026. (7-1-25)

**06. Civics and Government Proficiency**. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades ~~seven (7)~~ nine (9) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. ~~(3-15-22)~~( )

**07. Physical Education**. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the LEA. (7-1-25)

**08. Middle School**. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.08.a. through 105.08.c. of this rule are met. (7-1-25)

**a.** The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)

**b.** The course meets the same content standards that are required in high school for the same course; and (3-15-22)

**c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

**d.** The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.d. through 105.01.i. except as provided in 105.01.e.i. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.08.a. through 105.08.c. of this rule. (7-1-25)

**09. Special Education Students**. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education

Manual specifications. (3-15-22)

**10. Foreign Exchange Students**. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

***(BREAK IN CONTINUITY OF SECTIONS)***

# K-2 Idaho Content Standards

# Mathematics

~~January 3, 2022~~June 2026

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM| MATHEMATICS

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE

## KINDERGARTEN

In kindergarten, instruction should focus on the following: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations, such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes, such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

**Geometric and Spatial Thinking**

~~Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.~~

## Kindergarten Overview

**Counting and Cardinality**

- ☐ A. ~~Know n~~Number names and the count sequence.
- ☐ B. Cardinality~~ount to tell the number of objects~~.
- ☐ C. Number Comparison~~Compare numbers.~~

**Operations and Algebraic Thinking**

- ☐ A. Patterns as a foundation of Algebraic Thinking~~Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.~~

- B. Components of Additon and Subtraction

**Number and Operations in Base Ten**

- ☐ A. Foundations for place value with numbers 11-19~~Work with numbers 11 – 19 to gain foundations for place value.~~

**Measurement and Data**

- ○ A. Measurable attributes~~Describe and compare measurable attributes.~~
- △ B. Classification of objects

~~y objects and count the number of objects in each category.~~

- C. Time and money

**Geometry**

- ○ A. Shape Identification~~Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).~~
- △ B. ~~Analyze, compare, create, and compose shapes.~~Shape analysis and composition

**~~Mastery Standards~~**

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing~~

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

~~single-digit facts from memory, this typically involves generating a response within three to five seconds. For kindergarten this standard is:~~

- ~~K.OA.A.5 Fluently add and subtract within five, including zero.~~

## Kindergarten Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

In kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Real-life experiences should be used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough blocks for the students at their table. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

**MP.2 Reason abstractly and quantitatively.**

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps students develop mathematical language.

**MP.3 Construct viable arguments and critique the reasoning of others.**

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ___?", "Do you think that would happen all the time?", and "I wonder why ___?"

**MP.4 Model with mathematics.**

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting

out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. For example, a student may use cubes or tiles to show the different number pairs for five, or place three objects on a ten-frame and then determine how many more are needed to "make a ten." Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.

**MP.5 Use appropriate tools strategically.**
Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side, or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use particular mathematical tools.

**MP.6 Attend to precision.**
Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as "How do you know your answer is reasonable?"

**MP.7 Look for and make use of structure.**
Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that $3 + 2 = 5$ and $2 + 3 = 5$. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to five. Students notice the written pattern in the "teen" numbers—that the numbers start with one (representing one ten) and end with the number of additional ones. Teachers might ask, "What do you notice when ___?"

**MP.8 Look for and express regularity in repeated reasoning.**
In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is one more when counting by ones and ten more when counting by tens (or one more group of ten). Students should be encouraged to answer questions such as "What would happen if ___?" and "There are eight crayons in the box. Some are red and some are blue. How many of each could

there be?" Kindergarten students realize eight crayons could include four of each color ($8 = 4 + 4$), five of one color and three of another ($8 = 5 + 3$), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal eight.

## Counting and Cardinality ~~— K.CC~~

**~~K.CC.A. Know~~ N~~n~~umber names and the count sequence.**

1. Orally c~~C~~ount to 100 by ones and by tens.
2. Starting at any given number, orally count forward within 100 and backward within 20.
3. Write numerals~~bers~~ from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**~~K.CC.B. Count to tell the number of objects.~~ Cardinality**

~~4. Understand the relationship between numbers and quantities; connect counting to cardinality.~~

~~a.~~ 4. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object~~.~~

5. Given a group of up to 20 objects, identify ~~Understand~~ that the last number name said tells the number of objects counted~~. The number of objects is the same~~ regardless of their arrangement or the order in which they were counted.

***~~Clarification:~~*** *Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration. Objects should include coins.*

~~b.~~

~~c.~~ 6. ~~Understand that each successive number name refers to a quantity that is one larger.~~ Recognize the "one more" pattern of counting using objects.

~~5. Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects.~~

***~~Clarification:~~*** *~~Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration.~~*

**~~K.CC.C. Compare n~~Number comparisons~~s.~~**

4. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects.

~~6.~~ Clarification: The expectation is not to use the relational symbols =, > or <.

~~7.~~5. Compare two numbers between one and ten presented as written numerals.

**Commented [JM1]:** To clarify between written and verbal

**Commented [JM2]:** Introduction to money as a system of counting. Will connect to addition and subtraction in later grades.

**Commented [JM3]:** Redundant to Number 3 and 5

## Operations and Algebraic Thinking ~~– K.OA~~

**Patterns as a Foundation of Algebraic Thinking**

1. Recognize simple patterns

Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences).

2.Independently create and duplicate simple patterns.

**1.** Complete a simple pattern with missing elements.

**~~K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.~~Components of Addition and Subtraction**

1. Represent addition and subtraction of two whole numbers within ten.

~~1.~~ Clarification: Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

2. Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations.

***Clarification:*** *Students are not expected to independently read word problems.*

3. Decompose whole numbers from one to ten into pairs in more than one way from~~by using~~ physical, to visual, and finally~~or~~ symbolic representations.

***Example****: Decomposing* 5 *may include* $5 = 2 + 3$ *and* $5 = 4 + 1$.

4. ~~For a given whole number from one to nine, I~~dentify~~find~~ the number that makes ten when given a whole number from one to nine,~~added to the number~~ by using physical, to visual, and finally~~or~~ symbolic representations.

5. Fluently add and subtract within five, including zero.

***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

## Number and Operations in Base Ten ~~– K.NBT~~

**~~K.NBT.A. Work with numbers 11 – 19 to gain~~ F~~f~~oundations for place value with numbers 11-19.**

1. Compose ~~(put together)~~ and decompose ~~(break apart)~~ numbers from 11 to 19 into ten ones and some further ones, and record each ~~composition or decomposition~~ by using physical, visual, or symbolic representations.

Commented [JM4]: Emphasizes the progression

~~1.~~ Clarification: Students should~~,~~ understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

***Example**: Recording the decomposition of* 18 *may look like* $18 = 10 + 8$.

## Measurement and Data ~~– K.MD~~

**~~O K.MD.A. Describe and compare m~~Measurable attributes.**

1. Identify that objects can have several ~~Describe~~ measurable attributes~~ of objects~~, such as length, volume, or weight. ~~Describe several measurable attributes of a single object.~~
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference.

***Example**: Directly compare the heights of two children and describe one child as taller/shorter.*

**~~△ K.MD.B.~~ Classification of~~y~~ objects. ~~and count the number of objects in each category.~~**

3. Classify objects into ~~given~~ categories based on measurable attributes that they have in common with justification~~; count the numbers of objects in each category (up to and including ten) and sort the categories by count.~~

**Time and Money**

4. Sort coins according to their value including pennies, nickels, and dimes

~~3.~~ 5. Identify the numeral 1-12 and their positions on an analog clock

## Geometry ~~– K.G~~

**~~O K.G.A. Identify and describe shapes~~Shape Identification ~~(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).~~**

~~1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above," "below," beside, "in front of," "behind," and "next to."~~

1.

2. ~~Correctly n~~ Name shapes regardless of their orientations or overall size.

~~2.~~ Clarification: **squares, circles, triangles, rectangles, rhombi, hexagons, cubes, cones, cylinders, and spheres.**

3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**Commented [JM5]:** Volume clarifies the standard and leads to measurement progressions in later grades

**Commented [JM6]:** This is already addressed in the cardinality standard

**Commented [JM7]:** Time and Money are addressed in future grades and is utilized as labels in stories and word problems. Supports counting and place value.

**Commented [JM8]:** Foundational skill for money, (see previous addition of money from counting and cardinality) Supports number sense, word problems in later grades, introduces labels that are specific to the American system

**Commented [JM9]:** This directly correlates to ELA standards rather than math

**Commented [JM10]:** To defer "diamond" terminology

Clarification: items can be represented through concrete and abstract models

Examples:

1. Concrete: counting cubes, balls, etc.

~~3.~~ 2. Abstract: digital modeling or pictures

~~△ K.G.B. Analyze, compare, create, and compose shapes.~~**Shape analysis and composition**

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

***Examples**:*

*1) Number of sides and vertices/ "corners"*

*2) Having sides of equal length*

5. Represent shapes in the world by using a variety of models. ~~Model shapes in the world by building shapes from components/materials and drawing shapes.~~

***Clarification:** ~~Components/materials~~Models may include: sticks, clay balls, marshmallow~~s and/or~~ spaghetti and/or drawings~~.~~*

6. Compose ~~simple~~ shapes to form larger two-dimensional shapes.

***Example:** Can you join these two triangles with full sides touching to make a rectangle?*

**Commented [JM11]:** This allows students to recognize and represent shapes in multiple mediums.

## FIRST GRADE

In first grade, instruction should focus on the following: (1) developing understanding of addition and subtraction, as well as strategies for addition and subtraction within 20; (2) developing understanding of whole-number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model "add-to," "take-from," "put-together," "take-apart," and "compare" situations to develop meaning for the operations of addition and subtraction, and develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of ten. They compare whole numbers (at least to 100) to develop an understanding of and solve problems involving their relative sizes. They think of whole numbers between ten and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes,

[1] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

**Geometric and Spatial Thinking**

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

## First Grade Overview

**Operations and Algebraic Thinking**

- ☐ A. ~~Represent and solve problems involving addition and subtraction.~~Patterns as a foundation of algebraic thinking
- ☐ B. Problem solving with addition and subtraction~~Understand and apply properties of operations and the relationship between addition and subtraction.~~
- ☐ C. ~~Add and subtract within 20.~~Properties of operations and the relationship between addition and subtraction
- ☐ D. ~~Work with addition and subtraction equations.~~Addition and subtraction within 20

E. Addition and subtraction with equations

**Number and Operations in Base Ten**

- ☐ A. Counting sequence~~Extend the counting sequence.~~
- ☐ B. ~~Understand place value.~~Foundations of a place value with two digit numbers
- ☐ C. Components of addition and subtraction with place value~~Use place value understanding and properties of operations to add and subtract.~~

**Measurement and Data**

- ☐ A. Measurements and estimates in standard and non standard units~~Measure lengths indirectly and by iterating (repeating) length units.~~
- ○ B. ~~Tell and write time.~~Data Science
- △ C. Time and Money~~Represent and interpret data.~~
- ~~△ D. Work with money.~~

**Geometry**

- ○ A. ~~Reason with shapes and their attributes.~~Shape attributes

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

~~**Mastery Standards**~~

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing~~

~~single-digit facts from memory, this typically involves generating a response within three to five seconds. For first grade this standard is:~~

- ~~1.OA.C.6 Demonstrate fluency for addition and subtraction within ten, use strategies to add and subtract within 20.~~

## First Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.

**MP.2 Reason abstractly and quantitatively.**
Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. In first grade students make sense of quantities and relationships while solving tasks. They represent situations by decontextualizing tasks into numbers and symbols. For example, "There are 60 children on the playground and some children go line up. If there are 20 children still playing, how many children lined up?" Students translate the situation into the equation: $60 - 20 = \square$ and then solve the task. Students also contextualize situations during the problem-solving process. For example, students refer to the context of the task to determine that they need to subtract 20 from 60 because the total number of children on the playground is 20 less than the original number of children playing. Students might also reason about ways to partition two-dimensional geometric figures into halves and fourths.

**MP.3 Construct viable arguments and critique the reasoning of others.**
First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions. For example, "There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf?" Students might use a variety of strategies to solve the task and then share and discuss their problem-solving strategies with their classmates.

**MP.4 Model with mathematics.**

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure the equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem "There are 11 bananas on the counter. If you eat 4 bananas, how many are left?" students could write the equation $11 - 4 = 7$. Students also create a story context for an equation such as $13 - 7 = 6$.

**MP.5 Use appropriate tools strategically.**
In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders might decide it would be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, three-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving $12 + 8 = \square$, students explain why place value blocks are more appropriate than counters.

**MP.6 Attend to precision.**
As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. In grade one, students use precise communication, calculation, and measurement skills. Students are able to describe their solution strategies to mathematical tasks using grade-level appropriate vocabulary, precise explanations, and mathematical reasoning. When students measure objects iteratively (repetitively), they check to make sure there are no gaps or overlaps. Students regularly check their work to ensure the accuracy and reasonableness of solutions.

**MP.7 Look for and make use of structure.**
First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$. While solving addition problems, students begin to recognize the commutative property; for example, $7 + 4 = 11$, and $4 + 7 = 11$. While decomposing two-digit numbers, students realize that any

two-digit number can be broken up into tens and ones, e.g., $35 = 30 + 5$, $76 = 70 + 6$. Grade one students make use of structure when they work with subtraction as a missing addend problem; for example, $13 - 7 = \square$ can be written as $7 + \square = 13$, and can be thought of as "How much more do I need to add to 7 to get to 13?"

**MP.8 Look for and express regularity in repeated reasoning.**

First grade students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as "make a ten" or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating $8 + 7 + 2$, a student may say, "I know that eight and two equals ten, then I add seven to get to 17. It helps if I can make a ten out of two numbers when I start." Students use repeated reasoning while solving a task with multiple correct answers. For example, students might solve the problem "There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?" Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include six of each color ($6 + 6 = 12$), or seven of one color and five of another ($7 + 5 = 12$)).

## Operations and Algebraic Thinking ~~– 1.OA~~

**Patterns as a Foundation of Algebraic Thinking**

1. Recognize and extend simple and complex patterns

Clarification: Simple patterns (which are easy to spot and repeat in basic two-item sequences) and complex patterns (which involve multiple elements, changing attributes, or growing sequences).

2. Independently complete complex patterns with multiple missing elements

### ~~1.OA.A. Represent and solve problems involving addition and subtraction.~~Problem solving with addition and subtraction

***Clarification: -****Students are not expected to independently read word problems.*

1. Solve addition and subtraction word problems within 20 involving multiple situations.

~~1.~~2. Clarification: Situations should include ~~of~~ adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.

~~2.~~3. Solve addition word problems that include ~~call for addition of~~ three whole numbers whose sum is less than or equal to 20 ~~by~~ using physical, visual, and symbolic representations.

~~***Clarification: -****Students are not expected to independently read word problems.*~~

### ~~1.OA.B. Understand and apply p~~Properties of operations and the relationship between addition and subtraction.

~~3.~~4. Solve problems using the 4 properties of addition. ~~Apply properties of operations to add.~~

***Examples****:*

1) *If* $8 + 3 = 11$ *is known, then* $3 + 8 = 11$ *is also known. (Commutative property of addition.)*

*2) To add* $2 + 6 + 4$*, the second two numbers can be added to make a ten, so* $2 + 6 + 4 = 2 + 10 = 12$*. (Associative property of addition.)*

*3) 3 + 0 = 3 Any number added to zero is the number itself. (Identity Property)*

*4) The equation* $12 - 7 = ?$ *can be restated as* $7 + ? = 12$ *to determine the difference is* 5. *(Inverse Property)*

***Clarification:*** *Students need not use formal terms for these properties.*

4. Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

~~***Example:*** *The equation* $12 - 7 = ?$ *can be restated as* $7 + ? = 12$ *to determine the difference is* 5.~~

**~~1.OA.C.~~ Addition and subtraction within 20.**

~~5.~~ Demonstrate the relationship between counting with the operations of addition and subtraction. ~~Relate counting to addition and subtraction.~~

***Example:*** *When students count on* 3 *from* 4*, they should write this as* $4 + 3 = 7$*. When students count on for subtraction,* 3 *from* 7*, they should connect this to* $7 - 3 = 4$*. Students write "*$7 - 3 = ?$*" and think "I count on* $3 + ? = 7$*."*

5. ~~Demonstrate fluency for~~Efficiently recall addition and subtraction facts within ten~~.~~

6. ~~u~~Use strategies ~~to~~ fluently to add and subtract within 20.

***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

*Students may use mental strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.*

**~~1.OA.D. Work with a~~Addition and subtraction equations.**

7. ~~Understand~~ Explain the meaning of the equal sign to represent an equivalent relationship between two quantities. ~~, and determine if equations involving addition and subtraction are true or false.~~

***Example:*** *Which of the following equations are true and which are false?* $Explain\ why.\ 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2$

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position.

~~***Example:*** *Determine the unknown number that makes the equation true in each of the equations* $8 + ? = 11, 5 = ? - 3, 6 + 6 = ?$.~~

**Commented [JM12]:** The original standard focused on a strategy rather than the deeper understanding of the standard. “relate” is difficult to assess.

**Commented [JM13]:** This standard was split to recognize the two levels of mastery expectations for fluency

~~8.~~9. Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem.

~~***Example:** Determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.*~~

Commented [JM14]: This shows the progression of understanding with addition and subtraction and real world experiences.

## Number and Operations in Base Ten ~~– 1.NBT~~

**~~1.NBT.A. Extend the c~~Counting sequences.**

1. Starting at a given number, count forward and backwards within 120 by ones. In this range, read and write numerals and represent a number of objects with a written numeral.~~-~~

~~1.~~2. Skip count by twos to 20, by fives to 100, and by tens to 120.~~In this range, read and write numerals and represent a number of objects with a written numeral.~~

Commented [JM15]: Separated the standard to properly assess the different skills

**~~1.NBT.B. Understand~~ Foundations of place value with two-digit numbers.**

~~2.~~3. Explain~~Understand~~ that the two digits of a two-digit number represent amounts of tens and ones.

Clarification: ~~Understand:~~

a. 10 can be thought of as a bundle of ten ones — called a “ten.”

b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).

~~3.~~4. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**~~1.NBT.C. Use place value understanding and properties of operations to add and subtract.~~**
**Components of addition and subtraction with place value**

5. Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction.

~~4.~~ Examples:

a. Add a two-digit number and a one-digit number.

b. Add a two-digit number and a multiple of ten.

c. Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.

~~5.~~6. Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.

7. Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations.~~,~~

~~6.~~ Clarification: Place ~~with~~ an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.~~; relate the strategy to a written method and explain the reasoning~~ used~~.~~

***Example**: $70 - 40$ can be thought of as 7 tens take away 4 tens, or can be rewritten as a missing addend problem: $40 + ? = 70$.*

## Measurement and Data ~~– 1.MD~~

**~~1.MD.A.~~ Measurements and Estimatations~~lengths~~ in standard and non-standard units.~~directly and by iterating (repeating) length units.~~**

1. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

**Clarification:** *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.*

2. ~~Order three objects by length; compare the lengths of two objects indirectly by using a third object.~~Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

3. Compare and order the length of up to three objects using direct and indirect comparison.

~~1.~~4. Explore measurement tools and methods to describe the observable properties of an object.

~~2.1. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.~~

~~**Clarification:** *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.*~~

~~**1.MD.B. Tell and write time.**~~

**Commented [JM16]:** Unfamiliar with this phrasing and what is being asked

**Commented [JM17]:** In comparison to other states, standard units are included in 1st grade.

**Commented [JM18]:** This supports the Kinder additional standard of observable properties. Connects to Science and provides experience for word problems.

~~3. Tell and write time in hours and half-hours using analog and digital clocks.~~

~~△ 1.MD.C. Represent and interpret data.~~ **Data Science**

4. 6. Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions. ~~Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.~~

~~△ 1.MD.D. Work with~~ **Time and money.**

5. 7. Tell and write time in hours and half-hours using analog and digital clocks.

8. Identify quarters, dimes, and nickels and relate their values to pennies as the unit while using the cent symbol.

9. Represent~~Find~~ equivalent coin values ~~(e.g., a nickel is equivalent to five pennies).~~

~~5.~~ Clarification: Value should not exceed one dollar.

## Geometry ~~– 1.G~~

~~○ 1.G.A. Reason with shapes and their attributes.~~ **Shape Attributes**

1. Identify and Compare defining attributes and non-defining attributes of two- and three-dimensional shapes;

~~1.~~2. B~~b~~uild and draw shapes using~~that possess~~ defining attributes.

***Clarification:*** *The defining attributes of triangles are closed and three-sided versus non-defining attributes of color, orientation, and overall size.*

3. Compose and decompose two-dimensional ~~(rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)~~ or three-dimensional shapes ~~(cubes, right rectangular prisms, right circular cones, and right circular cylinders)~~ to create a composite shape, and compose new shapes from the composite shape.

Examples:

a. Two-dimensional shapes: (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)

~~2.~~ b. Three-dimensional shapes: (cubes, right rectangular prisms, right circular cones, and right circular cylinders)

***Clarification:*** *Students do not need to learn formal names such as "right rectangular prism."*

~~3.~~4. Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partioning into more equal shares creates smaller shares, and

**Commented [JM19]:** This simplifies the same concepts while adding examples of graphs and charts to introduce for 2nd grade.

**Commented [JM20]:** Split to address two different skills

**Commented [JM21]:** Split standard to clarify and support assessment.

use fraction language to describe the shares. ~~Understand for these examples that decomposing into more equal shares creates smaller shares.~~

~~a.~~ Examples: ~~Describe the shares using the words~~ "halves," "fourths," ~~and~~ "quarters," and use of the phrases "half of," "a fourth of," and "a quarter of", and "whole."~~."~~

~~b. Describe the whole as two of, or four of, the shares.~~

## SECOND GRADE

In second grade, instruction should focus on the following: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1,000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1,000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of

~~the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.~~

**~~Geometric and Spatial Thinking~~**

~~Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.~~

## Second Grade Overview

**Operations and Algebraic Thinking**

- ☐ A. Patterns as a foundation of Algebraic thinking~~Represent and solve problems involving addition and subtraction.~~
- ☐ B. ~~Add and subtract within 20.~~Problem solving with addition and subtraction
- △ C. Addition and subtraction within 20~~Work with equal groups of objects to gain foundations for multiplication.~~

**D. Foundations of multiplication**

**Number and Operations in Base Ten**

- ☐ A. Place Value~~Understand place value.~~
- ☐ B. Components of addition and subtraction with place value~~Use place value understanding and properties of operations to add and subtract.~~

**Measurement and Data**

- ☐ A. ~~Measure and estimate lengths in standard units.~~Measurements and estimates in standard units
- ☐ B. Measurements with addition and subtraction~~Relate addition and subtraction to length.~~
- △ C. Data Science~~Work with time and money.~~
- △ D. ~~Represent and interpret data.~~Time and money

**Geometry**

- ○ A. Shape attributes~~Reason with shapes and their attributes.~~

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

~~**Mastery Standards**~~

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For second grade these standards are:~~

- ~~2.OA.B.2 Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity.~~
- ~~2.NBT.B.5 Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations.~~

## Second Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach. An example for this might be giving a student an equation and having him/her write a story to match.

**MP.2 Reason abstractly and quantitatively.**
Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length. In second grade students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task "There are 25 children in the cafeteria, and they are joined by 17 more children. How many students are in the cafeteria?" Students translate the situation into an equation, such as: $25 + 17 = \square$ and then solve the problem. Students also contextualize situations during the problem-solving process. For example, while solving the task above, students might refer to the context of the task to determine that they need to subtract 19 if 19 children leave.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask appropriate questions. Students critique the strategies and reasoning of their classmates. For example, to solve $74 - 18$, students may use a variety of strategies, and after working on the task, they might discuss and critique each others' reasoning and strategies, citing similarities and differences between various problem-solving approaches.

**MP.4 Model with mathematics.**
In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. In grade two students model real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the problem context. They use concrete manipulatives and pictorial representations to explain the equation. They create an appropriate problem situation from an equation. For example, students create a story problem for the equation $43 + 17 = \square$, such as "There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?"

**MP.5 Use appropriate tools strategically.**
In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation. Students may use tools such as snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids). Students understand which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

**MP.6 Attend to precision.**
As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. Second grade students communicate clearly, using grade-level appropriate vocabulary accurately and precise explanations and reasoning to explain their process and solutions. For example, while measuring an object, students carefully line up the tool correctly to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

**MP.7 Look for and make use of structure.**
Second grade students look for patterns and structures in the number system. For example, students notice number patterns within the tens place as they connect skip counting by tens to corresponding numbers on a 100s chart. Students see structure in the base-ten number system as they understand that ten ones equal a ten, and ten tens equal a hundred. Students adopt mental math strategies based on patterns (making ten, fact families, doubles).

They use structure to understand subtraction as missing addend problems (e.g., $50 - 33 = \square$ can be written as $33 + \square = 50$, and can be thought of as "How much more do I need to add to 33 to get to 50?")

**MP.8 Look for and express regularity in repeated reasoning.**
Second grade students notice repetitive actions in counting and computation (e.g., number patterns to skip count). When children have multiple opportunities to add and subtract, they look for shortcuts, such as using estimation strategies and then adjust the answer to compensate. Students continually check for the reasonableness of their solutions during and after completing a task by asking themselves, "Does this make sense?"

## Operations and Algebraic Thinking ~~– 2.OA~~

**Patterns as a Foundation of Algebraic Thinking**

1. Identify the rule of a pattern by naming the smallest unit that repeats.

   Clarification: The same pattern structure can be found in many different forms.

2. Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

3. Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

**~~□ 2.OA.A. Represent and solve problems involving~~ Problem solving with addition and subtraction.**

2. Use addition and subtraction within 100 to solve one- and two-step word problems.

~~1.~~ Clarification: - Should involve~~ing~~ situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.

**~~□ 2.OA.B.~~ Addition and subtraction within 20.**

~~2.~~ 3. Demonstrate fluency for addition and subtraction within 20 using mental strategies. ~~By the end of grade two, recall~~Efficiently recall basic facts to add and subtract within 20. ~~with automaticity.~~

***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

*Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.*

**~~△ 2.OA.C. Work with equal groups of objects to gain f~~Foundations of~~for~~ multiplication.**

~~3.~~ 4. Determine whether a group of objects (up to 20) has an odd or even number by pairing objects or counting them by 2's; record using drawings and equations including expressing an even number as a sum of two equal addends. ~~of members and write an equation to express an even number as a sum of two equal addends.~~

***Clarification:*** *Students may pair objects or count them by twos.*

**Commented [JM22]:** It changes the focus from even to odd to the pairing and multiplication foundation.

~~4.~~ 5. Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

***Example**: The total number of objects arranged in a $2 \times 5$ rectangular array can be found by adding $2 + 2 + 2 + 2 + 2$.*

## Number and Operations in Base Ten ~~– 2.NBT~~

**~~2.NBT.A. Understand P~~place value.**

1. Explain~~Understand~~ that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

   ~~1.~~ Clarification: ~~Understand:~~

   a. 100 can be thought of as a bundle of ten tens—called a "hundred."

   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

***Example**: The number $241$ can be expressed as $2\ hundreds + 4\ tens + 1\ one$ or as $24\ tens + 1\ one$ or as $241\ ones$.*

~~2.~~ 2. Count within 1,000; skip-count by twos, fives, tens, and 100s. Identify patterns in skip counting starting at any number.

~~3.~~ 3. Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form.

***Example**: The number two-hundred forty-one written in standard form is $241$ and in expanded form is $200 + 40 + 1$.*

~~4.~~ 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

**~~2.NBT.B. Use place value understanding and properties of operations to add and subtract.~~Components of addition and subtraction with place value**

~~5.~~ 5. Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations.

***Clarification:** Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

~~6.~~ 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

7. Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.

~~7.~~ Clarification:

a. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.

b. Understand that sometimes it is necessary to compose or decompose tens or hundreds.

***Example:*** *Students may use equations to represent their strategies based on place value such as:* $324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839$.

~~8.~~ 8. Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number.

9. Explain why addition and subtraction strategies work by ~~,~~ using place value and the properties of operations.

~~9.~~ Clarification: Explanations may be supported by drawings or objects. Engage students in discussions about why some strategies are more efficient than others in certain contexts.

## Measurement and Data ~~– 2.MD~~

**~~2.MD.A.~~ Measurements and estimations ~~e lengths~~ in standard units.**

~~1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.~~

1. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Clarification: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

~~2.~~

~~3.~~2. Estimate lengths using units of inches, feet, centimeters, and meters.

3. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

4. Explore and use the appropriate tools and units of measurement, both customary and metric, to measure weight, mass, liquid volume, and capacity.

**~~2.MD.B. Relate a~~Measurements with addition and subtraction~~n to length~~.**

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.

***Clarification:*** *Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.*

6. Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**. Data Science**

7. Collect, organize and record data that can naturally answer questions on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.

8. Collect, organize and record a data set with up to four categories by drawing a picture graph and a bar graph (with single-unit scale). Solve simple put-together, take-apart, and compare problems using information presented in the graph.

9. Evaluate and Interpret data collected by others.

~~6.~~

**~~2.MD.C. Work with t~~Time and money.**

**Commented [JM23]:** Ties directly into 3rd grade to provide foundational skills of measurement and data

**Commented [JM24]:** Gives more opportunity for data to be collected more than lengths and for students to respond to the data.

**Commented [JM25]:**

**Commented [JM26R25]:**

**Commented [JM27]:** (DataScience: Measurment and Datafication- sub strand B3.2A)

10. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

~~7.~~ Clarification: Students should use "quarter of an hour","quarter after", "quarter till", "half of an hour", and "half past".

~~8.~~11. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole-dollar amounts.

***Example**: A sample question could be, "If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have?"*

~~△ 2.MD.D. Represent and interpret data.~~

~~9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.~~

~~10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.~~

## Geometry ~~– 2.G~~

~~O 2.G.A. Reason with shapes and their attributes.~~ **Shape attributes**

1. Recognize and draw 2D shapes having specified attributes, such as a given number of angles and sides. ~~or a given number of equal faces~~. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, and octagons. ~~, and cubes.~~

~~1.~~2. Recognize and draw 3D shapes having specific attributes, such as vertices and faces. Identify cubes, spheres, pyramids, rectangular prisms, right circular cones, and right circular cylinders based on their attributes.

3. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

~~2.~~ Clarification: Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.

4. Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

~~3.~~ Clarification:

a. Describe the shares using the words "halves," "thirds," "fourths," and "quarter," and use the phrases "half of," "a third of," "a fourth of," and "quarter of."

**Commented [JM28]:** Builds upon 1st grade language for time and foundational for fractions.

**Commented [JM29]:** Gives more opportunity for data to be collected more than lengths and for students to respond to the data.

**Commented [JM30]:** This continues the progression of 2D and 3D shapes and attributes from K-1st and into 3rd grade.

**Commented [JM31]:**

**Commented [JM32R31]:**

b. Describe the whole as two of, three of, or four of the shares.

c. Recognize that equal shares of identical wholes need not have the same shape.

# 3-5 Idaho Content Standards

# Mathematics

~~January 3, 2022~~June 2026

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM| MATHEMATICS

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## THIRD GRADE

In third grade, instruction should focus on the following: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into three equal parts, the parts are longer than when the ribbon is divided into five equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps; a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with

definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

**Geometric and Spatial Thinking**

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

## Third Grade Overview

**Operations and Algebraic Thinking**

- A. Represent and solve problems involving multiplication and division.
- B. Understand properties of multiplication and the relationship between multiplication and division.
- C. Multiply and divide within 100.
- D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

**Number and Operations in Base Ten**

- A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Number and Operations – Fractions**

- A. Develop understanding of fractions as numbers.

**Measurement and Data**

- A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- B. Represent and interpret data.
- C. Geometric measurement: Understand concepts of area and relate area to multiplication and to addition.
- D. Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

**Geometry**

- A. Reason with shapes and their attributes.

**Mastery Standards**

Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For third grade these standards are:

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Commented [JW1]:** Update these to match changes

**Commented [JW2R1]:** Would be easier with two people

- ~~3. OA.C.7.b Demonstrate fluency for multiplication within 100. Know from memory all products of two single-digit numbers and related division facts.~~
- ~~3.NBT.A.2* Fluently add and subtract whole numbers within 1,000 using understanding of place value and properties of operations.~~

~~**Designated as a mastery standard because students in third grade fluently add and subtract within 1,000 using methods based on place value, properties of operations, and/or the relationship between addition and subtraction. They focus on methods that generalize readily to larger numbers, emphasizing the relationship between addition and subtraction. These methods can be extended to 1,000,000 in fourth grade and fluency can be developed with larger numbers.*~~

## Third Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In third grade, mathematically proficient students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Students may use concrete objects, pictures, or drawings to help them conceptualize and solve problems, such as "Jim purchased five packages of muffins. Each package contained three muffins. How many muffins did Jim purchase?" or "Describe another situation where there would be five groups of three or $5 \times 3$." Students may check their thinking by asking themselves, "Does this make sense?" Students listen to other students' strategies and are able to make connections between various methods for a given problem.

**MP.2 Reason abstractly and quantitatively.**
Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. For example: students apply their understanding of the meaning of the equal sign as "the same as" to interpret an equation with an unknown. When given $4 \times \square = 40$, they might think:

- 4 groups of some number is the same as 40
- 4 times some number is the same as 40
- I know that 4 groups of 10 is 40 so the unknown number is 10
- The missing factor is 10 because 4 times 10 equals 40.

Teachers might ask, "How do you know?" or "What is the relationship between the quantities?" to reinforce students' reasoning and understanding.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions that the teacher facilitates by asking questions such as "How did you get that?" and "Why is that true?" Students explain their thinking to others and respond to others' thinking. For example, after investigating patterns on the addition or multiplication table~~100s chart~~, students might explain why the pattern makes sense.

**MP.4 Model with mathematics.**

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects~~; acting out~~; making a chart; list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students use various contexts and a variety of models (e.g., circles, squares, rectangles, fraction bars, and number lines) to represent and develop understanding of fractions. Students use models to represent both equations and story problems and can explain their thinking. They evaluate their results in the context of the situation and reflect on whether the results make sense. Students should be encouraged to answer questions such as "What math drawing or diagram could you make and label to represent the problem?" or "What are some ways to represent the quantities?"

**MP.5 Use appropriate tools strategically.**
Third graders consider the available tools (including drawings and estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table and determine whether they have all the possible rectangles. Students should be encouraged to answer questions such as "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

**MP.7 Look for and make use of structure.**
Students look closely to discover a pattern or structure. For instance, students use properties of operations (e.g., the commutative and distributive properties) as strategies to multiply and divide. Teachers might ask, "What do you notice when ___?" or "How do you know if something is a pattern?"

**MP.8 Look for and express regularity in repeated reasoning.**
Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students use the distributive property as a strategy for using products they know to solve products that they do not know. For example, if students are asked to find the product of $7 \times 8$, they might decompose 7 into 5 and 2 and then multiply $5 \times 8$ and $2 \times 8$ to arrive at $40 + 16$ or 56. In addition, third graders continually evaluate their

work by asking themselves, “Does this make sense?” Students should be encouraged to answer questions such as “What is happening in this situation?” or “What predictions or generalizations can this pattern support?”

## Operations and Algebraic Thinking – 3.OA

**~~3.OA.A. Represent and solve problems involving~~ ~~M~~multiplication and division.**

~~1.~~3.OA.1 ~~Interpret~~ Explain a product of whole numbers as the total found by multiplying equal groups~~a grouping of sets~~, e.g., $5 \times 7$ as five groups of seven objects each.

~~2.~~3.OA.2 Explain~~Interpret~~ a quotient of whole numbers as the result of equal sharing, e.g., $56 \div 8$ as the number in each group~~share~~ when 56 objects are split into 8 equal groups~~shares~~, or as the number of groups~~shares~~ when 56 objects are split into equal groups~~shares~~ of 8 objects each.

~~3.~~3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations~~, with a symbol for an unknown number~~.

~~4.~~3.OA.4 Determine the unknown whole number in a multiplication or division equation ~~relating~~ involving three whole numbers.

***Example**: Determine the unknown number that makes the equation true in each of the equations:* $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

**~~3.OA.B. Understand~~ ~~P~~properties of multiplication and the relationship between multiplication and division.**

~~5.~~3.OA.5 Apply the identity, commutative, associative, and distributive properties of operations to multiply ~~and divide~~.

***Clarification:** Students need not use formal terms for these properties ~~(identity, communicative, associative, distributive).~~*

3.OA.6 ~~Understand division as determining an unknown factor in a multiplication problem.~~ Use the relationship between multiplication and division to identify the unknown factor in a division problem.

***Clarification:** Teaches should engage students in discussions about why some strategies are more efficient than others in certain contexts.*

~~6.~~

**~~3.OA.C.~~ Multiplicationy ~~and divide~~ within 100.**

3.OA.7 Fluently multiply within 100, using strategies such as properties of operations. Efficiently recall all products of two, one-digit numbers..

~~Fluently multiply within 100, using strategies such as properties of operations. By the end of Grade 3, know from memory all products of two, one-digit numbers.~~

~~7. Demonstrate fluency for multiplication within 100.~~

**Commented [SJM3]:** removed the numbers because it is not a standard but just a heading and will follow suit throughout document

**Commented [SJM4]:** if no specific comment, standard was revised for clarity

**Commented [SJM5]:** removal of divide due to the fact that these properties of division

**Commented [SJM6]:** conceptual clarification

~~a. Demonstrate understanding of strategies that make use of the relationship between multiplication and division or properties of operations.~~
~~b. Know from memory all products of two single-digit numbers and related division facts.~~

***Clarification:*** ~~-~~*Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

**~~☐ 3.OA.D. Solve problems involving the~~ F~~f~~our operations~~,~~ and ~~identify and explain~~ patterns in arithmetic.**

~~8.~~3.OA.8 Solve two-step word problems involving whole numbers using the four operations.

a. Represent these problems using equations with a letter standing for the unknown quantity.

b. Determine~~Assess~~ the reasonableness of answers using mental computation and estimation strategies~~, including rounding~~.

~~9.~~3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

***Example****: Arithmetic patterns are patterns that change by the same rate, such as adding the same number; the series* $2, 4, 6, 8, 10$ *is an arithmetic pattern that increases by* $2$ *between each term.*

## Number and Operations in Base Ten – 3.NBT

**~~O 3.NBT.A. Use P~~place value understanding and properties of operations to perform multi-digit arithmetic**.

~~1.~~ 3.NBT.1 Round a whole number (within 1,000) to the tens or hundreds place, using place value understanding or a visual representation.

3.NBT.2 ~~2.~~ Fluently add and subtract whole numbers within 1,000 using strategies based on~~understanding of~~ place value and properties of operations.

***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

~~3.~~ 3.NBT.3 Multiply one-digit whole numbers by multiples of ten in the range 10– 90 using understanding of place value and properties of operations.

## Number and Operations – Fractions – 3.NF

**~~☐ 3.NF.A. Develop understanding of f~~Fractions as numbers.**

3.NF.1 ~~1.~~ Identify a unit fraction as one part of a whole that is partitioned into equal parts.

**Example: $\frac{1}{4}$ is one part of a whole partitioned into four equal parts.** ~~Understand a fraction $\frac{1}{b}$ as the quantity formed by one part when a whole (a single unit) is partitioned into $b$ equal parts; understand $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$.~~

3.NF.2 Identify $\frac{a}{b}$ as the quantity formed by $a$ parts of a unit fraction, $\frac{1}{b}$.

3.NF.3 Define the denominator of a fraction as the number of equal parts into which the whole is partitioned.

3.NF.4 Define the numerator of a fraction as the number of selected equal parts that are being counted or considered.

~~1.~~ 3.NF.5 ~~Understand a fraction as a number on the number line; R~~represent and determine placement of fractions on a number line ~~diagram~~.

~~a.~~ Partition the distance between 0 and 1 into equal pieces and use those pieces to locate and label fractions. ~~Represent a unit fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $\frac{1}{b}$ and that the fraction $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line.~~

a.

~~b.~~ Find any fraction between 0 and 1 on a number line by counting equal sized pieces from 0. ~~Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.~~

b.

~~3.~~ 3.NF.6 Explain equivalence of fractions and compare fractions by reasoning about their size, (denominators: 2, 3, 4, 6, & 8) ~~in limited cases~~.

~~a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number~~ a. ~~line.~~ Use number lines or area models to explain why two fractions are equivalent and how they represent the same quantity

~~b. Recognize and~~ Identify and ggenerate ~~simple~~ equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model.

***Example:*** $\frac{1}{2} = \frac{2}{4}; \frac{4}{6} = \frac{2}{3}$

~~c.~~b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

***Example:*** *Express* $3$ *in the form* $3 = \frac{3}{1}$*; recognize that* $\frac{6}{1} = 6$*; locate* $\frac{4}{4}$ *and* $1$ *at the same point of a number line diagram.*

~~d.~~c. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>, =$ , and $<$, and justify the conclusion using visual representations ~~and/~~or verbal reasoning.

## Measurement and Data – 3.MD

**~~3.MD.A. Solve~~ Pproblems involving measurement ~~and estimation of intervals of time, liquid volumes, and masses of objects.~~**

3.MD.1 Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. ~~Solve word problems involving addition and subtraction of time intervals in minutes.~~

~~Clarification: Students may use tools such as clocks, number line diagrams, and tables to solve problems involving time intervals.~~

~~Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit).~~3.MD.2 ~~-~~Measure liquid volumes and masses of objects using both ~~customary~~ standard and metric units.

3.MD.3 Solve one-step word problems using the four operations involving masses or volumes in the same units.

~~**Clarification:** Students may use drawings (such as a beaker with a measurement scale) to represent the problem.~~

~~This standard does not include conversions between units. The focus is on measuring and reasonable estimates, using benchmarks to measure weight, and capacity~~.

~~△ 3.MD.B. Represent and interpret~~ D~~d~~ata Science~~.~~

3.MD.4 Represent a data set with several categories using a scaled bar graph.~~Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.~~

~~———~~3.MD. 5 Analyze data presented in a scaled bar graph to solve one and two step word problems.

~~**Example**: Draw a bar graph in which each square in the bar graph might represent five pets~~.

~~4.~~ 3.MD. 6 Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units— whole numbers, halves, or fourths.

~~6. ☐ 3.MD.C.~~ **Geometric measurement:** Area~~**Understand concepts of area and relate area to multiplication and to addition.**~~

~~5.~~ 3.MD.7 ~~Recognize area as an attribute of plane figures and understand concepts of area measurement.~~

~~a. A square with side length one unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.~~

~~b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.~~

Measure areas by counting unit squares that cover a shape completely with no gaps or overlaps (square cm, square m, square in, square ft, and nonstandard units).

~~7.~~ **Clarification: A square with side length one unit, called "a unit square" is said to have "one square unit" of area, and can be used to measure area.**

~~8. Relate area to the operations of multiplication and addition.~~

~~a.~~ 3.MD.8 ~~7.~~ Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

~~b.~~ 3.MD.9 ~~8.~~ Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

~~c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.~~

~~**Example:** Using the distributive property, the area of a shape that is 6 by 7 can be determined by finding the area of the $6 \times 5$ section and the $6 \times 2$ section and then adding the two products together.~~

~~d.~~ 93.MD.10. ~~Recognize area as additive.~~ Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

***Example**: A pool is comprised of two non-overlapping rectangles in the shape of an "L." The area for a cover of a pool can be found by adding the areas of the two non-overlapping rectangles.*

~~○ 3.MD.D.~~ **Geometric measurement:** Perimeter~~Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.~~

~~8.~~ 3.MD.11 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Geometry – 3.G

~~△ 3.G.A. Reason with S~~**shapes and their attributes.**

3.G.1 ~~1. Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Compare and classify shapes by their sides and angles. Recognize rhombi, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.~~ Identify attributes of shapes such as, parallel and perpendicular lines; right, acute, and obtuse angles. Categorize quadrilaterals (rhombi, squares, rectangles, trapezoids) based on their attributes.

3.G.2 ~~2.~~ Partition two-dimensional figures into equal ~~areas, and~~areas and express the area of each part as a unit fraction of the whole.

***Example**: Draw lines to separate a shape into $4$ parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

## FOURTH GRADE

In fourth grade, instruction should focus on the following: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations — in particular the distributive property — as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $\frac{15}{9} = \frac{5}{3}$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

**Focus in the Standards**

~~Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.~~

**~~Geometric and Spatial Thinking~~**

~~Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.~~

## Fourth Grade Overview

**Operations and Algebraic Thinking**

- A. Use the four operations with whole numbers to solve problems.
- B. Gain familiarity with factors and multiples.
- C. Generate and analyze patterns.

**Number and Operations in Base Ten**

- A. Generalize place value understanding for multi-digit whole numbers, less than or equal to 1,000,000.
- B. Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.

**Number and Operations – Fractions**

- A. Extend understanding of fraction equivalence and ordering.
- B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- C. Understand decimal notation for fractions, and compare decimal fractions.

**Measurement and Data**

- A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- B. Represent and interpret data.
- C. Geometric measurement: Understand concepts of angle and measure angles.

**Geometry**

- A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Commented [JW7]:** Update these to match revisions

~~**Mastery Standards**~~

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For fourth grade this standard is:~~

- ~~4.NBT.B.4 Fluently use the standard algorithm for multi-digit whole-number addition and subtraction.~~

## Fourth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers. Students might use an equation strategy to solve the word problem. For example, students could solve the problem "Chris bought clothes for school. She bought three shirts for $\$12$ each and a skirt for $\$15$. How much money did Chris spend on her new school clothes?" with the equation $3 \times \$12 + \$15 = a.$

**MP.2 Reason abstractly and quantitatively.**
Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts. Students might use base models~~ten blocks~~ or drawings to demonstrate $154 \times 6$, as 154 added six times, and develop an understanding of the distributive property. For example: $154 \times 6$

$$= (100 + 50 + 4) \times 6$$

$$= (100 \times 6) + (50 \times 6) + (4 \times 6)$$

$$= 600 + 300 + 24 = 924$$

**MP.3 Construct viable arguments and critique the reasoning of others.**
In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to

others' explanations. Students explain and defend their answers and solution strategies as they answer questions that require an explanation. For example, "Vincent cuts two meters of string into four-centimeter pieces for a craft. How many pieces of string does Vincent have? Explain your reasoning." Students ask appropriate questions, and they decide if explanations make sense. Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations.

**MP.4 Model with mathematics.**
Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students may use money (i.e., dollars and coins) or base ten blocks to solve the following problem: Elsie buys a drink for $\$1.39$ and a granola bar for $\$0.89$. How much change will she receive if she pays with a $\$5$ bill?

**MP.5 Use appropriate tools strategically.**
Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They use other measurement tools to understand the relative size of units within a given system and express measurements given in larger units in terms of smaller units.

**MP.6 Attend to precision.**
As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

**MP.7 Look for and make use of structure.**
In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as arrays and area models to the multiplication principle of counting. They generate number or shape patterns that follow a given rule using two-column tables.

**MP.8 Look for and express regularity in repeated reasoning.**
Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

## Operations and Algebraic Thinking – 4.OA

**~~4.OA.A. Use~~ T~~t~~he four operations with whole numbers to solve problems**.

4.OA.1 ~~Interpret~~ Explain a multiplication equation ~~as a comparison~~as comparing quantities, e.g., $35 = 5 \times 7$, as 35 is 5 times as many as 7. ~~Represent~~ Write equations for verbal multiplicative comparisons ~~as equations~~.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison.

***Example**: If the cost of a red hat is three times more than a blue hat that costs* $5, *then a red hat costs* $15.

***Clarification:** Students may use drawings and equations with a symbol for the unknown number to represent the problem.*
*Distinguish between multiplicative comparison and additive comparison.*

4.OA.3 Solve multi-step whole-number word problems using the four operations, including problems in which remainders must be interpreted.

a. Represent these problems using equations with a letter standing for the unknown quantity.

b. ~~Assess the reasonableness of answers using~~ Use mental computation and estimation strategies~~, including rounding~~.to assess the reasonableness of answers.

**~~4.OA.B. Gain familiarity with~~ F~~f~~actors and multiples.**

~~4.OA.1~~4.OA.4 Find all factor pairs for a whole number in the range 1–100.

~~a. Recognize that a whole number is a multiple of each of its factors.~~

~~b.~~ Find multiples of one-digit whole numbers. ~~Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.~~

a.

~~c.~~b. Determine whether a given whole number in the range 1–100 is prime or composite.

**~~4.OA.C. Generate and analyze~~ P~~p~~atterns.**

4.OA.5 Generate a number or shape pattern that follows a given rule. ~~Identify and explain features of the pattern that were not explicit in the rule itself.~~ Describe other observable patterns that are not part of the given rule.

**Example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.**

## Number and Operations in Base Ten – 4.NBT

**~~4.NBT.A. Generalize~~ Place value understanding for ~~multi-digit whole~~ numbers, ~~less than or equal~~ up to 1,000,000.**

4.NBT.1 Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right.

4.NBT.2 Read and write multi-digit whole numbers using standard form, expanded form, and word form. Compare two multi-digit numbers based on the value~~meanings~~ of the digits and each place, recording the results of comparisons with the symbols >, =, and <.

***Example:*** *The number two hundred seventy-five thousand eight hundred two written in standard form is* $275{,}802$*, and in expanded form is* $200{,}000 + 70{,}000 + 5{,}000 + 800 + 2$ *or* $(2 \times 100{,}000) + (7 \times 10{,}000) + (5 \times 1{,}000) + (8 \times 100) + (2 \times 1)$.

4.NBT.3 Use place value understanding or visual representation to round multi-digit whole numbers to any place.

**~~4.NBT.B. Use~~ Place value understanding and properties of operations for arithmetic ~~to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.~~**

4.NBT.4 Fluently use the standard algorithm for multi-digit whole-number addition and subtraction within 1,000,000~~.~~

***Example:*** *What is the difference between* $634$ *and* $328$ *using the standard algorithm?*

$$\begin{array}{r} 6\,{}^{2}\!\not{3}\,{}^{1}4 \\ -\,3\;2\;8 \\ \hline 3\;0\;6 \end{array}$$

***Clarification****: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

a. Use strategies based on place value or ~~and~~ the properties of operations.

b. Model ~~Illustrate~~ and explain the calculation by using equations, rectangular arrays, ~~and/~~or area models.

~~6.~~4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

a. Use strategies based on place value, the properties of operations, ~~and/~~or the relationship between multiplication and division.

b. Model ~~Illustrate~~ and explain the calculation by using rectangular arrays, area models, ~~and/~~or equations.

***Clarification for 4.NBT.B.5 and 4.NBT.B.6:*** *Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.*

## Number and Operations – Fractions – 4.NF

**~~4.NF.A. Extend understanding of F~~fraction equivalence and ordering.**

~~Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1. Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1.~~

4.NF.1 Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1.

~~Example: When a horizontal line is drawn through the center of the model, the number of equal parts doubles and the size of the parts is halved.~~

4.NF.14.NF.2 Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. .

a. Recognize that comparisons are valid only when the two fractions refer to the same whole.

b. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, by using a visual fraction model and/or verbal reasoning.

**4.NF.B. Build Ffractions operations from unit fractions by applying and extending previous understandings of operations on whole numbers.**

4.NF.1 Define Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

4.NF.3

a. 4.NF.4 Understand Aaddition and subtraction of fractions byas joining and separating parts referring to the same whole.

b. a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model and/or verbal reasoning.

***Example:*** $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$

c. b. Add and subtract mixed numbers with like denominators. E.g. by replacing the mixed number with an equivalent fraction, and/or by using properties of operations, and/or the relationship between addition and subtraction.

c. Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions using a visual fraction model and/or verbal reasoning.

4.NF.5 Identify fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

d.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. 4. IdentifyUnderstand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.

***Example:*** *Use a visual fraction model to represent* $\frac{5}{4}$ *as the product* $5 \times \frac{1}{4}$*, recording the conclusion by the equation* $\frac{5}{4} = 5 \times \frac{1}{4}$.

~~b.~~4.NF.6 ~~5.~~Identify~~Understand a~~ a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.

***Example:*** *Use a visual fraction model to express* $3 \times \frac{2}{5}$ *as* $6 \times \frac{1}{5}$*, recognizing this product as* $\frac{6}{5}$*. In general,* $n \times \frac{a}{b} = \frac{n \times a}{b}$.

~~c.~~4.NF.7 ~~6.~~Solve word problems involving multiplication of a fraction by a whole number e.g., by using visual fraction models ~~and/~~or equations to represent the problem.

***Example:*** *If each person at a party will eat* $\frac{3}{8}$ *of a pound of roast beef, and there will be* $5$ *people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

**~~D.~~ ~~4.NF.C. Understand~~ D~~d~~ecimal notation for fractions~~,~~ and compar~~ison of~~~~e~~ decimal fractions.**

~~5.~~4.NF.8 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

***Example:*** *Express* $\frac{3}{10}$ *as* $\frac{30}{100}$*, and add* $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

***Clarification****: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators is not a requirement at this grade.*

~~6.~~4.NF.9 Use decimal notation to represent fractions with denominators 10 or 100.

***Example:*** *rewrite* $0.62$ *as* $\frac{62}{100}$*; describe a length as* $0.62$ *meters; locate* $0.62$ *on a number line diagram.*

~~7.~~4.NF.10 Compare two decimals to hundredths~~. by reasoning about their size~~.

a. Recognize that comparisons are valid only when the two decimals refer to the same whole.

b. Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusions using visual representations ~~and/~~or verbal reasoning.

***Clarification****: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.*

## Measurement and Data – 4.MD

**~~△ 4.MD.A. Solve~~ Pproblem solving ~~s~~ with~~involving~~ measurement and conversions ~~of measurements from a larger unit to a smaller unit.~~**

~~1.~~4.MD.1 Name~~Know~~ relative sizes of measurement units within any one system of units.

a. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

b. Record measurement equivalents in a two-column table.

***Example**: Know that* 1 *ft is* 12 *times as long as* 1 *in. Express the length of a* 4 *ft snake as* 48 *in. Generate a conversion table for feet and inches listing the number pairs* $(1, 12)$, $(2, 24)$, $(3, 36)$, *…*

~~2.~~ Use the four operations to solve word problems involving whole-number measurements within a single system of measurement.

4.MD.2 ~~a. Include problems involving simple fractions or decimals.~~

a. ~~b.~~ Include problems that require expressing measurements given in a larger unit in terms of a smaller unit.

b. ~~c.~~ Represent measurement quantities using diagrams such as a number line ~~diagrams~~ that feature a measurement scale.

***Clarification**: Measurement may include, but is not limited to, length, area, liquid volume, ~~capacity,~~ and mass~~, weight, and money~~.*

~~3.~~4.MD.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.

***Example:** Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

***Clarification:** Students should express their answers in linear (perimeter) and square (area) units. Students are not expected to use the* $1\ cm^2$ *notation.*

**~~△ 4.MD.B. Represent and interpret~~ Ddata Science. ~~.~~**

4.MD.4 ~~4.~~ Make a line plot (dot plot) to show a set of measurements in fractions of a unit $\left(\frac{1}{2}, \frac{1}{4}, \frac{1}{8}\right)$. Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots).

***Example:** From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

**Commented [SJM8]:** 4th grade students do not multiply or divide with decimals.

**Commented [SJM9R8]:** 4th Grade students do not divide fractions.

**~~O~~ ~~4.MD.C.~~ Geometric measurement: ~~Understand~~ Cconcepts of angles and ~~measure angles~~angle measurement.**

4.MD.5 Identify angles as geometric shapes that are formed wherever two rays share a common endpoint.

4.MD.6 Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

a. Use an equation with a symbol for the unknown angle measure.

b. Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts.

~~5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.~~

~~a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.~~

~~Example: An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle" and can be used to measure angles.~~

~~b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.~~

~~4.MD.1~~Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

~~7. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.~~

~~a. Use an equation with a symbol for the unknown angle measure.~~

~~b. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.~~ Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts.

## Geometry – 4.G

**~~O~~ ~~4.G.A. Draw and identify~~ Lines and angles, and classification of~~y~~ shapes. ~~by properties of their lines and angles.~~**

~~4.G.1~~ Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.1

~~4.G.2~~ Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. ~~Recognize right triangles as a category, and identify right triangles~~. Categorize triangles as right triangles or triangles without a right angle.

4.G.2

~~3.~~ ~~Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.~~ Identify line-symmetric figures and draw lines of symmetry.

4.G.3 Fifth Grade

In fifth grade, instruction should focus on the following: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; (3) developing understanding of measurement systems and determining volumes to solve problems; and (4) solving problems using the coordinate plane.

1. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: This is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit multiplication and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of ten is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
3. Students convert among different-sized measurement units within a given measurement system, allowing for efficient and accurate problem solving with multi-step real-world problems as they progress in their understanding of scientific concepts and calculations. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find

volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

4. Students learn to interpret the components of a rectangular coordinate system as lines and understand the precision of location that these lines require. Students learn to apply their knowledge of number and length to the order and distance relationships of a coordinate grid and to coordinate this across two dimensions. Students solve mathematical and real-world problems using coordinates.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

**Geometric and Spatial Thinking**

Geometric and spatial thinking are important in and of themselves, because they connect mathematics with the physical world and play an important role in modeling occurrences whose origins are not necessarily physical; for example, as networks or graphs. They are also important because they support the development of number and arithmetic concepts and skills. Thus, geometry is essential for all grade levels for many reasons: its mathematical content; its roles in physical sciences, engineering, and many other subjects; and its strong aesthetic connections.

## Fifth Grade Overview

**Operations and Algebraic Thinking**

- A. Write and interpret numerical expressions.
- B. Analyze patterns and relationships.

**Number and Operations in Base Ten**

- A. Understand the place value system.
- B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Number and Operations – Fractions**

- A. Use equivalent fractions as a strategy to add and subtract fractions.
- B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

**Measurement and Data**

- A. Convert like measurement units within a given measurement system.
- B. Represent and interpret data.
- C. Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.

**Geometry**

- A. Graph points on the coordinate plane to solve real-world and mathematical problems.
- B. Classify two-dimensional figures into categories based on their properties.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Commented [JW10]:** Update these to match

~~**Mastery Standards**~~

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For standards related to knowing single-digit facts from memory, this typically involves generating a response within three to five seconds. For fifth grade this standard is:~~

- ~~5.NBT.B.5 Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Include two-digit × four-digit numbers and three-digit × three-digit numbers.~~

## Fifth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. For example, Sonia had $2\frac{1}{3}$ candy bars. She promised her brother that she would give him $\frac{1}{2}$ of a candy bar. How much will she have left after she gives her brother the amount she promised? They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

**MP.2 Reason abstractly and quantitatively.**
Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts. For example, students use abstract and quantitative thinking to recognize that $0.5 \times (300 \div 15)$ is $\frac{1}{2}$ of $(300 \div 15)$ without calculating the quotient.

**MP.3 Construct viable arguments and critique the reasoning of others.**
In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. Students use various strategies to solve problems and they defend and justify their work with others. For example, two afterschool clubs are having pizza parties. The teacher will order 3 pizzas for every 5 students in the math club, and 5 pizzas for every 8 students in the student council. If a student is in both groups, decide which party they should attend. How

much pizza will each student get at each party? If a student wants to have the most pizza, which party should they attend?

**MP.4 Model with mathematics.**
Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

**MP.5 Use appropriate tools strategically.**
Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real-world data.

**MP.6 Attend to precision.**
Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism, they record their answers in cubic units.

**MP.7 Look for and make use of structure.**
In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply, and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

**MP.8 Look for and express regularity in repeated reasoning.**
Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

## Operations and Algebraic Thinking – 5.OA

**~~O~~ ~~5.OA.A. Write and interpret~~ N~~n~~umerical expressions.**

5.OA.1 ~~Use parentheses, brackets, or braces~~Write and evaluate numerical expressions with parentheses using the four operations with whole numbers. ~~in numerical expressions, and evaluate expressions with these symbols.~~

~~5.OA.1~~

***Example:*** $4.5 + (3 \times 2)$ *in word form is four ~~and five tenths~~ plus the quantity* $3$ *times* $2$.

~~5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.~~

~~***Example:*** *Express the calculation "Add* $8$ *and* $7$*, then multiply by* $2$*" as* $2 \times (8 + 7)$*. Recognize that* $12 \times (7 + 91)$ *is twelve times as large as* $7 + 91$*, without having to calculate the indicated sum or product.*~~

**~~O~~ ~~5.OA.B. Analyze~~ P~~p~~atterns and relationships.**

~~5.OA.3~~5.OA.2 Generate two numerical patterns using two given rules.

a. Identify ~~apparent~~ relationships between corresponding terms.
b. Form ordered pairs consisting of corresponding terms from the two patterns.
c. Graph the ordered pairs on a coordinate plane.

***Example:*** *Given the rule "Add* $3$*" and the starting number* $0$*, and given the rule "Add* $6$*" and the starting number* $0$*, generate terms in the resulting sequences. Observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain why this is so.*

## Number and Operations in Base Ten – 5.NBT

**~~☐~~ ~~5.NBT.A. Understand~~ T~~t~~he place value system.**

~~5.NBT.5~~5.NBT.1 Explain~~Recognize~~ that in a multi-digit number, including decimals, a digit in any place represents ten times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

***Example:*** *In the number* $55.55$*, each digit is* $5$*, but the value of the digits is different because of the placement. The five in the ones place is ten times the value of the five in the tenths place. The five in the tenths place is* $\frac{1}{10}$ *the value of the five in the ones place.*

~~5.NBT.6 Explain patterns in the number of zeros of the product when multiplying a number by powers of ten, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of ten. Use whole-number exponents to~~

**Commented [SJM11]:** Bracket and braces are not necessary for introduction of groupings. Order of operations include exponents which are not included in fifth grade standards. Limited to whole numbers based on introduction to decimal operations in fifth grade and division of fractions.

~~denote powers of ten. Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10.~~

~~***Example:*** $10^2$, *which is* $10 \times 10 = 100$, *and* $10^3$, *which is* $10 \times 10 \times 10 = 1{,}000$~~

5.NBT.2 Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10

***Example:*** $10^2$, *which is* $10 \times 10 = 100$, *and* $10^3$, *which is* $10 \times 10 \times 10 = 1{,}000$

~~5.NBT.7~~5.NBT.3 Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using standard form, expanded form, and word ~~from~~form.

***Example:*** $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1{,}000}$

b. Compare two decimals to thousandths based on meanings of the digits in each place, and record the results of the comparisons using $>$, $=$, and $<$.

~~5.NBT.8~~5.NBT.4 Use place value understanding to round decimals to any place including tenths and hundredths.~~decimals to any place.~~

**~~5.NBT.B. Perform~~ Operations with multi-digit whole numbers and with decimals to hundredths.**

~~5.NBT.9~~5.NBT.5 Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Up to ~~Include~~ two-digit × four-digit numbers and three-digit × three-digit numbers.

***Example:*** *What is the product of* 304 *and* 23 *using the standard algorithm?*

$$\begin{array}{r} {}^{3}{}^{1}0\,4 \\ \times\ \ 2\,3 \\ \hline 9\,1\,2 \\ +6\,0\,8\,0 \\ \hline 6\,9\,9\,2 \end{array}$$

***Clarification****: Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*

~~6.~~5.NBT.5 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

a. Use strategies based on place value, the properties of operations, ~~and/~~or the relationship between multiplication and division.

b. Model ~~Illustrate~~ and explain the calculation by using equations, rectangular arrays, ~~and/~~or area models.

~~7.~~5.NBT.6 Add, subtract, multiply, and divide decimals to hundredths.

a. Use concrete models or drawings and strategies based on place value, properties of operations, ~~and/~~or the relationship between addition and subtraction and between multiplication and division.

b. Relate the strategy to a written method and explain the reasoning used.

***Clarification for 5.NBT.B.6 and 5.NBT.B.7:*** *Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.*

## Number and Operations – Fractions – 5.NF

**~~5.NF.A. Use E~~equivalent fractions as a strategy to add and subtract fractions.**

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent equation to calculate the sum or difference of fractions with like denominators.

***Example:*** $\frac{2}{3}+\frac{5}{4}=\frac{8}{12}+\frac{15}{12}=\frac{23}{12}$. *In general,* $\frac{a}{b}+\frac{c}{d}=\frac{ad+bc}{bd}$.

Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations.

~~5.NF.2~~5.NF.1 ~~Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations.~~

5.NF.2

5.NF.3 Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers.

~~a. Justify the conclusions by using visual fraction models and/or equations to represent the problem.~~

~~3.~~

~~b. Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers.~~

***Example:*** *Recognize an incorrect result* $\frac{2}{5}+\frac{1}{2}=\frac{3}{7}$ *by observing that* $\frac{3}{7}<\frac{1}{2}$.

~~☐ 5.NF.B. Apply and Eextend previous understandings of multiplication and division to multiply and divide fractions.~~

.

**Multiplication and Division of Fraction s**

~~3.~~5.NF.4 Explain ~~Interpret~~ a fraction as division of the numerator by the denominator $\left(\frac{a}{b} = a \div b\right)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models ~~and/~~or equations to represent the problem.

***Example:*** *Interpret $\frac{3}{4}$ as the result of dividing $3$ by $4$, noting that $\frac{3}{4}$ multiplied by $4$ equals $3$, and that when $3$ wholes are shared equally among $4$ people, each person has a share of size $\frac{3}{4}$. If nine people want to share a $50$-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.5 ~~Apply and extend previous understandings of multiplication to M~~multiply a fraction or whole number by a fraction.

**Extend previous understandings of multiplying by whole numbers to multiplying by fractions.**

~~4.~~

a. ~~Interpret~~ Represent the product $\left(\frac{a}{b}\right) \times q$ as $a$ parts of $a$ partitions of $q$ into $b$ equal parts, and equivalently, as the result of the sequence of operations $a \times q \div b$.

***Example:*** *Use a visual model and/or area model to show $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$. In general, $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$.*

b. Find the area of a rectangle with fractional side lengths.
   i. Tile it with unit squares of the appropriate unit fraction side lengths.
   ii. Show that the area is the same by tiling as would be found by multiplying the side lengths.
   iii. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.6 Show multiplication as scaling (resizing), by comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

~~iii.~~

~~5.NF.1 Interpret multiplication as scaling (resizing), by:~~

~~a. Comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.~~

***Example:*** *Without multiplying, tell which number is greater:* $225$ *or* $\frac{3}{4} \times 225$; $\frac{11}{50}$ *or* $\frac{3}{2} \times \frac{11}{50}$?

~~b.~~a. Explain~~ing~~ why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.

~~5.NF.2~~5.NF.7 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models ~~and/~~or equations to represent the problem.

***Example:*** *Evan bought six roses for his mother,* $\frac{2}{3}$ *of them were red. How many red roses were there?*

5.NF.8 ~~Apply and extend previous understandings of division to~~ D~~d~~ivide unit fractions by whole numbers and whole numbers by unit fractions.

**Extend previous understandings of division by whole numbers to division with fractions.**

~~5.NF.3~~

a. Represent division of a unit fraction by a nonzero whole number and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $\frac{1}{b} \div c = \frac{1}{bc}$ because $\frac{1}{bc} \times c = \frac{1}{b}$.

***Example:*** ~~*Create a story context to*~~ *E~~e~~xplain* $\frac{1}{3} \div 4$*, and use a visual fraction model to show the quotient.*

b. Represent division of a whole number by a unit fraction, and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $a \div \frac{1}{b} = ab$ because $ab \times \frac{1}{b} = a$.

***Example:*** ~~*Create a story context to*~~ *E~~e~~xplain* $4 \div \frac{1}{5}$*, and use a visual fraction model to show the quotient.*

c. Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions by using visual fraction models ~~and/~~or equations to represent the problem.

***Example:*** *How much chocolate will each person get if three people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ cup servings are in two cups of raisins?*

## Measurement and Data – 5.MD`

**~~5.MD.A.~~ Conversion of~~t~~ ~~like~~ measurement units within a given measurement system.**

5.MD.1 Convert among different-sized standard measurement units within a given measurement system. Use conversions in solving multi-step, real-world problems.

~~5.MD.1~~ : Limited to length, mass, and time.

***Example:*** *Convert* 5 *cm to* 0.05 *m.*

**~~5.MD.B. Represent and interpret~~ Ddata Science. ~~.~~**

5.MD.2 Collect, represent, and interpret numerical data, including whole numbers, and fractional ~~and decimal~~ values.

a. Interpret numerical data, with whole-number values, represented with tables or line plots.

b. Use graphic displays of data (line plots (dot plots) ~~,bar graphs~~ and tables~~, etc.~~) to solve real-world problems using fractional data.

~~***Example:*** *Given different measurements of liquid in identical beakers on a bar graph, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*~~

**~~5.MD.C.~~ Geometric measurement: ~~Understand concepts of~~ Vvolume ~~and the~~ relateionship ~~volume to multiplication and to addition~~.**

5.MD.3 ~~3.~~ Measure volume of ~~rectanglular~~rectangular prisms by counting cubic units that have no gaps ~~or overlaps~~. (cubic cm, cubic in, cubic ft, and non-standard units)

**a cube with a side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**

~~5.MD.3 Recognize volume as an attribute of solid figures and understand volume measurement in terms of cubic units.~~

~~a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.~~

~~b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.~~

~~5.MD.4 Use concrete and/or visual models to measure the volume of rectangular prisms in cubic units by counting cubic cm, cubic in, cubic ft, and nonstandard units.~~

~~5.MD.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.~~

~~a.~~5.MD.4 ~~4.~~ Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.

***Example:*** *To represent the associative property of multiplication,* $(l \times w) \times h = l \times (w \times h)$.

~~b.~~5.MD.5 ~~5.~~ Apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where $B$ stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths, and in the context of solving real-world and mathematical problems.

~~c. Recognize volume as additive.~~

~~i.~~5.MD.6 ~~6~~ Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts in real-world and mathematical problems.

~~ii. Apply this technique to solve real-world problems.~~

## Geometry – 5.G

**The coordinate plane**

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates.

5.G.2 Use the first number, the x-coordinate, in an ordered pair to determine how far to travel from the origin along the x-axis and the second number, the y-coordinate, to determine how far to travel from the origin parallel to the y-axis.

5.G.3 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane ($x$ and $y$ both have positive values), and interpret coordinate values of points in the context of the situation.

**Two-dimensional figures and their properties.**

5.G.4 Explain that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category.

***Example:*** *All rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

5.G.5 Classify two-dimensional figures in a hierarchy based on properties.

***Example:*** *All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.*

~~O~~ **~~5.G.A. Graph points on tThe coordinate plane to solve real-world and mathematical problems.~~**

~~5.G.1 Describe and understand the key attributes of the coordinate plane.~~

~~a. Use a pair of perpendicular number lines (axes) with the intersection of the lines (the origin (0,0)) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.~~

~~Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given point in the plane located by using an ordered pair of numbers, called its coordinates.~~

~~2. Use the first number, the x-coordinate, in an ordered pair to determine how far to travel from the origin along the x-axis and the second number, the y-coordinate, to determine how far to travel from the origin parallel to the y-axis. Understand that the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin.~~

~~5.G.2 3. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane ($x$ and $y$ both have positive values), and interpret coordinate values of points in the context of the situation.~~

~~O~~ **~~5.G.B. Classify Ttwo-dimensional figures andinto categories based on their properties.~~**

~~5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category.~~

~~***Example:*** *All rectangles have four right angles and squares are rectangles, so all squares have four right angles.*~~

~~5.G.4 Classify two-dimensional figures in a hierarchy based on properties.~~

~~***Example:*** *All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.*~~

# 6-8 Idaho Content Standards

# Mathematics

~~January 3, 2022~~June 2026

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM| MATHEMATICS

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## SIXTH GRADE

In sixth grade, instruction is focused on the following areas: (1) connecting ratio and rate to whole-number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) reasoning about geometric shapes and their measurements.

1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from and extending pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication, division, and fractions from previous grades with ratios, rates, and percents. As students solve a wide variety of problems involving ratios and rates, they create a foundation for proportional reasoning and future work in algebra and geometry.

2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems, as well as demonstrate fluency in operations with whole numbers and decimals. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular, negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students build on their understanding of an unknown quantity from previous grades to know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $y = 3x$) to describe relationships between quantities.

4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

5. Students in grade six also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose areas they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

## Sixth Grade Overview

**Ratios and Proportional Relationships**

- ~~A~~. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.

**The Number System**

- ~~A~~. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- ~~B~~. Compute fluently with multi-digit numbers and find common factors and multiples.
- ~~C~~. Apply and extend previous understandings of numbers to the system of rational numbers.

**Expressions and Equations**

- ~~A~~. Apply and extend previous understandings of arithmetic to algebraic expressions.
- ~~B~~. Reason about and solve one-variable equations and inequalities.
- ~~C~~. Represent and analyze quantitative relationships between two variables.

**Geometry**

- ~~A~~. Solve real-world and mathematical problems involving area, surface area, and volume.

**~~Statistics and Probability~~Data Science**

- ~~A~~. Develop understanding of statistical variability.
- ~~B~~. Summarize and describe distributions.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**~~Mastery Standards~~**

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For sixth grade these standards are:~~

- ~~6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.~~
- ~~6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.~~

## Sixth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In grade six, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?". Students can explain the relationships between equations, verbal descriptions, and tables and graphs. Mathematically proficient students check their answers to problems using a different method.

**MP.2 Reason abstractly and quantitatively.**
In grade six, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities.
Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations or other meaningful moves. To reinforce students' reasoning and understanding, teachers might ask, "How do you know?" or "What is the relationship of the quantities?".

**MP.3 Construct viable arguments and critique the reasoning of others.**
In grade six, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (e.g., box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**
In grade six, students model problem situations symbolically, graphically, in tables, contextually, and visually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students begin to represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities.

They use measures of center and variability and data displays (e.g. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate and apply them to a problem context. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "What formula might apply in this situation?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade six may decide to represent figures on the coordinate plane to calculate area. Number lines are used to create dot plots, histograms, and box plots to visually compare the center and variability of the data. Visual fraction models can be used to represent situations involving division of fractions. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures. Students should be encouraged to answer questions such as "What approach did you try first?" or "Why was it helpful to use?"

**MP.6 Attend to precision.**
In grade six, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations, or inequalities. When using ratio reasoning in solving problems, students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. Students also learn to express numerical answers with an appropriate degree of precision when working with rational numbers in a situational problem. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ___?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (e.g. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving area and volume. Teachers might ask, "What do you notice when ___?" or "What parts of the problem might you eliminate, simplify, or ___?"

**MP.8 Look for and express regularity in repeated reasoning.**

In grade six, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between rates and representations showing the relationships between quantities. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation like and different from other situations?"

## Ratios and Proportional Relationships – 6.RP

**~~☐ 6.RP.A. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.~~Ratio and Rate Concepts**

1. ~~Understand the concept of a ratio and u~~Use ratio language to describe the ~~describe a ratio~~ relationship between two quantities, and represent the ratio using ~~–~~words, symbols, and fractions.

   ***Example~~s~~:***

   *~~1)~~ The ratio of wings to beaks in the bird house at the zoo was ~~8~~2~~:~~ 4~~1~~, 8/4, 8 to 4, because for every eight~~two~~ wings there were~~was~~ four~~one~~ beaks.*

   *~~2) For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received approximately three times the number of votes as candidate A, or candidate A received approximately $\frac{1}{3}$ of the number of votes that candidate C received.~~*

2. Calculate and describe ~~Understand the concept of~~ a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

   ***Example~~s~~:***

   *1) This recipe has a ratio of three cups of flour to four cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.*

   *2) We paid $\$75$ for $15$ hamburgers, which is a rate of five dollars per hamburger.*

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

   b. Solve unit-rate problems, including those involving unit pricing and constant speed.

   ***Example**: If it took $7$ hours to mow $4$ lawns, then at that rate, how many lawns could be mowed in $35$ hours? At what rate were lawns being mowed?*

   c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.

   ***Example**: $30\%$ of a quantity means $\frac{30}{100}$ times the quantity.*

~~d. Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities.~~

Commented [SB1]: This standard is covered in 5th grade

~~***Examples:***~~

~~*1) Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour, $\frac{1}{2}$ cup sunflower seeds, and $1\frac{1}{4}$ cup of oatmeal.*~~

~~*2) Jessica is building a doghouse out of wooden planks. If the instructions say the house is 30 inches long, how long would the doghouse be using metric measurements (1 in = 2.54 cm)?*~~

*Clarification: Students will not be required to use complex fractions*

## The Number System – 6.NS

~~**6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**~~ **Multiplication and Division of Fractions by Fractions**

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

***Examples:***

*1) Create a story context for $\frac{2}{3} \div \frac{3}{4}$ and use a visual fraction model to show the quotient.*

*2) Use the relationship between multiplication and division to explain that $\frac{2}{3} \div \frac{3}{4} = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. In general, $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$.*

*3) After hiking $6\frac{1}{2}$ miles along the Salmon River, Fred realized he had traveled $\frac{3}{4}$ of the way to his campsite. What is the total distance Fred will end up traveling during his hike?*

*4) How many $\frac{3}{4}$ cup servings are in $\frac{2}{3}$ of a cup of yogurt?*

*5) How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?*

~~**6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.**~~ **Mathematical Fluency**

~~2.~~ 2. Fluently divide multi-digit numbers using various strategies, including but not limited

to the standard algorithm. ~~**Example:** What is the quotient of 657 and 3 using the standard algorithm?~~

$$\begin{array}{r} 219 \\ 3\overline{)657} \\ -6 \\ \hline 05 \\ -3 \\ \hline 27 \\ -27 \\ \hline 0 \end{array}$$

*Clarification: Practice with problems whose solutions do not exceed four decimal places.*

~~3.~~2. Fluently add, subtract, multiply, and divide multi-digit decimals using various strategies, including but not limited to the standard algorithm for each operation.

***Example:*** *What is the difference of* $1.82$ *and* $0.06$ *using the standard algorithm?*

$$\begin{array}{r} 1.\,{}^{7}\!8\,{}^{1}\!2 \\ -\,0.\,0\;\;6 \\ \hline 1.\,7\;\;6 \end{array}$$

*Clarification: Do not exceed four decimal places.*

**Common Factors and Multiples**

3. Use common factors and multiples to generate equivalent expressions.

   a. Find the greatest common factor of two whole numbers less than or equal to 100. ~~and~~

   b. Find the least common multiple of two whole numbers less than or equal to 12.

   ~~4.~~c. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

***Example:*** *Express* $36 + 8$ *as* $4(9 + 2)$.

~~**6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers.**~~**Rational Numbers**

~~5.~~4. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers (including fractions and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.

***Examples**: Temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge*

~~6.~~5. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs~~,~~ they are not located in the same quadrant.~~the locations of the points are related by reflections across one or both axes.~~

c. Find and ~~position~~ plot positive and negative integers and other rational numbers on a horizontal or vertical number line diagram.~~;~~

*Clarification: Rational numbers should be limited to halves, thirds, and quarters*

~~c.~~ ~~F~~find and graph ~~position~~ ordered pairs ~~of~~ consisting of positive and negative integers and other rational numbers on a coordinate plane.

d.

*Clarification: Rational numbers should be limited to halves.*

~~7.~~6. Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

***Examples**: Interpret $-3.7 > -7\frac{1}{2}$ as a statement that $-3.7$ is located to the right of $-7\frac{1}{2}$ on a number line oriented from left to right.*

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

***Example**: Write $-3°C > -7°C$ to express the fact that $-3°C$ is warmer than $-7°$ C.*

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

***Example**: For an account balance of $-30$ dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*

d. Distinguish comparisons of absolute value from statements about order.

***Example**: Recognize that an account balance less than $-30$ dollars represents a debt greater than $30$ dollars.*

**Coordinate Plane**

8. Use coordinates in all four quadrants to calculate vertical and horizontal distances between points with the same *x*-coordinate or the same *y*-coordinate to solve real-world and mathematical problems. ~~Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.~~

***Example**: Samuel draws a coordinate plane on a map of his neighborhood. He found that the distance between two consecutive whole-number points is one block. His house is located at $(-4, 6)$, and his school is located at $(-4, -3)$. How many blocks are between Samuel's house and school?*

## Expressions and Equations – 6.EE

~~**6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.**~~
**Expressions, Equations, and Inequalities**

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
    a. Write expressions that record operations with numbers and with letters standing for numbers.

***Example:** Express the calculation "Subtract $y$ from $5$" as $5 - y$.*

    b. Identify parts of an expression using mathematical terms (e.g. sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

***Example:** Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*

    c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents following order of

operations.~~, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).~~

***Examples:***

*1) ~~Use the formulas $V = s^3$ and $A = 6s^2$ to find the volume (V) and surface area (A) of a cube with sides of length $s = \frac{1}{2}$.~~ Evaluate the expression $4x^3 + y$ when x=2 and y=3.*

*2) The formula for finding the perimeter of a rectangle is $P = 2l + 2w$. Find the perimeter of a rug that measures $7.5$ ft by $9.5$ ft.*

3. Apply the properties of operations to generate equivalent expressions.

***Examples:***

*1) Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$.*

*2) Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$.*

*3) Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

***Example:** The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of the numeric value of $y$.*

**~~6.EE.B. Reason about and solve one-variable equations and inequalities.~~**

5. Understand ~~solving~~ a solution of an equation or inequality as a value that makes the equation or inequality true. ~~process of answering a question: Which values from a specified set, if any, make the equation or inequality true?~~ Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$, and $x$ are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.
    a. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.

b. Represent solutions of such inequalities on number line diagrams.

~~☐ 6.EE.C. Represent and analyze quantitative relationships between two variables.~~

~~9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations. Include an understanding of independent and dependent variables.~~

Commented [SB2]: Moved for age-appropriateness

~~Examples:~~

~~*1) In a problem involving mixing water ($W$) and orange concentrate ($C$) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2} \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water ($W$) and orange concentrate ($C$).*~~

~~*2) When examining the relationship between time and the growth of a plant, time tends to be thought of as the independent variable and the height of the plant tends to be thought of as the dependent variable.*~~

## Geometry – 6.G

~~△ 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.~~ **Area, Surface Area, and Volume**

1. Given formulas for parallelograms and triangles, ~~Find~~ find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Given ~~Apply~~ the formulas $V = lwh$ and $V = Bh$ , apply them to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side and area by joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. ~~Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures.~~ Create nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid; use the nets and given

formulas to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems.

***Example:*** *Explain how you could find the surface area of a rectangular prism given a three-dimensional representation (Fig. A) or a net (Fig. B).*

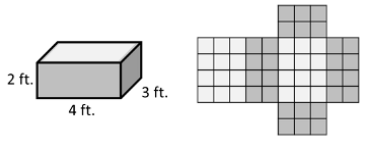



Fig. A Fig. B

## Statistics and Probability – 6.SP

**~~6.SP.A. Develop understanding of s~~Statistical ~~v~~Variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

***Example:*** *"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape. ~~The focus of mean absolute deviation (MAD) is visualizing deviations from the mean as a measure of variability as opposed to a focus on calculating MAD.~~

~~2.~~ *Clarification: Students are not calculating Mean Absolute Deviation, but understand it is a measure of variability*

3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**~~6.SP.B. Summarize and describe distributions.~~ Data Distributions**

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
    a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median~~,~~ and/or mean) and variability (range~~,~~ and/or interquartile range~~, and/or mean absolute deviation~~), as well as describing any overall pattern and ~~any striking deviations~~outliers from the overall pattern with reference to the context in which the data were gathered.

~~c.~~ *Clarification: Four function calculators will be allowed*

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

***Examples:*** *Bobbie is a sixth grader who competes in the* 100 *meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second).*

18.11, 31.23, 17.99, 18.25, 17.50, 35.55, 17.44, 17.85

*Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics.)*

## SEVENTH GRADE

In seventh grade, instruction is focused on the following areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

1. Students extend their understanding of ratios and rates and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios, rates, and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line (constant of proportionality). They distinguish proportional relationships from other relationships.
2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions, equations, and inequalities in one variable. Students also solve real-world and multi-step equations and inequalities.
3. Students continue their work with area from grade six, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in grade eight, they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-

dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

4. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences. In grade seven the concept of probability is introduced, and it is explored in later grades.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

## Seventh Grade Overview

**Ratios and Proportional Relationships**

- A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

**The Number System**

- A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

**Expressions and Equations**

- A. Use properties of operations to generate equivalent expressions.
- B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

**Geometry**

- A. Draw, construct, and describe geometrical figures and describe the relationships between them.
- B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**~~Statistics and~~ Data Science and Probability**

- A. Use random sampling to draw inferences about a population.
- B. Draw informal comparative inferences about two populations.
- C. Investigate chance processes and develop, use, and evaluate probability models.

**~~Mastery Standards~~**

~~Mastery standards describe those standards that ask students to be able to perform mathematical calculations accurately, efficiently, and flexibly. For seventh grade this standard is:~~

- ~~7.NS.A.3 Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.~~

## Seventh Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In seventh grade, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?". When students compare arithmetic and algebraic solutions to the same problem, they identify correspondences between different approaches.

**MP.2 Reason abstractly and quantitatively.**
In seventh grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

**MP.3 Construct viable arguments and critique the reasoning of others.**
In seventh grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. For example, as students notice when geometric conditions determine a unique triangle, more than one triangle, or no triangle, they have an opportunity to construct viable arguments and critique the reasoning of others. Students should be encouraged to answer questions such as these: "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**
In seventh grade, students model problem situations visually, symbolically, graphically, in tables, and contextually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use experiments or simulations to generate data sets and create probability models. Proportional relationships

present opportunities for modeling. For example, for modeling purposes, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "How might it help to create a table, chart, or graph?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in seventh grade may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, "What approach are you considering?" or "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
In seventh grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates; ratios; probability models; geometric figures; data displays; and components of expressions, equations, or inequalities. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ___?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities. Solving an equation such as $8 = 4\left(n - \frac{1}{2}\right)$ is easier if students can see and make use of structure, temporarily viewing $\left(n - \frac{1}{2}\right)$ as a single entity.

**MP.8 Look for and express regularity in repeated reasoning.**
In seventh grade, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model

problems, they may notice that $\frac{a}{b} = \frac{c}{d}$ if and only if $ad = bc$ and construct other examples and models that confirm their generalization. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation both similar to and different from other situations using these operations?"

## Ratios and Proportional Relationships – 7.RP

~~7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems.~~ **Proportional Relationships**

1. ~~Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.~~ Calculate unit rates in real-world contexts that include complex fractions.

   ***Example:*** *If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.*

2. Recognize and represent proportional relationships between quantities.

   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

   b. Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities.

   c. Represent proportional relationships by equations.

   ***Example****: If total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$, the relationship between the total cost and the number of items can be expressed as $t = pn$.*

   d. Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.

3. Use proportional relationships to solve multi-step ratio, rate, and percent problems.

   ***Example~~s~~****: A shirt is on sale for 30% off. If the original price is $14.75, what is the new sale price? What is the total price including the 6% sales tax in Idaho?~~Simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error~~*

## The Number System – 7.NS

~~7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.~~ **Rational Number Operations**

~~1.~~ ~~Apply and extend previous understandings of addition and subtraction to~~ A~~a~~dd and subtract integers and other rational numbers and~~:~~ represent addition and subtraction on a horizontal or vertical number line diagram.

a. Model and describe additive inverse in mathematical strategies, to include horizontal and vertical number lines, and real-world situations to show ~~Describe situations in which~~ opposite quantities combine to make zero.

***Example**: If you open a new bank account with a deposit of* $30.52 *and then withdraw* $30.52*, you are left with a* $0 *balance.*

b. Demonstrate the distance between two rational numbers on the number line as the absolute value of their difference, and apply this concept to real-world contexts. Rewrite subtraction as adding the additive inverse, $p - q = p + (-q)$.

c. Apply properties of operations as strategies to add and subtract rational numbers in mathematical and real-world contexts.

***Example:*** $\frac{1}{4} - 5 + \frac{3}{4} + 7 = \left(\frac{1}{4} + \frac{3}{4}\right) + \left((-5) + 5\right) + 2$

~~b. Understand $p + q$ as the number located a distance $|q|$ from $p$, in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite are additive inverses because they have a sum of 0 (e.g., $12.5 + (-12.5) = 0$). Interpret sums of rational numbers by describing real-world contexts.~~

~~c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.~~

~~d. Apply properties of operations as strategies to add and subtract rational numbers.~~

~~***Example:*** $\frac{1}{4} - 5 + \frac{3}{4} + 7 = \left(\frac{1}{4} + \frac{3}{4}\right) + \left((-5) + 5\right) + 2$~~

**Commented [SB3]:** Clarified and simplified wording

2. ~~Apply and extend previous understandings of multiplication and division and of fractions to~~ M~~m~~ultiply and divide integers and other rational numbers.

a. Multiply and divide rational numbers (whole numbers, fractions and decimals) in real-world and mathematical problems. ~~Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive~~

~~property, leading to products such as $\left(-\frac{1}{2}\right)(-1) = \frac{1}{2}$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.~~

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If $p$ and $q$ are integers, then $-\left(\frac{p}{q}\right) = \frac{-(p)}{q} = \frac{p}{-(q)}$. Interpret quotients of rational numbers by describing real- world contexts. ~~Interpret quotients of rational numbers by describing real-world contexts.~~

Commented [SB4]: Repeat sentence

c. Apply properties of operations as strategies to multiply and divide rational numbers.

***Example***: $-4(0.25 - 1) = \big((-4) \times 0.25\big) + \big((-4) \times (-1)\big) = -1 + 4 = 3$

d. Convert a rational number to a decimal using ~~long division~~an appropriate strategy such as long division and scientific calculators; know that the decimal form of a rational number terminates or eventually repeats.

~~d.~~ *Clarification: Long division problems limited to seven decimal places*

3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers using scientific calculators.

***Example***: *The student council is selling cookie dough for a fundraiser. They started the day with 12.5 tubs of cookie dough. In the morning they sold 2/5 of the tubs they had. In the afternoon, they sold 3.75 more tubs. How many tubs of cookie dough do they have left at the end of the day?~~A water well drilling rig has dug to a depth of −60 feet after one full day of continuous use. If the rig has been running constantly and is currently at a depth of −143.6 feet, for how long has the rig been running? (Modified from Illustrative Mathematics.)~~*

## Expressions and Equations – 7.EE

~~7.EE.A. Use properties of operations to generate equivalent expressions.~~ **Expressions**

1. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.

***Example~~s~~***:

*1)* $-4x + 2 = 2(2x + 1)$ ~~*and*~~

*2)* $-3\left(x - \frac{5}{3}\right) = -3x + 5$

*3) $4x + 3x + 2 = 7x + 2$*

~~2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.~~

***~~Examples~~:***

*~~1) $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."~~*

*~~2) A shirt at a clothing store is on sale for 20% off the regular price, $p$. The discount can be expressed as $0.2p$. The new price for the shirt can be expressed as $p - 0.2p$ or $0.8p$.~~*

**~~7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.~~ One Variable Equations and Inequalities**

3. Apply properties of operations to solve~~Solve~~ multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals) using scientific calculators. ~~Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and~~ A~~a~~ssess the reasonableness of answers using mental computation and estimation strategies.

***Examples**:*

*1) If a woman making $\$25$ per hour gets a $10\%$ raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or $\$2.50$, for a new salary of $\$27.50$.*

*2) If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about nine inches from each edge; this estimate can be used as a check on the exact computation.*

~~4.~~ ~~Use~~ Use variables to represent quantities in a real-world or mathematical problems, and construct ~~simple~~ equations and inequalities to solve problems. ~~by reasoning about the quantities.~~

a. Write and solve equations in real-world and mathematical problems that lead to ~~Solve word problems leading to equations of~~ the forms $px + q = r$ and $p(x + q) = r$, where $p$, $q$, and $r$ are specific rational numbers. ~~Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.~~

***Example**: The perimeter of a rectangle is $54$ cm. Its width is $6$ cm. What is its length?*

b. Write, solve, and graph inequalities in real-world and mathematical problems that lead to ~~Solve word problems leading to inequalities of~~ the forms $px + q > r$ $px + q \geq r$, ~~or~~ $px + q < r$, or $px + q \leq r$ where $p$, $q$, and $r$ are specific

rational numbers, and $p > 0$. Graph the solution set of the inequality and interpret it in the context of the problem.

***Example**: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

**Two Variable Equations**

4. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write one-step equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations.

***Example:** In a problem involving mixing water ($W$) and orange concentrate ($C$) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2} \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water ($W$) and orange concentrate ($C$).*

*Clarification: One-step equations are limited to addition or multiplication.*

## Geometry – 7.G

~~**7.G.A. Draw, construct, and describe geometrical figures and describe the relationships between them.**~~ **Geometric Figures**

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

***Example**: Mariko has an $\frac{1}{4}$ inch scale drawing ($\frac{1}{4}$ inch=1 foot) of the floor plan of her house. On the floor plan, the scaled dimensions of her rectangular living room are $4\frac{1}{2}$ inches by $8\frac{3}{4}$ inches. What is the area of her living room in square feet?*

~~2. Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine unique triangles, more than one triangle, or no triangle.~~

~~***Example**: A triangle with side lengths 3 cm, 4 cm, and 5 cm exists. Use a compass and ruler to draw a triangle with these side lengths. (Modified from Engage NY M6L9.)*~~

~~3. Describe the shape of the two-dimensional face of the figure that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.~~

**Commented [SB5]:** Moved from 6th for age-appropriateness

**Commented [SB6]:** Moved for age-appropriateness

**Commented [SB7]:** Removed for age-appropriateness

~~O 7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.~~ **Geometric Measurements**

4. Understand the attributes and measurements of circles.
    a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.
    b. Identify parts of a circle using mathematical terms (~~Develop an understanding of circle attributes including~~ radius, diameter, circumference, and area) and investigate the relationships between each.
    c. ~~Informally derive and know the formulas for the area and circumference of a circle and use them to solve problems.~~ Given area and circumference formulas of a circle, solve real-world and mathematical problems.

~~c.~~ *Clarification: Students will not be asked to use area to solve for radius and diameter*

5. Use facts about ~~supplementary, complementary, vertical, and adjacent~~ angles to write equations and use them to solve for an unknown angle in a figure.
    a. Use supplementary, complementary, vertical, and adjacent angles to write and solve equations for an unknown value.

*Clarification: The equation cannot have variables on both sides of the equal sign.*

    ~~5.~~b. Use the fact that the sum of the angles in a triangle add up to 180° to write and solve and equation for an unknown angle.

~~***Example**: The ratio of the measurement of an angle to its complement is 1: 2. Create and solve an equation to find the measurement of the angle and its complement. (Modified from Engage NY M5L1.)*~~

6. Given the formulas, solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional figures. ~~Generalize strategies for finding area, volume, and surface areas of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Solve real-world and mathematical problems in each of these areas.~~

~~***Example**: A playground is being updated. Sand underneath a swing needs to be at least 15 inches deep. The sand under the swings is currently only 12 inches deep. The rectangular area under the swing set measures 9 feet by 12 feet. How much additional sand will be needed to meet the requirement? (Modified from Illustrative Mathematics.)*~~

***Clarification**: Limit shapes to triangles, quadrilaterals, polygons composed of triangles and quadrilaterals, cubes, and right prisms*

## Statistics, ~~s and~~ Probability, and Data Science – 7.SP

### ~~7.SP.A. Use random sampling to draw inferences about a population.~~ Population Samples

~~1.~~ Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

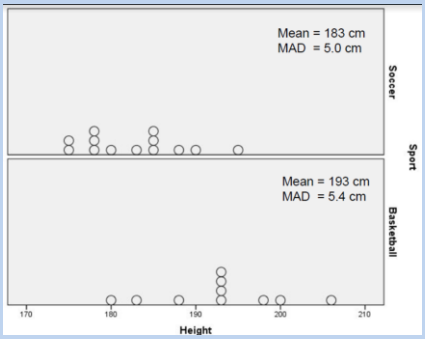
~~2.~~1. Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution.

***Example**: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

### ~~7.SP.B. Draw informal C~~comparative ~~i~~Inferences ~~a~~About ~~t~~Two ~~p~~Populations.

~~3.~~2. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.

***Example**: The difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, the separation between the two distributions of heights is noticeable.*




~~4.~~3. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

***Example**: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

~~△ 7.SP.C. Investigate chance processes and develop, use, and evaluate probability models.~~
**Probability**

~~5.~~4. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

***Example**: The likelihood of drawing a heart from a deck of cards is 0.25. The likelihood of flipping a coin and landing on heads is 0.5. It is more likely that a flipped coin will land on heads than it is to choose a heart from a deck of cards. (0.5 is greater than 0.25).*

~~6.~~5. Approximate the (theoretical) probability of a chance event by collecting data and observing its long-run relative frequency (experimental probability). Predict the approximate relative frequency given the (theoretical) probability.

***Examples**:*

*1) When drawing chips out of a bag containing an unknown number of red and white chips, estimate the probability of selecting a particular chip color given 50 draws.*

*2) When rolling a number cube 600 times, predict that a 3 or 6 would be rolled approximately 200 times, but probably not exactly 200 times.*

~~7.~~6. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

***Example**: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

***Example**: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

~~8.~~7. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

c. Design and use a simulation to generate frequencies for compound events.

***Example**: Use random digits as a simulation tool to approximate the answer to the question: If $40\%$ of donors have type A blood, what is the probability that it will take at least $4$ donors to find one with type A blood?*

## EIGHTH GRADE

In eighth grade, instruction is focused on the following areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; and (4) defining the properties of integer exponents and irrational numbers.

1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($\frac{y}{x} = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality ($m$) is the slope, and the graphs are lines through the origin. They understand that the slope ($m$) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount $A$, the output or y-coordinate changes by the amount $m \times A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.
2. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
3. Students are introduced to the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. Students can define, evaluate, and compare functions in multiple forms (pictures, tables, graphs, equations, etc.).

4. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds; for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
5. Students use their understanding of multiplication and apply properties to develop an understanding of radicals and integer exponents. Students use and perform operations with numbers expressed in scientific notation. They use their knowledge of rational numbers to develop an understanding of irrational numbers.

**Focus in the Standards**

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Idaho Standards for Mathematical Practice. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (□). Supporting work (△) and, where appropriate, additional work (○) can engage students in the major work of the grade.

## Eighth Grade Overview

**The Number System**

- ~~A~~. Know that there are numbers that are not rational, and approximate them by rational numbers.

**Expressions and Equations**

- ~~A~~. Work with radicals and integer exponents.
- ~~B~~. Understand the connections between proportional relationships, lines, and linear equations.
- ~~C~~. Analyze and solve linear equations and pairs of simultaneous linear equations.

**Functions**

- ~~A~~. Define, evaluate, and compare functions.
- ~~B~~. Use functions to model relationships between quantities.

**Geometry**

- ~~A~~. Understand congruence and similarity using physical models, transparencies, or geometry software.
- ~~B~~. Understand and apply the Pythagorean Theorem.
- ~~C~~. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

**~~Statistics and Probability~~Data Science**

- ~~A~~. Investigate patterns of association in bivariate data.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Eighth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In eighth grade, students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

**MP.2 Reason abstractly and quantitatively.**
In eighth grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number(s) or variable(s) as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

**MP.3 Construct viable arguments and critique the reasoning of others.**
In eighth grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**
In eighth grade, students model problem situations symbolically, graphically, in tables, and contextually. Working with the new concept of a function, students learn that relationships between variable quantities in the real world often satisfy a dependent relationship, in that one quantity determines the value of another. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use scatter plots to represent data and describe associations between variables. Students need many opportunities to explain the connections between the different representations. They should be able to use all of these representations as

appropriate to a problem context. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "How might it help to create a table, chart, graph, or ___?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade eight may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationship between the angles created by a transversal that intersects parallel lines. Teachers might ask, "What approach are you considering?" or "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
In eighth grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ____?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. In eighth grade, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

**MP.8 Look for and express regularity in repeated reasoning.**
In grade eight, students use repeated reasoning to understand the slope formula and to make sense of rational and irrational numbers. Through multiple opportunities to model linear relationships, they notice that the slope of the graph of the linear relationship and the rate of change of the associated function are the same. For example, as students repeatedly check whether points are on the line with a slope of 3 that goes through the point $(1, 2)$, they might abstract the equation of the line in the form $\frac{y-2}{x-1} = 3$. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation like and different from other situations using these operations?"

## The Number System – 8.NS

~~△ 8.NS.A. Know that there are numbers that are not rational, and approximate them by rational numbers.~~**Rational and Irrational Numbers**

1. Understand that a real number is any number that can be represented on a number line.
    a. Classify numbers as rational or irrational and explain how both sets together for the set of real numbers.
    b. Understand an irrational number to be a non-terminating, non-repeating decimal that cannot be expressed as a fraction.
    ~~1.~~c. Compare the value of irrational numbers and locate them on a number line by finding the rational approximations. ~~Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.~~

~~2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.~~

Commented [SB8]: Rewritten for clarification and age-appropriateness

~~***Examples:***~~

~~*1) Estimate the value of $\sqrt{2}$.*~~

~~*2) By truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*~~

## Expressions and Equations – 8.EE

~~□ 8.EE.A. Work with radicals and integer exponents.~~ **Radical and Integer Exponents**

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions.

    ***Example:*** $3^2 \times 3^{-5} = 3^{-3} = \left(\frac{1}{3}\right)^3 = \frac{1}{27}$

2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. ~~Know that $\sqrt{2}$ is irrational.~~
3. Use numbers expressed in the form of a single digit multiplied by an integer power of ten (scientific notation).

a. Convert between standard form and scientific notation. Interpret scientific notation that has been generated by technology.

~~3.~~b. ~~to E~~estimate very large or very small quantities, and express how many times as much one is than the other.

***Example**: Estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$, and determine that the world population is more than 20 times larger.*

~~4.~~ c. Use exponent properties to p~~P~~erform multiplication and division ~~operations~~ with numbers expressed in scientific notation~~.~~ ~~, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.~~

***Example**: At the East Pacific Rise, seafloor spreading occurs at a rate of $8.2 \times 10^{-2}$ meters per year. How far will it spread in $1 \times 10^6$ years? Express your answer using scientific notation. ~~Millimeters per year for seafloor spreading~~*

**~~8.EE.B. Understand the connections between P~~proportional R~~r~~elationships~~, lines,~~ and L~~l~~inear E~~e~~quations.**

~~5.~~4. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

***Example**: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

~~6.~~5. ~~Use similar triangles to explain~~Explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$.

**~~8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations.~~ One-Variable Equations and Systems of Linear Equations**

~~7.~~6. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ (1 solution), $a = a$ (infinitely many solutions), or $a = b$ (no solution) results (where $a$ and $b$ are different numbers).

***Example**: $-3x - 2 = 7x + 2 - 10x$ has no solution because the equation simplifies to $-2 = 2$ which is false for any value of $x$.*

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

~~8.~~7. Analyze and solve pairs of simultaneous linear equations in mathematical and real-world problems.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables ~~algebraically (including but not limited to using substitution and elimination strategies), and estimate solutions~~ by graphing the equations~~.; solve simple cases by inspection.~~

~~***Example**: $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*~~

c. Solve systems of two linear equations algebraically using substitution when both equations are written in slope-intercept form.

d. Analyze a systems of two linear equations to determine whether it has one solution, infinitely many solutions, or no solution, and explain what each case means in terms of the graphs or equations.

~~c. Solve real-world and mathematical problems leading to two linear equations in two variables.~~

Commented [SB9]: Rewritten for age-appropriateness and some removed due to being covered in high school

***Example~~s~~:***

~~*1) Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*~~

~~*2)~~ Your family decided to rent a snowmobile at Island Park. Company A charges $125 for the first hour plus $37.50 for each additional hour. Company B charges a $50 one-time rental fee plus $45 per hour. Which company would cost less for you to rent for 3 hours? 5 hours? 8 hours?*

## Functions – 8.F

~~**8.F.A. Define, evaluate, and compare functions.**~~ **Functions**

1. Understand that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

   ***Example**: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

   ***Example**: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1, 1)$, $(2, 4)$ and $(3, 9)$, which are not on a straight line.*

~~**8.F.B. Use functions to model relationships between quantities.**~~

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry – 8.G

~~**8.G.A. Understand** C~~**congruence and** S~~**similarity** using physical models, transparencies, or geometry software.~~

1. Verify experimentally the properties of rigid transformations (rotations, reflections, and translations) using physical models (e.g., transparent material), or geometry software:
   a. Lines are transformed to lines, and line segments to line segments of the same length.
   b. Angles are transformed to angles of the same measure.
   c. Parallel lines are transformed to parallel lines.
2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rigid transformations. ~~rotations, reflections, and translations.~~

***Example**: Given two congruent figures, describe a sequence that exhibits the congruence between them.*

3. Describe the effect of dilations, translations, ~~rotations,~~ and reflections on two-dimensional figures using coordinates.

***Example**: The image of Triangle ABC with $A = (-3, 0)$, $B = (-3, -2)$, and $C = (4, -2)$ would have coordinates $A' = (-3 - 3, 0 + 2) = (-6, 2)$, $B' = (-3 - 3, -2 + 2) = (-6,0)$, and $C' = (4 - 3, -2 + 2) = (1,0)$ following a translation 3 units to the left and 2 units up.*

4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.

***Example**: Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.*

5. Use informal arguments to establish facts about ~~the angle~~angle relationships.
   a. Use properties of interior and exterior angles of triangles to write equations and use them to solve for an unknown angle in a figure.
   ~~5.~~b. Use properties of ~~sum and exterior angle of triangles, about the~~ angles created when parallel lines are cut by a transversal to write equations and use them to solve for an unknown angle in a figure.~~, and the angle-angle criterion for similarity of triangles.~~

~~***Example**: Arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*~~

~~**8.G.B. Understand and apply the** **Pythagorean Theorem.**~~

6. Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

~~**8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**~~ **Volume**

~~9. Know~~ Given the formulas, compute ~~for~~ the volumes of cones, cylinders, and spheres~~, and use them to solve real-world and mathematical problems.~~

## Statistics, ~~and~~ Probability, and Data Science – 8.SP

### ~~△ 8.SP.A. Investigate patterns of association in b~~Bivariate ~~d~~Data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between ~~two quantities~~an independent and dependent variable. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. ~~Know that straight lines are widely used to model relationships between two quantitative variables.~~ For scatter plots that suggest a linear association, informally fit a straight line, and visually ~~informally~~ assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

   ***Example**: In a linear model for a biology experiment, interpret a slope of* 1.5 *cm/hr as meaning that an additional hour of sunlight each day is associated with an additional* 1.5 *cm in mature plant height.*

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

~~4.~~b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

***Example**: Collect data from students in your school on grade level (sixth, seventh, and eighth) and whether or not they have assigned chores at home (yes, no). Is there evidence that a particular grade level tends to have chores? (In this example the two variables are grade level and chores.)*

# 9-12 Idaho Content Standards

# Mathematics

~~January 3, 2022~~June 2026

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM| MATHEMATICS

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## GRADES 9 – 12 CONTENT STANDARDS BY CONCEPTUAL CATEGORIES

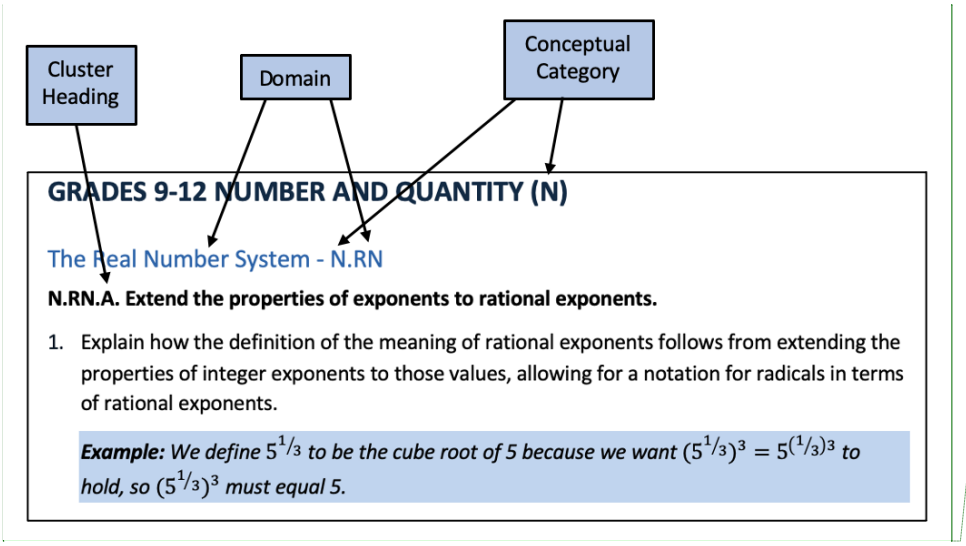
### Content Standards by Conceptual Category Identifiers/Coding

The content standards presented by conceptual categories are built on mathematical learning progressions informed by research on cognitive development and by the logical structure of mathematics. These progressions provide the foundation for the grades 9–12 content standards. In this section, the standards are organized by conceptual categories.

**The Conceptual Categories are:**

- **Number and Quantity (NUMQ)**
- **Algebra (ALGB)**
- **Functions (FUNC)**
- ~~**Modeling (★)**~~
- **Geometry (GEOM)**
- **Statistics, ~~and~~ Probability, & Data Science (STAT)**

The code for each 9 – 12 conceptual category standard begins with the identifier for the conceptual category code (N, A, F, G, S), followed by the domain code, and the standard number, as shown below.




Commented [JW1]: Needs a new example since this is no longer a standard

The standard highlighted above is identified as N.RN.A.1, identifying it as a standard in the Number and Quantity conceptual category (N.) within that category's Real Number System

domain (RN.), and as the first standard in that domain and in that cluster (A.1). All of the standards in this Framework use a common coding system.

Note: Standards with a ★ indicate a modeling standard. Standards with a ~~(+)~~ represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a ~~(+)~~ are the present standards for all college and career ready students.

*Codes for 9-12 Standards*

*FDN = Foundation Standards, typically completed in Grades 9 and 10. These are standards meant to be completed by all students and constitute the set of standards that should be assessed for all Idaho students.*

*PTH = Pathways Standards, typically completed in Grades 11 and 12, with choices.*

## Grades 9 – 12 Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the Grades K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
Grades 9 – 12 students should work to understand what a problem is asking, choose a strategy to find a solution, and check the answer to make sure it makes sense. When unable to immediately identify a strategy that will work or when their selected strategy does not work as intended, they must learn to persist in trying a range of potential approaches, looking for how the current problem may relate to previous work they have done. ~~Solving problems is the essence of mathematical work.~~

**MP.2 Reason abstractly and quantitatively.**
Grades 9 – 12 students need to be able to abstract a given situation and represent it symbolically. Students should also make sense of quantities and their relationships in problem situations. Particular attention to units associated with quantities is essential to understanding how the quantities are related. For example, a linear function relating the distance traveled to time needs to specify the units, such as feet and seconds. The slope of that function then gives the rate of change (velocity) given in feet per second. Students should consistently consider the reasonableness of their answer within the context of the problem.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Grades 9 – 12 students are increasingly expected to make formal mathematical arguments based on stated assumptions or properties, well-defined definitions, and previously established results. Students should be expected to make formal and informal arguments as they progress through the grades 9 – 12. Students should listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.

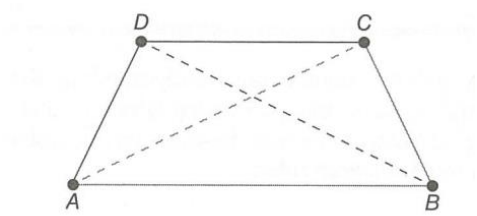
**MP.4 Model with mathematics.**
Grades 9 – 12 students need to learn to use mathematics to address problems in everyday life, society, and the workplace. This should occur at a range of levels, from more specific application of mathematical ideas to full-scale mathematical modeling. Students should routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**MP.5 Use appropriate tools strategically.**

Grades 9 – 12 students need to be comfortable in using applicable tools when solving a mathematics problem. A range of digital ~~technological~~ tools should be available, including graphing calculators and software. ~~and software, computer algebra systems, spreadsheets, dynamic geometry software, and statistical software.~~ Physical manipulatives, such as algebra tiles and geometric models, are useful for students and should be incorporated into the 9 – 12 classroom. Students should be comfortable using paper-and-pencil representations, such as tables, graphs, and other visual representations.

**MP.6 Attend to precision.**
Grades 9 – 12 students need to learn to communicate effectively with others, using precise vocabulary. They should use symbols to represent their thinking, clearly describing the meaning of those symbols. By the time students reach grades 9 – 12 they have learned to examine claims and make explicit use of definitions. They also need to be able to express the precision of the answers they give in real-world contexts, based on the accuracy of the given information.

**MP.7 Look for and make use of structure.**
Grades 9 – 12 students examine mathematical situations in order to detect a pattern or structure that may provide further insight. Students use patterns and structure to create equivalent expressions, factor and solve equations, compose functions, and transform figures. For example, drawing an auxiliary line in a geometric figure may help them to better understand the structure behind a situation. ~~Drawing in the diagonals of an isosceles trapezoid creates two overlapping triangles $\Delta ABC$ and $\Delta BCA$ as shown in the following figure; if we can demonstrate their congruence, other properties of the figure will become apparent.~~




**MP.8 Look for and express regularity in repeated reasoning.**
Grades 9 – 12 students notice patterns in calculations that are performed in order to form generalizations and efficient strategies for calculation. For example, grades 9-12 students may expand on their understanding of right triangles to explore the relationship between the legs and hypotenuse of a 45-45-90 triangle to discover that the hypotenuse is $\sqrt{2}$ times the leg.

## Grades 9 – 12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

**Some examples of such situations might include:**

- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

The basic modeling cycle involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

**Modeling Standards**

Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).

## Grades 9 – 12 Number and Quantity (N)

**Numbers and Number Systems**

During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3…. Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In eighth grade, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the Commutative, Associative, and Distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments; to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

**Quantities**

In real-world problems, the answers are usually not numbers but quantities: numbers with units, which involve measurement. In their work in measurement up through grade eight, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree-days, social science

~~rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.~~

~~Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.~~

## Grades 9 – 12 Number and Quantity Overview

**The Real Number System (REAL)**

A. Extend the properties of exponents to rational exponents.

B. Use properties of rational and irrational numbers.

**Quantities (QUAN)**

A. Reason quantitatively and use units to solve problems.

**The Complex Number System (CPLX)**

A. Perform arithmetic operations with complex numbers.

B. Represent complex numbers and their operations on the complex plane.

C. Use complex numbers in polynomial identities and equations.

**Vector and Matrix Quantities (MATR)**

A. Represent and model with vector quantities.

B. Perform operations on vectors.

C. Perform operations on matrices and use matrices in applications.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Commented [JW2]:** These categories need to be checked and updated to match the new changes.

## The Real Number System - N.RN

**N.RN.A. ~~Extend the properties of exponents to rational exponents.~~Rational exponents**

1. ~~Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.~~Rewrite expressions involving the $n$th root of $x$ as $x$ to the $\frac{1}{n}$ power where $n$ is a positive integer.

   **Example:** We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

   ***Example**: Solving the volume of a cube formula, $V = s^3$, for $s$ would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{1/3}$.*

**~~N.RN.B. Use properties of rational and irrational numbers.~~**

~~3. Explain why the sum or product of two rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.~~

## Quantities – N.Q

**N.Q.A. ~~Reason quantitatively and use units to solve problems.~~Quantitative reasoning**

1. Use units ~~as a way to~~ to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.★

~~2. Define appropriate quantities for the purpose of descriptive modeling.★~~

~~3.~~2. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.★

## The Complex Number System – N.CN

**N.CN.A. ~~Perform arithmetic operations with complex numbers.~~Complex number arithmetic**

1. ~~Know~~ Recognize there is a complex number $i$ such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where $a$ and $b$ are real.

   ***Example**: Express the radical $\pm\sqrt{-24}$, using the imaginary unit, $i$, in simplified form. Expressing the radical using $i$ in simplified form results in the expression $\pm 2i\sqrt{6}$.*

Commented [JW3]: 9-10

Commented [JW4]: 11-12

Commented [JW5]: Not essential for high school math.

Commented [JW6]: 9-10

Commented [JW7]: 9-10

Commented [JW8]: 11-12

2. ~~Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to A~~add, subtract, and multiply complex numbers.

~~3. (+) Find the conjugate of a complex number; use conjugates to find absolute value and quotients of complex numbers.~~

~~**N.CN.B. Represent complex numbers and their operations on the complex plane.**~~

~~4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.~~

~~5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.~~

~~***Example**: $(1 + i\sqrt{3})^3 = 8$ because $(-1 + i\sqrt{3})$ has a radius of 2 and argument 120°.~~

~~6. (+) Calculate the distance between numbers in the complex plane as the absolute value of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.~~

**N.CN.C. ~~Use c~~Complex numbers in polynomial identities and equations~~.~~**

7. Solve quadratic equations with real coefficients that have complex solutions.

***Example**: Find the complex solutions of the quadratic equation $5x^2 + 3x + 1 = 0$, with the solutions of $x = \frac{3}{10} + \frac{3}{5}i$ and $x = \frac{3}{10} - \frac{3}{5}i$.*

~~8. (+) Extend polynomial identities to the complex numbers.~~

~~***Example**: Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.~~

~~9.~~8. ~~(+)~~ Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

## ~~Vector and~~ Matrices ~~x Quantities~~ – N.VM

~~**N.VM.A. Represent and model with vector quantities.**~~

~~1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., **v**, |**v**|, ||**v**||, v).~~

~~2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.~~

~~3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.~~

**Commented [JW9]:** 11-12

**Commented [JW10]:** Not essential for high school math.

**Commented [JW11]:** Not essential for high school math.

**Commented [JW12]:** Not essential for high school math.

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**Commented [JW18]:** Not essential for high school math.

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**Commented [JW20]:** Not essential for high school math.

~~**N.VM.B. Perform operations on vectors.**~~

~~4. (+) Add and subtract vectors.~~

~~a. (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.~~

~~b. (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.~~

~~c. (+) Demonstrate understanding of vector subtraction **v** – **w** as **v** + (– **w**), where – **w** is the additive inverse of **w**, with the same magnitude as **w** and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.~~

~~5. (+) Multiply a vector by a scalar.~~

~~a. (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v, y) = (cvx, cvy)$.~~

~~(+) Compute the magnitude of a scalar multiple c**v** using $||c\mathbf{v}|| = |c|\mathbf{v}$. Compute the direction of c**v**, knowing that when $|c|\mathbf{v} \neq 0$, the direction of c**v** is either along **v** (for $c > 0$) or against **v** (for $c < 0$).~~

**N.VM.C.** ~~**Perform operations on matrices and use matrices in applications.**~~**Matrices**

~~6.~~5. ~~(+)~~ Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

7. ~~(+)~~ Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

8. ~~(+)~~ Add, subtract, and multiply matrices of appropriate dimensions.

9. ~~(+)~~ Demonstrate understanding that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

10. ~~(+)~~ Demonstrate understanding that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

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~~11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.~~

~~12.~~11. ~~(+)~~ Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

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## Grades 9 – 12 Algebra (A)

**Expressions**

An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the Order of Operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price $p$. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions $p$ and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure. A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

**Equations and Inequalities**

An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for $h$ using the same deductive process. Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

**Connections to Functions and Modeling**

Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

## Grades 9 – 12 Algebra Overview

**Seeing Structure in Expressions**

A. Interpret the structure of linear, quadratic, exponential, polynomial, and rational expressions.

B. Write expressions in equivalent forms to solve problems.

**Arithmetic with Polynomials and Rational Expressions**

A. Perform arithmetic operations on polynomials.

B. Understand the relationship between zeros and factors of polynomials.

C. Use polynomial identities to solve problems.

D. Rewrite rational expressions.

**Creating Equations**

A. Create equations that describe numbers or relationships.

**Reasoning with Equations and Inequalities**

A. Understand solving equations as a process of reasoning and explain the reasoning.

B. Solve equations and inequalities in one variable.

C. Solve systems of equations.

D. Represent and solve equations and inequalities graphically.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Seeing Structure in Expressions – A.SSE

**A.SSE.A.** S~~Interpret the s~~tructure ~~of linear, quadratic, exponential, polynomial, and rational~~ of expressions~~.~~

~~1.~~ Interpret linear and exponential expressions that represent a quantity in terms of its context. ★

~~a.~~1. ~~Interpret parts of an expression, such as terms, factors, and coefficients.~~

~~b. Interpret complicated expressions by viewing one or more of their parts as a single entity.~~

***Example***: *Interpret the slope of a linear model for a context.* ~~*$P(1+r)^n$ as the product of P and a factor not depending on P.*~~

2. Use the structure ~~of~~ of linear, quadratic, exponential, polynomial, and rational ~~an~~ expressions to identify ways to rewrite them~~it~~.

***Example:*** *See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

**A.SSE.B.** ~~**Write expressions in equivalent forms to solve problems.**~~ **Equivalent expressions**

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines when $a = 1$.

~~a.~~b. Factor a quadratic expression to reveal the zeros of the function it defines, including cases where $a \neq 1$.

~~b.~~c. ~~Complete the square in~~Rewrite a quadratic expression to ~~reveal~~ find the maximum or minimum value of the function it defines.

***Example***: *A high school player punts a football, and the function $h(t) = -16t^2 + 64t + 2$ represents the height h, in feet, of the football at time t seconds after it is punted. Complete the square in the quadratic expression to find the maximum height of the football.*

~~c.~~d. Use the properties of exponents to transform expressions for exponential functions.

***Example***: *The expression $1.15^t$ can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

~~4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems.★~~

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~~***Example**: Calculate mortgage payments.*~~

## Arithmetic with Polynomials and Rational Expressions – A.APR

**A.APR.A. ~~Perform arithmetic o~~Operations ~~on~~ with polynomials and rational expressions~~.~~**

1. Add, subtract, multiply, and divide rational expressions.
2. ~~Demonstrate understanding that~~ Perform algebra operations with polynomial~~s~~ expressions including addition, subtraction, multiplication, and division. ~~form a system analogous to the integers; namely, they are closed under certain operations.~~

~~1.~~3. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.

~~a. Perform operations on polynomial expressions (addition, subtraction, multiplication, division) and compare the system of polynomials to the system of integers when performing operations.~~

~~b. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property.~~

**A.APR.B. ~~Understand the relationship between zeros and f~~Factors and zeros of polynomials~~.~~**

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

~~3.~~ Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

3. ~~**A.APR.C. Use polynomial identities to solve problems.**~~

~~4. Prove polynomial identities and use them to describe numerical relationships.~~

~~***Example:*** *The polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*~~

~~5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$, where $x$ and $y$ are any numbers, with coefficients determined, for example, by Pascal's Triangle.~~

~~**A.APR.D. Rewrite rational expressions.**~~

~~6. Rewrite simple rational expressions in different forms using inspection, long division, or, for the more complicated examples, a computer algebra system.~~

~~***Example****: Write* $\frac{a(x)}{b(x)}$ *in the form* $q(x) + \frac{r(x)}{b(x)}$ *where* $a(x), b(x), q(x)$, *and* $r(x)$ *are polynomials with the degree of* $r(x)$ *less than the degree of* $b(x)$.~~

~~7. (+) Demonstrate understanding that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.~~

## Creating Equations – A.CED

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**A.CED.A. ~~Create e~~Equations ~~that describe numbers or~~and inequalities ~~relationships.~~**

1. Create one-variable equations and inequalities to solve problems, including linear~~,~~ ~~quadratic, rational,~~ and basic exponential functions. ★

   ***Example**: Four people may be seated at one rectangular table. If two rectangular tables are placed together end-to-end, six people may be seated at the table. If ten tables are placed together end-to-end, how many people can be seated? How many tables are needed for $n$ people?*

2. Create one-variable equations and inequalities to solve problems including quadratic and rational functions. ★

~~2.~~3. Interpret the relationship between two or more quantities. ★

   a. Define variables to represent the quantities and write equations to show the relationship. ★

   ***Example**: The cost of parking in the parking garage is $\$2.00$ for the first hour and $\$1.00$ for every hour after that. Write an equation in terms of $x$ and $y$ that shows the total cost for parking, $y$, for $x$ hours. Use the equation to calculate the cost for parking in the garage for $5$ hours.*

   b. Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. ★

   ***Example**: Using the equation from **A.CED.A.2.a**, show how the graph of the equation can be used to predict the cost for a specified amount of time.*

~~3.~~4. Represent constraints using one or more equation~~s~~ or inequalities~~ies~~ and interpret solutions as viable or non-viable options in a modeling context. ★

~~4. Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★~~

5. Rearrange formulas to highlight a quantity of interest~~,~~ using the same reasoning as ~~in~~ solving equations. ★

   ***Example**:* Rearrange Ohm's law $V = IR$ to highlight resistance $R$.

## Reasoning with Equations and Inequalities – A.REI

**A.REI.A. ~~Understand s~~Algebraic reasoning~~olving equations as a process of reasoning and explain the reasoning.~~**

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1. ~~Explain~~ Justify each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. ~~Construct a viable argument to justify or refute a solution method.~~

2. Solve ~~simple~~ rational and radical equations in one variable~~,~~ and give examples showing how extraneous solutions may arise.

**A.REI.B. ~~Solve equations~~Equations and inequalities in one variable~~.~~**

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

~~a.~~4. Solve linear equations and inequalities in one variable involving absolute value.

4. Solve quadratic equations in one variable~~.~~ by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

~~4.~~5. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.

~~a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.~~

~~b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.~~

**A.REI.C. ~~Solve s~~Systems of equations~~.~~**

~~5. Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.~~

~~6.~~5. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

~~***Example**: A school club is selling hats and t-shirts for a fundraiser. The group expects to sell a total of 50 items. They make a profit of 15 dollars for each t-shirt sold and 5 dollars for each hat sold. How many hats and t-shirts will the school club need to sell to make a profit of $300?*~~

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

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***Example**: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*

8. ~~(+) Represent~~Solve a system of linear equations as a single matrix equation ~~in a vector variable~~using technology.

~~9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension $3 \times 3$ or greater).~~

**A.REI.D. Graphs of equations and inequalities~~Represent and solve equations and inequalities graphically.~~**

10. ~~Demonstrate understanding that~~Recognize that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation.

~~10.~~ Identify points of intersection as solutions of the form $f(x) = g(x)$; find the solutions approximately.

~~11. Explain why the $x$-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★~~

11.

***Example**: Use technology to graph the functions, make tables of values, or find successive approximations.*

~~12.~~ Graph the solutions to one or more~~a~~ linear inequalities~~y~~ in two variables in the coordinate plane. ~~as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.~~

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## Grades 9 – 12 Functions (F)

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In grades 9 – 12 mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, $v$; the rule $T(v) = \frac{100}{v}$ expresses this relationship algebraically and defines a function whose name is $T$.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as, by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city"; by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

**Connections to Expressions, Equations, Modeling, and Coordinates**

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

~~Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.~~

## Grades 9 – 12 Functions Overview

**Interpreting Functions**

A. Understand the concept of a function and use function notation.

B. Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.

C. Analyze functions using different representations.

**Building Functions**

A. Build a function that models a relationship between two quantities.

B. Build new functions from existing functions.

**Linear, Quadratic, and Exponential Models**

A. Construct and compare linear, quadratic, and exponential models and solve problems.

B. Interpret expressions for functions in terms of the situation they model.

**Trigonometric Functions**

A. Extend the domain of trigonometric functions using the unit circle.

B. Model periodic phenomena with trigonometric functions.

C. Prove and apply trigonometric identities.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Interpreting Functions – F.IF

**F.IF.A. ~~Understand the concept of a function and use fu~~Function notation~~.~~**

1. ~~Demonstrate understanding that~~Recognize that a function is a correspondence ~~from~~ between a set of inputs and a set of outputs.~~one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$. The graph of $f$ is the graph of the equation $y = f(x)$.~~

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

   ***Example**: Given a function representing a car loan, determine the balance of the loan at different points in time.*

3. ~~Demonstrate~~ Recognize that a sequence is a function~~s~~, sometimes defined recursively, whose domain is a subset of the integers.

   ***Example**: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

**F.IF.B. Reasoning with functions ~~Interpret functions that arise in applications in terms of the context. Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.~~**

**FDN Clarification: Include linear, quadratic, and exponential functions**

**PTH Clarification: Include linear, quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions.**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries~~; end behavior; and periodicity.~~ ★

   ***Example**: Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.*

5. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries, end behavior; and periodicity. ★

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~~5.~~6. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★

***Example**: If the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.*

6. Calculate and interpret the average rate of change of a function ~~(presented symbolically or as a table)~~ over a specified interval. Estimate the rate of change from a graph.★

**F.IF.C. Function representations ~~Analyze functions using different representations.~~**

7. Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.★

   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★

   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★

   d. ~~(+)~~ Graph simple rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★

   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★

~~8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.~~

~~a.~~1. ~~Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate,~~Rewrite quadratic equations in vertex or factored form to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

***Example**: Suppose $h(t) = -5t^2 + 10t + 3$ represents the height of a diver above the water (in meters), $t$ seconds after the diver leaves the springboard. What is the maximum height above the water the diver reaches? After how many seconds, $t$, does the diver hit the water?*

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~~b.~~2. Use the properties of exponents to interpret ~~expressions for~~ exponential functions in applicable contexts. ~~Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car sometime after its initial purchase.~~

***Example**: The equation for radioactive decay is $A = A_0\left(\frac{1}{2}\right)^{t/h}$. When $A_0$ is the original amount of a radioactive substance, $A$ is the final amount, $h$ is the half-life of the substance, and $t$ is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of Potassium-40 is about 1,250,000,000 years. If a feldspar crystal in the volcanic ash surrounding a fossil found in Hagerman contained 54 grams of Potassium-40 at time ~~The half-life of carbon-14 is about 5730 years. If a fossil that was found in Hagerman contains 54 grams of carbon-14~~ at time $t = 0$, how much ~~carbon-14~~ Potassium-40 remains at time $t =$ ~~171903~~,500,000 years?*

9. Compare properties of ~~two~~ functions ~~each~~ represented in ~~a~~ different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).

~~***Example**: Given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum.~~

10. Given algebraic~~, numeric~~ and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.

## Building Functions – F.BF

**F.BF.A. Functions that ~~Build a function that~~ model~~s a~~ relationship~~s between two quantities.~~**

1. Write a function that describes a relationship between two quantities, including linear and exponential functions. ★ ~~Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★~~

~~1.~~2. Write a function that describes a relationship between two quantities, including quadratic, rational, radical, logarithmic and exponential functions. ★

~~a. Determine an explicit expression, a recursive process, or steps for calculation from a context.★~~

~~b.~~a. Combine standard function types using arithmetic operations.★

***Example**: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

~~c.~~b. ~~(+)~~ Compose functions.★

***Example**: If $T(h)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*

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~~2.~~3. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

***Example**: If the U.S. Census Bureau wrote the following recursive equation to represent how they estimate Idaho's population will grow each year after 2019: $P(n) = 1.023 \cdot P(n-1)$, $P(0) = 1{,}787{,}000$. $P(n)$ represents Idaho's population at the end of the $n^{th}$ year in terms of Idaho's population at the end of the $(n-1)^{th}$ year, $P(n-1)$. Predict Idaho's population in 2040.*

**F.BF.B.** **Function transformations, inverses, and compositions** ~~**Build new functions from existing functions.**~~

~~3.~~4. Identify the effect on the graph of replacing $f(x)$ by $f(x)+k, kf(x), f(kx)$, and $f(x+k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. ~~Include, linear, quadratic, exponential, absolute value, simple rational and radical, logarithmic, and trigonometric functions. Utilize technology~~Use digital tools to experiment with cases and illustrate an explanation of the effects on the graph. ~~Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~

4. Find inverse functions algebraically and graphically.

   a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. ~~Include linear and simple polynomial, rational, and exponential functions.~~

   ***Example:** $f(x) = 2x^3$ or $f(x) = \frac{x+1}{x-1}$ for $x \neq 1$*

   b. ~~(+)~~ Verify by composition that one function is the inverse of another.

   c. ~~(+)~~ When applicable, ~~R~~read values of an inverse function from a graph or a table~~, given that the function has an inverse.~~.

   ~~d. (+) Produce an invertible function from a non-invertible function by restricting the domain.~~

5. ~~(+)~~ Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

## Linear, Quadratic, and Exponential Models – F.LE

**F.LE.A.** **Linear, quadratic, and exponential models** ~~**Construct and compare linear, quadratic, and exponential models and solve problems.**~~

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.★

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a. Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★

b. Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★

c. Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★

2. Construct linear and exponential functions ~~, including arithmetic and geometric sequences,~~ given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

3. Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or ~~,~~ quadratically~~, or (more generally) as a polynomial function.~~★

***Example**: Becca's parents are saving for her college education by putting* $\$3{,}000$*/year in a safe deposit box. Becca's grandpa is also saving for her college education by putting* $\$2{,}000$*/year in an IDeal (Idaho college savings) account with an APR of* $6.17\%$*. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa's account to exceed the total in her parents' safe deposit box?*

~~4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$, $c$, and $d$ are numbers and the base $b$ is 2, 10, or $e$; evaluate the logarithm using technology.★~~

~~***Example**: Mr. Rico has a savings account that has an interest rate of 7% compounded continuously. The amount in the account is calculated using $A = Pe^{rt}$. If Mr. Rico invested $30,000 on January 1, 2020, when will he have $100,000 in the account?*~~

~~**F.LE.B. Interpret expressions for functions in terms of the situation they model.**~~

5. Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a modeling context.★

## Trigonometric Functions – F.TF

**F~~T~~.TF.A. ~~Extend the domain of T~~rigonometric functions ~~using~~ & the unit circle~~.~~**

1. ~~Demonstrate~~ Identify radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle and use it to solve problems.~~.~~

~~a. Use radian measure to solve problems.~~

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***Example**: You live in New Meadows, Idaho, which is located on the 45th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use $r = 3960$ miles for the radius of the Earth.)*

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers~~, interpreted as radian measures of angles traversed counterclockwise around the unit circle~~.

3. ~~(+)~~ Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for $x$, where $x$ is any real number.

4. ~~(+)~~ Use the unit circle to explain ~~symmetry (odd and even) and~~ periodicity of trigonometric functions.

**F~~T~~.TF.B. Modeling with inverse trigonometric functions~~Model periodic phenomena with trigonometric functions.~~**

5. Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline.★

***Example**: This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you got on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you got on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.*

~~6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.~~

~~7.~~6. ~~(+)~~ Use inverse functions to solve trigonometric equations that arise in modeling contexts~~,~~ evaluate the solutions using technology, and interpret them in terms of the context.★

**F~~T~~.TF.C. ~~Prove and apply t~~Trigonometric identities~~.~~**

~~8.~~7. ~~Relate the Pythagorean Theorem to the unit circle to discover the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and u~~Use the Pythagorean identity, $\sin^2\theta + \cos^2\theta = 1$, to find the value of a trigonometric function ~~$(sin(\theta), cos(\theta), or\ tan(\theta))$~~ given one trigonometric function ~~$(sin(\theta), cos(\theta), or\ tan(\theta))$~~ and the quadrant of the angle.

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***Example**: Suppose that* $\cos(\theta) = \frac{2}{5}$ *and that* $\theta$ *is in the* $4^{th}$ *quadrant. Find the exact value of* $\sin(\theta)$ *and* $\tan(\theta)$.

~~9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.~~

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## Grades 9 – 12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

**Some examples of such situations might include:**

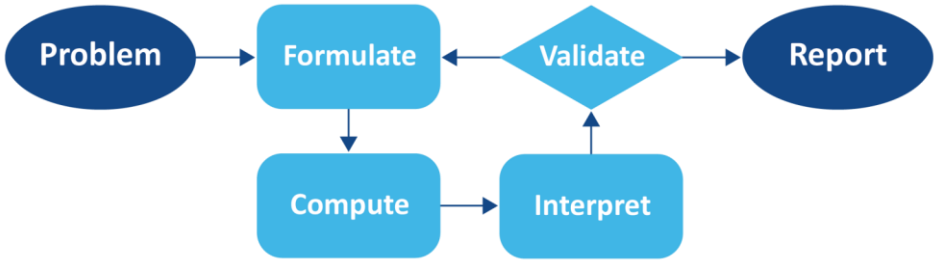
- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful

tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves; for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram below. It involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.




In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric $CO_2$ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

~~**Modeling Standards**~~

~~Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).~~

## Grades 9 – 12 Geometry (G)

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During grades 9 – 12 mathematics, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college, some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and

theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

**Connections to Equations**

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions.

This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.

## Grades 9 – 12 Geometry Overview

**Congruence (CONG)**

A. Experiment with transformations in the plane.

B. Understand congruence in terms of rigid motions.

C. Prove geometric theorems and, when appropriate, the converse of theorems.

D. Make geometric constructions.

**Similarity, Right Triangles, and Trigonometry**

A. Understand similarity in terms of similarity transformations.

B. Prove theorems involving similarity.

C. Define trigonometric ratios and solve problems involving right triangles.

D. Apply trigonometry to general triangles.

**Circles**

A. Understand and apply theorems about circles.

B. Find arc lengths and areas of sectors of circles.

**Expressing Geometric Properties with Equations**

A. Translate between the geometric description and the equation for a conic section.

B. Use coordinates to prove simple geometric theorems algebraically.

**Geometric Measurement and Dimension**

A. Explain volume formulas and use them to solve problems.

B. Visualize relationships between two-dimensional and three-dimensional objects.

**Modeling with Geometry**

~~A.~~ Apply geometric concepts in modeling situations.

A.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Congruence – G.CO

**G.CO.A. ~~Experiment with t~~Transformations in the plane~~.~~**

1. ~~Know~~ Recognize precise definitions of angle, circle, perpendicular line, parallel line, and line segment~~, based on the undefined notions of point, line, distance along a line, and distance around a circular arc~~.
2. Represent and describe transformations in the plane ~~and describe transformations as functions that take points in the plane as inputs and give other points as outputs~~. Compare transformations that preserve distance and angle to those that do not.

   ***Example:*** *Translation versus horizontal stretch.*

~~3. Describe the rotations and reflections that carry a given figure (rectangle, parallelogram, trapezoid, or regular polygon) onto itself.~~

4. ~~Develop~~ Define ~~definitions of~~ rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. ~~Draw~~ Plot on a coordinate plane the result of a transformation (rotation, reflection, or translation) for a given geometric figure.

   ***Example:*** *Given quadrilateral* $ABCD$~~$TMEJ$~~ *with vertices* $A$~~$T$~~$(0,-1)$, $B$~~$M$~~$(3,-2)$, $C$~~$E$~~$(-1,-5)$, *and* $D$~~$J$~~$(-3,-2)$, *reflect the shape across the* $x$*-axis.*

6. ~~Specify~~ Describe a sequence of transformations that will carry a given figure onto another.

**G.CO.C. Geometric theorems**

~~**G.CO.B. Understand congruence in terms of rigid motions.**~~

~~7. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.~~

~~8. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.~~

9. Explain how the criteria for triangle congruence (ASA, SAS, AAS, and SSS) follow from the definition of congruence in terms of rigid motions.

   ***Example:*** *In* $\Delta ABC$ *and* $\Delta ABD$ *(with shared side* $\overline{AB}$*), we are given that* $\angle BAC \cong \angle BAD$ *and* $\angle ABC \cong \angle ABD$*. What pair(s) of corresponding parts is/are needed to ensure the*

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*triangles are congruent by either ASA, SAS, AAS, or SSS? What rigid motion would show the triangles are congruent?*

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~~**G.CO.C. Prove geometric theorems and, when appropriate, the converse of theorems.**~~

10. ~~Prove~~ Use, with justification, theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent~~, and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints~~.

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11. ~~Prove~~ Use, with justification, theorems about triangles. Theorems include: measures of interior angles of a triangle sum to $180°$; base angles of isosceles triangles are congruent, ~~and conversely prove a triangle is isosceles~~and its converse; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

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~~12. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.~~

~~a. Prove theorems about polygons. Theorems include: the measures of interior and exterior angles; apply properties of polygons to the solutions of mathematical and contextual problems.~~

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~~**G.CO.D. Make geometric constructions.**~~

~~13. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.) Constructions include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.~~

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~~14. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.~~

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## Similarity, Right Triangles, and Trigonometry – G.SRT

**G.SRT.A. ~~Understand similarity in terms of similarity t~~Transformations~~.~~ and similarity**

1. ~~Verify experimentally the properties of~~Perform dilations given by a center and a scale factor, recognizing the effects of the scale factor~~.~~

~~a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.~~

~~b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.~~

2. Use the definition of similarity to decide if two given figures are similar.~~; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.~~

~~3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.~~

~~***Example:*** *Given $\Delta ABC$ and $\Delta DEF$, $\angle A \cong \angle D$, and $\angle B \cong \angle E$, show that $\Delta ABC \sim \Delta DEF$ using a sequence of translations, rotations, reflections, and/or dilations.*~~

**G.SRT.B. S~~Prove theorems involving s~~imilarity~~.~~ theorems**

~~4.~~3. ~~Prove~~ Use and justify theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely.~~; the Pythagorean Theorem proved using triangle similarity.~~

~~5.~~4. Use congruence and similarity criteria for triangles to solve problems~~ and to prove relationships in geometric figures.~~.

***Example:*** *A high school student visits a giant cedar tree near the town of Elk River, Idaho and the end of his shadow lines up with the end of the tree's shadow. The student is 6 feet tall and his shadow is 8 feet long. The cedar tree's shadow is 228 feet long. How tall is the cedar tree?*

**G.SRT.C. Right triangle ~~Define t~~trigonometry~~ric ratios and solve problems involving right triangles.~~**

~~6.~~5. ~~Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of~~Define trigonometric ratios for acute angles.

~~7.~~6. Explain and use the relationship between the sine and cosine of complementary angles.

~~8.~~7. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

***Example:*** *Mark and Ruth are rock climbing in the Snake River Canyon. Mark is anchoring the rope for Ruth. If the length of the rope from Mark to Ruth is 60 ft, with an angle of elevation of 23°, how far is Mark from the base of the cliff?*

**G.SRT.D. ~~Apply t~~Trigonometry with general triangles~~ to general triangles.~~**

~~9. (+) Derive the formula $A = \frac{1}{2}absin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.~~

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~~10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.~~

~~11.~~8. ~~(+)~~ Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces).

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## Circles – G.C

**G.C.A.** ~~**Understand and apply**~~**Circles** ~~**theorems about circles.**~~

~~1. Prove that all circles are similar.~~

~~2.~~1. Identify and ~~describe~~ apply relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

~~3. Prove properties of angles for a quadrilateral and other polygons inscribed in a circle, by constructing the inscribed and circumscribed circles of a triangle.~~

~~4. (+) Construct a tangent line to a circle from a point outside the given circle.~~

~~**G.C.B. Find arc lengths and areas of sectors of circles.**~~

~~5.~~2. ~~Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.~~Apply the formulas for arc length and area of a sector.

## Expressing Geometric Properties with Equations – G.GPE

**G.GPE.A.** ~~**Translate between the geometric description and the equation for a conic section.**~~**Equation of a circle**

1. ~~Derive~~ Determine the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

~~2. Derive the equation of a parabola given a focus and directrix.~~

~~3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.~~

~~a. (+) Use equations and graphs of conic sections to model real-world problems.★~~

**G.GPE.B.** **Coordinate** ~~**Use coordinates to prove simple g**~~**geometr**~~**y**~~**ic theorems algebraically.**~~

~~4. Use coordinates to prove simple geometric theorems algebraically, including the distance formula and its relationship to the Pythagorean Theorem.~~

~~***Example**: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*~~

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~~5.~~4. ~~Prove~~ Know the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

***Example**: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.*

**Commented [JW157]:** 9-10

~~6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.~~

**Commented [JW158]:** Not essential for high school math.

~~7.~~5. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★

**Commented [JW159]:** 9-10

## Geometric Measurement and Dimension – G.GMD

**G.GMD.A. ~~Explain v~~Volume formulas~~formulas and use them to solve problems.~~**

~~1. Give an informal argument for the formulas for the circumference of a circle; area of a circle; volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.~~

**Commented [JW160]:** Not essential for high school math.

~~2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.~~

**Commented [JW161]:** Not essential for high school math.

~~3.~~1. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

***Example**: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?*

**Commented [JW162]:** 9-10

~~**G.GMD.B. Visualize relationships between two-dimensional and three-dimensional objects.**~~

~~4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.~~

**Commented [JW163]:** Not essential for high school math.

## ~~Modeling with Geometry – G.MG~~

**G.MG.A. ~~Apply g~~Geometric ~~concepts in~~ modeling ~~situations.~~**

1. Use geometric shapes, their measures, and their properties to describe objects.★

***Example:** Estimate the volume of a tree trunk by modeling it as cylinder.~~Modeling a tree trunk or a human torso as a cylinder.~~*

**Commented [JW164]:** 9-10

~~2. Apply concepts of density based on area and volume in modeling situations.★~~

~~***Example:** Persons per square mile, BTUs per cubic foot*~~

**Commented [JW165]:** Not essential for high school math.

~~3.~~2. Apply geometric methods to solve design problems.★

***Example:*** *Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.*

Commented [JW166]: 9-10

4.~~3.~~ Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★

Commented [JW167]: 9-10

## Grades 9 – 12 Statistics and Probability (S)

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data. In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed, as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

~~Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.~~

~~**Connections to Functions and Modeling**~~

~~Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.~~

~~Note: Standards with a ★ indicate a modeling standard. Standards with a (+) represent standards for advanced classes such as calculus, advanced statistics, or discrete mathematics. Standards without a (+) are the present standards for all college and career ready students.~~

## Grades 9 – 12 Statistics, ~~and~~ Probability, and Data Science Overview

**Interpreting Categorical and Quantitative Data**

A. Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.

B. Summarize, represent, and interpret data on two categorical and quantitative variables.

C. Interpret linear models.

**Making Inferences and Justifying Conclusions**

A. Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

**Conditional Probability and the Rules of Probability**

A. Understand independence and conditional probability and use them to interpret data from simulations or experiments.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

**Using Probability to Make Decisions**

A. Calculate expected values and use them to solve problems.

B. Use probability to evaluate outcomes of decisions.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Interpreting Categorical and Quantitative Data – S.ID

**S.ID.A. ~~Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.~~ Descriptive Statistics**

1. ~~Differentiate~~ Distinguish between ~~count data~~categorical and ~~measurement~~ quantitative variable~~s~~.★
2. Represent ~~measurement~~ quantitative data with plots on the real number line (dot plots, histograms, and box plots).★

   ***Example:*** *Construct a histogram of the current population size in each of Idaho's counties.*

3. Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each ~~measurement~~ quantitative variable.★

   ***Example:*** *Compare the histograms of the annual potato yields over the last* 25 *years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.*

4. Interpret differences in shape, center, and spread in the context of the variables accounting for possible effects of extreme data points (outliers) for quantitative ~~measurement~~ variables.★

   ***Example:*** *Describe differences in distributions of annual precipitation over the last* 100 *years between Boise and Seattle using shape, center, spread, and outliers.*

5. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.★

   ***Example:*** *Estimate the percentage of all Idaho elk hunters who successfully filled their tag last year, using the results from Washington County hunters.*

6. Using an interactive data display to describe multivariable data.

**~~S.ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables.~~**

6. Construct a narrative about data for a particular audience.
7. ~~Represent~~ Interpret data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables.

Commented [JW168]: 9-10

Commented [JW169]: 11-12

Commented [JW170]: 9-10

Commented [JW171]: 9-10

Commented [JW172]: 9-10

Commented [JW173]: 11-12

~~6.~~8. Interpret relative frequencies in the context of the two categorical variables. ~~the data (including joint, marginal, and conditional relative frequencies).~~ Recognize possible associations and trends in the data.★

***Example:*** *Represent the relationship between student effort (on a scale of 1 – 5) and letter grade in a math class with a clustered bar chart and describe the relationship using a relative frequency table.*

7. ~~Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.~~Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data, graphically or with digital tools.★

~~7.~~8. Represent data on two quantitative variables on a scatter plot and describe how the variables are related. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★

~~a. Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data.★~~

~~8. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★~~

***Example:*** *Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.*

~~b. Informally assess the fit of a function by plotting and analyzing residuals.★~~

**S.ID.C. ~~Interpret linear models.~~Linear Statistical Models**

8. Interpret the slope ~~(rate of change)~~ and the intercept ~~(constant term)~~ of a linear model in the context of the data.★

***Example:*** *Explain why the y-intercept of a linear model relating the volume production of sugar beets to size of farm has no meaning, whereas the y-intercept of a linear model relating the volume production of sugar beets related to minimum temperature does have meaning.*

9. Compute (using technology) and interpret the linear correlation coefficient.★

***Example:*** *Find the correlation coefficient between the number of hours firefighters sleep each night and the length ~~of~~of the fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.*

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**Commented [JW175]:** 9-10

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**Commented [JW179]:** 11-12

**Commented [JW180]:** Not essential for high school math.

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**Commented [JW182]:** 9-10

**Commented [JW183]:** 9-10

**Commented [JW184]:** 9-10

10. ~~Distinguish~~ Explain the difference between (linear) correlation and causation.★

Commented [JW185]: 9-10

## Making Inferences and Justifying Conclusions – S.IC

**S.IC.A.** ~~**Understand and evaluate random processes underlying statistical studies. Use calculators, spreadsheets, and other technology as appropriate.**~~**Statistical Design**

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★

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2. Recognize and describe implications of confounding variables in observational studies, including for making inferences.

Commented [JW187]: 11-12

~~1.~~ **Example**: The apparent relationship between ice cream sales and crime in large cities is confounded by effects of daytime temperature.

Commented [JW188]: 11-12

Commented [JW189]: 11-12

~~2.~~3. Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★

***Example**: A model says a spinning coin falls heads up with probability* 0.5*. Would a result of* 4~~5~~ *tails in a row cause you to question the model?*

Commented [JW190]: 11-12

3. Analyze the source of data and draw conclusions about how it should be collected, organized, and formatted to make it useful. ★

Commented [JW191]: 9-10 new addition

4. Recognize the limitations of data collected by different methods and in different populations.

Commented [JW192]: 9-10

5. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★

Commented [JW193]: 9-10

**S.IC.B.** ~~**Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**~~**Statistical Analysis**

~~3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★~~

Commented [JW194]: 9-10

~~4.~~6. Use data from a sample survey to estimate a population mean or proportion and a margin of error.★

Commented [JW195]: 9-10

~~5.~~7. Use data from a randomized and controlled experiment to compare two treatments; use margins of error to decide if differences between treatments are significant.★

Commented [JW196]: 9-10

~~6.~~8. Evaluate reports of statistical information based on data.★

Commented [JW197]: 9-10

***Example**: Students may analyze and critique different reports from media, business, and government sources.*

## Conditional Probability and the Rules of Probability – S.CP

**S.CP.A. ~~Understand independence and conditional probability and use them to interpret data from simulations or experiments.~~Independence and Conditional Probability**

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").★

~~1.~~2. Using a Venn diagram, apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★

3. Demonstrate understanding that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities~~,~~ and use this characterization to determine if they are independent.★

~~2.~~4. Find the conditional probability of $A$ given $B$ as the fraction of $B$'s outcomes that also belong to $A$, and interpret the answer in terms of the model.★

~~3.~~5. Understand the conditional probability of $A$ given $B$ as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of $A$ and $B$ as saying that the conditional probability of $A$ given $B$ is the same as the probability of $A$, and the conditional probability of $B$ given $A$ is the same as the probability of $B$.★

~~4.~~6. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★

***Example**: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

~~5.~~7. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★

***Example**: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

~~**S.CP.B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.**~~

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Commented [JW206]: 9-10

~~6. Find the conditional probability of $A$ given $B$ as the fraction of $B$'s outcomes that also belong to $A$, and interpret the answer in terms of the model.★~~

~~7. Apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★~~

~~8. (+) Apply the general Multiplication Rule in a uniform probability model~~

~~$P(A \cap B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.★~~

~~9.~~8. ~~(+)~~ Use permutations and combinations to compute probabilities of compound events and solve problems.★

## Using Probability to Make Decisions – S.MD

**S.MD.A. ~~Calculate expected values and use them to solve problems.~~Expected value**

~~1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.★~~

~~2.~~1. ~~(+)~~ Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★

~~3.~~2. ~~(+)~~ Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★

***Example**: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

~~4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.★~~

~~***Example**: Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*~~

~~**S.MD.B. Use probability to evaluate outcomes of decisions.**~~

~~5.~~3. ~~(+)~~ Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★

a. Find the expected payoff for a game of chance.★

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**Commented [JW208]:** 9-10

**Commented [JW209]:** 11-12

**Commented [JW210]:** Not essential for high school math.

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**Commented [JW212]:** 11-12

**Commented [JW213]:** 11-12

**Commented [JW214]:** Not essential for high school math.

**Commented [JW215]:** 11-12

***Example**: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*

b. Evaluate and compare strategies on the basis of expected values.★

***Example**: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

~~6.~~4. ~~(+)~~ Use probabilities to make ~~objective~~ decisions.★

***Example**: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.*

~~7. (+) Analyze decisions and strategies using probability concepts.★~~

~~***Example**: Product testing, medical testing, or pulling a hockey or soccer goalie at the end of a game and replacing the goalie with an extra player.*~~

**Commented [JW216]:** 11-12

**Commented [JW217]:** 11-12

**Commented [JW218]:** 9-10

**Commented [JW219]:** 9-10

**Commented [JW220]:** Already included in previous standards.

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JUNE, 2026

# DRAFT_Idaho Content Standards for Mathematics

IDAHO DEPARTMENT OF EDUCATION
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## THE ROLE OF STANDARDS

The Idaho Content Standards for Mathematics define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English learners and for students with disabilities. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in mathematics for all students.

**Standards vs. Curriculum**

While the Idaho Department of Education reviews curricular materials in mathematics as a service for school districts, no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Mathematics. Local schools and districts make decisions about what resources will be used to teach the standards. Districts and schools can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

# ORGANIZATION OF THE KINDERGARTEN TO GRADE EIGHT CONTENT STANDARDS

The kindergarten through grade eight content standards in this Framework are organized by **grade level**. Within each grade level, standards are grouped first by **domain**. Each domain is further subdivided into **clusters** of related standards.

- **Standards** define what students should understand and be able to do.
- **Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

The table below shows which domains are addressed at each grade level:

### Progression of K–8 Domains

| | Grade Level | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Domain** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Counting and Cardinality | x | | | | | | | | |
| Operations and Algebraic Thinking | x | x | x | x | x | x | | | |
| Number and Operations in Base Ten | x | x | x | x | x | x | | | |
| Number and Operations – Fractions | | | | x | x | x | | | |
| The Number System | | | | | | | x | x | x |
| Ratios and Proportional Relationships | | | | | | | x | x | |
| Expressions and Equations | | | | | | | x | x | x |
| Functions | | | | | | | | | x |
| Measurement and Data | x | x | x | x | x | x | | | |
| Geometry | x | x | x | x | x | x | x | x | x |
| Statistics, Probability, & Data Science | | | | | | | x | x | x |

## Format for Each Grade Level

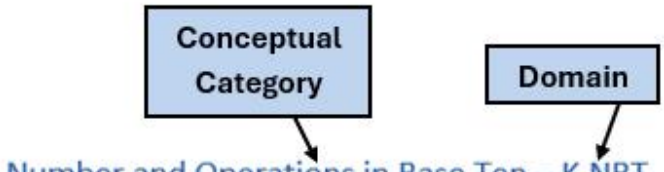
Each grade level is presented in the same format:

- An overview of that grade's domains and clusters.
- The grade-level Standards for Mathematical Practice.

- The content standards for that grade (presented by domain, cluster heading, and individual standard).

## Standards Identifiers/Coding

Each standard has a unique identifier that consists of the grade level (K, 1, 2, 3, 4, 5, 6, 7, or 8), the domain code and the standard number, as shown in the example below.




Number and Operations in Base Ten – K.NBT

**Foundations of Place Value with Numbers 11 - 19**

| Code | Standard |
|---|---|
| K.NBT.1 | Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each by using physical, visual, or symbolic representations.<br>***Example:*** *Recording the decomposition of* 18 *may look like* $18 = 10 + 8$.<br>***Clarification:*** *Students should understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.* |

The standard highlighted above is identified as K.NBT.1, identifying it as a Kindergarten (K.) standard in the Number and Operations in Base Ten domain (NBT.), and as the first standard in that cluster (1). All of the standards use this common coding system.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue.*

## STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

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# KINDERGARTEN OVERVIEW

Counting and Cardinality – K.CC

- Number Names and the Counting Sequence
- Cardinality
- Number Comparisons

Operations and Algebraic Thinking – K.OA

- Patterns as a Foundation of Algebraic Thinking
- Components of Additon and Subtraction

Number and Operations in Base Ten – K.NBT

- Foundations of Place Value with Numbers 11-19

Measurement and Data – K.MD

- Measurable Attributes
- Classification of Objects
- Time and Money

Geometry – K.G

- Shape Identification
- Shape Analysis and Composition

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Kindergarten Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

In kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Real-life experiences should be used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough blocks for the students at their table. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.

**MP.2 Reason abstractly and quantitatively.**

Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps students develop mathematical language.

**MP.3 Construct viable arguments and critique the reasoning of others.**

Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ___?", "Do you think that would happen all the time?", and "I wonder why ___?"

**MP.4 Model with mathematics.**

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting

out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. For example, a student may use cubes or tiles to show the different number pairs for five, or place three objects on a ten-frame and then determine how many more are needed to "make a ten." Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.

**MP.5 Use appropriate tools strategically.**
Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side, or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use particular mathematical tools.

**MP.6 Attend to precision.**
Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as "How do you know your answer is reasonable?"

**MP.7 Look for and make use of structure.**
Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that $3 + 2 = 5$ and $2 + 3 = 5$. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to five. Students notice the written pattern in the "teen" numbers—that the numbers start with one (representing one ten) and end with the number of additional ones. Teachers might ask, "What do you notice when ___?"

**MP.8 Look for and express regularity in repeated reasoning.**
In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is one more when counting by ones and ten more when counting by tens (or one more group of ten). Students should be encouraged to answer questions such as "What would happen if ___?" and "There are eight crayons in the box. Some are red and some are blue. How many of each could

there be?" Kindergarten students realize eight crayons could include four of each color ($8 = 4 + 4$), five of one color and three of another ($8 = 5 + 3$), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal eight.

## Counting and Cardinality – K.CC

**Number Names and the Counting Sequence**

| Code | Standard |
|---|---|
| K.CC.1 | Orally count to 100 by ones and by tens. |
| K.CC.2 | Starting at any given number, orally count forward within 100 and backward within 20. |
| K.CC.3 | Write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). |

**Cardinality**

| Code | Standard |
|---|---|
| K.CC.4 | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. |
| K.CC.5 | Given a group of up to 20 objects, identify that the last number name said tells the number of objects counted regardless of their arrangement or the order in which they were counted.<br>***Clarification:*** *Objects can be arranged in a line, a rectangular array, or a circle. For as many as ten objects, they may be arranged in a scattered configuration. Objects should include coins.* |
| K.CC.6 | Recognize the “one more” pattern of counting using objects. |

**Number Comparisons**

| Code | Standard |
|---|---|
| K.CC.7 | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects.<br>***Clarification:*** *The expectation is not to use the relational symbols =, > or <.* |
| K.CC.8 | Compare two numbers between one and ten presented as written numerals. |

## Operations and Algebraic Thinking – K.OA

**Patterns as a Foundation of Algebraic Thinking**

| Code | Standard |
|---|---|
| K.OA.1 | Recognize simple patterns<br>***Clarification:*** *Simple patterns (which are easy to spot and repeat in basic two-item sequences).* |
| K.OA.2 | Independently create and duplicate simple patterns. |
| K.OA.3 | Complete a simple pattern with missing elements. |

**Components of Addition and Subtraction**

| Code | Standard |
|---|---|
| K.OA.4 | Represent addition and subtraction of two whole numbers within ten.<br>***Clarification:*** *Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.* |
| K.OA.5 | Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations.<br>***Clarification:*** *Students are not expected to independently read word problems.* |
| K.OA.6 | Decompose whole numbers from one to ten into pairs in more than one way using physical, visual, and symbolic representations.<br>***Example****: Decomposing* $5$ *may include* $5 = 2 + 3$ *and* $5 = 4 + 1$. |
| K.OA.7 | Identify the number that makes ten when given a whole number from one to nine, by using physical, visual, and symbolic representations. |
| K.OA.8 | Fluently add and subtract within five, including zero.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |

## Number and Operations in Base Ten – K.NBT

**Foundations of Place Value with Numbers 11 - 19**

| Code | Standard |
|---|---|
| K.NBT.1 | Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each by using physical, visual, or symbolic representations.<br>***Example:*** *Recording the decomposition of* $18$ *may look like* $18 = 10 + 8$.<br>***Clarification:*** *Students should understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.* |

## Measurement and Data – K.MD

**Measurable Attributes**

| Code | Standard |
|---|---|
| K.MD.1 | Identify that objects can have several measurable attributes, such as length, volume, or weight. |
| K.MD.2 | Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference.<br>***Example****: Directly compare the heights of two children and describe one child as taller/shorter.* |

**Classification of Objects**

| Code | Standard |
|---|---|
| K.MD.3 | Classify objects into categories based on measurable attributes that they have in common with justification |

**Time and Money**

| Code | Standard |
|---|---|
| K.MD.4 | Sort coins according to their value including pennies, nickels, and dimes. |
| K.MD.5 | Identify the numeral 1-12 and their positions on an analog clock |

## Geometry – K.G

**Shape Identification**

| Code | Standard |
|---|---|
| K.G.1 | Name shapes regardless of their orientations or overall size.<br>***Clarification:*** *squares, circles, triangles, rectangles, rhombi, hexagons, cubes, cones, cylinders, and spheres.* |
| K.G.2 | Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").<br>***Examples:***<br>*1. Concrete: counting cubes, balls, etc.*<br>*2. Abstract: digital modeling or pictures*<br>***Clarification:*** *items can be represented through concrete and abstract models* |

**Shape Analysis and Composition**

| Code | Standard |
|---|---|
| K.G.3 | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.<br>***Examples:***<br>*1. Number of sides and vertices/ "corners"*<br>*2. Having sides of equal length* |
| K.G.4 | Represent shapes in the world by using a variety of models.<br>***Clarification:*** *Models may include: sticks, clay balls, marshmallowsspaghetti and/or drawings* |
| K.G.5 | Compose shapes to form larger two-dimensional shapes.<br>***Example:*** *Can you join these two triangles with full sides touching to make a rectangle?* |

# FIRST GRADE OVERVIEW

Operations and Algebraic Thinking – 1.OA

- Patterns as a Foundation of Algebraic Thinking
- Problem Solving with Addition and Subtraction
- Properties of Operations and the Relationship between Addition and Subtraction
- Addition and Subtraction within 20
- Addition and Subtraction with Equations

Number and Operations in Base Ten – 1.NBT

- Counting Sequences
- Foundations for Place Value with Two-Digit Numbers
- Components of Addition and Subtraction with Place Value

Measurement and Data – 1.MD

- Measurements and Estimates with Standard and Non-Standard Units
- Data Science
- Time and Money

Geometry – 1.G

- Shape Attributes

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## First Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.

**MP.2 Reason abstractly and quantitatively.**

Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. In first grade students make sense of quantities and relationships while solving tasks. They represent situations by decontextualizing tasks into numbers and symbols. For example, "There are 60 children on the playground and some children go line up. If there are 20 children still playing, how many children lined up?" Students translate the situation into the equation: $60 - 20 = \square$ and then solve the task. Students also contextualize situations during the problem-solving process. For example, students refer to the context of the task to determine that they need to subtract 20 from 60 because the total number of children on the playground is 20 less than the original number of children playing. Students might also reason about ways to partition two-dimensional geometric figures into halves and fourths.

**MP.3 Construct viable arguments and critique the reasoning of others.**

First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions. For example, "There are 15 books on the shelf. If you take some books off the shelf and there are now 7 left, how many books did you take off the shelf?" Students might use a variety of strategies to solve the task and then share and discuss their problem-solving strategies with their classmates.

**MP.4 Model with mathematics.**

In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure the equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem "There are 11 bananas on the counter. If you eat 4 bananas, how many are left?" students could write the equation $11 - 4 = 7$. Students also create a story context for an equation such as $13 - 7 = 6$.

**MP.5 Use appropriate tools strategically.**

In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders might decide it would be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, three-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving $12 + 8 = \square$, students explain why place value blocks are more appropriate than counters.

**MP.6 Attend to precision.**

As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. In grade one, students use precise communication, calculation, and measurement skills. Students are able to describe their solution strategies to mathematical tasks using grade-level appropriate vocabulary, precise explanations, and mathematical reasoning. When students measure objects iteratively (repetitively), they check to make sure there are no gaps or overlaps. Students regularly check their work to ensure the accuracy and reasonableness of solutions.

**MP.7 Look for and make use of structure.**

First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$. While solving addition problems, students begin to recognize the commutative property; for example, $7 + 4 = 11$, and $4 + 7 = 11$. While decomposing two-digit numbers, students realize that any

two-digit number can be broken up into tens and ones, e.g., $35 = 30 + 5$, $76 = 70 + 6$. Grade one students make use of structure when they work with subtraction as a missing addend problem; for example, $13 - 7 = \square$ can be written as $7 + \square = 13$, and can be thought of as "How much more do I need to add to 7 to get to 13?"

**MP.8 Look for and express regularity in repeated reasoning.**

First grade students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as "make a ten" or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating $8 + 7 + 2$, a student may say, "I know that eight and two equals ten, then I add seven to get to 17. It helps if I can make a ten out of two numbers when I start." Students use repeated reasoning while solving a task with multiple correct answers. For example, students might solve the problem "There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?" Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include six of each color ($6 + 6 = 12$), or seven of one color and five of another ($7 + 5 = 12$)).

## Operations and Algebraic Thinking – 1.OA

**Patterns as a Foundation of Algebraic Thinking**

| Code | Standard |
|---|---|
| 1.OA.1 | Recognize and extend simple and complex patterns<br>***Clarification:*** *Simple patterns (which are easy to spot and repeat in basic two-item sequences) and complex patterns (which involve multiple elements, changing attributes, or growing sequences).* |
| 1.OA.2 | Independently complete complex patterns with multiple missing elements |

**Problem Solving with Addition and Subtraction**

***Clarification:*** *Students are not expected to independently read word problems.*

| Code | Standard |
|---|---|
| 1.OA.3 | Solve addition and subtraction word problems within 20 involving multiple situations.<br>***Clarification:*** *Situations should include adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.* |
| 1.OA.4 | Solve addition word problems that include three whole numbers whose sum is less than or equal to 20 using physical, visual, and symbolic representations. |

**Properties of Operations and the Relationship between Addition and Subtraction**

| Code | Standard |
|---|---|
| 1.OA.5 | Solve problems using the 4 properties of addition.<br>***Examples:***<br>1. *If* $8 + 3 = 11$ *is known, then* $3 + 8 = 11$ *is also known. (Commutative property of addition.)*<br>2. *To add* $2 + 6 + 4$*, the second two numbers can be added to make a ten, so* $2 + 6 + 4 = 2 + 10 = 12$*. (Associative property of addition.)*<br>3. *3 + 0 = 3 Any number added to zero is the number itself. (Identity Property)*<br>4. *The equation* $12 - 7 = ?$ *can be restated as* $7 + ? = 12$ *to determine the difference is* $5$*. (Inverse Property)*<br>***Clarification:*** *Students need not use formal terms for these properties.* |

| Code | Standard |
|---|---|
| 1.OA.6 | Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. |

**Addition and Subtraction within 20**

| Code | Standard |
|---|---|
| 1.OA.7 | Demonstrate the relationship between counting with the operations of addition and subtraction.<br>***Example:*** *When students count on* $3$ *from* $4$*, they should write this as* $4 + 3 = 7$*. When students count on for subtraction,* $3$ *from* $7$*, they should connect this to* $7 - 3 = 4$*. Students write "*$7 - 3 = ?$*" and think "I count on* $3 + ? = 7$*."* |
| 1.OA.8 | Efficiently recall addition and subtraction facts within ten. |
| 1.OA.9 | Use strategies fluently to add and subtract within 20.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*<br>*Students may use mental strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.* |

**Addition and Subtraction with Equations**

| Code | Standard |
|---|---|
| 1.OA.10 | Explain the meaning of the equal sign to represent an equivalent relationship between two quantities.<br>***Example:*** *Which of the following equations are true and which are false? Explain why* $6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2$ |
| 1.OA.11 | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position.<br>***Example:*** *Determine the unknown number that makes the equation true in each of the equations* $8 + ? = 11, 5 = ? - 3, \ 6 + 6 = ?$. |
| 1.OA.12 | Solve addition and subtraction real-world problems using objects, drawings, or equations to represent the problem. |

## Number and Operations in Base Ten – 1.NBT

**Counting Sequences**

| Code | Standard |
|---|---|
| 1.NBT.1 | Starting at a given number, count forward and backwards within 120 by ones. In this range, read and write numerals and represent a number of objects with a written numeral. |
| 1.NBT.2 | Skip count by twos to 20, by fives to 100, and by tens to 120. |

**Foundations of Place Value with Two-Digit Numbers**

| Code | Standard |
|---|---|
| 1.NBT.3 | Explain that the two digits of a two-digit number represent amounts of tens and ones.<br>***Clarification:***<br>*1. 10 can be thought of as a bundle of ten ones — called a "ten."*<br>*2. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.*<br>*3. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).* |
| 1.NBT.4 | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |

**Components of Addition and Subtraction with Place Value**

| Code | Standard |
|---|---|
| 1.NBT.5 | Add whole numbers within 100 by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationship between addition and subtraction.<br>***Examples:***<br>*1. Add a two-digit number and a one-digit number.*<br>*2. Add a two-digit number and a multiple of ten.*<br>*3. Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones, and sometimes it is necessary to compose a ten.* |
| 1.NBT.6 | Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used. |

| Code | Standard |
|---|---|
| 1.NBT.7 | Subtract multiples of ten in the range 10 – 90 from multiples of ten in the range 10 – 90 by using physical, visual, and symbolic representations.<br>***Example:*** $70 - 40$ *can be thought of as* $7$ *tens take away* $4$ *tens, or can be rewritten as a missing addend problem:* $40 + ? = 70$.<br>***Clarification:*** *Place an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.* |

## Measurement and Data – 1.MD

**Measurements and Estimates with Standard and Non-standard Units**

| Code | Standard |
|---|---|
| 1.MD.1 | Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.<br>***Clarification:*** *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Include use of standard units such as inch-tiles or centimeter tiles.* |
| 1.MD.2 | Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. |
| 1.MD.3 | Compare and order the length of up to three objects using direct and indirect comparison. |
| 1.MD.4 | Explore measurement tools and methods to describe the observable properties of an object. |

**Data Science**

| Code | Standard |
|---|---|
| 1.MD.5 | 6. Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions. |

**Time and Money**

| Code | Standard |
|---|---|
| 1.MD.6 | Tell and write time in hours and half-hours using analog and digital clocks. |

| Code | Standard |
|---|---|
| 1.MD.7 | Identify quarters, dimes, and nickels and relate their values to pennies as the unit while using the cent symbol. |
| 1.MD.8 | Represent equivalent coin values.<br>***Clarification**: Value should not exceed one dollar.* |

## Geometry – 1.G

**Shape Attributes**

| Code | Standard |
|---|---|
| 1.G.1 | Identify and compare defining attributes and non-defining attributes of two- and three-dimensional shapes; |
| 1.G.2 | Build and draw shapes using defining attributes.<br>***Clarification:** The defining attributes of triangles are closed and three-sided versus non-defining attributes of color, orientation, and overall size.* |
| 1.G.3 | Compose and decompose two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.<br>***Examples:***<br>*1. Two-dimensional shapes: (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)*<br>*2. Three-dimensional shapes: (cubes, right rectangular prisms, right circular cones, and right circular cylinders)*<br>***Clarification:** Students do not need to learn formal names such as "right rectangular prism."* |
| 1.G.4 | Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares, and use fraction language to describe the shares.<br>***Examples:** "halves," "fourths," "quarters," and use of the phrases "half of," "a fourth of," and "a quarter of", and "whole."* |

# SECOND GRADE OVERVIEW

Operations and Algebraic Thinking – 2.OA

- Patterns as a Foundation of Algebraic Thinking
- Problem Solving with Addition and Subtraction
- Addition and Subtraction within 20
- Foundations of Multiplication

Number and Operations in Base Ten – 2.NBT

- Place Value
- Addition and Subtraction with Place value

Measurement and Data – 2.MD

- Measurements and Estimates with Standard Units
- Measurements with Addition and Subtraction
- Data Science
- Time and Money

Geometry – 2.G

- Shape Attributes

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Second Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach. An example for this might be giving a student an equation and having him/her write a story to match.

**MP.2 Reason abstractly and quantitatively.**
Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length. In second grade students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task "There are 25 children in the cafeteria, and they are joined by 17 more children. How many students are in the cafeteria?" Students translate the situation into an equation, such as: $25 + 17 = \square$ and then solve the problem. Students also contextualize situations during the problem-solving process. For example, while solving the task above, students might refer to the context of the task to determine that they need to subtract 19 if 19 children leave.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask appropriate questions. Students critique the strategies and reasoning of their classmates. For example, to solve $74 - 18$, students may use a variety of strategies, and after working on the task, they might discuss and critique each others' reasoning and strategies, citing similarities and differences between various problem-solving approaches.

**MP.4 Model with mathematics.**
In early grades, students experiment with representing problem situations in multiple ways, including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. In grade two students model real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the problem context. They use concrete manipulatives and pictorial representations to explain the equation. They create an appropriate problem situation from an equation. For example, students create a story problem for the equation $43 + 17 = \square$, such as "There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?"

**MP.5 Use appropriate tools strategically.**
In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation. Students may use tools such as snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids). Students understand which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

**MP.6 Attend to precision.**
As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. Second grade students communicate clearly, using grade-level appropriate vocabulary accurately and precise explanations and reasoning to explain their process and solutions. For example, while measuring an object, students carefully line up the tool correctly to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

**MP.7 Look for and make use of structure.**
Second grade students look for patterns and structures in the number system. For example, students notice number patterns within the tens place as they connect skip counting by tens to corresponding numbers on a 100s chart. Students see structure in the base-ten number system as they understand that ten ones equal a ten, and ten tens equal a hundred. Students adopt mental math strategies based on patterns (making ten, fact families, doubles).

They use structure to understand subtraction as missing addend problems (e.g., $50 - 33 = \square$ can be written as $33 + \square = 50$, and can be thought of as "How much more do I need to add to 33 to get to 50?")

**MP.8 Look for and express regularity in repeated reasoning.**

Second grade students notice repetitive actions in counting and computation (e.g., number patterns to skip count). When children have multiple opportunities to add and subtract, they look for shortcuts, such as using estimation strategies and then adjust the answer to compensate. Students continually check for the reasonableness of their solutions during and after completing a task by asking themselves, "Does this make sense?"

## Operations and Algebraic Thinking – 2.OA

**Patterns as a Foundation of Algebraic Thinking**

| Code | Standard |
|---|---|
| 2.OA.1 | Identify the rule of a pattern by naming the smallest unit that repeats.<br>***Clarification:*** *The same pattern structure can be found in many different forms.* |
| 2.OA.2 | Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction. |
| 2.OA.3 | Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20. |

**Problem Solving with Addition and Subtraction**

| Code | Standard |
|---|---|
| 2.OA.4 | Use addition and subtraction within 100 to solve one- and two-step word problems.<br>***Clarification:*** *Should involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations.* |

**Addition and Subtraction within 20**

| Code | Standard |
|---|---|
| 2.OA.5 | Demonstrate fluency for addition and subtraction within 20 using mental strategies. Efficiently recall basic facts to add and subtract within 20.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.*<br>*Students may use mental strategies such as counting on, making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction, and creating equivalent but easier or known sums.* |

**Foundations of Multiplication**

| Code | Standard |
|---|---|
| 2.OA.6 | Determine whether a group of objects (up to 20) has an odd or even number by pairing objects or counting them by 2's; record using drawings and equations including expressing an even number as a sum of two equal addends.<br>***Clarification:*** *Students may pair objects or count them by twos.* |

| Code | Standard |
|---|---|
| 2.OA.7 | Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.<br>***Example**: The total number of objects arranged in a $2 \times 5$ rectangular array can be found by adding $2 + 2 + 2 + 2 + 2$.* |

## Number and Operations in Base Ten – 2.NBT

**Place Value**

| Code | Standard |
|---|---|
| 2.NBT.1 | Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.<br>***Example:** The number $241$ can be expressed as $2$ $hundreds + 4$ $tens + 1$ $one$ or as $24$ $tens + 1$ $one$ or as $241$ $ones$*<br>***Clarification:***<br>*1. 100 can be thought of as a bundle of ten tens—called a "hundred."*<br>*2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).* |
| 2.NBT.2 | Count within 1,000; skip-count by twos, fives, tens, and 100s. Identify patterns in skip counting starting at any number. |
| 2.NBT.3 | Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form.<br>***Example:** The number two-hundred forty-one written in standard form is $241$ and in expanded form is $200 + 40 + 1$.* |
| 2.NBT.4 | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. |

**Addition and Subtraction with Place Value**

| Code | Standard |
|---|---|
| 2.NBT.5 | Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |
| 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |
| 2.NBT.7 | Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction.<br>***Example:*** *Students may use equations to represent their strategies based on place value such as:* $324 + 515 = (300 + 500) + (20 + 10) + (4 + 5) = 839.$<br>***Clarification:***<br>1. *Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.*<br>2. *Understand that sometimes it is necessary to compose or decompose tens or hundreds.* |
| 2.NBT.8 | Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number. |
| 2.NBT.9 | Explain why addition and subtraction strategies work by using place value and the properties of operations.<br>***Clarification:*** *Explanations may be supported by drawings or objects. Engage students in discussions about why some strategies are more efficient than others in certain contexts.* |

## Measurement and Data – 2.MD

**Measurements and Estimates with Standard Units**

| Code | Standard |
|---|---|
| 2.MD.1 | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.<br>***Clarification:*** *Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.* |
| 2.MD.2 | Estimate lengths using units of inches, feet, centimeters, and meters. |
| 2.MD.3 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| 2.MD.4 | Explore and use the appropriate tools and units of measurement, both customary and metric, to measure weight, mass, liquid volume, and capacity. |

**Measurements with Addition and Subtraction**

| Code | Standard |
|---|---|
| 2.MD.5 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.<br>***Clarification:*** *Students may use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.* |
| 2.MD.6 | Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. |

**Data Science**

| Code | Standard |
|---|---|
| 2.MD.7 | Collect, organize and record data that can naturally answer questions on a line plot (dot plot) where the horizontal scale is marked off in whole-number units. |
| 2.MD.8 | Collect, organize and record a data set with up to four categories by drawing a picture graph and a bar graph (with single-unit scale). Solve simple put-together, take-apart, and compare problems using information presented in the graph. |
| 2.MD.9 | Evaluate and Interpret data collected by others. |

**Time and Money**

| Code | Standard |
|---|---|
| 2.MD.10 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.<br>***Clarification:*** *Students should use "quarter of an hour"," quarter after", "quarter till", "half of an hour", and "half past".* |
| 2.MD.11 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole-dollar amounts.<br>***Example:*** *A sample question could be, "If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have?"* |

## Geometry – 2.G

**Shape Attributes**

| Code | Standard |
|---|---|
| 2.G.1 | Recognize and draw 2D shapes having specified attributes, such as a given number of angles and sides. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, and octagons. |
| 2.G.2 | Recognize and draw 3D shapes having specific attributes, such as vertices and faces. Identify cubes, spheres, pyramids, rectangular prisms, right circular cones, and right circular cylinders based on their attributes.<br>***Clarification:*** *Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.* |
| 2.G.3 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.<br>***Clarification****: Grade level expectation is that rectangles would be no larger than 5 rows and 5 columns.* |

| Code | Standard |
|---|---|
| 2.G.4 | Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares.<br><br>***Clarification:***<br><br>*1. Describe the shares using the words "halves," "thirds," "fourths," and "quarter," and use the phrases "half of," "a third of," "a fourth of," and "quarter of."*<br><br>*2. Describe the whole as two of, three of, or four of the shares.*<br><br>*3. Recognize that equal shares of identical wholes need not have the same shape.* |

# THIRD GRADE OVERVIEW

Operations and Algebraic Thinking – 3.OA

- Multiplication and Division
- Properties of Multiplication and the Relationship between Multiplication and Division
- Multiplication within 100
- Four operations and Patterns in Arithmetic

Number and Operations in Base Ten – 3.NBT

- Place value Understanding and Properties of Operations in Multi-Digit Arithmetic

Number and Operations – Fractions – 3.NF

- Fractions as Numbers

Measurement and Data – 3.MD

- Problems Involving Measurement
- Data Science
- Geometric measurement: Area
- Geometric measurement: Perimeter

Geometry – 3.G

- Attributes of Shapes

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Third Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In third grade, mathematically proficient students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Students may use concrete objects, pictures, or drawings to help them conceptualize and solve problems, such as "Jim purchased five packages of muffins. Each package contained three muffins. How many muffins did Jim purchase?" or "Describe another situation where there would be five groups of three or $5 \times 3$." Students may check their thinking by asking themselves, "Does this make sense?" Students listen to other students' strategies and are able to make connections between various methods for a given problem.

**MP.2 Reason abstractly and quantitatively.**
Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. For example: students apply their understanding of the meaning of the equal sign as "the same as" to interpret an equation with an unknown. When given $4 \times \square = 40$, they might think:

- 4 groups of some number is the same as 40
- 4 times some number is the same as 40
- I know that 4 groups of 10 is 40 so the unknown number is 10
- The missing factor is 10 because 4 times 10 equals 40.

Teachers might ask, "How do you know?" or "What is the relationship between the quantities?" to reinforce students' reasoning and understanding.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions that the teacher facilitates by asking questions such as "How did you get that?" and "Why is that true?" Students explain their thinking to others and respond to others' thinking. For example, after investigating patterns on the addition or multiplication table, students might explain why the pattern makes sense.

**MP.4 Model with mathematics.**

Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart; list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students use various contexts and a variety of models (e.g., circles, squares, rectangles, fraction bars, and number lines) to represent and develop understanding of fractions. Students use models to represent both equations and story problems and can explain their thinking. They evaluate their results in the context of the situation and reflect on whether the results make sense. Students should be encouraged to answer questions such as "What math drawing or diagram could you make and label to represent the problem?" or "What are some ways to represent the quantities?"

**MP.5 Use appropriate tools strategically.**
Third graders consider the available tools (including drawings and estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table and determine whether they have all the possible rectangles. Students should be encouraged to answer questions such as "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

**MP.7 Look for and make use of structure.**
Students look closely to discover a pattern or structure. For instance, students use properties of operations (e.g., the commutative and distributive properties) as strategies to multiply and divide. Teachers might ask, "What do you notice when ___?" or "How do you know if something is a pattern?"

**MP.8 Look for and express regularity in repeated reasoning.**
Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students use the distributive property as a strategy for using products they know to solve products that they do not know. For example, if students are asked to find the product of $7 \times 8$, they might decompose 7 into 5 and 2 and then multiply $5 \times 8$ and $2 \times 8$ to arrive at $40 + 16$ or 56. In addition, third graders continually evaluate their

work by asking themselves, “Does this make sense?” Students should be encouraged to answer questions such as “What is happening in this situation?” or “What predictions or generalizations can this pattern support?”

## Operations and Algebraic Thinking – 3.OA

**Multiplication and Division**

| Code | Standard |
|---|---|
| 3.OA.1 | Explain a product of whole numbers as the total found by multiplying equal groups, e.g., $5 \times 7$ as five groups of seven objects each. |
| 3.OA.2 | Explain a quotient of whole numbers as the result of equal sharing, e.g., $56 \div 8$ as the number in each group when 56 objects are split into 8 equal groups, or as the number of groups when 56 objects are split into equal groups of 8 objects each. |
| 3.OA.3 | Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations. |
| 3.OA.4 | Determine the unknown whole number in a multiplication or division equation involving three whole numbers.<br>***Example:*** *Determine the unknown number that makes the equation true in each of the equations:* $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$. |

**Properties of Multiplication and the Relationship between Multiplication and Division**

| Code | Standard |
|---|---|
| 3.OA.5 | Apply the identity, commutative, associative, and distributive properties of operations to multiply.<br>***Clarification:*** *Students need not use formal terms for these properties.* |
| 3.OA.6 | Use the relationship between multiplication and division to identify the unknown factor in a division problem.<br>***Clarification****: Teaches should engage students in discussions about why some strategies are more efficient than others in certain contexts.* |

**Multiplication within 100**

| Code | Standard |
|---|---|
| 3.OA.7 | Fluently multiply within 100, using strategies such as properties of operations. Efficiently recall all products of two, one-digit numbers.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |

**Four Operations and Patterns in Arithmetic**

| Code | Standard |
|---|---|
| 3.OA.8 | Solve two-step word problems involving whole numbers using the four operations.<br>a. Represent these problems using equations with a letter standing for the unknown quantity.<br>b. Determine the reasonableness of answers using mental computation and estimation strategies. |
| 3.OA.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.<br>***Example:*** *Arithmetic patterns are patterns that change by the same rate, such as adding the same number; the series* $2, 4, 6, 8, 10$ *is an arithmetic pattern that increases by* $2$ *between each term.* |

## Number and Operations in Base Ten – 3.NBT

**Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic**

| Code | Standard |
|---|---|
| 3.NBT.1 | Round a whole number (within 1,000) to the tens or hundreds place, using place value understanding or a visual representation. |
| 3.NBT.2 | Fluently add and subtract whole numbers within 1,000 using strategies based on place value and properties of operations.<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |
| 3.NBT.3 | Multiply one-digit whole numbers by multiples of ten in the range 10– 90 using understanding of place value and properties of operations. |

## Number and Operations – Fractions – 3.NF

**Fractions as Numbers**

| Code | Standard |
|---|---|
| 3.NF.1 | Identify a unit fraction as one part of a whole that is partitioned into equal parts.<br>***Example:*** $\frac{1}{4}$ *is one part of a whole partitioned into four equal parts.* |
| 3.NF.2 | Identify $\frac{a}{b}$ as the quantity formed by $a$ parts of a unit fraction, $\frac{1}{b}$. |
| 3.NF.3 | Define the denominator of a fraction as the number of equal parts into which the whole is partitioned. |
| 3.NF.4 | Define the numerator of a fraction as the number of selected equal parts that are being counted or considered. |

| Code | Standard |
|---|---|
| 3.NF.5 | Represent and determine placement of fractions on a number line.<br>a. Partition the distance between 0 and 1 into equal pieces and use those pieces to locate and label fractions.<br>b. Find any fraction between 0 and 1 on a number line by counting equal sized pieces from 0. |
| 3.NF.6 | Explain equivalence of fractions and compare fractions by reasoning about their size, (denominators: 2, 3, 4, 6, & 8).<br>a. Use number lines or area models to explain why two fractions are equivalent and how they represent the same quantity Identify and generate equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model.<br>***Example:*** $\frac{1}{2} = \frac{2}{4}; \frac{4}{6} = \frac{2}{3}$<br>b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.<br>***Example:*** *Express* $3$ *in the form* $3 = \frac{3}{1}$*; recognize that* $\frac{6}{1} = 6$*; locate* $\frac{4}{4}$ *and* $1$ *at the same point of a number line diagram.*<br>c. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>, =$ , and $<$, and justify the conclusion using visual representations or verbal reasoning. |

## Measurement and Data – 3.MD

**Problems Involving Measurement**

| Code | Standard |
|---|---|
| 3.MD.1 | Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. |
| 3.MD.2 | Measure liquid volumes and masses of objects using both standard and metric units. |
| 3.MD.3 | Solve one-step word problems using the four operations involving masses or volumes in the same units. |

**Data Science**

| Code | Standard |
|---|---|
| 3.MD.4 | Represent a data set with several categories using a scaled bar graph. |
| 3.MD. 5 | Analyze data presented in a scaled bar graph to solve one and two step word problems. |

| Code | Standard |
|---|---|
| 3.MD. 6 | Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths. |

**Geometric Measurement: Area**

| Code | Standard |
|---|---|
| 3.MD.7 | Measure areas by counting unit squares that cover a shape completely with no gaps or overlaps (square cm, square m, square in, square ft, and nonstandard units).<br>***Clarification:*** *A square with side length one unit, called "a unit square" is said to have "one square unit" of area, and can be used to measure area.* |
| 3.MD.8 | Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. |
| 3.MD.9 | Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. |
| 3.MD.10. | Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.<br>***Example:*** *A pool is comprised of two non-overlapping rectangles in the shape of an "L." The area for a cover of a pool can be found by adding the areas of the two non-overlapping rectangles.* |

**Geometric Measurement: Perimeter**

| Code | Standard |
|---|---|
| 3.MD.11 | Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |

## Geometry – 3.G

**Attributes of Shapes**

| Code | Standard |
|---|---|
| 3.G.1 | Identify attributes of shapes such as, parallel and perpendicular lines; right, acute, and obtuse angles. Categorize quadrilaterals (rhombi, squares, rectangles, trapezoids) based on their attributes. |

| Code | Standard |
|---|---|
| 3.G.2 | Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.<br>***Example:*** *Draw lines to separate a shape into* $4$ *parts with equal area, and describe the area of each part as* $\frac{1}{4}$ *of the area of the shape.* |

# FOURTH GRADE OVERVIEW

Operations and Algebraic Thinking– 4.OA

- Problem Solving with Four Operations: Whole Numbers
- Factors and Multiples
- Patterns

Number and Operations in Base Ten – 4.NBT

- Place Value Understanding for Numbers up 1,000,000
- Place Value Understanding and Properties of Operations for Arithmetic

Number and Operations – Fractions – 4.NF

- Fraction Equivalence and Ordering.
- Fractions Operations
- Decimal Notation for Fractions and Comparison of Decimal Fractions

Measurement and Data – 4.MD

- Problem Solving with Measurement and Conversions
- Data Science
- Geometric measurement: Concepts of Angles

Geometry – 4.G

- Lines, Angles, and Classification of Shapes

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Fourth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers. Students might use an equation strategy to solve the word problem. For example, students could solve the problem "Chris bought clothes for school. She bought three shirts for $\$12$ each and a skirt for $\$15$. How much money did Chris spend on her new school clothes?" with the equation $3 \times \$12 + \$15 = a.$

**MP.2 Reason abstractly and quantitatively.**

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts. Students might use base models or drawings to demonstrate $154 \times 6$, as 154 added six times, and develop an understanding of the distributive property. For example: $154 \times 6$

$$= (100 + 50 + 4) \times 6$$

$$= (100 \times 6) + (50 \times 6) + (4 \times 6)$$

$$= 600 + 300 + 24 = 924$$

**MP.3 Construct viable arguments and critique the reasoning of others.**

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving prompts like "How did you get that?", "Explain your thinking.", and "Why is that true?" They not only explain their own thinking, but listen to

others' explanations. Students explain and defend their answers and solution strategies as they answer questions that require an explanation. For example, "Vincent cuts two meters of string into four-centimeter pieces for a craft. How many pieces of string does Vincent have? Explain your reasoning." Students ask appropriate questions, and they decide if explanations make sense. Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations.

**MP.4 Model with mathematics.**
Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense. For example, students may use money (i.e., dollars and coins) or base ten blocks to solve the following problem: Elsie buys a drink for $\$1.39$ and a granola bar for $\$0.89$. How much change will she receive if she pays with a $\$5$ bill?

**MP.5 Use appropriate tools strategically.**
Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They use other measurement tools to understand the relative size of units within a given system and express measurements given in larger units in terms of smaller units.

**MP.6 Attend to precision.**
As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. For instance, they may use graph paper, a number line, or base ten blocks to represent, compare, add, and subtract decimals to the hundredths. Students in fourth grade use protractors to measure angles. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

**MP.7 Look for and make use of structure.**
In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as arrays and area models to the multiplication principle of counting. They generate number or shape patterns that follow a given rule using two-column tables.

**MP.8 Look for and express regularity in repeated reasoning.**

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

## Operations and Algebraic Thinking– 4.OA

**Problem Solving with Four Operations: Whole Numbers**

| Code | Standard |
|---|---|
| 4.OA.1 | Explain a multiplication equation as comparing quantities, e.g., $35 = 5 \times 7$, as 35 is 5 times as many as 7. Write equations for verbal multiplicative comparisons. |
| 4.OA.2 | Multiply or divide to solve word problems involving multiplicative comparison.<br>***Example:*** *If the cost of a red hat is three times more than a blue hat that costs* $5, *then a red hat costs* $15.<br>***Clarification:*** *Students may use drawings and equations with a symbol for the unknown number to represent the problem.*<br>*Distinguish between multiplicative comparison and additive comparison.* |
| 4.OA.3 | Solve multi-step whole-number word problems using the four operations, including problems in which remainders must be interpreted.<br>a. Represent these problems using equations with a letter standing for the unknown quantity.<br>b. Use mental computation and estimation strategies.to assess the reasonableness of answers. |

**Factors and Multiples**

| Code | Standard |
|---|---|
| 4.OA.4 | Find all factor pairs for a whole number in the range 1–100.<br>a. Find multiples of one-digit whole numbers.<br>b. Determine whether a given whole number in the range 1–100 is prime or composite |

**Patterns**

| Code | Standard |
|---|---|
| 4.OA.5 | Generate a number or shape pattern that follows a given rule. Describe other observable patterns that are not part of the given rule.<br>***Example:*** *Given the rule "Add* 3*" and the starting number* 1*, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* |

## Number and Operations in Base Ten – 4.NBT

**Place Value Understanding for Numbers up 1,000,000**

| Code | Standard |
|---|---|
| 4.NBT.1 | Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right. |
| 4.NBT.2 | Read and write multi-digit whole numbers using standard form, expanded form, and word form. Compare two multi-digit numbers based on the value of the digits and each place, recording the results of comparisons with the symbols $>, =$, and $<$.<br>***Example:*** *The number two hundred seventy-five thousand eight hundred two written in standard form is* $275{,}802$*, and in expanded form is* $200{,}000 + 70{,}000 + 5{,}000 + 800 + 2$ *or* $(2 \times 100{,}000) + (7 \times 10{,}000) + (5 \times 1{,}000) + (8 \times 100) + (2 \times 1)$*.* |
| 4.NBT.3 | Use place value understanding or visual representation to round multi-digit whole numbers to any place. |

**Place Value Understanding and Properties of Operations for Arithmetic**

| Code | Standard |
|---|---|
| 4.NBT.4 | Fluently use the standard algorithm for multi-digit whole-number addition and subtraction within 1,000,000.<br>***Example:*** *What is the difference between* $634$ *and* $328$ *using the standard algorithm?* $\begin{array}{r} 6\,{}^{2}\not{3}\,{}^{1}4 \\ -\,3\;2\;8 \\ \hline 3\;0\;6 \end{array}$<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |
| 4.NBT.5 | Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.<br>a. Use strategies based on place value or the properties of operations.<br>b. Model and explain the calculation by using equations, rectangular arrays, or area models. |

| Code | Standard |
|---|---|
| 4.NBT.6 | Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.<br>a. Use strategies based on place value, the properties of operations, or the relationship between multiplication and division.<br>b. Model and explain the calculation by using rectangular arrays, area models, or equations.<br>***Clarification for 4.NBT.B.5 and 4.NBT.B.6:*** *Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.* |

## Number and Operations – Fractions – 4.NF

**Fraction Equivalence and Ordering**

| Code | Standard |
|---|---|
| 4.NF.1 | Use visual models and reasoning to explain why a fraction $\frac{a}{b}$ is equivalent to another fraction when both the numerator and denominator are multiplied by one expressed as $\frac{n}{n}$; use this principle to recognize and generate equivalent fractions, including fractions greater than 1. |
| 4.NF.2 | Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$.<br>a. Recognize that comparisons are valid only when the two fractions refer to the same whole.<br>b. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, by using a visual fraction model or verbal reasoning. |

**Fractions Operations**

| Code | Standard |
|---|---|
| 4.NF.3 | Define a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. |

| Code | Standard |
|---|---|
| 4.NF.4 | Add and subtract fractions by joining and separating parts referring to the same whole.<br>a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model or verbal reasoning.<br>***Example:*** $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$<br>b. Add and subtract mixed numbers with like denominators. E.g. replacing the mixed number with an equivalent fraction, using properties of operations, or the relationship between addition and subtraction.<br>c. Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions using a visual fraction model or verbal reasoning. |
| 4.NF.5 | Identify fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.<br>***Example:*** *Use a visual fraction model to represent* $\frac{5}{4}$ *as the product* $5 \times \frac{1}{4}$*, recording the conclusion by the equation* $\frac{5}{4} = 5 \times \frac{1}{4}$. |
| 4.NF.6 | Identify a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.<br>***Example:*** *Use a visual fraction model to express* $3 \times \frac{2}{5}$ *as* $6 \times \frac{1}{5}$*, recognizing this product as* $\frac{6}{5}$*. In general,* $n \times \frac{a}{b} = \frac{n \times a}{b}$. |
| 4.NF.7 | Solve word problems involving multiplication of a fraction by a whole number e.g., by using visual fraction models or equations to represent the problem.<br>***Example:*** *If each person at a party will eat* $\frac{3}{8}$ *of a pound of roast beef, and there will be* $5$ *people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* |

**Decimal Notation for Fractions and Comparison of Decimal Fractions**

| Code | Standard |
|---|---|
| 4.NF.8 | Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.<br>***Example:*** *Express* $\frac{3}{10}$ *as* $\frac{30}{100}$*, and add* $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.<br>***Clarification:*** *Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general, but addition and subtraction with unlike denominators is not a requirement at this grade.* |
| 4.NF.9 | Use decimal notation to represent fractions with denominators 10 or 100.<br>***Example:*** *Rewrite* $0.62$ *as* $\frac{62}{100}$*; describe a length as* $0.62$ *meters; locate* $0.62$ *on a number line diagram.* |
| 4.NF.10 | Compare two decimals to hundredths.<br>a. Recognize that comparisons are valid only when the two decimals refer to the same whole.<br>b. Record the results of the comparisons with the symbols $>, =$, and $<$, and justify the conclusions using visual representations or verbal reasoning.<br>***Clarification:*** *Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.* |

## Measurement and Data – 4.MD

**Problem Solving with Measurement and Conversions**

| Code | Standard |
|---|---|
| 4.MD.1 | Name relative sizes of measurement units within any one system of units.<br>a. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.<br>b. Record measurement equivalents in a two-column table.<br>***Example:*** *Know that* $1$ *ft is* $12$ *times as long as* $1$ *in. Express the length of a* $4$ *ft snake as* $48$ *in. Generate a conversion table for feet and inches listing the number pairs* $(1, 12)$*,* $(2, 24)$*,* $(3, 36)$*, …* |

| Code | Standard |
|---|---|
| 4.MD.2 | Use the four operations to solve word problems involving whole-number measurements within a single system of measurement.<br>a. Include problems that require expressing measurements given in a larger unit in terms of a smaller unit.<br>b. Represent measurement quantities using diagrams such as a number line that feature a measurement scale.<br>***Clarification:*** *Measurement may include, but is not limited to, length, area, liquid volume, and mass.* |
| 4.MD.3 | Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.<br>***Example:*** *Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*<br>***Clarification:*** *Students should express their answers in linear (perimeter) and square (area) units. Students are not expected to use the* $1\ cm^2$ *notation.* |

**Data Science**

| Code | Standard |
|---|---|
| 4.MD.4 | Make a line plot (dot plot) to show a set of measurements in fractions of a unit $\left(\frac{1}{2}, \frac{1}{4}, \frac{1}{8}\right)$. Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots).<br>***Example:*** *From a line plot (dot plot), find and interpret the difference in length between the longest and shortest specimens in an insect collection.* |

**Geometric Measurement: Concepts of Angles**

| Code | Standard |
|---|---|
| 4.MD.5 | Identify angles as geometric shapes formed wherever two rays share a common endpoint. |
| 4.MD.6 | Define a degree as $\frac{1}{360}$ of a circle. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. |
| 4.MD.7 | Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.<br>a. Use an equation with a symbol for the unknown angle measure.<br>b. Compose and decompose angles to show that the measure of a whole angle is equal to the sum of the measures of its non-overlapping parts. |

## Geometry – 4.G

**Lines, Angles ,and Classification of Shapes**

| Code | Standard |
|---|---|
| 4.G.1 | Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures |
| 4.G.2 | Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Categorize triangles as right triangles or triangles without a right angle. |
| 4.G.3 | Identify line-symmetric figures and draw lines of symmetry. |

# FIFTH GRADE OVERVIEW

Operations and Algebraic Thinking – 5.OA

- Numerical Expressions
- Patterns and Relationships

Number and Operations in Base Ten – 5.NBT

- The Place Value System
- Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths

Number and Operations – Fractions – 5.NF

- Equivalent Fractions as a Strategy to Add and Subtract Fractions
- Multiplication and Division of Fractions

Measurement and Data – 5.MD

- Conversion of Measurement Units within a Given Measurement System
- Data Science
- Geometric Measurement: Volume

Geometry – 5.G

- The Coordinate Plane
- Properties of Two-Dimensional Figures

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Fifth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

Students solve problems by applying their understanding of operations with whole numbers, decimals, and fractions including mixed numbers. They solve problems related to volume and measurement conversions. Students seek the meaning of a problem and look for efficient ways to represent and solve it. For example, Sonia had $2\frac{1}{3}$ candy bars. She promised her brother that she would give him $\frac{1}{2}$ of a candy bar. How much will she have left after she gives her brother the amount she promised? They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?".

**MP.2 Reason abstractly and quantitatively.**

Fifth graders should recognize that a number represents a specific quantity. They connect quantities to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions that record calculations with numbers and represent or round numbers using place value concepts. For example, students use abstract and quantitative thinking to recognize that $0.5 \times (300 \div 15)$ is $\frac{1}{2}$ of $(300 \div 15)$ without calculating the quotient.

**MP.3 Construct viable arguments and critique the reasoning of others.**

In fifth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations based upon models and properties of operations and rules that generate patterns. They demonstrate and explain the relationship between volume and multiplication. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. Students use various strategies to solve problems and they defend and justify their work with others. For example, two afterschool clubs are having pizza parties. The teacher will order 3 pizzas for every 5 students in the math club, and 5 pizzas for every 8 students in the student council. If a student is in both groups, decide which party they should attend. How

much pizza will each student get at each party? If a student wants to have the most pizza, which party should they attend?

**MP.4 Model with mathematics.**
Students experiment with representing problem situations in multiple ways, including numbers; words (mathematical language); drawing pictures; using objects; making a chart, list, or graph; or creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fifth graders should evaluate their results in the context of the situation and whether the results make sense. They also evaluate the utility of models to determine which models are most useful and efficient to solve problems.

**MP.5 Use appropriate tools strategically.**
Fifth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use unit cubes to fill a rectangular prism and then use a ruler to measure the dimensions. They use graph paper to accurately create graphs and solve problems or make predictions from real-world data.

**MP.6 Attend to precision.**
Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to expressions, fractions, geometric figures, and coordinate grids. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the volume of a rectangular prism, they record their answers in cubic units.

**MP.7 Look for and make use of structure.**
In fifth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to add, subtract, multiply, and divide with whole numbers, fractions, and decimals. They examine numerical patterns and relate them to a rule or a graphical representation.

**MP.8 Look for and express regularity in repeated reasoning.**
Fifth graders use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and their prior work with operations to understand algorithms to fluently multiply multi-digit numbers and perform all operations with decimals to hundredths. Students explore operations with fractions with visual models and begin to formulate generalizations.

## Operations and Algebraic Thinking – 5.OA

**Numerical Expressions**

| Code | Standard |
|---|---|
| 5.OA.1 | Write and evaluate numerical expressions with parentheses using the four operations with whole numbers.<br>***Example:*** $4 + (3 \times 2)$ *in word form is four plus the quantity* $3$ *times* $2$. |

**Patterns and Relationships**

| Code | Standard |
|---|---|
| 5.OA.2 | Generate two numerical patterns using two given rules.<br>a. Identify relationships between corresponding terms.<br>b. Form ordered pairs consisting of corresponding terms from the two patterns.<br>c. Graph the ordered pairs on a coordinate plane.<br>***Example:*** *Given the rule "Add* $3$*" and the starting number* $0$*, and given the rule "Add* $6$*" and the starting number* $0$*, generate terms in the resulting sequences. Observe that the terms in one sequence are twice the corresponding terms in the other sequence and explain why this is so.* |

## Number and Operations in Base Ten – 5.NBT

**The Place Value System**

| Code | Standard |
|---|---|
| 5.NBT.1 | Explain that in a multi-digit number, including decimals, a digit in any place represents ten times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.<br>***Example:*** *In the number* $55.55$*, each digit is* $5$*, but the value of the digits is different because of the placement. The five in the ones place is ten times the value of the five in the tenths place. The five in the tenths place is* $\frac{1}{10}$ *the value of the five in the ones place.* |
| 5.NBT.2 | Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and dividing whole numbers and decimals by powers of 10<br>*Example:* $10^2$*, which is* $10 \times 10 = 100$*, and* $10^3$*, which is* $10 \times 10 \times 10 = 1{,}000$ |

| Code | Standard |
|---|---|
| 5.NBT.3 | Read, write, and compare decimals to thousandths.<br>a. Read and write decimals to thousandths using standard form, expanded form, and word form.<br>***Example:*** $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1{,}000}$<br>b. Compare two decimals to thousandths based on meanings of the digits in each place, and record the results of the comparisons using $>$, $=$, and $<$. |
| 5.NBT.4 | Use place value understanding to round decimals to any place including tenths and hundredths. |

**Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths**

| Code | Standard |
|---|---|
| 5.NBT.5 | Demonstrate fluency for multiplication of multi-digit whole numbers using the standard algorithm. Up to two-digit × four-digit numbers and three-digit × three-digit numbers.<br>***Example****: What is the product of* $304$ *and* $23$ *using the standard algorithm?*<br>$\begin{array}{r} {}^{1}304 \\ \times\ 23 \\ \hline 912 \\ +6080 \\ \hline 6992 \end{array}$<br>***Clarification:*** *Fluency is reached when students are proficient, i.e., when they display accuracy, efficiency, and flexibility.* |
| 5.NBT.6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.<br>a. Use strategies based on place value, the properties of operations, or the relationship between multiplication and division.<br>b. Model and explain the calculation by using equations, rectangular arrays, or area models. |

| Code | Standard |
|---|---|
| 5.NBT.7 | Add, subtract, multiply, and divide decimals to hundredths.<br>a. Use concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction and between multiplication and division.<br>b. Relate the strategy to a written method and explain the reasoning used.<br>***Clarification for 5.NBT.B.6 and 5.NBT.B.7:*** *Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand, with the ultimate goal of supporting students to use more efficient strategies.* |

## Number and Operations – Fractions – 5.NF

**Equivalent Fractions as a Strategy to Add and Subtract Fractions**

| Code | Standard |
|---|---|
| 5.NF.1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent equation to calculate the sum or difference of fractions with like denominators.<br>***Example:*** $\frac{2}{3}+\frac{5}{4}=\frac{8}{12}+\frac{15}{12}=\frac{23}{12}$. *In general,* $\frac{a}{b}+\frac{c}{d}=\frac{ad+bc}{bd}$. |
| 5.NF.2 | Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators by using visual fraction models or equations. |
| 5.NF.3 | Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers. |

**Multiplication and Division of Fractions**

| Code | Standard |
|---|---|
| 5.NF.4 | Explain a fraction as division of the numerator by the denominator $\left(\frac{a}{b}=a\div b\right)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem.<br>***Example:*** *Interpret* $\frac{3}{4}$ *as the result of dividing* $3$ *by* $4$*, noting that* $\frac{3}{4}$ *multiplied by* $4$ *equals* $3$*, and that when* $3$ *wholes are shared equally among* $4$ *people, each person has a share of size* $\frac{3}{4}$*. If nine people want to share a* $50$*-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* |

| Code | Standard |
|---|---|
| 5.NF.5 | Multiply a fraction or whole number by a fraction.<br>***Clarification:*** *Extend previous understandings of multiplying by whole numbers to multiplying by fractions.*<br>a. Represent the product $\left(\frac{a}{b}\right) \times q$ as $a$ parts of $a$ partitions of $q$ into $b$ equal parts, and equivalently, as the result of the sequence of operations $a \times q \div b$.<br>***Example:*** *Use a visual model and/or area model to show* $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$*, and create a story context for this equation. Do the same with* $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$*. In general,* $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$.<br>b. Find the area of a rectangle with fractional side lengths.<br>i. Tile it with unit squares of the appropriate unit fraction side lengths.<br>ii. Show that the area is the same by tiling as would be found by multiplying the side lengths.<br>iii. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| 5.NF.6 | Show multiplication as scaling (resizing), by comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.<br>***Example:*** *Without multiplying, tell which number is greater:* $225$ *or* $\frac{3}{4} \times 225$*;* $\frac{11}{50}$ *or* $\frac{3}{2} \times \frac{11}{50}$*?*<br>a. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number, explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1. |
| 5.NF.7 | Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.<br>***Example:*** *Evan bought six roses for his mother,* $\frac{2}{3}$ *of them were red. How many red roses were there?* |

| Code | Standard |
|---|---|
| 5.NF.8 | Divide unit fractions by whole numbers and whole numbers by unit fractions.<br>***Clarification:*** *Extend previous understandings of division by whole numbers to division with fractions.*<br>a. Represent division of a unit fraction by a nonzero whole number and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $\frac{1}{b} \div c = \frac{1}{bc}$ because $\frac{1}{bc} \times c = \frac{1}{b}$.<br>***Example:*** *Explain* $\frac{1}{3} \div 4$*, and use a visual fraction model to show the quotient.*<br>b. Represent division of a whole number by a unit fraction, and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $a \div \frac{1}{b} = ab$ because $ab \times \frac{1}{b} = a$.<br>***Example:*** *Explain* $4 \div \frac{1}{5}$*, and use a visual fraction model to show the quotient.*<br>c. Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions by using visual fraction models or equations to represent the problem.<br>***Example:*** *How much chocolate will each person get if three people share* $\frac{1}{2}$ *lb of chocolate equally? How many* $\frac{1}{3}$ *cup servings are in two cups of raisins?* |

## Measurement and Data – 5.MD

**Conversion of Measurement Units within a Given Measurement System**

| Code | Standard |
|---|---|
| 5.MD.1 | Convert among different-sized standard measurement units within a given measurement system. Use conversions in solving multi-step, real-world problems.<br>***Example:*** *Convert* $5$ *cm to* $0.05$ *m.*<br>***Clarification:*** *Limited to length, mass, and time.* |

**Data Science**

| Code | Standard |
|---|---|
| 5.MD.2 | Collect, represent, and interpret numerical data, including whole numbers, and fractional values.<br>a. Interpret numerical data, with whole-number values, represented with tables or line plots.<br>b. Use graphic displays of data (line plots (dot plots) and tables) to solve real-world problems using fractional data. |

**Geometric Measurement: Volume**

| Code | Standard |
|---|---|
| 5.MD.3 | Measure volume of rectangular prisms by counting cubic units that have no gaps. (cubic cm, cubic in, cubic ft, and non-standard units)<br>***Clarification:*** *A cube with a side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.* |
| 5.MD.4 | Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.<br>***Example:*** *To represent the associative property of multiplication,* $(l \times w) \times h = l \times (w \times h)$. |
| 5.MD.5 | Apply the formulas $V = l \times w \times h$ and $V = B \times h$ (where $B$ stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths, and in the context of solving real-world and mathematical problems. |
| 5.MD.6 | Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts in real-world and mathematical problems. |

## Geometry – 5.G

**The Coordinate Plane**

| Code | Standard |
|---|---|
| 5.G.1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines at the origin arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates. |

| Code | Standard |
|---|---|
| 5.G.2 | Use the first number, the x-coordinate, in an ordered pair to determine how far to travel from the origin along the x-axis and the second number, the y-coordinate, to determine how far to travel from the origin parallel to the y-axis. |
| 5.G.3 | Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane ($x$ and $y$ both have positive values) and interpret coordinate values of points in the context of the situation. |

**Properties of Two-Dimensional Figures**

| Code | Standard |
|---|---|
| 5.G.4 | Explain that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories of that category.<br>***Example:*** *All rectangles have four right angles and squares are rectangles, so all squares have four right angles.* |
| 5.G.5 | Classify two-dimensional figures in a hierarchy based on properties.<br>***Example:*** *All rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.* |

# SIXTH GRADE OVERVIEW

Ratios and Proportional Relationships – 6.RP

- Ratio and Rate Concepts

The Number System – 6.NS

- Multiplication and Division of Fractions by Fractions
- Mathematical Fluency
- Common Factors and Multiples
- Rational Numbers
- Coordinate Plane

Expressions and Equations – 6.EE

- Expressions, Equations, and Inequalities

Geometry – 6.G

- Area, Surface Area, and Volume

Data Science – 6.DS

- Statistical Variability
- Data Distributions

**Standards for Mathematical Practice**

9. Make sense of problems and persevere in solving them.
10. Reason abstractly and quantitatively.
11. Construct viable arguments and critique the reasoning of others.
12. Model with mathematics.
13. Use appropriate tools strategically.
14. Attend to precision.
15. Look for and make use of structure.
16. Look for and express regularity in repeated reasoning.

## Sixth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**

In grade six, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?". Students can explain the relationships between equations, verbal descriptions, and tables and graphs. Mathematically proficient students check their answers to problems using a different method.

**MP.2 Reason abstractly and quantitatively.**

In grade six, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities.
Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations or other meaningful moves. To reinforce students' reasoning and understanding, teachers might ask, "How do you know?" or "What is the relationship of the quantities?".

**MP.3 Construct viable arguments and critique the reasoning of others.**

In grade six, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (e.g., box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**

In grade six, students model problem situations symbolically, graphically, in tables, contextually, and visually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students begin to represent two quantities simultaneously. Students use number lines to compare numbers and represent inequalities.

They use measures of center and variability and data displays (e.g. box plots and histograms) to draw inferences about and make comparisons between data sets. Students need many opportunities to connect and explain the connections between the different representations. They should be able to use all of these representations as appropriate and apply them to a problem context. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "What formula might apply in this situation?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade six may decide to represent figures on the coordinate plane to calculate area. Number lines are used to create dot plots, histograms, and box plots to visually compare the center and variability of the data. Visual fraction models can be used to represent situations involving division of fractions. Additionally, students might use physical objects or applets to construct nets and calculate the surface area of three-dimensional figures. Students should be encouraged to answer questions such as "What approach did you try first?" or "Why was it helpful to use?"

**MP.6 Attend to precision.**
In grade six, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to rates, ratios, geometric figures, data displays, and components of expressions, equations, or inequalities. When using ratio reasoning in solving problems, students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. Students also learn to express numerical answers with an appropriate degree of precision when working with rational numbers in a situational problem. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ___?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, recognizing both the additive and multiplicative properties. Students apply properties to generate equivalent expressions (e.g. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving area and volume. Teachers might ask, "What do you notice when ___?" or "What parts of the problem might you eliminate, simplify, or ___?"

**MP.8 Look for and express regularity in repeated reasoning.**

In grade six, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model problems, they may notice that $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$ and construct other examples and models that confirm their generalization. Students connect place value and their prior work with operations to understand algorithms to fluently divide multi-digit numbers and perform all operations with multi-digit decimals. Students informally begin to make connections between rates and representations showing the relationships between quantities. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation like and different from other situations?"

## Ratios and Proportional Relationships – 6.RP

**Ratio and Rate Concepts**

| Code | Standard |
|---|---|
| 6.RP.1 | Use ratio language to describe the relationship between two quantities, and represent the ratio using words, symbols, and fractions.<br>***Example**:*<br>*The ratio of wings to beaks in the bird house at the zoo was* $8:4$*,* $8/4$*, 8 to 4, because for every eight wings there were four beaks.* |
| 6.RP.2 | Calculate and describe a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.<br>***Examples**:*<br>1. *This recipe has a ratio of three cups of flour to four cups of sugar, so there is* $\frac{3}{4}$ *cup of flour for each cup of sugar.*<br>2. *We paid* $\$75$ *for* $15$ *hamburgers, which is a rate of five dollars per hamburger.* |
| 6.RP.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.<br>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.<br>b. Solve unit-rate problems, including those involving unit pricing and constant speed.<br>***Example**: If it took* $7$ *hours to mow* $4$ *lawns, then at that rate, how many lawns could be mowed in* $35$ *hours? At what rate were lawns being mowed?*<br>c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.<br>***Example**:* $30\%$ *of a quantity means* $\frac{30}{100}$ *times the quantity.* |

## The Number System – 6.NS

**Multiplication and Division of Fractions by Fractions**

| Code | Standard |
|---|---|
| 6.NS.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.<br><br>***Examples**:*<br>1. *Create a story context for $\frac{2}{3} \div \frac{3}{4}$ and use a visual fraction model to show the quotient.*<br>2. *Use the relationship between multiplication and division to explain that $\frac{2}{3} \div \frac{3}{4} = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. In general, $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$.*<br>3. *After hiking $6\frac{1}{2}$ miles along the Salmon River, Fred realized he had traveled $\frac{3}{4}$ of the way to his campsite. What is the total distance Fred will end up traveling during his hike?*<br>4. *How many $\frac{3}{4}$ cup servings are in $\frac{2}{3}$ of a cup of yogurt?*<br>5. *How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?* |

**Mathematical Fluency**

| Code | Standard |
|---|---|
| 6.NS.2 | Fluently divide multi-digit numbers using various strategies, including but not limited to the standard algorithm.<br><br>***Clarification:** Practice with problems whose solutions do not exceed four decimal places.* |

| Code | Standard |
|---|---|
| 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using various strategies, including but not limited to the standard algorithm for each operation.<br><br>*Example: What is the difference of* $1.82$ *and* $0.06$ *using the standard algorithm?*<br>$\begin{array}{r} 1.{}^{7}\not{8}{}^{1}2 \\ -\,0.\,0\;\;6 \\ \hline 1.\,7\;\;6 \end{array}$<br><br>***Clarification**: Do not exceed four decimal places.* |

**Common Factors and Multiples**

| Code | Standard |
|---|---|
| 6.NS.4 | Use common factors and multiples to generate equivalent expressions.<br><br>1. Find the greatest common factor of two whole numbers less than or equal to 100.<br>2. Find the least common multiple of two whole numbers less than or equal to 12.<br>3. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.<br><br>***Example:** Express* $36 + 8$ *as* $4(9 + 2)$. |

**Rational Numbers**

| Code | Standard |
|---|---|
| 6.NS.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers (including fractions and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.<br><br>***Examples**: Temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge* |

| Code | Standard |
|---|---|
| 6.NS.6 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.<br>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.<br>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs they are not located in the same quadrant.<br>c. Find and plot positive and negative integers and other rational numbers on a horizontal or vertical number line diagram.<br>***Clarification:*** *Rational numbers should be limited to halves, thirds, and quarters*<br>d. Find and graph ordered pairs consisting of positive and negative integers and other rational numbers on a coordinate plane.<br>***Clarification:*** *Rational numbers should be limited to halves.* |

| Code | Standard |
|---|---|
| 6.NS.7 | Understand ordering and absolute value of rational numbers.<br>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.<br>***Examples**: Interpret $-3.7 > -7\frac{1}{2}$ as a statement that $-3.7$ is located to the right of $-7\frac{1}{2}$ on a number line oriented from left to right.*<br>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.<br>***Example**: Write $-3°C > -7°C$ to express the fact that $-3°C$ is warmer than $-7°C$.*<br>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.<br>***Example**: For an account balance of $-30$ dollars, write $\|-30\| = 30$ to describe the size of the debt in dollars.*<br>d. Distinguish comparisons of absolute value from statements about order.<br>***Example**: Recognize that an account balance less than $-30$ dollars represents a debt greater than $30$ dollars.* |

**Coordinate Plane**

| Code | Standard |
|---|---|
| 6.NS.8 | Use coordinates in all four quadrants to calculate vertical and horizontal distances between points with the same *x*-coordinate or the same *y*-coordinate to solve real-world and mathematical problems.<br>***Example**: Samuel draws a coordinate plane on a map of his neighborhood. He found that the distance between two consecutive whole-number points is one block. His house is located at $(-4, 6)$, and his school is located at $(-4, -3)$. How many blocks are between Samuel's house and school?* |

## Expressions and Equations – 6.EE

**Expressions, Equations, and Inequalities**

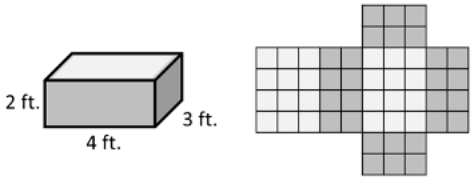
| Code | Standard |
|---|---|
| 6.EE.1 | Write and evaluate numerical expressions involving whole-number exponents. |
| 6.EE.2 | Write, read, and evaluate expressions in which letters stand for numbers.<br>a. Write expressions that record operations with numbers and with letters standing for numbers.<br>***Example:*** *Express the calculation "Subtract $y$ from $5$" as $5 - y$.*<br>b. Identify parts of an expression using mathematical terms (e.g. sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.<br>***Example:*** *Describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*<br>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents following order of operations.<br>***Examples:***<br>1. *Evaluate the expression $4x^3 + y$ when x=2 and y=3.*<br>2. *The formula for finding the perimeter of a rectangle is $P = 2l + 2w$. Find the perimeter of a rug that measures $7.5$ ft by $9.5$ ft.* |
| 6.EE.3 | Apply the properties of operations to generate equivalent expressions.<br>***Examples:***<br>1. *Apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$.*<br>2. *Apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$.*<br>3. *Apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.* |

| Code | Standard |
|---|---|
| 6.EE.4 | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).<br>***Example:*** *The expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of the numeric value of $y$.* |
| 6.EE.5 | Understand a solution of an equation or inequality as a value that makes the equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true. |
| 6.EE.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or depending on the purpose at hand, any number in a specified set. |
| 6.EE.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$, and $x$ are all nonnegative rational numbers. |
| 6.EE.8 | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem.<br>a. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.<br>b. Represent solutions of such inequalities on number line diagrams. |

## Geometry – 6.G

**Area, Surface Area, and Volume**

| Code | Standard |
|---|---|
| 6.G.1 | Given formulas for parallelograms and triangles, find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| 6.G.2 | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Given the formulas $V = lwh$ and $V = Bh$ , apply them to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. |

| Code | Standard |
|---|---|
| 6.G.3 | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side and area by joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| 6.G.4 | Create nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid; use the nets and given formulas to find the surface area. Apply these techniques in the context of solving real-world and mathematical problems.<br>***Example:*** *Explain how you could find the surface area of a rectangular prism given a three-dimensional representation (Fig. A) or a net (Fig. B).*<br>  <br>Fig. A Fig. B |

## Data Science – 6.DS

**Statistical Variability**

| Code | Standard |
|---|---|
| 6.DS.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.<br>***Example:*** *"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* |
| 6.DS.2 | Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape.<br>***Clarification:*** *Students are not calculating Mean Absolute Deviation, but understand it is a measure of variability* |
| 6.DS.3 | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. |

**Data Distributions**

| Code | Standard |
|---|---|
| 6.DS.4 | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. |
| 6.DS.5 | Summarize numerical data sets in relation to their context, such as by:<br>a. Reporting the number of observations.<br>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.<br>c. Giving quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and outliers from the overall pattern with reference to the context in which the data were gathered.<br>***Clarification:*** *Four function calculators will be allowed*<br>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.<br>***Examples:*** *Bobbie is a sixth grader who competes in the* $100$ *meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second).*<br>$18.11, 31.23, 17.99, 18.25, 17.50, 35.55, 17.44, 17.85$<br>*Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics)* |

# SEVENTH GRADE OVERVIEW

Ratios and Proportional Relationships – 7.RP

Proportional Relationships

The Number System – 7.NS

Rational Number Operations

Expressions and Equations – 7.EE

Expressions

One Variable Equations and Inequalities

Two Variable Equations

Geometry – 7.G

Geometric Figures

Geometric Measurements

Statistics, Probability, and Data Science – 7.SP

Population Samples

Comparative Inferences About Two Populations

Probability

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Seventh Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In seventh grade, students solve problems involving ratios and rates and discuss how they solved them. Students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?". When students compare arithmetic and algebraic solutions to the same problem, they identify correspondences between different approaches.

**MP.2 Reason abstractly and quantitatively.**
In seventh grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. Students contextualize to understand the meaning of the number or variable as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

**MP.3 Construct viable arguments and critique the reasoning of others.**
In seventh grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. For example, as students notice when geometric conditions determine a unique triangle, more than one triangle, or no triangle, they have an opportunity to construct viable arguments and critique the reasoning of others. Students should be encouraged to answer questions such as these: "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**
In seventh grade, students model problem situations visually, symbolically, graphically, in tables, and contextually. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use experiments or simulations to generate data sets and create probability models. Proportional relationships

present opportunities for modeling. For example, for modeling purposes, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "How might it help to create a table, chart, or graph?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in seventh grade may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, "What approach are you considering?" or "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
In seventh grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students define variables, specify units of measure, and label axes accurately. Students use appropriate terminology when referring to rates; ratios; probability models; geometric figures; data displays; and components of expressions, equations, or inequalities. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ___?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. For instance, students recognize patterns that exist in ratio tables, making connections between the constant of proportionality in a table with the slope of a graph. Students apply properties to generate equivalent expressions (i.e. $6 + 2n = 2(3 + n)$ by the distributive property) and solve equations (e.g. $2c + 3 = 15$, $2c = 12$ by the subtraction property of equality; $c = 6$ by the division property of equality). Students compose and decompose two- and three-dimensional figures to solve real-world problems involving scale drawings, surface area, and volume. Students examine tree diagrams or systematic lists to determine the sample space for compound events and verify that they have listed all possibilities. Solving an equation such as $8 = 4\left(n - \frac{1}{2}\right)$ is easier if students can see and make use of structure, temporarily viewing $\left(n - \frac{1}{2}\right)$ as a single entity.

**MP.8 Look for and express regularity in repeated reasoning.**
In seventh grade, students use repeated reasoning to understand algorithms and make generalizations about patterns. During multiple opportunities to solve and model

problems, they may notice that $\frac{a}{b} = \frac{c}{d}$ if and only if $ad = bc$ and construct other examples and models that confirm their generalization. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation both similar to and different from other situations using these operations?"

## Ratios and Proportional Relationships – 7.RP

**Proportional Relationships**

| Code | Standard |
|---|---|
| 7.RP.1 | Calculate unit rates in real-world contexts that include complex fractions.<br>***Example:*** *If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.* |
| 7.RP.2 | Recognize and represent proportional relationships between quantities.<br>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.<br>b. Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities.<br>c. Represent proportional relationships by equations.<br>***Example****: If total cost $t$ is proportional to the number $n$ of items purchased at a constant price $p$, the relationship between the total cost and the number of items can be expressed as $t = pn$.*<br>d. Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate. |
| 7.RP.3 | Use proportional relationships to solve multi-step ratio, rate, and percent problems.<br>***Example****: A shirt is on sale for 30% off. If the original price is $14.75, what is the new sale price? What is the total price including the 6% sales tax in Idaho?* |

## The Number System – 7.NS

**Rational Number Operations**

| Code | Standard |
|---|---|
| 7.NS.1 | Add and subtract integers and other rational numbers and represent addition and subtraction on a horizontal or vertical number line diagram.<br>a. Model and describe additive inverse in mathematical strategies, to include horizontal and vertical number lines, and real-world situations to show opposite quantities combine to make zero.<br>***Example**: If you open a new bank account with a deposit of $\$30.52$ and then withdraw $\$30.52$, you are left with a $\$0$ balance.*<br>b. Demonstrate the distance between two rational numbers on the number line as the absolute value of their difference, and apply this concept to real-world contexts. Rewrite subtraction as adding the additive inverse, $p - q = p + (-q)$.<br>c. Apply properties of operations as strategies to add and subtract rational numbers in mathematical and real-world contexts.<br>***Example**:* $\frac{1}{4} - 5 + \frac{3}{4} + 7 = \left(\frac{1}{4} + \frac{3}{4}\right) + \left((-5) + 5\right) + 2$ |
| 7.NS.2 | Multiply and divide integers and other rational numbers.<br>a. Multiply and divide rational numbers (whole numbers, fractions and decimals) in real-world and mathematical problems.<br>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If $p$ and $q$ are integers, then $-\left(\frac{p}{q}\right) = \frac{-(p)}{q} = \frac{p}{-(q)}$. Interpret quotients of rational numbers by describing real- world contexts.<br>c. Apply properties of operations as strategies to multiply and divide rational numbers.<br>***Example**:* $-4(0.25 - 1) = \left((-4) \times 0.25\right) + \left((-4) \times (-1)\right) = -1 + 4 = 3$<br>d. Convert a rational number to a decimal using an appropriate strategy such as long division and scientific calculators; know that the decimal form of a rational number terminates or eventually repeats.<br>***Clarification:** Long division problems limited to seven decimal places* |

| Code | Standard |
|---|---|
| 7.NS.3 | Solve real-world and mathematical problems involving the four operations with integers and other rational numbers using scientific calculators.<br><br>***Example**: The student council is selling cookie dough for a fundraiser. They started the day with 12.5 tubs of cookie dough. In the morning they sold 2/5 of the tubs they had. In the afternoon, they sold 3.75 more tubs. How many tubs of cookie dough do they have left at the end of the day?* |

## Expressions and Equations – 7.EE

**Expressions**

| Code | Standard |
|---|---|
| 7.EE.1 | Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.<br><br>***Examples**:*<br>*1.* $4x + 2 = 2(2x + 1)$<br>*2.* $-3\left(x - \frac{5}{3}\right) = -3x + 5$<br>*3.* $4x + 3x + 2 = 7x + 2$ |

**One Variable Equations and Inequalities**

| Code | Standard |
|---|---|
| 7.EE.2 | Apply properties of operations to solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals) using scientific calculators. Assess the reasonableness of answers using mental computation and estimation strategies.<br><br>***Examples**:*<br>*1. If a woman making* $\$25$ *per hour gets a* $10\%$ *raise, she will make an additional* $\frac{1}{10}$ *of her salary an hour, or* $\$2.50$*, for a new salary of* $\$27.50$*.*<br>*2. If you want to place a towel bar* $9\frac{3}{4}$ *inches long in the center of a door that is* $27\frac{1}{2}$ *inches wide, you will need to place the bar about nine inches from each edge; this estimate can be used as a check on the exact computation.* |

| Code | Standard |
|---|---|
| 7.EE.3 | Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems.<br><br>a. Write and solve equations in real-world and mathematical problems that lead to the forms $px + q = r$ and $p(x + q) = r$, where $p$, $q$, and $r$ are specific rational numbers.<br><br>***Example**: The perimeter of a rectangle is $54$ cm. Its width is $6$ cm. What is its length?*<br><br>b. Write, solve, and graph inequalities in real-world and mathematical problems that lead to the forms $px + q > r$ $px + q \geq r$ , $px + q < r$, or $px + q \leq r$ where $p$, $q$, and $r$ are specific rational numbers, and $p > 0$. Graph the solution set of the inequality and interpret it in the context of the problem.<br><br>***Example**: As a salesperson, you are paid $\$50$ per week plus $\$3$ per sale. This week you want your pay to be at least $\$100$. Write an inequality for the number of sales you need to make, and describe the solutions.* |

**Two Variable Equations**

| Code | Standard |
|---|---|
| 7.EE.4 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write one-step equations to represent the relationship between the two quantities. Analyze the relationship using graphs and tables and relate these to the equations.<br><br>***Example:** In a problem involving mixing water $(W)$ and orange concentrate $(C)$ to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., $C = \frac{1}{2} \cdot W$ or $W = 2 \cdot C$) to represent the relationship between water $(W)$ and orange concentrate $(C)$.*<br><br>***Clarification:** One-step equations are limited to addition or multiplication.* |

## Geometry – 7.G

**Geometric Figures**

| Code | Standard |
|---|---|
| 7.G.1 | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.<br><br>***Example**: Mariko has an $\frac{1}{4}$ inch scale drawing ($\frac{1}{4}$ inch=1 foot) of the floor plan of her house. On the floor plan, the scaled dimensions of her rectangular living room are $4\frac{1}{2}$ inches by $8\frac{3}{4}$ inches. What is the area of her living room in square feet?* |

**Geometric Measurements**

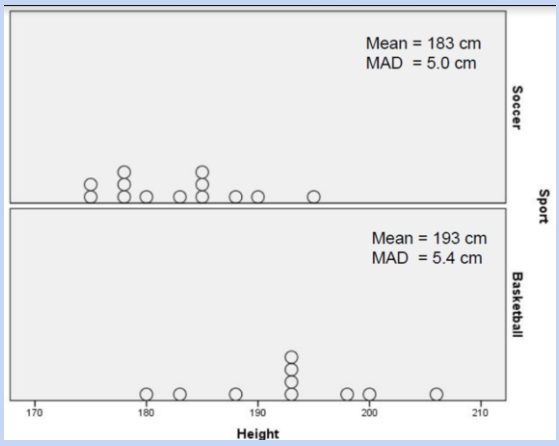
| Code | Standard |
|---|---|
| 7.G.2 | Understand the attributes and measurements of circles.<br><br>a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.<br><br>b. Identify parts of a circle using mathematical terms (radius, diameter, circumference, and area) and investigate the relationships between each.<br><br>c. Given area and circumference formulas of a circle, solve real-world and mathematical problems.<br><br>***Clarification:** Students will not be asked to use area to solve for radius and diameter.* |
| 7.G.3 | Use facts about angles to write equations and use them to solve for an unknown angle in a figure.<br>a. Use supplementary, complementary, vertical, and adjacent angles to write and solve equations for an unknown value.<br><br>***Clarification:** The equation cannot have variables on both sides of the equal sign.*<br><br>b. Use the fact that the sum of the angles in a triangle add up to 180° to write and solve and equation for an unknown angle. |
| 7.G.4 | Given the formulas, solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional figures.<br><br>***Clarification**: Limit shapes to triangles, quadrilaterals, polygons composed of triangles and quadrilaterals, cubes, and right prisms.* |

## Statistics, Probability, and Data Science – 7.SP

**Population Samples**

| Code | Standard |
|---|---|
| 7.SP.1 | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. |
| 7.SP.2 | Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution.<br>***Example**: Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* |

**Comparative Inferences About Two Populations**

| Code | Standard |
|---|---|
| 7.SP.3 | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.<br><br>***Example**: The difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, the separation between the two distributions of heights is noticeable.*<br><br>  |
| 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.<br><br>***Example**: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.* |

**Probability**

| Code | Standard |
|---|---|
| 7.SP.5 | Understand that the probability of a chance event is a number between $0$ and $1$ that expresses the likelihood of the event occurring. A probability near $0$ indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near $1$ indicates a likely event.<br>***Example**: The likelihood of drawing a heart from a deck of cards is $0.25$. The likelihood of flipping a coin and landing on heads is $0.5$. It is more likely that a flipped coin will land on heads than it is to choose a heart from a deck of cards. ($0.5$ is greater than $0.25$).* |
| 7.SP.6 | Approximate the (theoretical) probability of a chance event by collecting data and observing its long-run relative frequency (experimental probability). Predict the approximate relative frequency given the (theoretical) probability.<br>***Examples**:*<br>1. *When drawing chips out of a bag containing an unknown number of red and white chips, estimate the probability of selecting a particular chip color given $50$ draws.*<br>2. *When rolling a number cube $600$ times, predict that a $3$ or $6$ would be rolled approximately $200$ times, but probably not exactly $200$ times.* |
| 7.SP.7 | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.<br>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.<br>***Example**: If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*<br>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.<br>***Example**: Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* |

| Code | Standard |
|---|---|
| 7.SP.8 | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.<br>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.<br>b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.<br>c. Design and use a simulation to generate frequencies for compound events.<br>***Example**: Use random digits as a simulation tool to approximate the answer to the question: If $40\%$ of donors have type A blood, what is the probability that it will take at least $4$ donors to find one with type A blood?* |

# EIGHTH GRADE OVERVIEW

The Number System – 8.NS

Rational and Irrational Numbers

Expressions and Equations – 8.EE

Radical and Integer Exponents

Proportional Relationships and Linear Equations

One-Variable Equations and Systems of Linear Equations

Functions – 8.EE

Functions

Geometry – 8.EE

Congruence and Similarity

Pythagorean Theorem

Volume

Statistics, Probability, and Data Science – 8.SP

Bivariate Data

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Eighth Grade Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
In eighth grade, students solve real-world problems through the application of algebraic and geometric concepts. Students seek the meaning of a problem and look for efficient ways to represent and solve it. They may check their thinking by asking themselves, "What is the most efficient way to solve the problem?", "Does this make sense?", and "Can I solve the problem in a different way?"

**MP.2 Reason abstractly and quantitatively.**
In eighth grade, students represent a wide variety of real-world contexts through the use of real numbers and variables in mathematical expressions, equations, and inequalities. They examine patterns in data and assess the degree of linearity of functions. Students contextualize to understand the meaning of the number(s) or variable(s) as related to the problem and decontextualize to manipulate symbolic representations by applying properties of operations.

**MP.3 Construct viable arguments and critique the reasoning of others.**
In eighth grade, students construct arguments using verbal or written explanations accompanied by expressions; equations; inequalities; models; and graphs, tables, and other data displays (e.g. box plots, dot plots, and histograms). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like "How did you get that?", "Why is that true?", and "Does that always work?". They explain their thinking to others and respond to others' thinking.

**MP.4 Model with mathematics.**
In eighth grade, students model problem situations symbolically, graphically, in tables, and contextually. Working with the new concept of a function, students learn that relationships between variable quantities in the real world often satisfy a dependent relationship, in that one quantity determines the value of another. Students form expressions, equations, or inequalities from real-world contexts and connect symbolic and graphical representations. Students use scatter plots to represent data and describe associations between variables. Students need many opportunities to explain the connections between the different representations. They should be able to use all of these representations as

appropriate to a problem context. Students should be encouraged to answer questions such as "What are some ways to represent the quantities?" or "How might it help to create a table, chart, graph, or ___?"

**MP.5 Use appropriate tools strategically.**
Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in grade eight may translate a set of data given in tabular form to a graphical representation to compare it to another data set. Students might draw pictures, use applets, or write equations to show the relationship between the angles created by a transversal that intersects parallel lines. Teachers might ask, "What approach are you considering?" or "Why was it helpful to use ___?"

**MP.6 Attend to precision.**
In eighth grade, students continue to refine their mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to the number system, functions, geometric figures, and data displays. Teachers might ask, "What mathematical language, definitions, or properties can you use to explain ____?"

**MP.7 Look for and make use of structure.**
Students routinely seek patterns or structures to model and solve problems. In eighth grade, students apply properties to generate equivalent expressions and solve equations. Students examine patterns in tables and graphs to generate equations and describe relationships. Additionally, students experimentally verify the effects of transformations and describe them in terms of congruence and similarity.

**MP.8 Look for and express regularity in repeated reasoning.**
In grade eight, students use repeated reasoning to understand the slope formula and to make sense of rational and irrational numbers. Through multiple opportunities to model linear relationships, they notice that the slope of the graph of the linear relationship and the rate of change of the associated function are the same. For example, as students repeatedly check whether points are on the line with a slope of 3 that goes through the point $(1, 2)$, they might abstract the equation of the line in the form $\frac{y-2}{x-1} = 3$. Students should be encouraged to answer questions such as "How would we prove that ___?" or "How is this situation like and different from other situations using these operations?"

## The Number System – 8.NS

**Rational and Irrational Numbers**

| Code | Standard |
|---|---|
| 8.NS.1 | Understand that a real number is any number that can be represented on a number line.<br>a. Classify numbers as rational or irrational and explain how both sets together for the set of real numbers.<br>b. Understand an irrational number to be a non-terminating, non-repeating decimal that cannot be expressed as a fraction.<br>c. Compare the value of irrational numbers and locate them on a number line by finding the rational approximations. |

## Expressions and Equations – 8.EE

**Radical and Integer Exponents**

| Code | Standard |
|---|---|
| 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions.<br>***Example:*** $3^2 \times 3^{-5} = 3^{-3} = \left(\frac{1}{3}\right)^3 = \frac{1}{27}$ |
| 8.EE.2 | Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. |

| Code | Standard |
|---|---|
| 8.EE.3 | Use numbers expressed in the form of a single digit multiplied by an integer power of ten (scientific notation).<br>a. Convert between standard form and scientific notation. Interpret scientific notation that has been generated by technology.<br>b. Estimate very large or very small quantities, and express how many times as much one is than the other.<br>***Example**: Estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$, and determine that the world population is more than $20$ times larger.*<br>c. Use exponent properties to perform multiplication and division with numbers expressed in scientific notation.<br>***Example**: At the East Pacific Rise, seafloor spreading occurs at a rate of $8.2 \times 10^{-2}$ meters per year. How far will it spread in $1 \times 10^6$ years? Express your answer using scientific notation.* |

**Proportional Relationships, and Linear Equations**

| Code | Standard |
|---|---|
| 8.EE.4 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.<br>***Example**: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* |
| 8.EE.5 | Explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$. |

**Variable Equations and Systems of Linear Equations**

| Code | Standard |
|---|---|
| 8.EE.6 | Solve linear equations in one variable.<br>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ (1 solution), $a = a$ (infinitely many solutions), or $a = b$ (no solution) results (where $a$ and $b$ are different numbers).<br>***Example**: $-3x - 2 = 7x + 2 - 10x$ has no solution because the equation simplifies to $-2 = 2$ which is false for any value of $x$.*<br>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. |
| 8.EE.7 | Analyze and solve pairs of simultaneous linear equations in mathematical and real-world problems.<br>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously.<br>b. Solve systems of two linear equations in two variables by graphing the equations.<br>c. Solve systems of two linear equations algebraically using substitution when both equations are written in slope-intercept form.<br>d. Analyze a system of two linear equations to determine whether it has one solution, infinitely many solutions, or no solution, and explain what each case means in terms of the graphs or equations.<br>***Example**: Your family decided to rent a snowmobile at Island Park. Company A charges $\$125$ for the first hour plus $\$37.50$ for each additional hour. Company B charges a $\$50$ one-time rental fee plus $\$45$ per hour. Which company would cost less for you to rent for $3$ hours? $5$ hours? $8$ hours?* |

## Functions – 8.F

**Functions**

| Code | Standard |
|---|---|
| 8.F.1 | Understand that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output. |
| 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).<br>***Example**: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* |
| 8.F.3 | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.<br>***Example**: The function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1, 1)$, $(2, 4)$ and $(3, 9)$, which are not on a straight line.* |
| 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. |
| 8.F.5 | Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. |

## Geometry – 8.G

**Congruence and Similarity**

| Code | Standard |
|---|---|
| 8.G.1 | Verify experimentally the properties of rigid transformations (rotations, reflections, and translations) using physical models (e.g., transparent material), or geometry software:<br>a. Lines are transformed to lines, and line segments to line segments of the same length.<br>b. Angles are transformed to angles of the same measure.<br>c. Parallel lines are transformed to parallel lines. |
| 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rigid transformations.<br>***Example**: Given two congruent figures, describe a sequence that exhibits the congruence between them.* |
| 8.G.3 | Describe the effect of dilations, translations, and reflections on two-dimensional figures using coordinates.<br>***Example**: The image of Triangle ABC with $A(-3,0)$, $B(-3,-2)$, and $C(4,-2)$ would have coordinates $A'(-3-3,0+2)=(-6,2)$, $B'(-3-3,-2+2)=(-6,0)$, and $C'(4-3,-2+2)=(1,0)$ following a translation $3$ units to the left and $2$ units up.* |
| 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.<br>***Example**: Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.* |
| 8.G.5 | Use informal arguments to establish facts about angle relationships.<br>a. Use properties of interior and exterior angles of triangles to write equations and use them to solve for an unknown angle in a figure.<br>b. Use properties of angles created when parallel lines are cut by a transversal to write equations and use them to solve for an unknown angle in a figure. |

**Pythagorean Theorem**

| Code | Standard |
|---|---|
| 8.G.6 | Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models. |
| 8.G.7 | Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |
| 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. |

**Volume**

| Code | Standard |
|---|---|
| 8.G.9 | Given the formulas, compute the volumes of cones, cylinders, and spheres. |

## Statistics, Probability and Data Science – 8.SP

**Bivariate Data**

| Code | Standard |
|---|---|
| 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between an independent and dependent variable. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. |
| 8.SP.2 | For scatter plots that suggest a linear association, informally fit a straight line, and visually assess the model fit by judging the closeness of the data points to the line. |
| 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.<br>***Example**: In a linear model for a biology experiment, interpret a slope of* 1.5 *cm/hr as meaning that an additional hour of sunlight each day is associated with an additional* 1.5 *cm in mature plant height.* |

| Code | Standard |
|---|---|
| 8.SP.4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.<br>a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.<br>b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.<br>***Example**: Collect data from students in your school on grade level (sixth, seventh, and eighth) and whether or not they have assigned chores at home (yes, no). Is there evidence that a particular grade level tends to have chores? (In this example the two variables are grade level and chores.)* |

# GRADES 9 – 12 CONTENT STANDARDS BY CONCEPTUAL CATEGORIES

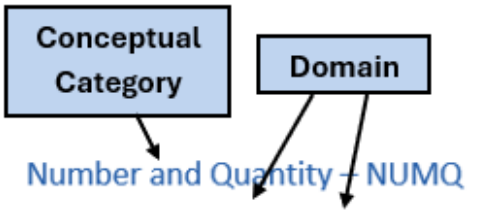
## Content Standards by Conceptual Category Identifiers/Coding

The content standards presented by conceptual categories are built on mathematical learning progressions informed by research on cognitive development and by the logical structure of mathematics. These progressions provide the foundation for the grades 9–12 content standards. In this section, the standards are organized by conceptual categories.

**The Conceptual Categories are:**

- **Number and Quantity (NUMQ)**
- **Algebra (ALGB)**
- **Functions (FUNC)**
- **Geometry (GEOM)**
- **Statistics, Probability, & Data Science (STAT)**

The code for each 9 – 12 conceptual category standard begins with the identifier for the conceptual category code (NUMQ, ALGB, FUNC, GEOM, STAT), followed by the cluster code, and the standard number, as shown below.




**Rational Exponents – RATX**

| Code | Standard |
|---|---|
| FDN.NUMQ.RATX.1 | Rewrite expressions involving the $n$th root of $x$ as $x$ to the $\frac{1}{n}$ power where $n$ is a positive integer.<br>***Example:*** *We define* $5^{1/3}$ *to be the cube root of 5 because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal 5.* |

The standard highlighted above is identified as FDN.NUMQ.RATX.1, identifying it as a foundational standard (FDN.) in the Number and Quantity conceptual category (NUMQ.) within the domain Rational Exponent (RN.), and as the first standard in that domain (1). All of the standards in this Framework use a common coding system.

Note: Standards with a ★ indicate a modeling standard.

## Foundational (FDN) and Pathway (PTH) Standards

The Idaho Content Standards for Mathematics for grades 9-12 are built on cohesive mathematical learning progressions. To provide flexibility for LEAs in designing course sequences and to support diverse student goals, these high school standards are structured into two distinct categories: Foundational Standards and Pathway Standards.

The **Foundational (FDN) Standards** are the content standards that every Idaho student should have had an opportunity to learn prior to taking the ISAT. Students should have the opportunity to learn and show proficiency in these standards primarily in their first two years of 9–12 grade. These standards define the key mathematical milestones that all high school graduates must master to be ready for entry-level careers and post-secondary endeavors. Because these standards constitute the primary focus of the Idaho Standards for Achievement Test (ISAT), school districts should ensure their core lower-level curriculum provides all students with equitable access to this benchmark proficiency.

The **Pathway (PTH) Standards** represent standards that sit within the Idaho Math Transitions pathway. Recognizing that Idaho deeply values student choice when possible, these standards support and represent that flexibility. Specialized within course work that represents the pathway of the student's choosing, not every student will see every standard. Instead, these advanced standards are selectively distributed across specific upper-level courses, allowing administrators and teachers to align higher-level coursework with the unique career and academic interests of their students.

## Grades 9 – 12 Standards for Mathematical Practice

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the Grades K – 12 education years.

**MP.1 Make sense of problems and persevere in solving them.**
Grades 9 – 12 students should work to understand what a problem is asking, choose a strategy to find a solution, and check the answer to make sure it makes sense. When unable to immediately identify a strategy that will work or when their selected strategy does not work as intended, they must learn to persist in trying a range of potential approaches, looking for how the current problem may relate to previous work they have done.

**MP.2 Reason abstractly and quantitatively.**
Grades 9 – 12 students need to be able to abstract a given situation and represent it symbolically. Students should also make sense of quantities and their relationships in problem situations. Particular attention to units associated with quantities is essential to understanding how the quantities are related. For example, a linear function relating the distance traveled to time needs to specify the units, such as feet and seconds. The slope of that function then gives the rate of change (velocity) given in feet per second. Students should consistently consider the reasonableness of their answer within the context of the problem.

**MP.3 Construct viable arguments and critique the reasoning of others.**
Grades 9 – 12 students are increasingly expected to make formal mathematical arguments based on stated assumptions or properties, well-defined definitions, and previously established results. Students should be expected to make formal and informal arguments as they progress through the grades 9 – 12. Students should listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Moreover, experience with critiquing the arguments produced by classmates is essential to their mathematical development. Reasoning undergirds deep conceptual understanding.

**MP.4 Model with mathematics.**
Grades 9 – 12 students need to learn to use mathematics to address problems in everyday life, society, and the workplace. This should occur at a range of levels, from more specific application of mathematical ideas to full-scale mathematical modeling. Students should routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**MP.5 Use appropriate tools strategically.**

Grades 9 – 12 students need to be comfortable in using applicable tools when solving a mathematics problem. A range of digital tools should be available, including graphing calculators and software. Physical manipulatives, such as algebra tiles and geometric models, are useful for students and should be incorporated into the 9 – 12 classroom. Students should be comfortable using paper-and-pencil representations, such as tables, graphs, and other visual representations.

**MP.6 Attend to precision.**
Grades 9 – 12 students need to learn to communicate effectively with others, using precise vocabulary. They should use symbols to represent their thinking, clearly describing the meaning of those symbols. By the time students reach grades 9 – 12 they have learned to examine claims and make explicit use of definitions. They also need to be able to express the precision of the answers they give in real-world contexts, based on the accuracy of the given information.

**MP.7 Look for and make use of structure.**
Grades 9 – 12 students examine mathematical situations in order to detect a pattern or structure that may provide further insight. Students use patterns and structure to create equivalent expressions, factor and solve equations, compose functions, and transform figures. For example, drawing an auxiliary line in a geometric figure may help them to better understand the structure behind a situation

**MP.8 Look for and express regularity in repeated reasoning.**
Grades 9 – 12 students notice patterns in calculations that are performed in order to form generalizations and efficient strategies for calculation. For example, grades 9-12 students may expand on their understanding of right triangles to explore the relationship between the legs and hypotenuse of a 45-45-90 triangle to discover that the hypotenuse is $\sqrt{2}$ times the leg.

## Grades 9 – 12 Modeling (★)

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

**Some examples of such situations might include:**

- Estimating how much water and food is needed for emergency relief in a devastated city of three million people, and how it might be distributed.
- Planning a table tennis tournament for seven players at a club with four tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Model a savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

The basic modeling cycle involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model; or (6) if it is acceptable, reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

**Modeling Standards**

Modeling is best interpreted, not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific Modeling standards appear throughout the high school standards, indicated by a star symbol (★).

# FOUNDATIONAL STANDARDS OVERVIEW

Number and Quantity – NUMQ
- Rational Exponents
- Quantitative Reasoning

Algebra – ALGB
- Structure of Expressions
- Equivalent Expressions
- Operations with Polynomials and Rational Expressions
- Equations and Inequalities
- Algebraic Reasoning
- Equations and Inequalities in One Variable
- Graphs of Equations and Inequalities

Functions – FUNC
- Function Notation
- Reasoning with Functions
- Function Representations
- Functions that model Relationships
- Function Transformations, Inverses, and Compositions
- Linear, Quadratic, and Exponential Models

Geometry – GEOM
- Transformations in the Plane
- Geometric Theorems
- Transformations and Similarity
- Similarity Theorems
- Right Triangle Trigonometry
- Circles
- Coordinate Geometry
- Volume Formulas
- Geometric Modeling

Statistics, Probability, & Data Science – STAT
- Descriptive Statistics
- Linear Statistical Models
- Statistical Design
- Statistical Analysis
- Independence and Conditional Probability
- Expected Value

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Number and Quantity – NUMQ

**Rational Exponents – RATX**

| Code | Standard |
|---|---|
| FDN.NUMQ.RATX.1 | Rewrite expressions involving the $n$th root of $x$ as $x$ to the $\frac{1}{n}$ power where $n$ is a positive integer.<br>***Example:*** *We define* $5^{1/3}$ *to be the cube root of 5 because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal 5.* |

**Quantitative Reasoning – QUAN**

| Code | Standard |
|---|---|
| FDN.NUMQ.QUAN.2 | Use units to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★ |
| FDN.NUMQ.QUAN.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★ |

## Algebra – ALGB

**Structure of Expressions – EXPR**

| Code | Standard |
|---|---|
| FDN.ALGB.EXPR.4 | Interpret linear and exponential expressions that represent a quantity in terms of its context. ★<br>***Example**: Interpret the slope of a linear model for a context.* |

**Equivalent Expressions – EXPRE**

| Code | Standard |
|---|---|
| FDN.ALGB.EXPRE.5 | Factor a quadratic expression to reveal the zeros of the function it defines when $a = 1$. |

**Operations with Polynomials and Rational Expressions – PLYR**

| Code | Standard |
|---|---|
| FDN.ALGB.PLYR.6 | Perform algebra operations with polynomial expressions including addition, subtraction, multiplication, and division. |

**Equations and Inequalities – EQNI**

| Code | Standard |
|---|---|
| FDN.ALGB.EQNI.7 | Create one-variable equations and inequalities to solve problems, including linear and basic exponential functions. ★<br>***Example**: Four people may be seated at one rectangular table. If two rectangular tables are placed together end-to-end, six people may be seated at the table. If ten tables are placed together end-to-end, how many people can be seated? How many tables are needed for $n$ people?* |
| FDN.ALGB.EQNI.8 | Interpret the relationship between two or more quantities. ★ |
| FDN.ALGB.EQNI.9 | Define variables to represent the quantities and write equations to show the relationship. ★<br>***Example:** The cost of parking in the parking garage is $\$2.00$ for the first hour and $\$1.00$ for every hour after that. Write an equation in terms of $x$ and $y$ that shows the total cost for parking, $y$, for $x$ hours. Use the equation to calculate the cost for parking in the garage for $5$ hours.* |

| Code | Standard |
|---|---|
| FDN.ALGB.EQNI.10 | Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. ★<br>***Example**: Using the equation from **FDN.ALGB.EQNI.9**, show how the graph of the equation can be used to predict the cost for a specified amount of time.* |
| FDN.ALGB.EQNI.11 | Represent constraints using one or more equations or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★ |
| FDN.ALGB.EQNI.12 | Rearrange formulas to highlight a quantity of interest using the same reasoning as solving equations. ★<br>***Example**: Rearrange Ohm's law $V = IR$ to highlight resistance $R$.* |
| FDN.ALGB.EQNI.13 | Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.★ |

**Algebraic Reasoning – REAS**

| Code | Standard |
|---|---|
| FDN.ALGB.REAS.14 | Justify each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. |
| FDN.ALGB.REAS.16 | Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), taking square roots and factoring, as appropriate to the initial form of the equation.<br>***Clarification:** For FDN standards, factoring is limited to cases where a = 1 and whole number b and c values. Students may use the area model (as in **FDN.FUNC.REPR.29**) to solve quadratics with whole-number coefficients and solutions; the general quadratic formula and symbolic completing-the-square method are addressed in Pathway standards.* |

**Equations and Inequalities in One Variable – ONEV**

| Code | Standard |
|---|---|
| FDN.ALGB.ONEV.17 | Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. |
| FDN.ALGB.ONEV.18 | Solve linear equations and inequalities in one variable involving absolute value. |

**Systems of Equations – SYSE**

| Code | Standard |
|---|---|
| FDN.ALGB.SYSE.19 | Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. |

**Graphs of Equations and Inequalities – GEQI**

| Code | Standard |
|---|---|
| FDN.ALGB.GEQI.20 | Recognize that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Show that any point on the graph of an equation in two variables is a solution to the equation. |
| FDN.ALGB.GEQI.21 | Identify points of intersection as solutions of the form $f(x) = g(x)$; find the solutions approximately.<br>***Example**: Use technology to graph the functions, make tables of values, or find successive approximations.* |
| FDN.ALGB.GEQI.22 | Graph the solutions to one or more linear inequalities in two variables in the coordinate plane. |

## Functions – FUNC

**Function Notation – NOTA**

| Code | Standard |
|---|---|
| FDN.FUNC.NOTA.23 | Recognize that a function is a correspondence between a set of inputs and a set of outputs. |
| FDN.FUNC.NOTA.24 | Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.<br>***Example**: Given a function representing a car loan, determine the balance of the loan at different points in time.* |

**Reasoning with Functions – REAS**

| Code | Standard |
|---|---|
| FDN.FUNC.REAS.25 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries.<br>***Example**: Given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.* |
| FDN.FUNC.REAS.26 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.★<br>***Example**: If the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.* |
| FDN.FUNC.REAS.27 | Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.★ |

**Function Representations – REPR**

| Code | Standard |
|---|---|
| FDN.FUNC.REPR.28 | Graph linear and quadratic functions and show intercepts, maxima, and minima.★ |

| Code | Standard |
|---|---|
| FDN.FUNC.REPR.29 | Rewrite quadratic equations in vertex or factored form to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.<br><br>***Clarification:*** *For FDN standards, factored form is limited to cases where a = 1. Students develop graphing intuition for vertex form using technology (e.g., a graphing calculator), and derive vertex form algebraically using the area model (e.g., algebra tiles), limited to quadratics with whole-number coefficients and solutions.* |
| FDN.FUNC.REPR.30 | Compare properties of functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions). |

**Functions that Model Relationships – MODL**

| Code | Standard |
|---|---|
| FDN.FUNC.MODL.31 | Write a function that describes a relationship between two quantities, including linear and exponential functions. |

**Function Transformations, Inverses and Compositions – TIC**

| Code | Standard |
|---|---|
| FDN.FUNC.TIC.32 | Identify the effect on the graph of replacing $f(x)$ by $f(x) + k, kf(x), f(kx)$, and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Use digital tools to experiment with cases and illustrate an explanation of the effects on the graph. |

**Linear, Quadratic and Exponential Models – LQE**

| Code | Standard |
|---|---|
| FDN.FUNC.LQE.33 | Distinguish between situations that can be modeled with linear functions and with exponential functions.★ |
| FDN.FUNC.LQE.34 | Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals |
| FDN.FUNC.LQE.35 | Identify situations in which one quantity changes at a constant rate per unit interval relative to another. |
| FDN.FUNC.LQE.36 | Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. |
| FDN.FUNC.LQE.37 | Construct linear and exponential functions given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★ |

| Code | Standard |
|---|---|
| FDN.FUNC.LQE.38 | Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically★<br><br>***Example**: Becca's parents are saving for her college education by putting $\$3{,}000$/year in a safe deposit box. Becca's grandpa is also saving for her college education by putting $\$2{,}000$/year in an IDeal (Idaho college savings) account with an APR of $6.17\%$. Build tables to show which account has the most money after ten years, and how much more? How many years will it take for the total in her grandpa's account to exceed the total in her parents' safe deposit box?* |
| FDN.FUNC.LQE.39 | Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a modeling context.★ |

## Geometry – GEOM

**Transformations in the Plane – TRPL**

| Code | Standard |
|---|---|
| FDN.GEOM.TRPL.40 | Recognize precise definitions of angle, circle, perpendicular line, parallel line, and line segment. |
| FDN.GEOM.TRPL.41 | Represent and describe transformations in the plane. Compare transformations that preserve distance and angle to those that do not.<br>***Example:*** *Translation versus horizontal stretch.* |
| FDN.GEOM.TRPL.42 | Define rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. |
| FDN.GEOM.TRPL.43 | Plot on a coordinate plane the result of a transformation (rotation, reflection, or translation) for a given geometric figure.<br>***Example:*** *Given quadrilateral $ABCD$ with vertices $A(0,-1)$, $B(3,-2)$,$C(-1,-5)$, and $D(-3,-2)$, reflect the shape across the $x$-axis.* |
| FDN.GEOM.TRPL.44 | Describe a sequence of transformations that will carry a given figure onto another. |

**Geometric Theorems – THEO**

| Code | Standard |
|---|---|
| FDN.GEOM.THEO.45 | Explain how the criteria for triangle congruence (ASA, SAS, AAS, and SSS) follow from the definition of congruence in terms of rigid motions.<br>***Example:*** *In $\Delta ABC$ and $\Delta ABD$ (with shared side $\overline{AB}$), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is/are needed to ensure the triangles are congruent by either ASA, SAS, AAS, or SSS? What rigid motion would show the triangles are congruent?* |
| FDN.GEOM.THEO.46 | Use, with justification, theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent. |
| FDN.GEOM.THEO.47 | Use, with justification, theorems about triangles. Theorems include: measures of interior angles of a triangle sum to $180°$; base angles of isosceles triangles are congruent, and its converse; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. |

**Transformations and Similarity – SIMRT**

| Code | Standard |
|---|---|
| FDN.GEOM.SIMRT.48 | Perform dilations given by a center and a scale factor, recognizing the effects of the scale factor. |
| FDN.GEOM.SIMRT.49 | Use the definition of similarity to decide if two given figures are similar. |

**Similarity Theorems – SIMTH**

| Code | Standard |
|---|---|
| FDN.GEOM.SIMTH.50 | Use and justify theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely. |
| FDN.GEOM.SIMTH.51 | Use congruence and similarity criteria for triangles to solve problems.<br>***Example:*** *A high school student visits a giant cedar tree near the town of Elk River, Idaho and the end of his shadow lines up with the end of the tree's shadow. The student is* $6$ *feet tall and his shadow is* $8$ *feet long. The cedar tree's shadow is* $228$ *feet long. How tall is the cedar tree?* |

**Right Triangle Trigonometry – RITT**

| Code | Standard |
|---|---|
| FDN.GEOM.RITT.52 | Define trigonometric ratios for acute angles. |
| FDN.GEOM.RITT.53 | Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★<br>***Example:*** *Mark and Ruth are rock climbing in the Snake River Canyon. Mark is anchoring the rope for Ruth. If the length of the rope from Mark to Ruth is* $60$ *ft, with an angle of elevation of* $23°$*, how far is Mark from the base of the cliff?* |

**Circles – CIRC**

| Code | Standard |
|---|---|
| FDN.GEOM.CIRC.54 | Identify and apply relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. |
| FDN.GEOM.CIRC.55 | Apply the formulas for arc length and area of a sector. |

**Coordinate Geometry – COGE**

| Code | Standard |
|---|---|
| FDN.GEOM.COGE.56 | Know the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.<br>***Example**: Find the equation of a line parallel or perpendicular to a given line that passes through a given point.* |
| FDN.GEOM.COGE.57 | Use coordinates to compute perimeters of polygons and areas of triangles and rectangles (e.g., using the distance formula).★ |

**Volume Formulas – VOLF**

| Code | Standard |
|---|---|
| FDN.GEOM.VOLF.58 | Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★<br>***Example**: The tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is* $50.35$ *feet, approximately how much water can the tank hold?* |

**Geometric Modeling – MODL**

| Code | Standard |
|---|---|
| FDN.GEOM.MODL.59 | Apply geometric methods to solve design problems.★<br>***Example:** Designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios.* |
| FDN.GEOM.MODL.60 | Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★ |
| FDN.GEOM.MODL.61 | Use geometric shapes, their measures, and their properties to describe objects.★ |

## Statistics, Probability, & Data Science – STAT

**Descriptive Statistics – DESC**

| Code | Standard |
|---|---|
| FDN.STAT.DESC.62 | Distinguish between categorical and quantitative variables.★ |
| FDN.STAT.DESC.63 | Interpret differences in shape, center, and spread in the context of the variables accounting for possible effects of extreme data points (outliers) for quantitative variables.★<br>***Example:*** *Describe differences in distributions of annual precipitation over the last* 100 *years between Boise and Seattle using shape, center, spread, and outliers.* |
| FDN.STAT.DESC.64 | Using an interactive data display to describe multivariable data. |
| FDN.STAT.DESC.65 | Interpret data on two categorical variables on a clustered bar chart and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables. |
| FDN.STAT.DESC.66 | Fit a linear function to data where a scatter plot suggests a linear relationship and use the fitted function to solve problems in the context of the data, graphically or with digital tools.★ |
| FDN.STAT.DESC.67 | Represent measurement data with plots on the real number line (dot plots, histograms, and box plots).★ |

**Linear Statistical Models – LSTM**

| Code | Standard |
|---|---|
| FDN.STAT.LSTM.68 | Interpret the slope and the intercept of a linear model in the context of the data.★<br>***Example:*** *Explain why the y-intercept of a linear model relating the volume production of sugar beets to size of farm has no meaning, whereas the y-intercept of a linear model relating the volume production of sugar beets related to minimum temperature does have meaning.* |
| FDN.STAT.LSTM.69 | Compute (using technology) and interpret the linear correlation coefficient.★<br>***Example:*** *Find the correlation coefficient between the number of hours firefighters sleep each night and the length of the fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.* |
| FDN.STAT.LSTM.70 | Explain the difference between (linear) correlation and causation.★ |

**Statistical Design – DESI**

| Code | Standard |
|---|---|
| FDN.STAT.DESI.71 | Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★ |
| FDN.STAT.DESI.72 | Analyze the source of data and draw conclusions about how it should be collected, organized, and formatted to make it useful. ★ |
| FDN.STAT.DESI.73 | Recognize the limitations of data collected by different methods and in different populations. |
| FDN.STAT.DESI.74 | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.★ |

**Statistical Analysis – STAN**

| Code | Standard |
|---|---|
| FDN.STAT.STAN.75 | Use data from a sample survey to estimate a population mean or proportion and a margin of error.★ |
| FDN.STAT.STAN.76 | Use data from a randomized and controlled experiment to compare two groups and assess the likelihood that the difference between groups occurred purely by chance.★ |
| FDN.STAT.STAN.77 | Evaluate reports of statistical information based on data.★<br>***Example**: Students may analyze and critique different reports from media, business, and government sources.* |

**Independence and Conditional Probability – CPRB**

| Code | Standard |
|---|---|
| FDN.STAT.CPRB.78 | Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).★ |
| FDN.STAT.CPRB.79 | Using a Venn diagram, apply the Addition Rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model.★ |
| FDN.STAT.CPRB.80 | Find the conditional probability of $A$ given $B$ as the fraction of $B$’s outcomes that also belong to $A$, and interpret the answer in terms of the model.★ |
| FDN.STAT.CPRB.81 | Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.★<br>***Example**: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.* |

**Expected Value – EXVAL**

| Code | Standard |
|---|---|
| FDN.STAT.EXVAL.82 | Use probabilities to make decisions.★<br>***Example**: The Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights.* |

## PATHWAY STANDARDS OVERVIEW

Number and Quantity – NUMQ

- Rational Exponents
- Quantitative Reasoning

Algebra – ALGB

- Structure of Expressions
- Equivalent Expressions
- Operations with Polynomials and Rational Expressions
- Equations and Inequalities
- Algebraic Reasoning
- Equations and Inequalities in One Variable
- Graphs of Equations and Inequalities

Functions – FUNC

- Function Notation
- Reasoning with Functions
- Function Representations
- Functions that Model Relationships
- Function Transformations, Inverses, and Compositions
- Trigonometric Functions and the Unit Circle
- Modeling with Inverse Trigonometric Functions
- Trigonometric Identities

Geometry – GEOM

- Trigonometry with General Triangles
- Equation of a Circle

Statistics, Probability, & Data Science – STAT

- Descriptive Statistics
- Statistical Design
- Independence and Conditional Probability
- Expected Value

### Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
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6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Number and Quantity – NUMQ

**Rational Exponents – RATX**

| Code | Standard |
|---|---|
| PTH.NUMQ.RATX.83 | Rewrite expressions involving radicals and rational exponents using the properties of exponents.<br>***Example**: Solving the volume of a cube formula, $V = s^3$, for $s$ would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{1/3}$ .* |

**Complex Number Arithmetic – CPLX**

| Code | Standard |
|---|---|
| PTH.NUMQ.CPLX.84 | Recognize there is a complex number $i$ such that $i^2 = -1$, and show that every complex number has the form $a + bi$ where $a$ and $b$ are real.<br>***Example**: Express the radical $\pm\sqrt{-24}$ , using the imaginary unit, $i$, in simplified form. Expressing the radical using $i$ in simplified form results in the expression $\pm 2i\sqrt{6}$ .* |
| PTH.NUMQ.CPLX.85 | Add, subtract, and multiply complex numbers. |

**Complex Numbers in Polynomial Identities and Equations – CXPLY**

| Code | Standard |
|---|---|
| PTH.NUMQ.CXPLY.86 | Solve quadratic equations with real coefficients that have complex solutions.<br>***Example**: Find the complex solutions of the quadratic equation $5x^2 + 3x + 1 = 0$, with the solutions of $x = \frac{3}{10} + \frac{3}{5}i$ and $x = \frac{3}{10} - \frac{3}{5}i$.* |
| PTH.NUMQ.CXPLY.87 | Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. |

## Algebra – ALGB

### Structure of Expressions – EXPRS

| Code | Standard |
|---|---|
| PTH.ALGB.EXPRS.88 | Use the structure of linear, quadratic, exponential, polynomial, and rational expressions to identify ways to rewrite them.<br>***Example:*** *See* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$ *, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$. |

### Equivalent Expressions – EXPRE

| Code | Standard |
|---|---|
| PTH.ALGB.EXPRE.89 | Factor a quadratic expression to reveal the zeros of the function it defines, including cases where $a \neq 1$. |
| PTH.ALGB.EXPRE.90 | Use the properties of exponents to transform expressions for exponential functions.<br>***Example****: The expression* $1.15^t$ *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is* $15\%$. |

### Operations with Polynomials and Rational Expressions – PLYR

| Code | Standard |
|---|---|
| PTH.ALGB.PLYR.91 | Add, subtract, multiply, and divide rational expressions. |
| PTH.ALGB.PLYR.92 | Factor and/or expand polynomial expressions, identify and combine like terms, and apply the distributive property. |

### Factors and Zeros of Polynomials – ZERO

| Code | Standard |
|---|---|
| PTH.ALGB.ZERO.93 | Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. |
| PTH.ALGB.ZERO.94 | Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. |

### Equations and Inequalities – EQNI

| Code | Standard |
|---|---|
| PTH.ALGB.EQNI.95 | Create one-variable equations and inequalities to solve problems including quadratic and rational functions. |

**Algebraic Reasoning – REAS**

| Code | Standard |
|---|---|
| PTH.ALGB.REAS.96 | Solve rational and radical equations in one variable and give examples showing how extraneous solutions may arise. |

**Equations and Inequalities in One Variable – ONEV**

| Code | Standard |
|---|---|
| PTH.ALGB.ONEV.97 | Solve quadratic equations in one variable by inspection including through completing the square and the quadratic formula, as appropriate to the initial form of the equation. |
| PTH.ALGB.ONEV.98 | Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$. |

**Systems of Equations – SYSE**

| Code | Standard |
|---|---|
| PTH.ALGB.SYSE.99 | Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.<br>***Example**: Find the points of intersection between the line $y = -3x$ and the circle.* |
| PTH.ALGB.SYSE.100 | Solve a system of linear equations as a single matrix equation using technology. |

## Functions – FUNC

**Function Notation – NOTA**

| Code | Standard |
|---|---|
| PTH.FUNC.NOTA.101 | Recognize that a sequence is a function, sometimes defined recursively, whose domain is a subset of the integers.<br>***Example**: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$.* |

**Reasoning with Functions – REAS**

| Code | Standard |
|---|---|
| PTH.FUNC.REAS.102 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries, end behavior; and periodicity. |

**Function Representations – REPR**

| Code | Standard |
|---|---|
| PTH.FUNC.REPR.103 | Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.★ |
| PTH.FUNC.REPR.104 | Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.★ |
| PTH.FUNC.REPR.105 | Graph simple rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.★ |
| PTH.FUNC.REPR.106 | Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.★ |

| Code | Standard |
|---|---|
| PTH.FUNC.REPR.107 | Use the properties of exponents to interpret exponential functions in applicable contexts.<br><br>***Example**: The equation for radioactive decay is $A = A_0\left(\frac{1}{2}\right)^{t/h}$. When $A_0$ is the original amount of a radioactive substance, $A$ is the final amount, $h$ is the half-life of the substance, and $t$ is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of Potassium-40 is about 1,250,000,000 years. If a feldspar crystal in the volcanic ash surrounding a fossil found in Hagerman contained 54 grams of Potassium-40 at time at time $t = 0$, how much Potassium-40 remains at time $t = 3{,}500{,}000$ years?* |
| PTH.FUNC.REPR.108 | Given algebraic and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric. |

**Functions that Model Relationships – MODL**

| Code | Standard |
|---|---|
| PTH.FUNC.MODL.109 | Write a function that describes a relationship between two quantities, including quadratic, rational, radical, logarithmic and exponential functions. |
| PTH.FUNC.MODL.110 | Combine standard function types using arithmetic operations.<br><br>***Example**: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* |
| PTH.FUNC.MODL.111 | Compose functions.<br><br>***Example**: If $T(h)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.* |
| PTH.FUNC.MODL.112 | Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★ |

**Function Transformations, Inverses and Compositions – TIC**

| Code | Standard |
|---|---|
| PTH.FUNC.TIC.113 | Find inverse functions algebraically and graphically. |

| Code | Standard |
|---|---|
| PTH.FUNC.TIC.114 | Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse.<br>***Example:*** $f(x) = 2x^3$ *or* $f(x) = \frac{x+1}{x-1}$ *for* $x \neq 1$ |
| PTH.FUNC.TIC.115 | Verify by composition that one function is the inverse of another. |
| PTH.FUNC.TIC.116 | When applicable, read values of an inverse function from a graph or a table. |
| PTH.FUNC.TIC.117 | Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. |

**Trigonometric Functions and the Unit Circle – TRIGU**

| Code | Standard |
|---|---|
| PTH.FUNC.TRIGU.118 | Identify radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle and use it to solve problems.<br>***Example****: You live in New Meadows, Idaho, which is located on the 45th parallel (*$45°$ *North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at* $51°$*N latitude, almost due North of New Meadows. (Use* $r = 3960$ *miles for the radius of the Earth.)* |
| PTH.FUNC.TRIGU.119 | Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers. |
| PTH.FUNC.TRIGU.120 | Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$, and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for $x$, where $x$ is any real number. |
| PTH.FUNC.TRIGU.121 | Use the unit circle to explain periodicity of trigonometric functions. |

**Modeling with Inverse Trigonometric Functions – TRIGI**

| Code | Standard |
|---|---|
| PTH.FUNC.TRIGI.122 | Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline.<br>***Example**: This past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator, and he didn't know, but he told you that the height of the chair was $5$ ft off the ground when you got on and the center of the Ferris wheel is $30$ ft above that. You checked your phone when you got on and figured out that it took you $12$ mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.* |
| PTH.FUNC.TRIGI.123 | Use inverse functions to solve trigonometric equations that arise in modeling contexts, evaluate the solutions using technology, and interpret them in terms of the context.★ |

**Trigonometric Identities – TIDN**

| Code | Standard |
|---|---|
| PTH.FUNC.TIDN.124 | Use the Pythagorean identity, $\sin^2\theta + \cos^2\theta = 1$, to find the value of a trigonometric function given one trigonometric function and the quadrant of the angle.<br>***Example**: Suppose that $cos(\theta) = \frac{2}{5}$ and that $\theta$ is in the $4^{th}$ quadrant. Find the exact value of $sin(\theta)$ and $tan(\theta)$.* |

## Geometry – GEOM

**Trigonometry with General Triangles – LSLC**

| Code | Standard |
|---|---|
| PTH.GEOM.LSLC.125 | Explain and use the relationship between the sine and cosine of complementary angles. |
| PTH.GEOM.LSLC.126 | Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems; resultant forces). |

**Equation of a Circle – EQCIR**

| Code | Standard |
|---|---|
| PTH.GEOM.EQCIR.127 | Determine the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. |

## Statistics, Probability, & Data Science – STAT

**Descriptive Statistics – DESC**

| Code | Standard |
|---|---|
| FDN.STAT.DESC.128 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.★<br>***Example:*** *Estimate the percentage of all Idaho elk hunters who successfully filled their tag last year, using the results from Washington County hunters.* |
| PTH.STAT.DESC.129 | Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each quantitative variable.★<br>***Example:*** *Compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.* |
| PTH.STAT.DESC.130 | Construct a narrative about data for a particular audience. |
| PTH.STAT.DESC.131 | Represent data on two quantitative variables on a scatter plot and describe how the variables are related. Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★<br>***Example:*** *Use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.* |

**Statistical Design – DESI**

| Code | Standard |
|---|---|
| PTH.STAT.DESI.132 | Recognize and describe implications of confounding variables in observational studies, including for making inferences.<br>***Example****: The apparent relationship between ice cream sales and crime in large cities is confounded by effects of daytime temperature.* |

| Code | Standard |
|---|---|
| PTH.STAT.DESI.133 | Decide if a specified model is consistent with results from a given data-generating process (e.g., using simulation or validation with given data).★<br>***Example**: A model says a spinning coin falls heads up with probability* $0.5$*. Would a result of* $4$ *tails in a row cause you to question the model?* |

**Independence and Conditional Probability – CPRB**

| Code | Standard |
|---|---|
| PTH.STAT.CPRB.134 | Demonstrate understanding that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent.★ |
| PTH.STAT.CPRB.135 | Understand the conditional probability of $A$ given $B$ as $\frac{P(A \cap B)}{P(B)}$, and interpret independence of $A$ and $B$ as saying that the conditional probability of $A$ given $B$ is the same as the probability of $A$, and the conditional probability of $B$ given $A$ is the same as the probability of $B$.★ |
| PTH.STAT.CPRB.136 | Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.★<br>***Example**: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.* |
| PTH.STAT.CPRB.137 | Use permutations and combinations to compute probabilities of compound events and solve problems.★ |

**Expected Value – EXVAL**

| Code | Standard |
|---|---|
| PTH.STAT.EXVAL.138 | Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.★ |

| Code | Standard |
|---|---|
| PTH.STAT.EXVAL.139 | Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.★<br>***Example**: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.* |
| PTH.STAT.EXVAL.140 | Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.★ |
| PTH.STAT.EXVAL.141 | Find the expected payoff for a game of chance.★<br>***Example**: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.* |

9-12 DIGITAL LITERACY, 2026

# Idaho Content Standards 9-12 Digital Literacy

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | 9-12 DIGITAL LITERACY

650 W STATE STREET, 2ND FLOOR
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DRAFT CREATED 06/2026

## Preamble

During the 2025 Idaho Legislative Session, a new statewide digital literacy graduation requirement was officially adopted. To fulfill this requirement, students must complete a one-credit, stand-alone course explicitly aligned with these standards.

The Idaho Digital Literacy Standards were written to prepare students for the rapidly evolving demands of higher education, modern career pathways, and future workforce innovations. By becoming proficient in these standards, Idaho students will develop the technological agility, critical thinking, and digital citizenship necessary to thrive in an increasingly connected world.

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

## Idaho 9-12 Digital Literacy Standards Committee

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## 9-12 Idaho Digital Literacy Standards

| Code | Standard |
|---|---|
| 9-12.DL.1 | Develop computational thinking skills by breaking problems into component parts and extracting key information to facilitate problem-solving. |
| 9-12.DL.2 | Create a program or algorithm that uses different forms of input and output. |
| 9-12.DL.3 | Make strategic use of digital tools to enhance understanding of findings, reasoning, and evidence. |
| 9-12.DL.4 | Use digital tools to analyze relevant data sets to facilitate problem-solving and decision-making. |
| 9-12.DL.5 | Research and be able to explain current security issues with hardware and software technology. |
| 9-12.DL.6 | Explain the social, economic, and ethical implications of computing practices, including the impacts of unethical use on individuals, organizations, and society. |
| 9-12.DL.7 | Explore viewpoints on cybersecurity from various perspectives. (e.g. security experts, privacy advocates, the government, personal) |
| 9-12.DL.8 | Discuss trade-offs such as privacy, safety, and convenience associated with data collection and large-scale analysis of personal information. |
| 9-12.DL.9 | Explain how the issues of equity, data access, and distribution of computing resources create a digital divide in local and global society. |
| 9-12.DL.10 | Demonstrate an understanding of the rights and responsibilities associated with using intellectual property. |
| 9-12.DL.11 | Explore digital identity and understand the permanence of digital actions, including the effect on current and future self. |
| 9-12.DL.12 | Demonstrate responsible digital citizenship (positive, safe, legal and ethical behavior) in the use of technology. |
| 9-12.DL.13 | Understand how emerging technologies sense, process, and interact in a connected environment. |
| 9-12.DL.14 | Evaluate the beneficial and harmful effects of current and emerging technologies on behavior and culture. |
| 9-12.DL.15 | Develop an introductory understanding of artificial intelligence and how it works. |
| 9-12.DL.16 | Explore the social, moral, ethical, and legal implications of artificial intelligence systems and the role of human oversight. |
| 9-12.DL.17 | Differentiate information from disinformation associated with digitally altered content to determine its reliability, authenticity and bias. |
| 9-12.DL.18 | Implement artificial intelligence prompt engineering strategies to support learning, solve problems, and optimize everyday tasks. |

K-8 TECHNOLOGY, 2026

# Idaho Content Standards for K-8 Technology and Artificial Intelligence

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | K-8 TECHNOLOGY

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# THE ROLE OF STANDARDS

The Idaho Content Standards define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English learners and for students with disabilities. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in mathematics for all students.

## Standards vs. Curriculum

While the Idaho Department of Education reviews curricular materials as a service for school districts, no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards. Local schools and districts make decisions about what resources will be used to teach the standards. Districts and schools can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

# ORGANIZATION OF THE STANDARDS

## Format for Each Category

This document is organized into three foundational categories: Computational Thinking, Digital Literacy, and Artificial Intelligence. Each category is structured by grade bands: K–2, 3–5, and 6–8. While students are expected to demonstrate proficiency in these standards by the end of each grade band, instruction is a shared responsibility. To ensure student success, these standards should be integrated into a balanced, comprehensive learning experience across every grade level, rather than falling solely on the final year of a grade band.

## Standards Identifiers/Coding

Each standard is labeled first by the grade level (e.g., K-2), then the category (e.g., CT) and lastly by a numerical value (e.g., 3). This allows for easier identification of which standard is being taught or addressed within the classroom. The example above would be written as K-2.CT.3.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue.*

## STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, industry partners, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

### Idaho K-8 Artificial Intelligence Standards Committee:

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# COMPUTATIONAL THINKING

## Grades K-2

### Computing Systems

| Code | Standard |
|---|---|
| K-2.CT.1.1 | Recognize that software is required to control all computing devices (e.g. programs, browsers, websites, apps). |
| K-2.CT.1.2 | Use digital tools to create original artifacts. |

### Data and Analysis

| Code | Standard |
|---|---|
| K-2.CT.2.1 | Classify and sort information into useful order without using a computer (e.g. sorting objects by various attributes). |
| K-2.CT.2.2 | Demonstrate that computing devices save information as data that can be stored, searched, retrieved, modified, and deleted. |
| K-2.CT.2.3 | Recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning. |
| K-2.CT.2.4 | Analyze age-appropriate data and look for similarities in order to identify patterns and categories. |
| K-2.CT.2.5 | Identify a problem and select appropriate technology tools to explore and find solutions. |

### Impacts of Computing

| Code | Standard |
|---|---|
| K-2.CT.3.1 | Share ideas in multiple ways using digital tools |
| K-2.CT.3.2 | Select technology to share ideas with different people. |
| K-2.CT.3.3 | Select tools to broaden perspectives and enrich learning by collaborating with others and working effectively in teams locally and globally. |
| K-2.CT.3.4 | Use a design process to develop ideas or creations, and they test their design and redesign if necessary. |

### Algorithms and Programming

| Code | Standard |
|---|---|
| K-2.CT.4.1 | Construct and test problem solutions using a block-based and/or visual programming. |
| K-2.CT.4.2 | Construct an algorithm to accomplish a task. |
| K-2.CT.4.3 | Follow the sequencing in an algorithm. |
| K-2.CT.4.4 | Break a problem into parts and identify ways to solve the problem. |

| Code | Standard |
|---|---|
| K-2.CT.4.5 | Use a design process to ask questions, suggest solutions, test ideas to solve problems and redesign as needed. |
| K-2.CT.4.6 | Use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing. |
| K-2.CT.4.7 | Understand how technology is used to make a task easier or repeatable and can identify real-world examples. |

## Grades 3-5

### Computing Systems

| Code | Standard |
|---|---|
| 3-5.CT.1.1 | Identify, using accurate terminology, simple hardware and software problems and apply strategies for solving these problems. |
| 3-5.CT.1.2 | Create step-by-step instructions that models intelligent behavior on computing devices. |
| 3-5.CT.1.3 | Recognize and utilize the features and functions of a variety of creation or communication tools. |
| 3-5.CT.1.4 | Create original works and learn strategies for remixing or repurposing to create new artifacts. |

### Data and Analysis

| Code | Standard |
|---|---|
| 3-5.CT.2.1 | Use outcome data to solve a problem or answer a question. |
| 3-5.CT.2.2 | Understand how computers encode and store data. |
| 3-5.CT.2.3 | Collect feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning. |
| 3-5.CT.2.4 | Explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking. |
| 3-5.CT.2.5 | Select effective technology to represent data. |
| 3-5.CT.2.6 | Navigate age-appropriate technologies and begin to transfer their learning to different tools or learning environments. |

### Impacts of Computing

| Code | Standard |
|---|---|
| 3-5.CT.3.1 | Demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others. |
| 3-5.CT.3.2 | Demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online. |
| 3-5.CT.3.3 | Communicate ideas textually visually and graphically. |
| 3-5.CT.3.4 | Consider their expected audience when creating and sharing digital artifacts and presentations. |

| Code | Standard |
|---|---|
| 3-5.CT.3.5 | Choose tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |

**Networks and the Internet**

| Code | Standard |
|---|---|
| 3-5.CT.4.1 | Demonstrate how a device on a network sends and receives information. |

**Algorithms and Programming**

| Code | Standard |
|---|---|
| 3-5.CT.5.1 | Identify and understand ways that teamwork and collaboration can support problem solving and the software design cycle. |
| 3-5.CT.5.2 | Construct and test problem solutions using block-based and or text-based programming. |
| 3-5.CT.5.3 | Generate a list of sub-problems to consider while addressing a larger problem. |
| 3-5.CT.5.4 | Explain that computer program design is an iterative process that includes the following steps: define the problem, generate ideas, build a program, test the program, improve the program. |
| 3-5.CT.5.5 | Explain and debug the sequencing in an algorithm. |
| 3-5.CT.5.6 | Construct an algorithm to accomplish a task. |
| 3-5.CT.5.7 | Break down problems into smaller parts, identify key information, and propose solutions. |
| 3-5.CT.5.8 | Understand and explore basic concepts related to automation, patterns and algorithmic thinking. |
| 3-5.CT.5.9 | Use digital and nondigital tools to plan and manage a design process. |

## Grades 6-8

**Computing Systems**

| Code | Standard |
|---|---|
| 6-8.CT.1.1 | Apply troubleshooting strategies for solving hardware and software problems. |
| 6-8.CT.1.2 | Compare and contrast the ways that humans and machines process instructions and sense the world. |
| 6-8.CT.1.3 | Navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. |
| 6-8.CT.1.4 | Select appropriate platforms and tools to create, share and communicate their work effectively. |
| 6-8.CT.1.5 | Create original works or responsibly repurpose or remix other digital resources into new creative artifacts. |
| 6-8.CT.1.6 | Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc. |

## Data and Analysis

| Code | Standard |
|---|---|
| 6-8.CT.2.1 | Compare and contrast the factors that affect quality and file size of stored data. |
| 6-8.CT.2.2 | Justify the selection of the data, collection, and analysis needed to answer a question. |
| 6-8.CT.2.3 | Demonstrate that data collection is used to make recommendations to influence decisions as well as predict behavior. |
| 6-8.CT.2.4 | Encode and decode information using encryption/decryption schemes. |
| 6-8.CT.2.5 | Identify layers of abstraction in different contexts (e.g., objected oriented programming, video and animation, etc.) |
| 6-8.CT.2.6 | Apply problem solving techniques by computing for data analysis, modeling or algorithmic thinking. |

## Impacts of Computing

| Code | Standard |
|---|---|
| 6-8.CT.3.1 | Design user interfaces to be more user-friendly, free of bias, and accessible. |
| 6-8.CT.3.2 | Find or organize data and use technology to analyze and represent it to solve problems, and make decisions about trade-offs and risks. |
| 6-8.CT.3.3 | Demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions. |
| 6-8.CT.3.4 | Explore how computer science fosters innovation and enhances other careers and disciplines. |
| 6-8.CT.3.5 | Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. |
| 6-8.CT.3.6 | Manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable. |
| 6-8.CT.3.7 | Demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies, computer malware and social engineering; they also understand the limitations of data management and how data collection technologies work. |
| 6-8.CT.3.8 | Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences. |
| 6-8.CT.3.9 | Apply digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |

## Networks and the Internet

| Code | Standard |
|---|---|
| 6-8.CT.4.1 | Demonstrate (e.g., physically or digitally) the flow of information as packets on the Internet and networks. |

| Code | Standard |
|---|---|
| 6-8.CT.4.2 | Compare and contrast the trade-offs between wired, wireless, and mobile networks (e.g. speed, security, and cost). |

**Algorithms and Programming**

| Code | Standard |
|---|---|
| 6-8.CT.5.1 | Compare different algorithms that may be used to solve the same problem. |
| 6-8.CT.5.2 | Interpret, modify, and analyze content-specific models used to run simulations. |
| 6-8.CT.5.3 | Apply an iterative design process (define the problem, generate ideas, build, test, and improve solutions) in problem solving. |
| 6-8.CT.5.4 | Create, analyze, and modify control structures (if-else statements, switch-case statements, looping, etc.) to create programming solutions. |
| 6-8.CT.5.5 | Predict the outcome of an algorithm and then step through it to verify your predictions. |
| 6-8.CT.5.6 | Decompose a problem into sub- problems and demonstrate how the parts can be incorporated to create a solution. |
| 6-8.CT.5.7 | Use debugging and testing to remove errors and improve program quality. |
| 6-8.CT.5.8 | Break problems into component parts, identify key pieces and use that information to problem solve. |
| 6-8.CT.5.9 | Select and use digital tools to support a design process; to identify constraints and trade-offs, and to weigh risks. |

# DIGITAL LITERACY

## Grades K-2

### Empowered Learner

| Code | Standard |
|---|---|
| K-2.DL.1.1 | Navigate a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools. |
| K-2.DL.1.2 | Understand that a wide range of jobs require knowledge or use of computing. |
| K-2.DL.1.3 | Demonstrate an understanding that technology is all around them and the importance of keeping their information private. |

### Digital Citizen

| Code | Standard |
|---|---|
| K-2.DL.2.1 | Practice responsible digital citizenship and decision making using positive, safe, legal and honest behaviors in the use of technology systems and software. |
| K-2.DL.2.2 | Demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. |

### Knowledge Constructor

| Code | Standard |
|---|---|
| K-2.DL.3.1 | Locate and identify computing, input, and output devices in a variety of environments. |
| K-2.DL.3.2 | Demonstrate how to operate a variety of computing devices by turning on, navigating, opening/closing programs or apps as appropriate. |
| K-2.DL.3.3 | Identify, using accurate terminology, simple hardware and software problems. |
| K-2.DL.3.4 | Understand and apply resources to construct knowledge, produce creative artifacts and make connections to their learning. |

### Creative Communicator

| Code | Standard |
|---|---|
| K-2.DL.4.1 | Create a design document to illustrate thoughts, ideas, and stories in a sequential manner (e.g., storyboard, mind map). |
| K-2.DL.4.2 | Choose different tools for creating something new for communicating with others. |
| K-2.DL.4.3 | Use technology to communicate with others and to look at problems from different perspectives. |

**Global Collaborator**

| Code | Standard |
|---|---|
| K-2.DL.5.1 | Explain that networks link people using computers and other computing devices allowing them to communicate, access, and share information. |

## Grades 3-5

**Empowered Learner**

| Code | Standard |
|---|---|
| 3-5.DL.1.1 | Analyze a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. |

**Digital Citizen**

| Code | Standard |
|---|---|
| 3-5.DL.2.1 | Practice responsible digital citizenship using positive, safe, legal and ethical behaviors in the use of technology systems and software. |
| 3-5.DL.2.2 | Explain ethical issues that relate to equity of access, accessibility, security, privacy, copyright, digital citizenship, digital footprint, and intellectual property with computers and networks. |

**Knowledge Constructor**

| Code | Standard |
|---|---|
| 3-5.DL.3.1 | Identify how computational devices impact daily life. |
| 3-5.DL.3.2 | Gather, manipulate, and evaluate digital data to explore a real-world problem that is of interest to the student. |
| 3-5.DL.3.3 | Explore the connections between computer science and other fields. |

**Global Collaborator**

| Code | Standard |
|---|---|
| 3-5.DL.4.1 | Generate examples of how the use of computing can affect society and how society can influence the use of computing. |

## Grades 6-8

### Empowered Learner

| Code | Standard |
|---|---|
| 6-8.DL.1.1 | Actively collect performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways. |
| 6-8.DL.1.2 | Compare and contrast the capabilities of different hardware and software in computer systems. |

### Digital Citizen

| Code | Standard |
|---|---|
| 6-8.DL.2.1 | Explore security risks associated with using weak passwords, lack of encryption and/or insecure transactions. |
| 6-8.DL.2.2 | Describe the positive and negative impacts of computing devices in daily life. |
| 6-8.DL.2.3 | Explain ethical issues that relate to equity of access, security, privacy, ownership and information sharing, copyright, and licensing. |
| 6-8.DL.2.4 | Understand and explain the elements of federal, state, and local regulations and policies including COPPA, CIPA, state laws, district policies that relate to digital citizenship. |

### Knowledge Constructor

| Code | Standard |
|---|---|
| 6-8.DL.3.1 | Identify different features of everyday objects that contain computing components. |
| 6-8.DL.3.2 | Predict positive and negative social impacts of existing or student created content and computational artifacts including economic, entertainment, education, or political. |

### Creative Communicator

| Code | Standard |
|---|---|
| 6-8.DL.4.1 | Create and communicate computational artifacts that have a positive social impact. |
| 6-8.DL.4.2 | Evaluate a variety of resources for accuracy, perspective, credibility, and relevance using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. |

### Global Collaborator

| Code | Standard |
|---|---|
| 6-8.DL.5.1 | Explain how the Internet impacts global communication and collaboration. |
| 6-8.DL.5.2 | Summarize current events and changes resulting from computing and their effects on education, the workplace, and society. |

# ARTIFICIAL INTELLIGENCE (AI)

## Preface

These Artificial Intelligence (AI) Academic Standards for grades K–8 are designed to help Idaho students develop the knowledge, skills, and dispositions needed to understand, use, evaluate, and respond to AI in a safe, ethical, responsible, and age-appropriate manner. The standards are intended to support AI literacy across the elementary and middle grades by helping students understand what AI is, how it is used, how it affects individuals and society, and how students can make informed decisions when interacting with AI systems and AI-generated content. The term "AI" throughout the standards is intended to encompass all current and future forms of artificial intelligence that may be used in society.

These standards are not intended to prescribe curriculum, specific instructional materials, software, tools, platforms, or teaching methods. Local Education Agencies (LEAs) and educators retain responsibility for determining how the standards are taught and how instruction is adapted to meet student needs, local context, course content, and available resources. Because AI technologies continue to change rapidly, the standards emphasize durable concepts, responsible practices, critical thinking, human judgment, and ethical decision-making rather than any single product or tool.

The examples are provided for clarification and illustration only. They are not an exhaustive list of possible topics or required activities, nor limits on how the standards may be taught. The examples are intended to show possible ways a standard may appear in instruction. Still, they should not be interpreted as the only acceptable way to teach or assess the standard.

At the foundational K-5 level, AI Systems, AI Privacy and Safety, and AI Literacy categories are designed to be taught across all subject areas. Three of the 6-8 categories, AI-Assisted Learning & Literacy for Students, AI in Society, and AI Privacy, Safety & Ethics, are intended for instruction across all content areas. These strands address foundational AI literacy, responsible use, academic integrity, information evaluation, human oversight, privacy, safety, ethics, accessibility, bias, and the impact of AI on communities and society. These concepts are relevant whenever students encounter, discuss, evaluate, or use AI-supported tools in school or daily life.

At the 6-8 level, the AI Systems category is designed primarily for more technical learning environments, such as computer science, STEM, robotics, engineering, career technical education, or other courses in which students study how AI systems are designed, trained, tested, evaluated, and improved. While all educators may introduce age-appropriate concepts

from this category when they naturally support instruction, the deeper technical expectations in this section are intended for courses where students have opportunities to examine AI systems, data, models, classification, prediction, generation, testing, and refinement in greater depth.

Together, these standards support a human-centered approach to AI education. Students should learn that AI can assist with learning, creativity, communication, analysis, and problem-solving, but that humans remain responsible for asking meaningful questions, evaluating results, protecting privacy, making ethical decisions, and demonstrating their own understanding.

## Grades K-2

### AI Systems

| Code | Standard |
|---|---|
| K-2.AI.1.1 | Identify that AI systems learn from examples provided by humans.<br>***Example**: Students view a picture-sorting game that learned to recognize cats and dogs from labeled photos. Discussion: "Who taught it? Who picked the pictures?"* |
| K-2.AI.1.2 | Distinguish between decisions made by humans and outputs made by computers.<br>***Example:** Compare a librarian's book recommendations based on student rapport to app recommendations based on user history. Discussion: "Who made that choice?"* |
| K-2.AI.1.3 | Explain that computers use data, identify patterns, and apply algorithms to make decisions.<br>***Example**: Students sort a variety of objects (into self-identified categories), then connect that process to how a computer learns to sort pictures after seeing many examples.* |
| K-2.AI.1.4 | Explain that AI tools are created by humans to solve specific problems.<br>***Clarification**: This builds up to the development and application of emerging technologies in grades 3-5.*<br>***Example**: Students learn about a voice assistant and ask: "What problem does this solve? Who built it?"* |
| K-2.AI.1.5 | Identify an example of bias.<br>***Example:** Students draw a picture of a scientist and notice whether they all look similar. Why?* |

### AI Privacy and Safety

| Code | Standard |
|---|---|
| K-2.AI.2.1 | Identify personally identifiable information (PII) that should be kept confidential.<br>***Example:** Students play a "share or keep private?" sorting game with examples such as home address, favorite color, school name, etc. then discuss what's safe to share.* |

| Code | Standard |
|---|---|
| K-2.AI.2.2 | Describe how AI tools can be used safely.<br>***Clarification**: The expectation is simply that students recognize where these tools show up in their lives and how to access them safely in those situations.*<br>***Example:** Students review simple guidelines for AI use and practice applying those rules to short scenarios.* |
| K-2.AI.2.3 | Identify that technology does not have human emotions despite tools designed to exhibit these characteristics.<br>***Example**: After a chatbot says "I'm happy to help!", students discuss: "Does the computer actually feel happy? How is that different from when you feel happy?"* |

**AI Literacy**

| Code | Standard |
|---|---|
| K-2.AI.3.1 | Identify how the quality of a prompt affects the output.<br>***Example:** Have the class follow vague instructions (i.e. "Draw an animal") compared to detailed instructions (i.e. detailed instructions around drawing a giraffe). Discuss the differences in ability to meet the vision with the two sets of instructions.* |
| K-2.AI.3.2 | Create clear instructions ("prompts") that others can easily follow.<br>***Example:** Students give a partner step-by-step instructions to recreate a design or task, following them exactly. Connect this to how vague prompts lead to unexpected AI results.* |
| K-2.AI.3.3 | Explain the need for human review of AI outputs prior to using or sharing.<br>***Clarification**: These outputs could include text, images, videos, etc.*<br>***Example:** The teacher shows AI-generated outputs of varying quality, then reviews the result as a class. Discussion: "Would you share this without checking it first? What if it was wrong?"* |
| K-2.AI.3.4 | Describe appropriate uses of AI in an academic setting.<br>***Clarification**: Appropriateness is context-dependent. The goal is for students to develop the critical thinking skills to evaluate this on a case-by-case basis.*<br>***Example**: Students sort school tasks (writing a story, practicing math facts, looking up a word) into red light (AI should not be used), yellow light (use caution and strong oversight) and green light (strong example of using AI with limited oversight) categories.* |

| Code | Standard |
|---|---|
| K-2.AI.3.5 | Identify examples of AI tools in everyday life and community.<br><br>***Example:*** *Students keep a class "AI Spotter" chart for a week, logging AI they notice at home or school, then discuss: "How did it know what to do?" Students can discuss ways AI is used in the community including career connections.* |
| K-2.AI.3.6 | Describe the difference between humans making a choice and AI recognizing a pattern to provide an output.<br><br>***Clarification:*** *This standard is useful to differentiate between critical thinking and lived experiences driving human decision-making versus pattern recognition driving AI outputs.*<br><br>***Example:*** *Ask students what their favorite ice cream is and collect responses. Display an AI-generated answer to the question. Ask how they came to that decision (they've tasted and enjoyed it) versus how AI generates an output (by data)* |

## Grades 3-5

**AI Systems**

| Code | Standard |
|---|---|
| 3-5.AI.1.1 | Describe how different AI training models use various quantities of data.<br><br>***Example****: Students compare a spell-checker trained on a small word list to a large language model trained on vast quantities of texts. Discussion: "Why would more data sometimes help, and could it ever cause problems?"* |
| 3-5.AI.1.2 | Explore how AI systems use algorithms and patterns in data to make predictions or classifications.<br><br>***Example:*** *Students discuss why a music app or streaming platform keeps suggesting media similar to ones they already liked, discovering the app looks for patterns in streaming history.* |
| 3-5.AI.1.3 | Describe how the quality and quantity of training data affects AI output.<br><br>***Clarification****: While the students don't need to be directly using a large language model, the teacher can model this process, have an unplugged discussion/lesson, etc.. This standard is intended to be assessed by the end of fifth grade.*<br><br>***Example****: Students try to guess what a picture is with only a fraction viewable at a time and discuss how making predictions can change depending on how much information is given. Students connect this concept to AI inputs and outputs.* |

| Code | Standard |
|---|---|
| 3-5.AI.1.4 | Compare the functions of AI to human critical thinking.<br>***Example**: Students discuss what informs a human response vs. an AI tool output. e.g. "What season is your favorite, and why?"* |
| 3-5.AI.1.5 | Explain what bias is and how it happens.<br>***Example**: Students share their preferences for a class pet and give reasons why. The class discusses the lived experiences and perspectives that contribute to their preferences.* |

**AI Privacy and Safety**

| Code | Standard |
|---|---|
| 3-5.AI.2.1 | Explain the importance of making responsible choices to protect personally identifiable information (PII).<br>***Example**: Students walk through a scenario where a video game or website asks for their name, home address, favorite color, shoe size, etc. then evaluate which inputs are necessary and which create risk.* |
| 3-5.AI.2.2 | Explain how data may be collected, stored, shared, or used by digital tools.<br>***Example:** Students create a flowchart showing how a single search term moves through potential storage, training use, and/or ad targeting.* |
| 3-5.AI.2.3 | Explain why AI does not have human emotions, beliefs, or intentions despite models designed to exhibit these characteristics.<br>***Clarification**: Student knowledge is limited to the concepts of prompting, training, pattern recognition, etc. by 5th grade.*<br>***Example:** Students discuss a chatbot response that says "I feel really excited!" and distinguish between language generated from patterns versus a human actually feeling something.* |

**AI Literacy**

| Code | Standard |
|---|---|
| 3-5.AI.3.1 | Evaluate when using an AI tool is appropriate for a given task.<br>***Example**: Students evaluate scenarios (e.g. writing a personal reflection, summarizing an article, resolving a disagreement) and decide whether the task is red light (AI should* not *be used), yellow light (use caution and strong oversight) and green light (strong example of using AI with limited oversight) categories.* |

| Code | Standard |
|---|---|
| 3-5.AI.3.2 | Provide examples of how flawed or incomplete data can cause inaccurate or biased results.<br><br>***Example**: Students discuss a survey that allowed only responses from a single grade but that data was supposed to be representative of the whole school. This example could be extended to include AI by putting those responses into an AI tool that was allowed to make a school wide choice.* |
| 3-5.AI.3.3 | Demonstrate the role of human review to evaluate AI-generated outputs for accuracy and bias before use.<br><br>***Example**: Students compare an AI-generated summary of a text to the original text to identify any flaws.* |
| 3-5.AI.3.4 | Construct and revise detailed prompts with age-appropriate context to communicate a task or question.<br><br>***Example**: Students start with a prompt such as "Write a story" or "Brainstorm ideas for." Then students add context (e.g. audience, length, setting, tone) and compare the outputs as they revise.* |
| 3-5.AI.3.5 | Explain the importance of disclosure when AI was used for academic tasks.<br><br>***Example**: Students examine two work samples: one generated by AI and submitted as their own work (with no disclosure) and a second with a detailed AI disclosure statement about where and how AI was used in the assignment. Debate the integrity of the two scenarios.* |
| 3-5.AI.3.6 | Explore the historical development and applications of AI tools.<br><br>***Clarification**: The goal of this standard is to build a basic understanding of the development and application of AI which builds to later standards.*<br><br>***Example**: Students build a timeline tracing AI development through time, then map specific AI applications onto career fields they recognize (healthcare, farming, music, sports). Discussion: "Where did this technology come from? Who uses it now? Where does generative AI fit in that larger story?* |

## Grades 6-8

### AI Systems

| Code | Standard |
|---|---|
| 6-8.AI.1.1 | Explain how people design, train, improve, and monitor AI systems, how AI systems identify patterns in data to generate outputs, and why humans remain responsible for important decisions and outcomes.<br><br>***Example:*** *Articulating the concept of 'human-in-the-loop' by identifying scenarios where human judgment, empathy, and ethical reasoning must guide or override AI-based suggestions (i.e., Medical diagnosis, criminal sentencing, and student education placement decisions, where AI may inform the process, but a human must review, decide, and take responsibility for the outcome).* |
| 6-8.AI.1.2 | Create and evaluate representations of data, rules, prompts, categories, or examples used by an AI system, and explain how those representations affect the system's outputs.<br><br>***Example:*** *Creating, testing, and revising prompts, categories, or training examples for an AI system, then explaining how changes to those representations affect the quality, accuracy, or fairness of the AI's outputs.* |
| 6-8.AI.1.3 | Analyze how the variety and quality of training data can impact the functionality and outcomes of an AI system.<br><br>***Example:*** *Building a sorting model using only examples from one category, then introducing new examples that the model hasn't seen, and analyzing where and why it fails.* |
| 6-8.AI.1.4 | Develop, train, test, and refine a simple and ethical classification, prediction, or generation model using an age-appropriate tool, simulation, or unplugged process, and interpret the results.<br><br>***Examples:*** *Unplugged: Students act as human designers by creating manual classification logic on poster boards. For example, students could create "feature cards" (e.g., "Has fur," "Barks") and build a logic flow to categorize mystery objects, essentially acting as the AI model themselves. Digital: Using a visual machine learning platform, students define a simple task, such as creating a model that recognizes hand gestures (e.g., rock, paper, scissors) to trigger actions on a screen.* |

## AI Privacy, Safety, & Ethics

| Code | Standard |
|---|---|
| 6-8.AI.2.1 | Practice responsible and safe AI use by identifying potential risks, protecting personal and identifiable data, applying appropriate safeguards, and carefully managing the information shared during AI interactions.<br>***Example:*** *Adjusting privacy settings, understanding terms of service, anonymizing data, awareness of use, and retention of personal data.* |
| 6-8.AI.2.2 | Evaluate AI tools and systems for fairness, accessibility, transparency, explainability, privacy, safety, intellectual property, and accuracy, including how they may help and harm different groups.<br>***Example:*** *Conducting a structured review of an AI tool to identify potential biases (fairness), review its terms of service (privacy), and determine if it creates barriers or expands access (accessibility) for diverse users.* |
| 6-8.AI.2.3 | Use AI tools in ways that demonstrate academic integrity by maintaining ownership of learning and original work, appropriately acknowledging and communicating how AI assistance contributed to assignments, projects and other products.<br>***Example:*** *Using citations and/or disclosure statements, recognizing when AI use prevents rather than supports personal understanding.* |
| 6-8.AI.2.4 | Analyze the differences between human interaction and AI interaction by recognizing that AI lacks sentience, emotions, and personal beliefs.<br>***Example:*** *Distinguishing between conversational simulation and genuine human social connection, and understanding that AI responses are generated by language patterns rather than reflections of personal experience, feelings, or consciousness. Discussing and warning of the possible dangers of AI Companions and anthropomorphism of AI platforms.* |

## AI-Assisted Learning & Literacy

| Code | Standard |
|---|---|
| 6-8.AI.3.1 | Analyze the strengths and limitations of humans versus AI to determine when AI is an appropriate tool for a task.<br>***Example:*** *Summarizing, aggregating, or cross-referencing large data sets.* |
| 6-8.AI.3.2 | Collaborate with AI systems by providing clear goals, context, and feedback, refining interactions based on results, and using iterative exchanges to improve outcomes.<br>***Example:*** *Asking an AI to summarize a historical event, assess whether key details are accurate, then ask follow-up questions to fill gaps or correct errors.* |

| Code | Standard |
|---|---|
| 6-8.AI.3.3 | Evaluate AI tools and generated content for credibility, transparency, intended purpose, accuracy, reliability, and appropriateness for a specific learning task, including distinguishing between original and AI-generated content.<br>***Example:*** *Identifying synthetic media, hallucination, and deepfakes, and verifying facts through cross-referencing with multiple credible sources.* |
| 6-8.AI.3.4 | Define the various types of AI and their uses.<br>***Example:*** *Discussing predictive, generative, agentic, and other types, both historic and those that may be developed.* |
| 6-8.AI.3.5 | Challenge AI models by purposefully experimenting with complex prompts to discover their limitations, recognize potential errors, and understand when outputs are unreliable.<br>***Example:*** *Testing an AI by asking it to explain a simple concept using impossible constraints, or by presenting it with a "trick" question to see if it mistakenly presents false information (hallucinations) as fact.* |

**AI in Society**

| Code | Standard |
|---|---|
| 6-8.AI.4.1 | Evaluate how AI solves real-world problems and influences the workforce by creating, replacing, or transforming job roles.<br>***Example:*** *Researching a career like logistics or graphic design to analyze how current AI tools are impacting that field, or creating new job roles.* |
| 6-8.AI.4.2 | Explain the roles humans play in creating, prompting, training, monitoring, and improving AI systems, and describe why humans must remain responsible for consequential decisions.<br>***Example:*** *Examining why human judgment is necessary for topics including medical decisions, criminal justice, hiring, student education placement, etc.* |
| 6-8.AI.4.3 | Analyze how AI has changed and may continue to change how people live, work, and interact, considering intended and unintended impacts on local and global communities, cultures, and the environment.<br>***Example:*** *Investigating how AI-generated images, videos, and text can shape the understanding of information or spread misinformation and influence how people understand events and issues.* |

| Code | Standard |
|---|---|
| 6-8.AI.4.4 | Evaluate how AI tools can increase access to learning, communication, and participation for individuals with diverse needs while also identifying ways AI systems may create or reinforce barriers, bias, or inequities.<br><br>***Example:*** *Evaluating how AI tools can help people with different language, reading, or communication needs access information while identifying examples where AI-generated results may be less accurate or helpful for some groups.* |

## Artificial Intelligence Glossary

This glossary is not comprehensive, nor are all the terms used in the standards. They are included for reference.

**Agentic AI:** AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

**Algorithms:** A step-by-step set of instructions used to solve a problem or complete a task.

**AI Companion:** A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

**AI Literacy:** AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

**AI Systems/Models:** A computer program or machine designed to perform tasks such as learning from data, recognizing patterns, understanding language, and generating content.

**AI Tools:** Software applications that use artificial intelligence technologies—such as machine learning and natural language processing—to automate tasks, analyze data, and generate content.

**Anthropomorphism**: The cognitive tendency to attribute human traits, emotions, intentions, or consciousness to AI systems, which can lead to unrealistic expectations, misplaced trust, or the mistaken belief that an AI platform is capable of genuine social connection or personal experience.

**Artificial Intelligence (AI):** Software that can recognize patterns, generate content, and make predictions.

**Automation:** The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

**Bias**: A characteristic that may occur in an AI system where results are inaccurate or unfair because of the data, assumptions, or design choices used in creating the system.

**Deepfakes:** A specific type of synthetic media where a person in an existing image or video is replaced with someone else's likeness, or where audio is fabricated, using AI to create deceptive or realistic content.

**Explainability:** The ability to understand and communicate how an algorithmic system or AI model reaches its conclusions.

**Generative AI (Gen AI):** A type of AI that produces new, original content, such as text, images, audio, code, or video, in response to user prompts.

**Hallucination:** An occurrence where an AI model generates information that is false, nonsensical, or unfaithful to the source data, while confidently presenting it as fact.

**Human-Centered:** An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human→AI→Human).

**Human-in-the-loop:** A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

**Inputs:** The raw data, prompts, or instructions fed into a system.

**Large Language Model (LLM):** A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.

**Machine Learning:** A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

**Patterns:** Repeated trends, relationships, or similarities that can be observed in information, events, or data. In AI, patterns are used by AI systems to learn from data and make predictions, classifications, or decisions.

**Personally Identifiable Information (PII):** Information that can be used to identify a specific person, such as a name, home address, phone number, email address, or student ID number.

**Predictive AI:** AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

**Outputs:** The synthesized results or generated content the AI produces in response to inputs.

**Synthetic media:** Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

**Training Data:** The collection of examples (such as text, images, audio, or video) used to teach machine learning models (including AI) how to perform specific tasks.

GRADES 9-12, 2026

# Idaho Content Standards for 9-12 Artificial Intelligence

Idaho Department of Education
Content and Curriculum | 9-12 Artificial Intelligence

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## THE ROLE OF STANDARDS

The Idaho Content Standards define what all students are expected to know and be able to do. They do not define how teachers should teach the standards. A great deal is left to the discretion of local school districts, charters, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards do not define the support materials that some students may need, nor the advanced materials that others may need access to. All students must have the opportunity to learn rigorous grade level standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives. These standards define grade level expectations in all subjects for all students.

### Standards vs. Curriculum

While the Idaho Department of Education reviews curricular materials as a service to local educational agencies (LEAs), no specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards. LEAs make decisions about what resources will be used to teach the standards. LEAs can draw upon resources provided by the Department through the curricular materials review process to support their curricular review and selection process.

### Organization of the Standards

These Idaho Content Standards for Artificial Intelligence are intentionally designed to serve students across grades 9 through 12, establishing a cohesive and progressive sequence for AI literacy. The standards are structured into primary domains that reflect the breadth of AI education, ranging from foundational fluency to critical impact analysis and technical aptitude. Each specific learning expectation is assigned a unique alphanumeric identifier to ensure clarity and easy navigation. The coding system follows a structured hierarchy ('GradeLevel.Domain.SubDomain.StandardNumber') which allows educators to quickly locate relevant content. For instance, the code '9-12.AIF.AU.1' systematically breaks down to identify the grade range (9-12), the primary domain (AI Fluency, or AIF), the specific sub-domain (Appropriate Use, or AU), and the individual standard number (1). This organization facilitates consistency across all subjects, helping educators align their instruction with state expectations.

Throughout this document, clarification statements are *highlighted in pink* and *examples are highlighted in blue.*

## STANDARDS WORK GROUP

These standards reflect the collaborative efforts of a diverse committee comprising educators from across the state, post-secondary institution representatives, industry partners, parents, and local board representatives. The Idaho Department of Education extends its deepest gratitude to these dedicated committee members. Their invaluable time, thoughtful consideration, and rigorous dedication have ensured that these standards are both robust and relevant for Idaho's students.

### Idaho 9-12 AI Standards Committee:

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## AI FLUENCY

The AI Fluency standards are introductory standards recommended for 9th and 10th-grade students to develop the essential competencies required to navigate, utilize, and critically evaluate artificial intelligence in academic and professional settings. These standards emphasize the importance of discerning when to integrate AI tools versus traditional methods, while fostering an understanding of AI's cognitive impact, the mechanics of simulated environments, and the ability to interpret and communicate AI-generated outputs effectively. By bridging computing knowledge with personal and career goals, these standards aim to cultivate the critical thinking skills necessary for students to approach AI with a balanced perspective on its potential and its limitations.

### Appropriate Use

| Code | Standard |
|---|---|
| 9-12.AIF.AU.1 | Understand when AI versus non-AI solutions are appropriate.<br>***Clarification:*** *Appropriateness is context-dependent. The goal is for students to develop the critical thinking skills to evaluate this on a case-by-case basis.* |
| 9-12.AIF.AU.2 | Recognize that some AI can handle cognitive tasks, but reliance on AI might diminish individual human cognitive and emotional development.<br>***Example:*** *A student can use an AI tool to generate a report or do other schoolwork that is designed for student cognitive development. Moreover, some people use "AI Companions" for emotional support, which may affect recognition of human emotion in negative ways.* |
| 9-12.AIF.AU.3 | Explain the difference between physical and simulated environments. |
| 9-12.AIF.AU.4 | Understand that Large Language Models (LLM) are just one type of AI model and that others exist with different purposes.<br>***Example****: LLMs are trained on natural language text and generate text, whereas diffusion models are used for image generation, decision tree models can classify, linear regression models can predict numeric values, etc.* |

## College and Career Readiness

| Code | Standard |
|---|---|
| 9-12.AIF.CC.1 | Interpret AI output and be able to communicate those to a diverse audience.<br>***Example**: Students are tasked with generating AI outputs for a specific assignment and then they share with the class the different solutions.* |
| 9-12.AIF.CC.2 | Connect AI knowledge and skills needed to achieve students' personal goals and career aspirations. |

## Evaluation and Critical Thinking

| Code | Standard |
|---|---|
| 9-12.AIF.ECT.1 | Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility. |
| 9-12.AIF.ECT.2 | Recognize and understand that AI systems are a technology that uses patterns in data to make decisions or generate new things.<br>***Example**: LLMs were trained on older writings that used the em dash consistently, hence why LLMs rely on the em dash so frequently.* |
| 9-12.AIF.ECT.3 | Analyze the potential biases and limitations of AI output.<br>***Example:** An example of a bias is, when asked about doctors, AI models generally assume doctors are all male. An example of one limitation is the fact that AI models can produce erroneous output (i.e., hallucinations).* |
| 9-12.AIF.ECT.4 | Analyze how choice of data sets used to train AI models can lead to potential bias in the output.<br>***Example**: A camera's face recognition tool only works on people with specific skin pigments due to input/training data.* |
| 9-12.AIF.ECT.5 | Recognize when an AI model produces erroneous outputs (i.e., hallucinations).<br>***Example**: An LLM creates a report that cites a document that doesn't actually exist.* |
| 9-12.AIF.ECT.6 | Give examples of how humans combine information from different bodily sensory inputs to make sense of the world, and compare that to how AI models learn about the world.<br>***Example**: LLMs largely learn from text written by humans, whereas humans use vision, olfactory, haptics, geolocation, etc., to ground their understanding of the world.* |
| 9-12.AIF.ECT.7 | Recognize and understand how AI agents can accomplish a defined task. |

## Application

| Code | Standard |
|---|---|
| 9-12.AIF.AP.1 | Use an AI tool to critique student work.<br>***Example**: A student can use AI to ask for editorial feedback on a written assignment and make use of that to improve their writing.* |
| 9-12.AIF.AP.2 | Use AI tools to generate code for a simple coding project.<br>***Clarification:** Students run the code and evaluate the code's output but do not need to fully understand the code itself.* |
| 9-12.AIF.AP.3 | Construct AI agents to accomplish a defined task. |

## AI IMPACT

The AI Impact standards are higher level standards recommended for 11th and 12th-grade students to explore the broader consequences of artificial intelligence on learning, ethics, and society. These standards guide students in analyzing the distinctions between human and AI problem-solving, debating regulatory frameworks, and evaluating the ethical considerations of data collection and AI application. By examining how AI influences diverse fields such as writing, art, and cybersecurity, these standards equip students to assess the risks, benefits, and long-term societal impacts of emerging technologies, fostering responsible and informed decision-making.

### Ethics and Privacy

| Code | Standard |
|---|---|
| 9-12.AII.EP.1 | Evaluate the ethical implications of how AI has changed since GenAI has become commonplace<br>***Example**: Each content area can focus on how GenAI has impacted and changed aspects within their field (like writing, music, art, social media, math, etc).* |
| 9-12.AII.EP.2 | Analyze how AI tools shape user experiences for people with diverse backgrounds and characteristics.<br>***Example**: Real-time translation tools and AI-driven accessibility features (like speech-to-text for the hearing impaired or image-to-text descriptions for the visually impaired) remove barriers for non-native speakers and people with disabilities.* |
| 9-12.AII.EP.3 | Explore the societal, environmental, and ethical implications of large-scale data collection and processing and how this relates to AI applications. |
| 9-12.AII.EP.4 | Assess how unauthorized data collection has influenced the practice of training AI models.<br>***Example**: An AI model is trained on art without the artist's permission which can lead to legal implications and can change the training process.* |
| 9-12.AII. EP.5 | Analyze the benefits, risks, and ethical implications of AI in cybersecurity. |

### Impact on Society

| Code | Standard |
|---|---|
| 9-12.AII.IS.1 | Evaluate AI-generated output to assess bias, accuracy, and potential harms. |
| 9-12.AII.IS.2 | Analyze how workers in different careers use AI to solve problems. |

| Code | Standard |
|---|---|
| 9-12.AII.IS.3 | Analyze how decisions made at different stages of working with data can lead to biased data, misleading conclusions, and compromised AI models.<br><br>***Example**: In a statistics or math course, students can take a collection of data and submit into an AI system then compare the differences.* |
| 9-12.AII.IS.4 | Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility. |
| 9-12.AII.IS.5 | Evaluate how human choices in using, designing, deploying, and regulating AI technologies have risks, benefits, and long-term impacts. |

## AI TECHNICAL APTITUDE

The technical aptitude standards are recommended for 9th to 12th-grade students who want a deeper understanding of technical aspects of AI including, but not limited to, computer science or other engineering students. Technical aptitude refers not to the using of AI, but rather to the 'building' of AI models. Building an AI model includes an understanding of data collection, preparation, analysis, and machine learning principles. Beyond technical abilities, an understanding of model development workflow is important, including how data affects which model to choose, how model choice affects results, and how to interpret results. Finally, it is important to understand the broader context of how machine learning and AI affect individuals and societies.

### Data and Analysis

| Code | Standard |
|---|---|
| 9-12.AITA.DA.1 | Use a digital tool to clean and organize text-based data.<br>***Example:*** *Students can split text into words, sort by frequency or collate, normalize spelling, remove punctuation, and make everything lowercase.* |
| 9-12.AITA.DA.2 | Evaluate different approaches to verifying consistency and compliance with expected data types, values, and ranges.<br>***Example:*** *While preparing a data source for use, a column of numerical data has a row with a word/string.* |
| 9-12.AITA.DA.3 | Examine the procedure of how data is used to train machine learning models.<br>*Clarification: The lifecycle of collecting and munging data, identifying features, and creating train/dev/test data splits.* |
| 9-12.AITA.DA.4 | Apply data acquisition, cleaning, and transformation techniques to prepare data for AI analysis.<br>***Example:*** *Use something like NotebookLM to scrape a website, then pull specific data out of the result for analysis.* |

| Code | Standard |
|---|---|
| 9-12.AITA.DA.5 | Investigate ways to improve the accuracy of a machine learning model and reduce bias by refining the quality of examples and nonexamples in the training data.<br>***Clarification:*** *Students don't actually need to train a classifier, rather they can look at datasets and determine what might need to be done to improve the model, by augmenting the data.*<br>***Example:*** *A speech recognizer only recognizes adult, male, standard American English speakers because it was trained on news transcripts from the 1960s. Augmenting with women and children and with more varied accents would make the recognizer more robust.* |
| 9-12.AITA.DA.6 | Justify the selection of a type of machine learning model to accomplish a task.<br>***Example****: The XOR problem is best solved by rule-based logic (and is not solvable with a linear classifier), but ambiguous problems like question-answering using text are better solved with data on more complex models like LLMs.* |
| 9-12.AITA.DA.7 | Evaluate training data by examining its source, quality, representativeness, potential biases, and privacy implications.<br>***Example:*** *Pick a dataset commonly used to train a model like ImageNet and critique it on the listed criteria.* |

AI Methods

| Code | Standard |
|---|---|
| 9-12.AITA.AIM.1 | Create an application using pre-existing supervised learning models to make predictions or classifications. |
| 9-12.AITA.AIM.2 | Integrate a prebuilt AI agent into an application. |
| 9-12.AITA.AIM.3 | Discuss how a machine learning model generates classifications or predictions.<br>***Clarification:*** *Machine learning is different from classical programming in that data is used to 'write' functions that take inputs and return outputs.* |

| Code | Standard |
|---|---|
| 9-12.AITA.AIM.4 | Justify whether a problem is best solved using procedural instructions, rule-based logic, data-driven methods, or a combination of these approaches.<br>***Example:*** *Logistic regression for a binary task on an edge device, a decision tree for 20 questions, and a neural network for image classification.* |
| 9-12.AITA.AIM.5 | Understand the differences between common machine learning models.<br>***Example:*** *Common models include logistic regression, decision trees, and neural networks.* |
| 9-12.AITA.AIM.6 | Evaluate the features and limitations of a machine learning model.<br>***Example:*** *A decision tree can show feature importance, but it is limited in how it works. Logistic regression, likewise, is a linear classifier that cannot solve the XOR problem.* |
| 9-12.AITA.AIM.7 | Plan safeguards for AI systems that protect human well-being and privacy while ensuring meaningful human involvement in decision-making.<br>***Example:*** *Web search can return anything, or you can filter it for child-appropriate content.* |
| 9-12.AITA.AIM.8 | Examine the procedure of how data is used to train machine learning models.<br>***Example:*** *Looking at the complete data lifecycle including collecting, data munging, feature engineering, and creating training, development/validation, and test data splits.* |
| 9-12.AITA.AIM.9 | Interpret AI results using common metrics and be able to communicate those to a diverse audience.<br>***Example:*** *A credit card fraud classifier is 99.9% correct using an accuracy metric, but that's only because 99.9% of transactions are not fraudulent.* |

## GLOSSARY

This glossary is not comprehensive, nor are all the terms used in the standards. They are included for reference.

**Agentic AI**: AI systems designed to independently plan, execute, and adjust actions to achieve a specific goal with minimal human intervention, often capable of working across multiple tools or applications.

**AI Companion**: A highly personalized, conversational AI designed to simulate human-like relationships, offering emotional support, companionship, and customized personalities rather than just executing practical tasks.

**AI Literacy**: AI Literacy represents technical knowledge, durable skills and future-ready attitudes required to thrive in a world influenced by AI. It enables learners to engage, create, manage, and design AI, while critically evaluating its benefits, risks, and ethical implications.

**Anthropomorphism**: The cognitive tendency to attribute human traits, emotions, intentions, or consciousness to AI systems, which can lead to unrealistic expectations, misplaced trust, or the mistaken belief that an AI platform is capable of genuine social connection or personal experience.

**Artificial Intelligence (AI)**: A branch of computer science focused on building systems capable of performing tasks that typically require human intelligence. AI leverages massive data sets and computational power to make predictions, increasingly impacting various aspects of our daily lives.

**Automation**: The use of technology to perform tasks, processes, or workflows with minimal human assistance to increase efficiency, speed, or precision.

**Generative AI (Gen AI)**: GenAI is a subset of machine learning and AI specifically designed to create new content, including text, images, audio, code, video, or synthetic data based off a prompt.

**Hallucination**: Instances where an artificial intelligence system generates information that is incorrect, misleading, or entirely fabricated, but presents it as if it were true.

**Human-Centered**: An approach where AI is used specifically to support human inquiry. It ensures that humans remain responsible for the initial objective, final decision-making, oversight, and ethical reflection at the beginning and end of every task (Human→AI→Human).

**Human-in-the-loop**: A model of interaction where a human is required to participate in a process, such as verifying, approving, or correcting, to ensure the accuracy, safety, and ethical alignment of AI-generated outcomes.

**Large Language Model (LLM)**: A specific type of Generative AI trained on vast amounts of text data to recognize, predict, and generate human-like text responses.

**Machine Learning**: A subfield of AI where computer systems are trained to identify patterns in large datasets, allowing them to improve their performance on tasks over time without being explicitly programmed for every step.

**Personally Identifiable Information (PII):** Information that can be used to identify a specific person, such as a name, home address, phone number, email address, or student ID number.

**Predictive AI**: AI models that analyze historical and existing data to make forecasts or estimations about future events, trends, or outcomes.

**Simulated Environment:** An artificial, controlled setting created to replicate real-world conditions. Examples range from computer games and AI-generated videos, to two humans role-playing a situation like a job interview.

**Synthetic media**: Content, such as images, audio, video, or text, that has been created, modified, or generated by AI, often used to simulate reality.

Idaho State Board of Education

# ~~College and~~ Idaho Career Readiness Competencies

Approved June 15, 2017

Updated June 17, 2026

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- ~~Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.~~
- Curiosity and Learning Transfer: Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.

- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

- Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.

- Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.[2]

## SUBJECT

Rule Docket 08-0203-2601 Graduation Requirements and Assessment

## BACKGROUND

During the 2025 session, the Legislature approved changes to Administrative Code Section 08.02.03.105 establishing a digital literacy graduation requirement for K-12 students. State Board of Education adoption of updated Digital Literacy Content Standards have created a need to clarify graduation requirements within administrative rule. Additionally, updates are needed to ensure assessment provisions for limited English proficient (LEP) students align with current federal and state law and best practices.

## PROPOSAL

The proposed rule updates Section 105, High School Graduation Requirements, and Section 111, Assessment, within IDAPA 08.02.03.

Revisions to Section 105 clarify civics, government, and digital literacy graduation requirements without changing existing credit totals.

Revisions to Section 111 update assessment requirements for Limited English proficient (LEP) students to align with current federal and state law and best practices. The changes include terminology adjustments for clarity and flexibility, and broaden the language regarding the Idaho Standards Achievement Test (ISAT) English Language Arts exemption for recently enrolled English Learners to align with what is allowed by federal law.

Collectively, these changes improve clarity and consistency in graduation and assessment requirements and support effective implementation by school districts.

## IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will return to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Docket 08-0203-2601 was developed collaboratively by the Board and State Department of Education to align graduation and assessment requirements with federal and state law and to improve clarity of rule language.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 08-0203-2601 Notice of Proposed Rulemaking
Attachment 2 – 08-0203-2601 Proposed Rule Redline

## BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0111-2601, pertaining to graduation requirements and assessments.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-105, §33-116, §33-118, §33-1612
IDAPA 08.02.03.105 and 111

## REFERENCE

| | |
|---|---|
| June 2024 | The State Board of Education approved Digital Literacy Content Standards to support updated graduation requirements. |
| April 2025 | The Legislature approved revisions to IDAPA 08.02.03.105 establishing a digital literacy graduation requirement for Idaho students. |
| May 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0203-2601. |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.02.03 – RULES GOVERNING THOROUGHNESS

### DOCKET NO. 08-0203-2601 *(OARC will assign)*

### NOTICE OF RULEMAKING - PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 105, High School Graduation Requirements, and Section 111, Assessment, within IDAPA 08.02.03. The proposed rule clarifies civics and government proficiency provisions, including recognition of alternate pathways for demonstrating proficiency, and provides clarification to the digital literacy graduation credit, which applies to students graduating after January 1, 2028, without changing existing credit totals.

The rule also revises assessment provisions for limited English proficient (LEP) students, including clarifying participation and exemption language for newly enrolled students with respect to statewide assessments.

These updates align rule language with current State Board of Education policy, recent legislative action, and federal requirements, and improve clarity and consistency in the application of graduation and assessment requirements.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, Volume 26-6.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

## 08.02.03 – RULES GOVERNING THOROUGHNESS

**000. LEGAL AUTHORITY.**
Article IX, Section 2 of the Idaho Constitution and Sections 33-116, 33-118, and 33-1612, Idaho Code. (7-1-26)

**001. SCOPE.**
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

***(BREAK IN CONTINUITY OF SECTIONS)***

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

**01. Credit Requirements**. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include ~~twenty-nine~~thirty (~~29~~30) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.~~h~~i. (3-15-22)

**a.** Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

**b.** Mastery. Students must demonstrate mastery of Idaho Content Standards in a format provided by the LEA. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the LEA. (7-1-25)

**c.** Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation. (7-1-25)

**d.** Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

**e.** Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

**f.** Science. Six (6) credits are required. Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering, or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

**g.** Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics and financial literacy (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (4-6-23)

**h.** Fine Arts or World Languages. Two (2) credits are required. Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-25)

**i.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-25)

**j.** Digital Literacy. One (1) credit is required. ~~The~~ ~~e~~Course must be aligned to the Idaho Digital Literacy Standards and include instruction in ~~that aligns with Idaho Content Standards associated with~~ leveraging technology, digital citizenship, and computational thinking ~~which are imbedded in the Information and Communication Technology Content Standards,~~ and ~~with~~ leveraging the impacts of computing, algorithms, and programming~~, which are embedded in the Computer Science Standards~~. This requirement will apply to any student graduating after January 1, 2028. (~~7-1-25~~ _____)

**02. Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

**03. Senior Project**. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. The senior project will last apply for the class of 2027, unless an LEA opts to early implement the future readiness project. (7-1-25)

**04. Future Readiness Project**. The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post high school options. All students beginning with the class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho college and career competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition will count toward this requirement. LEAs must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and oversee the implementation of this provision. (7-1-25)

**05. Localized Pathways**. In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. This provision must be implemented by all LEAs no later than June 30, 2026. (7-1-25)

**06. Civics and Government Proficiency**. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades ~~seven (7)~~nine (9) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)

**07. Physical Education**. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the LEA. (7-1-25)

**08. Middle School**. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.08.a. through 105.08.c. of this rule are met. (7-1-25)

**a.** The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)

**b.** The course meets the same content standards that are required in high school for the same course; and (3-15-22)

**c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

**d.** The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.d. through 105.01.i. except as provided in 105.01.e.i. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.08.a. through 105.08.c. of this rule. (7-1-25)

**09. Special Education Students**. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)

**10. Foreign Exchange Students**. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

***(BREAK IN CONTINUITY OF SECTIONS)***

**111. ASSESSMENT IN THE PUBLIC SCHOOLS.**

**01. Philosophy**. Acquiring the basic skills is essential to realization of full educational, vocational and

personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)

**02. Purposes**. The purpose of assessment in the public schools is to: (3-15-22)

**a.** Measure and improve student achievement; (3-15-22)

**b.** Assist classroom teachers in designing lessons; (3-15-22)

**c.** Identify areas needing intervention and remediation, and acceleration; (3-15-22)

**d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)

**e.** Inform parents and guardians of their child's progress; (3-15-22)

**f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)

**g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)

**h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

**03. Content**. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-15-22)

**04. Testing Population**. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)

**a.** All students who are eligible for special education shall participate in the statewide assessment program. (3-15-22)

**b.** Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)

**c.** Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive ~~designated supports or accommodations, or both,~~ customized accessibility features for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the ~~designated supports or accommodations, or both,~~ accessibility features in an ELP prior to the assessment administration. ~~Designated supports or accommodations, or both,~~ Accessibility features shall be familiar to the student during previous instruction and for other assessments. LEP students who are recently enrolled in ~~their first year of~~ school in the United States may ~~take Idaho's English language assessment in lieu of~~be exempt from the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. ( )

**05. Scoring and Report Formats**. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)

**a.** All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)

**b.** Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)

**06. Comprehensive Assessment Program**. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)

**a.** Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**c.** Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**e.** Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**f.** Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

**g.** Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**h.** Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**i.** Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

**j.** Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

**k.** Grade 10 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (4-6-23)

**l.** Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam

(optional at the discretion of the student's parent). (4-6-23)

**m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam (optional at the discretion of the student's parent). (4-6-23)

**07. Comprehensive Assessment Program Schedule**. (3-15-22)

**a.** The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)

**b.** The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

**c.** Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

**08. Achievement Standards**. Assessment achievement standards, development standards, and performance level descriptors will be set by the State Board of Education in a schedule and format established by the Board and will be made available through the State Board of Education and Department of Education websites. Achievement standards, development standards, and performance level descriptors include, but are not limited to: (4-6-23)

**a.** The Idaho English Language Proficiency Assessment Achievement Standards. (4-6-23)

**b.** The Idaho Standards Achievement Tests (ISAT) Achievement Standards. (4-6-23)

**c.** The Idaho Alternate Assessment Achievement Standards. (4-6-23)

**09. Costs Paid by the State**. Costs for the following testing activities will be paid by the state: (3-15-22)

**a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)

**b.** Statewide distribution of all assessment materials; and (3-15-22)

**c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)

**10. Costs of Additional Services**. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-22)

**11. Test Security, Validity and Reliability**. (3-15-22)

**a.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)

**b.** Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)

**12. Demographic Information**. Accurate demographic information must be submitted as required for

each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (3-15-22)

**13. Dual Enrollment**. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)

**a.** The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)

**b.** A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

i. Language Arts/Communications. (3-15-22)

ii. Math. (3-15-22)

iii. Science. (3-15-22)

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

***(BREAK IN CONTINUITY OF SECTIONS)***

**SUBJECT**

Rule Docket 08-0202-2601 Bullying and Certification

**BACKGROUND**

During the 2026 Legislative Session, the Idaho Legislature passed House Bill 515, which revised Idaho Code Section 33-1631 related to bullying, harassment, and intimidation. The updates included the elimination of an outdated and redundant reporting requirement.

Changes to federal law, implementation practices, and requests to innovate led to a review of Idaho's rules related to educator preparation and certification. Within the ongoing, comprehensive review, staff have identified specific sections with changes that are necessary and time sensitive.

**PROPOSAL**

Docket 08-0202-2601 includes proposed revisions to Administrative Code related to educator preparation, certification, and bullying.

The proposed rule updates Section 111 to align bullying, harassment, and intimidation provisions with House Bill 515 (2026) by eliminating a state-specific reporting requirement for school districts. A separate, similar bullying report is already required by the federal government. This change is designed to eliminate the duplicative report currently required through rule.

The proposed changes in this docket related to certification and educator preparation include:

Section 015

- Increases the educator preparation hours required for pedagogy while decreasing the hours required for endorsements to allow preparation programs to increase classroom management content.
- In alignment with statutory changes, removes CTE industry experience hours, shifting to Board approval of industry-specific hours..
- Updates the Junior ROTC Instructor Certificate provisions to align with changes to federal law and current best practice.

Section 016

- Updates language related to the Interim Certificate for clarity without changing existing practice.
- Removes and adjusts language to allow the Board to consider and approve more innovative non-traditional educator preparation pathways.
- Delineates the reinstatement process for certificates that have been expired for less than versus more than one (1) year.

Section 021

- Clarifies the requirements for CTE alternative authorization, shifting the process to Board approval consistent with statutory changes.

Section 100

- Removes redundant language regarding Board approval of non-traditional educator preparation programs.

Collectively, these changes improve clarity and ensure certification provisions align with current law, practice, and program needs.

**IMPACT**

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1, following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with statutory requirements and provides stakeholders with the opportunity for input prior to final adoption.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff developed Docket 08-0202-2601 in partnership with the State Department of Education and the Division of Career Technical Education. The review of this section will result in proposed changes for both the 2027 and 2028 legislative sessions, with the most substantial anticipated for the 2028 session. The proposed changes in Docket 08-0202-2601 for the 2027 session are those that were deemed time sensitive.

Board staff recommends approval.

**ATTACHMENTS**

Attachment 1 – 08-0202-2601 Notice of Proposed Rulemaking
Attachment 2 – 08-0202-2601 Proposed Rule Redline

**BOARD ACTION**

I move to approve the proposed rule, Docket No. 08-0202-2601, pertaining to Bullying and Certification alignment.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho Code Sections §33-1612, §33-1619, §33-5202A, §33-5206
IDAPA 08.0202.013, 015, 016, 021, 042, 060, 100, and 111

**REFERENCE**

| | |
|---|---|
| March 2022 | Pending rule 08-0202-2201 was approved by the Legislature, which streamlined and clarified certification requirements for certificated staff. |
| April 2026 | Pending rule 08-0202-2501 was approved by the Legislature, which revised career technical education certification provisions, including adding the term "standard" to the CTE administrative certificate. |
| April 2026 | Signed HB 832 (2026) removed prescriptive experience hour requirements for certain career technical education certification pathways and directed the Board to establish requirements aligned with industry standards. |
| April 2026 | House Bill 515 (2026) revised bullying, harassment, and intimidation provisions in Idaho Code and directed rulemaking. |
| June 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2601. |
| July 2026 | The State Board of Education approved temporary rule 08-0202-2604 to remove CTE certification experience hour requirements in alignment with House Bill 832 (2026). |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.02.02 – RULES GOVERNING UNIFORMITY

### DOCKET NO. 08-0202-2601 *(OARC will assign)*

### NOTICE OF RULEMAKING - PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-105, 33-107, 33-116, 33-1612, and 33-1631 Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates IDAPA 08.02.02, including Section 111, Bullying, Harassment and Intimidation Prevention and Response, and multiple educator preparation and certification sections, including Sections 013, 015, 016, 021, 042, 060, and 100.

The proposed rule revises Section 111 to align bullying prevention, reporting, and response requirements with recent statutory changes enacted in House Bill 515 (2026), including updates to reporting processes and related provisions.

The rule also updates educator preparation, certification, and alternative authorization provisions to address outdated and inconsistent language, clarify requirements, and align rule with current state and federal law and practice, including revisions related to House Bill 832 (2026). These updates support implementation of educator preparation programs, improve clarity for local education agencies and educators, and better align certification provisions with workforce needs.

Collectively, these revisions improve clarity, consistency, and alignment of rule provisions across educator certification and student safety requirements.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, Volume 26-6.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

# 08.02.02 – RULES GOVERNING UNIFORMITY

**000. LEGAL AUTHORITY.**
Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. (7-1-26)

**001. SCOPE.**
Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers. (3-15-22)

**002. -- 003. (RESERVED)**

**004. INCORPORATION BY REFERENCE.**
The State Board of Education adopts and incorporates by reference into its rules: (3-15-22)

**01. Standards for Idaho School Buses and Operations as approved on August 24, 2022**. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. (4-6-23)

**02. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016**. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. (3-15-22)

**005. -- 006. (RESERVED)**

**007. DEFINITIONS.**

**01. Clinical Experience**. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (3-15-22)

**02. Clinical Practice**. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (3-15-22)

**03. Credential**. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-15-22)

**04. Endorsement**. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-15-22)

**05. Field Experience**. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (3-15-22)

**06. Individualized Professional Learning Plan**. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-15-22)

**07. Institutional Recommendation**. Signed form or written verification from an accredited institution

with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (4-6-23)

**08. Internship**. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (3-15-22)

**09. Local Education Agency (LEA)**. An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-15-22)

**10. Paraprofessional**. A noncertificated individual who is employed by a local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-15-22)

**a.** To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-15-22)

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in; or (4-6-23)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-15-22)

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in. (4-6-23)

**b.** Individuals who do not meet these requirements will be considered school or classroom aides. (3-15-22)

**c.** Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-15-22)

**11. Pedagogy**. Teaching knowledge and skills. (3-15-22)

**12. Portfolio**. An organized collection of artifacts that demonstrates an individual's performance, growth, and/or reflection regarding their professional practice, in alignment with the applicable professional standards used for evaluation. (3-15-22)

**13. Practicum**. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (3-15-22)

**14. Semester Credit Hours**. Two (2) semester credit hours are equivalent to three (3) quarter credit

hours. (3-15-22)

**15. Student Learning Objective (SLO)**. A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-15-22)

**16. Student Teaching**. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing for an instructional certificate. (4-6-23)

**17. Teacher of Record**. The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades. (4-6-23)

**008. -- 011. (RESERVED)**

**012. ACCREDITED INSTITUTION.**
For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (3-15-22)

**013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.**
An educator having graduated from a foreign institution educator preparation program shall be treated as an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service. (4-6-23)

**014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.**
Idaho certificates may be issued to applicants completing accredited educator preparation programs from regionally accredited institutions recognized by the state board of education meeting requirements for certification or equivalent in other states when they substantially meet the requirements for a standard Idaho educator certificate. (4-6-23)

**015. IDAHO EDUCATOR CREDENTIAL.**
All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the State Board of Education (SBOE) and any applicable conditions applied to an individual's certificate by the professional standards commission. (7-1-26)

**01. Standard Instructional Certificate**. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements or successfully completes an interim certificate requirements: (4-6-23)

**a. Minimum Credit Hours**. Earned a minimum of ~~twenty (20)~~thirty (30) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive literacy plan; and (____)~~(3-15-22)~~

**b. Student Teaching**. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and (3-15-22)

**c.** Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to

receive an endorsement; (4-6-23)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least ~~thirty (30)~~twenty (20) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching. (____)~~(3-15-22)~~

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least ~~forty-five (45)~~thirty-five (35) semester credit hours in a single subject area; (____)~~(3-15-22)~~

**d.** Meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (4-6-23)

**02. Standard Pupil Service Staff Certificate**. Persons who serve as school counselors, school psychologists, school social workers, and school nurses are required to hold the Standard Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, occupational therapist, or physical therapist may be required, as determined by the local educational agency, to hold a Standard Pupil Service Staff Certificate with respective endorsements for which they qualify. (4-6-23)

**a.** School Counselor Endorsement. To be eligible for a School Counselor endorsement, a candidate must have satisfied the following requirements. (3-15-22)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (60) semester credits, from a college or university approved by the Idaho SBOE or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (7-1-26)

ii. An institutional recommendation is required for a School Counselor endorsement. (3-15-22)

**b.** School Counselor – Basic Endorsement. (3-15-22)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a School Counselor – Basic endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. (3-15-22)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic endorsement. Renewal date will remain the same as the initial credential. (3-15-22)

**c.** School Psychologist Endorsement. The renewal credit requirement may be waived if the applicant holds a current and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for a school psychologist endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-15-22)

i. Completion of an approved thirty (30) semester credit hour master's degree in education or psychology and completion of an approved thirty (30) semester credit hour School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

ii. Completion of an approved sixty (60) semester credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education

agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

iii. Completion of an approved sixty (60) semester credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-15-22)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-15-22)

**d.** Interim Certificate – School Psychologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a master's degree or higher in psychology and are working toward a standard pupil service staff certificate with school psychologist endorsement. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (3-15-22)

**e.** School Nurse Endorsement. To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options: (3-15-22)

i. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-15-22)

ii. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience. (3-15-22)

**f.** Interim Certificate - School Nurse Endorsement. This certificate will be issued to those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements. (3-15-22)

**g.** Speech-Language Pathologist Endorsement. To be eligible for a speech-language pathologist endorsement, a candidate must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the SBOE. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board. (7-1-26)

**h.** Interim Certificate - Speech-Language Pathologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate. (3-15-22)

**i.** Audiology Endorsement. To be eligible for an audiology endorsement, a candidate must possess a master's degree from an accredited college or university in an audiology program approved by the SBOE. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board. (7-1-26)

**j.** School Social Worker Endorsement. To be eligible for a school social worker endorsement, a candidate must meet the following requirements: (3-15-22)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the SBOE. The program must be currently approved by the state educational agency of the state in which the program was completed; and (7-1-26)

ii. An institutional recommendation from a state board approved program; and (3-15-22)

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-15-22)

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-15-22)

**k.** Occupational Therapist Endorsement. To be eligible for an occupational therapist endorsement, a candidate must have a current and valid occupational therapy license issued by the Occupational Therapy Licensure Board of Idaho. The candidate must maintain current and valid occupational therapy licensure for the endorsement to remain valid. (3-15-22)

**l.** Physical Therapist Endorsement. to be eligible for a physical therapist endorsement a candidate must have a current and valid physical therapy license issued by the Idaho Physical Therapy Licensure Board. The candidate must maintain current and valid physical therapy licensure for the endorsement to remain valid. (3-15-22)

**03. Standard Administrator Certificate**. Persons who serve as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or are assigned to conduct the summative evaluation of certified staff are required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. (3-15-22)

a. School Principal Endorsement. To be eligible for the School Principal endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state-approved program, or have one (1) year of experience as an administrator. (3-15-22)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies in the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a School Principal endorsement. (3-15-22)

**b.** Superintendent Endorsement. To be eligible for the Superintendent endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state board approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent. (3-15-22)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration must include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for superintendents and the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a Superintendent endorsement. (3-15-22)

**c.** Director of Special Education Endorsement. To be eligible for the Director of Special Education endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university; (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-15-22)

iii. Provide verification of a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment. (3-15-22)

iv. Have completed an administrative internship in the area of administration of special education; and (3-15-22)

v. An institutional recommendation is required for Director of Special Education endorsement. (3-15-22)

**04. Career Technical Certification Requirements**. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-15-22)

**a.** Standard Degree Based Career Technical Occupational Certificate. Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (3-15-22)

i. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological,

methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (3-15-22)

ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; (3-15-22)

iii. ~~Accumulated one thousand (1,000) clock hours of~~ Equivalent related industry experience~~, or practicum~~ as approved by the Board ~~higher education institution,~~ in the respective field of specialization as authorized by section 33-2205, Idaho code; ( )~~(3-15-22)~~

iv. Completed a total of at least ~~ten (10) undergraduate~~ six (6) semester credit hours ~~or six (6) graduate semester credit hours of~~ student teaching: ( )~~(3-15-22)~~

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; (3-15-22)

(1) To receive endorsement in two (2) fields of teaching, preparation must ~~consist of at least thirty (30)~~ meet the semester credit hours ~~in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching~~ requirement ~~identified~~ for the specific endorsement as approved by the Board. ( )~~(3-15-22)~~

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least ~~forty-five (45)~~thirty (30) semester credit hours in a single subject area. ( )~~(3-15-22)~~

vi. Met or exceeded the state qualifying score on the state board-approved content area ~~and pedagogy~~ assessment~~s~~. (3-15-22)

vii. The renewal credits required in Section 060 may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards or holds a current professional license in good standing at the time of renewal. Credits must be earned during the validity period of the certificate. (4-6-23)

**b.** Career Technical Education Program Standard Administrator Certificate. The career technical education program administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the career technical education program administrator certificate. The certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. (7-1-26)

i. Qualify for or hold a~~n~~ standard or advanced occupational specialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a ~~master's~~ baccalaureate degree; and complete ~~at least fifteen (15) semester credits of~~ administrative course work to include ~~required credits in.~~ education finance, administration and supervision of personnel, and legal aspects of education. Remaining coursework may be selected from: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. ( )~~(3-15-22)~~

ii. Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of either a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; or successful completion of a Division of Career Technical Education career technical education ~~leadership institute~~administrative coursework; or completion of course work including credits in: principles and foundations of career technical education, career technical student organizations, occupational analysis, curriculum design, one or

more externships with career technical education industry advisor partners totaling 100 hours, and ongoing participation in technical advisory committee meetings associated with the school's career technical education programs. (4-6-23)

**c.** Industry-Based Occupational Specialist Certificate. Persons who hold an occupational specialist career technical certificate are eligible to teach in a career technical program pathway(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession who: and meeting the following eligibility requirements: (3-15-22)

i. Possesses either a high school diploma or General Educational Development (GED) certificate; meets provisions of Idaho Code; and, has verifyviable technical skills obtained through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencieslicensing requirements must also be met. Since educational levels and work experiences vary, aApplicants may will be determined qualified under any one (1) of the following three (3) options: (3-15-22)

(1) Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(2) Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; orMeets the professional experience hours requirements established by the Board pursuant to section 33-2205, Idaho code. (____)(3-15-22)

(32) Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (3-15-22)

ii. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (____)(3-15-22)

(1) Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-15-22)

(2) Pathway II – Cohort TrainingDivision training program: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within the three-year validity period of the interim certificate. (____)(3-15-22)

iii. Standard Occupational Specialist Certificate. (3-15-22)

(1) This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for renewable certification. (3-15-22)

(2) The Standard Occupational Specialist Certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation

is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (40) hours per credit; or any equivalent combination thereof. (____)~~(4-6-23)~~

iv. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who are eligible for the Standard Occupational Specialist Certificate; and provide evidence of completion of an ~~teacher training degree~~approved educator preparation program; or eighteen (18) semester credits ~~of~~approved by the Division of Career Technical Education ~~approved education~~; or content-related course work in addition to the twelve (12) ~~semester~~ credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits).. The Advanced Occupational Specialist Certificate is valid for five (5) years ~~and must meet the renewal requirements pursuant to Section 060 of these rules to renew~~ and is renewable under the same provisions as the Standard Occupational Specialist Certificate. (4-6-23)

**05. Postsecondary Specialist Certificate**. A Postsecondary Specialist certificate will be granted to a 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 (faculty's college dean). The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships. (3-15-22)

**a.** To renew this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-15-22)

**b.** The candidate must meet the following qualifications: (3-15-22)

i. Hold a baccalaureate degree or higher in the content area being taught; (3-15-22)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-15-22)

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code. (3-15-22)

**06. American Indian Tribal Language Certificate**. The five (5) federally recognized tribes of Idaho shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach tribal language(s) in accordance with Section 33-1280, Idaho Code. To be eligible for an American Indian Tribal Languages certificate an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable. (3-15-22)

**07. Junior Reserved Officer Training Corps (Junior ROTC) Instructors**._____(_____) ~~(3-15-22)~~

**a.** Junior ROTC Instructor Certificate. To be eligible for a five (5) year renewable Junior ROTC Instructor Ceertificate, an applicant shall submit a ~~complete application and provide a~~ copy of their certificate~~(s)~~ or letter of completion ~~of~~ from an armed forces Junior ROTC training program. (_____)~~(3-15-22)~~

**b.** ~~If approved the certificate shall be issued for five years and is renewable.~~Interim Junior ROTC Instructor Certificate. A three (3) year interim certificate shall be issued to those who are enrolled in the Junior ROTC Instructor training program. The applicant shall submit a complete application, a letter of recommendation from their hiring school district or public charter school, and a copy of their Junior ROTC Instructor initial qualification letter issued by an armed forces Junior ROTC training program. Upon completion of the Junior ROTC training program, an applicant can apply for the five (5) year renewable Junior ROTC Instructor Certificate.(___) ~~(3-15-22)~~

**08. Additional Renewal Requirements**. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-15-22)

**a.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-15-22)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-15-22)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-15-22)

**016. ~~IDAHO~~ INTERIM CERTIFICATION~~E~~, NON-TRADITIONAL ROUTES, AND CERTIFICATE REINSTATEMENT.**

01. **Interim Certificate.** A three (3) year interim certificate may be issued to an applicant~~s~~ who holds a valid certificate or license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or who is~~are~~ engaged in or completed a non-traditional route or alternative authorization to certification as ~~prescribed herein~~approved by the State Board of Education. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. (_____)~~(4-6-23)~~

**a. ~~01.~~ ~~Interim Certificate Not Renewable.~~** Interim certification is only available on a one (1) time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education.

**b.** ~~An applicant~~Interim certificate holders must meet the requirements of the State Board of Education ~~and the applicable alternate authorization route or non-traditional route~~ to obtain a standard ~~Idaho Educator Credential~~certificate during or at the conclusion of the term of the interim certificate. (_____)~~(3-15-22)~~

i. All interim instructional certificate holders, excluding those with limited occupational specialist certificates, must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement prior to applying for a standard certificate.

ii. All interim certificate holders with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement prior to applying for standard certification.

**02. Non-Traditional Route to ~~Teacher~~ Certification**. An individual who possesses a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the Board may acquire ~~interim~~ certification through a state board approved non-traditional ~~route to teacher certification~~ program. Non-traditional programs must ensure candidates meet content, pedagogy, and performance criteria per section 017.01. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (_____)~~(3-15-22)~~

~~**a.** Individuals who possess a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the SBOE may receive an interim instructional certificate. To receive the interim certificate, the individual must: (7-1-26)~~

~~i. Complete or enroll in a state board approved program; and (3-15-22)~~

~~ii. Pass the state board approved pedagogy and content area assessment. (3-15-22)~~

~~**b.** Standard certification. Upon completion of the non-traditional route the applicant must complete a two (2) year state board approved teacher mentoring program and receive two (2) years of Idaho evaluations with a summative rating of proficient or better. (4-6-23)~~

~~**03. Idaho Comprehensive Literacy Course**. All Idaho teachers working on an interim certificate (alternate authorizations, nontraditional routes, reinstatement, or coming from out of state) must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement for standard instructional certificate. (3-15-22)~~

~~**04. Teaching For Mathematical Thinking**. All Idaho teachers or administrators with an interim certificate (alternate authorizations, nontraditional routes, reinstatements or coming from out of state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement for full certification. (4-6-23)~~

**035. Reinstatement of Expired Certificate**.

**a.** An individual with an Idaho standard certificate expired for one (1) year or less who did not meet the six (6) credit renewal requirement may apply for reinstatement and be issued an interim certificate. During the validity period of the interim certificate, the applicant must complete any outstanding credits to meet the renewal requirement to be eligible for a five (5) year renewable certificate. ( )

**~~a.~~b.** An individual ~~holding~~ with a~~n expired~~ standard Idaho certificate expired for over one (1) year may apply for and be issued an interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to ~~obtain~~ to be eligible for a standard five (5) year renewable certific~~ation during the term of the interim certificate~~: ( )~~(7-1-26)~~

**i~~a~~.** Two (2) years of Idaho evaluations, as applicable to the type of certification, with a summative rating of proficient or better; (4-6-23)

**ii~~b~~.** Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan; (3-15-22)

**iii~~c~~.** Completion of the six (6) credit renewal requirement; and ( )~~(4-6-23)~~

**iv~~d~~.** Completion of the Idaho Comprehensive Literacy Course or Assessment and the Teaching for Mathematical Thinking ~~as provided herein~~if applicable per section 016.01.b. ( )~~(3-15-22)~~

~~**e.** Individuals holding an expired certificate that was in good standing at the time the certificate expired, may have the certificate reinstated within one (1) year of the time the certificate expired by completing any outstanding professional development requirements that were pending at the time the certificate expired. (4-6-23)~~

**06. Codes of Ethics**. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-15-22)

**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

**01. Assessments**. State Board of Education approved content, pedagogy and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (3-15-22)

**02. Idaho Comprehensive Literacy Assessment**. All applicants for initial Idaho certification from a state board-approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included in the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (3-15-22)

**018. -- 020. (RESERVED)**

**021. ENDORSEMENTS.**
Holders of an Instructional Certificate or Occupational Specialist Certificate must have one (1) or more endorsements attached to their certificate as applicable to the type of certification. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho educator preparation programs shall prepare candidates for endorsements in accordance with these certification requirements and the standards approved by the board. An official statement from the college of education of competency in a content area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to a certificate, an individual must complete the credit hour requirements as established by the SBOE and meet or exceed the state qualifying score on a board approved content, pedagogy or performance assessment. (7-1-26)

**01. Clinical Experience Requirement**. All standard endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (4-6-23)

**02. Alternative Authorization - Teacher to New Endorsement**. This alternative authorization allows a local education agency to request additional endorsement for a candidate. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress on one (1) of the following options: (4-6-23)

**a.** Option I -- An official statement of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses if the statement is created in consultation with the department or division in which the competency is established and is approved by the director of teacher education of the recommending college or university. (3-15-22)

**b.** Option II -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. Successful completion of a one (1) year, state board approved mentoring program must be completed during the first year to maintain the endorsement. (4-6-23)

**c.** Option III -- Content area assessment and mentoring. A candidate may add an endorsement by successfully completing a state board-approved content areas assessment and a one-year, state board-approved mentoring program within the first year of authorization. (3-15-22)

**d.** ~~For all candidates moving to an initial certification in a career technical education endorsement area, the candidate will be required to complete or have completed coursework in principles and foundations of career technical education and career technical student organizations, training in occupational analysis and curriculum design, and a minimum of two hundred (200) internship/externship hours in the career technical education~~

~~endorsement area.~~Option IV –Occupational specialists may add endorsements through the completion of industry professional experience or internship/externship hours equivalent to the required professional hours established by the Board pursuant to section 33-2205, Idaho code. (____)~~(4-6-23)~~

**03. National Board Certification**. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area. (3-15-22)

**022. -- 027. (RESERVED)**

**028. PROFESSIONAL ENDORSEMENTS.**
The professional endorsement is required for movement onto and across the professional compensation rung of the career ladder and the advanced professional endorsement is required for movement onto and across the advanced professional rung of the career ladder. Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (4-6-23)

**01. Measurable Student Achievement and Student Success Indicators**. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (3-15-22)

**02. Validity of Evidence**. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required. (3-15-22)

**03. Evaluation of Evidence**. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement. (3-15-22)

**029. -- 041. (RESERVED)**

**042. ALTERNATIVE AUTHORIZATION.**
Alternative authorization allows a local education agency to request certification for a candidate. This authorization grants an interim certificate that allows individuals to serve as the teacher of record while pursuing standard certification. Evidence of satisfactory progress toward standard certification must be provided each year. Individuals who hold a current instructional certificate may obtain additional endorsements through an alternative authorization as prescribed in Subsection 021 of these rules. Individuals seeking an alternative authorization for an occupational specialist certificate must also meet the minimum industry hours for the content area as established by the State Board pursuant to section 33-2205, Idaho code. (____)~~(4-6-23)~~

**01. Alternative Authorization -- Teacher to New Certification**. This alternative authorization allows a local education agency to request additional certification for a candidate who already holds a current Idaho certificate in good standing to add an additional type of certificate in a new certification area. (4-6-23)

**a.** Prior to application, the candidate must hold a baccalaureate degree or higher and a current and valid

Idaho certificate. The local education agency must attest to the candidate's ability to fill the position. (3-15-22)

**b.** The candidate must participate in a state board- approved educator preparation program. (3-15-22)

i. The candidate will work toward completion of a state board-approved educator preparation program. The candidate must complete a minimum of nine (9) semester credits annually to maintain continued eligibility for the interim certificate; and (4-6-23)

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences toward program completion requirements. (4-6-23)

**02. Alternative Authorization -- Content Specialist**. This alternative authorization allows a local education agency to request an interim certificate for an individual who possesses distinct content knowledge and skills to teach in a content area. (4-6-23)

**a.** Initial Qualifications. (3-15-22)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (3-15-22)

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content area. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (3-15-22)

**b.** State Board Approved Educator Preparation Program. (3-15-22)

i. Prior to authorization, a consortium comprised of a state board-approved educator preparation program representative, a local education agency representative, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life or work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection. The plan must include annual progress goals that must be met for continued eligibility; (4-6-23)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; and (3-15-22)

iii. At the time of authorization the candidate must enroll in and work toward completion of the plan. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. The candidate must complete the plan to move to a standard instructional certificate. (4-6-23)

**c.** Career Technical Education Industry-based Route Plan. Local education agencies with candidates seeking a limited occupational specialist certification may request approval, with an approved division of career technical education alternative authorization route plan, to meet the program requirements. (4-6-23)

**03. Alternative Authorization - Pupil Service Staff**. This alternative authorization allows a local education agency to request interim certification and endorsement for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled. (4-6-23)

**a.** Initial Qualifications. The applicant must complete the following: (3-15-22)

i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (3-15-22)

ii. The local education agency must attest to the ability of the candidate to fill the position. (3-15-22)

**b.** Educator Preparation Program. (3-15-22)

i. At the time of authorization the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college or university and the local education agency. The educator preparation program must include annual progress goals. (4-6-23)

ii. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. (4-6-23)

iii. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-15-22)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (3-15-22)

**043. -- 059. (RESERVED)**

**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**
To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-15-22)

**01. State Board of Education Requirements for Professional Development**. All certificated personnel must complete at least six (6) semester credit hours or equivalent professional development within the five (5) year validity period of the certificate being renewed. Pursuant to subsection 015.04 of these rules, standard occupational specialist may use industry experience to meet these requirements. (_____)~~(3-15-22)~~

**02. Credit**. Graduate or undergraduate credit will be accepted for renewal. Credit must be transcripted and completed through a college or university accredited by an entity recognized by the state board of education. (3-15-22

**a.** At least three (3) semester credits shall be taken for postsecondary credit and verified by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-15-22)

**b.** Credits taken for certificate renewal must be related to the individualized professional learning plan or the professional practice of the applicant. (3-15-22)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (3-15-22)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (3-15-22)

iii. Credits must be tied to a specific area of need designated by local education agency administration. (3-15-22)

iv. Credits must be taken during the validity period of the certificate. (3-15-22)

**c.** All requests for equivalent in-service training to apply toward renewal, except occupational specialist certificates, must be approved by the local education agency. Individuals holding Occupational Specialist Certificates must make requests through the Division of Career Technical Education. Applicants must receive approval for in-service training and course work prior to applying for renewal. All in-service training must be aligned with the applicant's individualized professional learning plan or related to professional practice. Fifteen (15) contact hours are equivalent to one (1) semester credit. (3-15-22)

**d.** Pupil service staff certificate holders who hold a professional license through the appropriate Idaho state licensing board may use renewal of their professional license toward the renewal of their pupil service staff certificate in lieu of the requirements herein. (3-15-22)

**e.** Renewal credits may not be carried over from one (1) renewal period to the next. (3-15-22)

**03. Professional Development Plans**. Local education agencies will have professional development plans. (3-15-22)

**061. -- 065. (RESERVED)**

**066. FEES.**
The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-23-22)

**01. Initial Certificate**. All types, issued for five (5) years -- seventy-five dollars ($75) (3-23-22)

**02. Renewal Certificate**. All types, issued for five (5) years -- seventy-five dollars ($75) (3-23-22)

**03. Alternate Route Authorization**. All types, issued for one (1) year -- one hundred dollars ($100) (3-23-22)

**04. Additions or Changes During the Life of an Existing Certificate**. Twenty-five dollars ($25) (3-23-22)

**05. To Replace an Existing Certificate**. Ten dollars ($10) (3-23-22)

**067. -- 074. (RESERVED)**

**075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).**
All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. (3-23-22)

**01. Definitions**. (3-23-22)

**a.** Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules. (3-23-22)

**b.** Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (3-23-22)

**c.** Background Investigation Check Result. The response to a state and federal background

investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (3-23-22)

**d.** Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (3-23-22)

**e.** Candidate. An individual attending a postsecondary program. (3-23-22)

**f.** Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (3-23-22)

**g.** Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (3-23-22)

**h.** Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (3-23-22)

**i.** Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints. (3-23-22)

**j.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA employee in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. (3-23-22)

**02. Individuals Required to Complete a Background Investigation Check**. (3-23-22)

**a.** All applicants for certificates; (3-23-22)

**b.** Certificated and noncertificated employees; (3-23-22)

**c.** Substitute teachers; (3-23-22)

**d.** Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (3-23-22)

**e.** Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; (3-23-22)

**f.** Volunteers who have unsupervised contact with students in a public K-12 setting; (3-23-22)

**g.** Any individuals who have unsupervised contact with students in a public K-12 setting. (3-23-22)

**03. Fee**. The State Department of Education shall charge a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-23-22)

**04. Rejected Fingerprint Cards or Scans**. (3-23-22)

**a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (3-23-22)

**b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractor, postsecondary program, or individual. (3-23-22)

**c.** A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the State Department of Education within thirty (30) calendar days. (3-23-22)

**d.** If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days, a fee, pursuant to Subsection 075.03 of these rules, is required to be paid. (3-23-22)

**05. Secured Background Investigation Check Website**. The State Department of Education will maintain a background investigation check website listing the background investigation check results for review by the LEA, private or parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list. (3-23-22)

**06. Background Investigation Checks for Certification**. (3-23-22)

**a.** The State Department of Education will make the final determination if an applicant is eligible for Idaho certification. (3-23-22)

**b.** If the State Department of Education makes a determination that the applicant is not eligible for Idaho certification, the State Department of Education may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (3-23-22)

**07. Substitute Teachers**. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a background investigation check. The State Department of Education shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a background investigation check every five (5) years in accordance with Section 33-512, Idaho Code. (3-23-22)

**08. Break In Service**. (3-23-22)

**a.** When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

**b.** When an employee changes employment between LEAs a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-23-22)

**09. Postsecondary**. (3-23-22)

**a.** The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships, or other types of candidate training. (3-23-22)

**b.** The State Department of Education will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (3-23-22)

**076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-15-22)

**01. Aspirations and Commitments**. (3-15-22)

**a.** The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-15-22)

**b.** The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-15-22)

**c.** The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-15-22)

**d.** The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-15-22)

**e.** The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-15-22)

**f.** The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (3-15-22)

**02. Principle I - Professional Conduct**. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-15-22)

**03. Principle II - Educator/Student Relationship**. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. All digital communication with students must occur on a device and platform approved by the district and on a school-based account. Unethical conduct includes, but is not limited to: (7-1-26)

**a.** Committing any act of child abuse, including physical or emotional abuse; (3-15-22)

**b.** Committing any act of cruelty to children or any act of child endangerment; (3-15-22)

**c.** Committing or soliciting any sexual act from any minor or any student regardless of age; (3-15-22)

**d.** Committing any act of harassment as defined by local education agency policy; (3-15-22)

**e.** Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-15-22)

**f.** Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; (3-15-22)

**g.** Using inappropriate language including, but not limited to, swearing and improper sexual comments

(e.g., sexual innuendos or sexual idiomatic phrases); (3-15-22)

**h.** Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (3-15-22)

**i.** Inappropriate contact with any minor or any student regardless of age using electronic or social media; (3-15-22)

**j.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-15-22)

**k.** Conduct that is detrimental to the health or welfare of students; and (3-15-22)

**l.** Deliberately falsifying information presented to students. (3-15-22)

**04. Principle III - Alcohol and Drugs Use or Possession**. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-15-22)

**b.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-15-22)

**c.** Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (3-15-22)

**d.** Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (3-15-22)

**e.** Possession of an illegal drug as defined in Title 37, Chapter 27, Idaho Code, Uniform Controlled Substances. (7-1-26)

**05. Principle IV - Professional Integrity**. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Fraudulently altering or preparing materials for licensure or employment; (3-15-22)

**b.** Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-15-22)

**c.** Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-15-22)

**d.** Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-15-22)

**e.** Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (3-15-22)

**f.** Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-15-22)

**g.** Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the

course of an official inquiry or investigation; (3-15-22)

**h.** Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-15-22)

**i.** Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-15-22)

**06. Principle V - Funds and Property**. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Misuse, or unauthorized use, of public or school-related funds or property including a device or platform approved by the district or on a school-based account; (7-1-26)

**b.** Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (3-15-22)

**c.** Submission of fraudulent requests for reimbursement of expenses or for pay; (3-15-22)

**d.** Co-mingling of public or school-related funds in personal account(s); (7-1-26)

**e.** Unauthorized use of school property for private financial gain; (7-1-26)

**f.** Engaging in sexually explicit activity on a device or platform approved by the district or on a school-based account, including, but not limited to, viewing pornographic or sexually explicit images, engaging in sexually explicit conversations, or creating or exchanging any type of sexually explicit content; and, (7-1-26)

**g.** Deliberate use of poor budgeting or accounting practices. (3-15-22)

**07. Principle VI - Compensation**. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-15-22)

**b.** Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-15-22)

**c.** Tutoring students assigned to the educator for remuneration unless approved by the local board of education; (7-1-26)

**d.** Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code; and, (7-1-26)

**e.** Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (3-15-22)

**08. Principle VII - Confidentiality**. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-15-22)

**b.** Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-15-22)

**09. Principle VIII - Breach of Contract or Abandonment of Employment**. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (3-15-22)

**b.** Willfully refusing to perform the services required by a contract; and, (3-15-22)

**c.** Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-15-22)

**10. Principle IX - Duty to Report**. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-15-22)

**a.** Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-15-22)

**b.** Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (3-15-22)

**c.** Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (3-15-22)

**d.** Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-15-22)

**11. Principle X - Professionalism**. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities. A professional educator follows generally recognized professional principles. Unethical conduct includes, but is not limited to: (7-1-26)

**a.** Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-15-22)

**b.** Committing any act of harassment toward a colleague; (3-15-22)

**c.** Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-15-22)

**d.** Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (3-15-22)

**e.** Willfully interfering with the free participation of colleagues in professional associations; and (3-15-22)

**f.** Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (3-15-22)

**077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**

**01. Administrative Complaint**. A document outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-15-22)

**02. Educator**. A person who held, holds, or applies for an Idaho Certificate (Section 33-1201, Idaho Code). (3-15-22)

**03. Education Official**. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-15-22)

**04. Executive Committee**. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and recommend possible disciplinary action. (3-15-22)

**05. Hearing**. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-15-22)

**06. Hearing Panel**. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-15-22)

**07. Investigation**. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Professional Standards Commission. (3-15-22)

**08. No Probable Cause**. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (3-15-22)

**09. Principles**. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-15-22)

**10. Probable Cause**. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (3-15-22)

**11. Respondent**. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-15-22)

**12. Revocation**. The invalidation of any Certificate held by the educator. (3-15-22)

**13. Stipulated Agreement**. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms. (3-15-22)

**078. -- 099. (RESERVED)**

**100. OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.**

**01. The Official Vehicle for the Approval of ~~Traditional~~ Educator Preparation Programs**. ~~Traditional e~~Educator preparation programs will be accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education and meets the board approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state department of education websites. All standards will include an implementation date. (____)~~(4-6-23)~~

~~**02. Non-Traditional Educator Preparation Program**. To be considered for approval each non-traditional educator preparation program must include the following components: (3-15-22)~~

~~**a.** Assessment of pedagogy and content knowledge; and (3-15-22)~~

~~**b.** Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-15-22)~~

**023.** **Continuing Approval**. Approved educator preparation programs will be reviewed for continued approval on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program. (3-15-22)

**034.** **Payment Responsibilities for Educator Preparation Program Reviews**. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (3-15-22)

**a.** The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-15-22)

**b.** Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including all standards review. (3-15-22)

**101. -- 109. (RESERVED)**

**110. PERSONNEL STANDARDS.**
The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with the following state class size ratio goals.

| TEACHERS | STATE GOALS |
|---|---|
| Kindergarten | 20 |
| Grades 1, 2, 3 | 20 |
| Grades 4, 5, 6 | 26 |
| Middle School/Jr. High | 160 teacher load |
| High School | 160 teacher load |
| Alternative School (7-12) | 18 average daily class load |

**INSTRUCTIONAL PERSONNEL**
Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

| PUPIL PERSONNEL | |
|---|---|
| (Certificated School Counselors, Social Workers, Psychologists) | 250:1 * student/district average |

| | |
|---|---|
| | |
| Secondary Media Generalist and Assistants | 500:1 * student/district average |
| Elementary Media Generalist or Assistants | 500:1 * student/district average |
| Building Administrative Personnel | Not to exceed 500:1 * district average |

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-6-23)

**111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.**

**01. Dissemination of Information**. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (3-15-22)

**02. Professional Development**. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (3-15-22)

**a.** School philosophy regarding school climate and student behavior expectations; (3-15-22)

**b.** Definitions of bullying, harassment, and intimidation; (3-15-22)

**c.** School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (3-15-22)

**d.** Expectations of staff intervention for bullying, harassment, and intimidation; (3-15-22)

**e.** School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (3-15-22)

**f.** Other topics as determined appropriate by the school district or charter school. (3-15-22)

**03. Graduated Consequences**. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (3-15-22)

**a.** Graduated consequences may include, but are not limited to: (3-15-22)

i. Meeting with the school counselor; (3-15-22)

ii. Meeting with the school principal and student's parents or guardian; (3-15-22)

iii. Detention, suspension or special programs; and (3-15-22)

iv. Expulsion. (3-15-22)

**b.** The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (3-15-22)

**c.** Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (3-15-22)

**04. Intervention**. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (3-15-22)

**a.** Correct the problem behavior; (3-15-22)

**b.** Prevent another occurrence of the problem; (3-15-22)

**c.** Protect and provide support for the victim of the act; and (3-15-22)

**d.** Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (3-15-22)

~~**05. Reporting**. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting.~~ ~~(3-15-22)~~

**112. SUICIDE PREVENTION IN SCHOOLS.**
As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include: (3-15-22)

**01. Prevention**. School philosophy regarding school climate and the promotion of protective factors; data on suicide for the region or state, or both; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships. (3-15-22)

**02. Intervention**. How to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal. (3-15-22)

**03. Postvention**. Evidence-based protocol for responding to a student/staff suicide. (3-15-22)

**113. -- 119. (RESERVED)**

**120. LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS.**
Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to the state evaluation framework, Charlotte Danielson Framework for Teaching Second Edition, domains and components specified in Subsection 120.01 of this rule, and must be determined based

on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. If weighting the summative evaluation toward only two or three of the domains, the evaluation must indicate how this aligns with the individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-15-22)

**01. Standards**. Each district evaluation model shall be aligned to state evaluation framework minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-15-22)

**a.** Domain 1 - Planning and Preparation: (3-15-22)

i. Demonstrating Knowledge of Content and Pedagogy; (3-15-22)

ii. Demonstrating Knowledge of Students; (3-15-22)

iii. Setting Instructional Outcomes; (3-15-22)

iv. Demonstrating Knowledge of Resources; (3-15-22)

v. Designing Coherent Instruction; and (3-15-22)

vi. Designing Student Assessments. (3-15-22)

**b.** Domain 2 - The Classroom Environment: (3-15-22)

i. Creating an Environment of Respect and Rapport; (3-15-22)

ii. Establishing a Culture for Learning; (3-15-22)

iii. Managing Classroom Procedures; (3-15-22)

iv. Managing Student Behavior; and (3-15-22)

v. Organizing Physical Space. (3-15-22)

**c.** Domain 3 - Instruction and Use of Assessment: (3-15-22)

i. Communicating with Students; (3-15-22)

ii. Using Questioning and Discussion Techniques; (3-15-22)

iii. Engaging Students in Learning; (3-15-22)

iv. Using Assessment in Instruction; and (3-15-22)

v. Demonstrating Flexibility and Responsiveness. (3-15-22)

**d.** Domain 4 - Professional Responsibilities: (3-15-22)

i. Reflecting on Teaching; (3-15-22)

ii. Maintaining Accurate Records; (3-15-22)

iii. Communicating with Families; (3-15-22)

iv. Participating in a Professional Community; (3-15-22)

v. Growing and Developing Professionally; and (3-15-22)

vi. Showing Professionalism. (3-15-22)

**02. Professional Practice**. All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the state evaluation framework domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components within each domain or indicate how the evaluation is weighted toward specific domains and aligned to the individualized professional learning plan of the applicable professional standards used for evaluation of certified personnel. In addition to the domains and components of the state evaluation framework, district evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations: (3-15-22)

**a.** Parent/guardian input; (3-15-22)

**b.** Student input; and/or (3-15-22)

**c.** Portfolios. (3-15-22)

**03. Student Achievement**. Instructional staff summative evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-15-22)

**04. Participants**. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated non-instructional employees and Pupil Service Staff Certificate holders in a way that aligns with the state evaluation framework to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-15-22)

**05. Evaluation Policy – Content**. Local school district policies will include, at a minimum, the following information: (3-15-22)

**a.** Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated. (3-15-22)

**b.** Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (3-15-22)

**c.** Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (3-15-22)

**d.** Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-15-22)

**e.** Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (3-15-22)

**f.** Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including: (3-15-22)

i. Unsatisfactory being equal to "1"; (3-15-22)

ii. Basic being equal to "2"; and (3-15-22)

iii. Proficient being equal to "3". (3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (3-15-22)

**g.** A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-15-22)

**06. Evaluation Policy – Frequency of Evaluation**. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-15-22)

**07. Evaluation Policy - Personnel Records**. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-15-22)

**08. Evaluation System Approval**. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the state evaluation framework and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-15-22)

**121. LOCAL DISTRICT EVALUATION POLICY – SCHOOL ADMINISTRATOR.**
All school and school district administrators must receive an annual evaluation. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrator evaluations, each school district board of trustees will develop and adopt policies for performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. For Special Education Directors, standards aligned with the profession's national standards may replace those outlined in Subsection 121.01. The process of developing criteria and procedures for administrator evaluations will allow

opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-15-22)

**01. Standards**. Each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's framework for evaluations, the state evaluation framework. Proof of training in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components: (3-15-22)

**a.** Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-15-22)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-15-22)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-15-22)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-15-22)

**b.** Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-15-22)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-15-22)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-15-22)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-15-22)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-15-22)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-15-22)

**c.** Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-15-22)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-15-22)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-15-22)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-15-22)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the state evaluation framework. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-15-22)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-15-22)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-15-22)

**02. Professional Practice**. All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: (3-15-22)

**a.** Parent/guardian input; (3-15-22)

**b.** Teacher input; (3-15-22)

**c.** Student input; and/or (3-15-22)

**d.** Portfolios. (3-15-22)

**03. Student Achievement**. All administrators must receive an evaluation in which part of the summative evaluation results are based in part on objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the local board of trustees. (3-15-22)

**04. Evaluation Policy - Content**. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-15-22)

**a.** Evaluation criteria -- statements of the criteria upon which administrators will be evaluated. (3-15-22)

**b.** Evaluator -- identification of the individuals responsible for observing or evaluating school level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (3-15-22)

**c**. Communication of results -- the method by which principals are informed of the results of evaluation. (3-15-22)

**d.** Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-15-22)

**e.** Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-15-22)

**f.** Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three ratings used to differentiate performance of principals including: (3-15-22)

i. Unsatisfactory being equal to "1"; (3-15-22)

ii. Basic being equal to "2"; and (3-15-22)

iii. Proficient being equal to "3". (3-15-22)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (3-15-22)

**g.** A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-15-22)

**05. Evaluation Policy - Frequency of Evaluation**. The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year. (3-15-22)

**06. Evaluation Policy - Personnel Records**. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts in accordance with the approved policies of the Idaho State Board of Education Data Management Council. (3-15-22)

**07. Evaluation System Approval**. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-15-22)

**122. -- 129. (RESERVED)**

**130. SCHOOL FACILITIES.**

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (3-15-22)

**01. Buildings**. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (3-15-22)

**02. Inspection of Buildings**. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (3-15-22)

**131. -- 139. (RESERVED)**

**140. ACCREDITATION.**

**01. Requirement.** Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule. (3-15-22)

**02. Alternative Schools**. An alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.02.a. through 140.02.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.02.a. through 140.02.e. is considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-15-22)

**a.** School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (3-15-22)

**b.** School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-15-22)

**c.** School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-15-22)

**d.** School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-15-22)

**e.** School receives its own accountability rating for federal reporting purposes. (3-15-22)

**03. Standards**. Schools will meet the accreditation standards of an accrediting body recognized by the state board of education. (3-15-22)

**04. Residential Schools**. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education. (3-15-22)

**05. Reporting**. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (3-15-22)

**141. -- 149. (RESERVED)**

**150. TRANSPORTATION.**

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (3-15-22)

**151. -- 159. (RESERVED)**

**160. MAINTENANCE STANDARDS AND INSPECTIONS.**

**01. Safety**. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (3-15-22)

**02. Annual Inspection**. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (3-15-22)

**03. Sixty-Day Inspections**. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (3-15-22)

**04. Documentation of Inspection**. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (3-15-22)

**05. Unsafe Vehicle**. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (3-15-22)

**06. Withdraw from Service Authority**. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (3-15-22)

**161. -- 169. (RESERVED)**

**170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.**
All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (3-15-22)

**171. -- 179. (RESERVED)**

**180. WRITTEN POLICY.**
The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (3-15-22)

**181. -- 189. (RESERVED)**

**190. PROGRAM OPERATIONS.**
School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. Approved school activities shall include structured college/university visits when such visits are part of the school district college and career advising and mentoring plan. (3-15-22)

**191. -- 219. (RESERVED)**

**220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.**
Public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes must develop policies that include the following: (4-6-23)

**01. Scheduling**. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (3-15-22)

**02. Voluntary Decision**. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (3-15-22)

**03. Time Limit**. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. Students with a graduation plan that allows the student to meet the minimum state graduation requirements and graduate within four (4) years may be granted additional release time at the discretion of the local education agency. (4-6-23)

**04. Location**. Release time programs will be conducted away from public school buildings and public school property. (3-15-22)

**05. Request by Parent**. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (3-15-22)

**06. Record Maintenance**. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (3-15-22)

**07. Liability**. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (3-15-22)

**08. Course Credit**. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (3-15-22)

**09. Separation From Public Schools**. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (3-15-22)

**10. Transportation Liability**. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (3-15-22)

**221. -- 229. (RESERVED)**

**230. DRIVER EDUCATION.**

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (3-15-22)

**231. -- 239. (RESERVED)**

**240. JUVENILE DETENTION CENTERS.**

**01. Instructional Program**. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (3-15-22)

**a.** Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (3-15-22)

**b.** Provide instruction in core subject areas. (3-15-22)

**c.** Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (3-15-22)

**d.** Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (3-15-22)

**e.** Be directed by an instructor who holds an appropriate, valid certificate. (3-15-22)

**f.** Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (3-15-22)

**g.** Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (3-15-22)

**h.** Be provided for a minimum of four (4) hours during each school day. (3-15-22)

**i.** Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (3-15-22)

**j.** Be coordinated with the instructional program at the school the student attends, where appropriate. (3-15-22)

**k.** Be provided in a facility that is adequate for instruction and study. (3-15-22)

**02. State Funding of Instructional Programs at Juvenile Detention Centers**. (3-15-22)

**a.** Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (3-15-22)

**b.** Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (3-15-22)

**c.** To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (3-15-22)

**241. -- 999. (RESERVED)**

## SUBJECT

Rule Docket 08-0202-2602 Driver Education

## BACKGROUND

The Operating Procedures for Idaho Public Driver Education Programs is a document incorporated by reference in Administrative Rule. Existing provisions include outdated references and do not fully reflect current instructional practices and program administration.

## PROPOSAL

The proposed rule updates Section 004.02 to revise the incorporated Operating Procedures for Idaho Public Driver Education Programs. These updates remove outdated references, including INACOL standards that are no longer used and align the rule with current instructional practices.

Additional revisions clarify provisions related to instructional delivery methods, including online coursework, approval standards, and instructor requirements.

Collectively, these changes improve clarity and ensure the incorporated materials accurately reflect current practice and program expectations.

## IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with statutory requirements and provides stakeholders with the opportunity for input prior to final adoption.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0202-2602 in partnership with the State Department of Education. The Department used and appropriate process to recommend updates to the document incorporated by reference, the Operating Procedures for Idaho Public Driver Education Programs.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 08-0202-2602 Notice of Proposed Rulemaking
Attachment 2 – 08-0202-2602 - Proposed Rule Redline
Attachment 3 – Operating Procedures for Driver Education

## BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0202-2602, pertaining to the incorporated document Operating Procedures for Idaho Public Driver Education Programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Sections §33-105, §33-107, §33-116, and §33-1612
IDAPA 08.02.02.004

## REFERENCE

| | |
|---|---|
| June 2016 | The State Board of Education approved the Operating Procedures for Idaho Public Driver Education Programs. |
| June 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2602. |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.02.02 – RULES GOVERNING UNIFORMITY

### DOCKET NO. 08-0202-2602 *(OARC will assign)*

### NOTICE OF RULEMAKING - PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-105, 33-107, 33-116, 33-1612, and 33-1631 Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking updates Section 004.02, Operating Procedures for Idaho Public Driver Education Programs (Incorporation by Reference), within IDAPA 08.02.02. The proposed rule revises incorporated materials to remove outdated references to INACOL standards and updates provisions related to instructional delivery methods, including online coursework and instructor requirements.

These changes ensure the incorporated Operating Procedures reflect current instructional practices, clarify requirements for program implementation, and improve consistency in the application of driver education program standards.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 3, 2026 Idaho Administrative Bulletin, Volume 26-6.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule:

Changes to the Idaho Public Driver Education Program Manual include the removal of references to the now-obsolete International Association for K-12 Online Learning in sections 1.2.1.1, 2.2.2, and 2.8.3. In addition, the requirement in section 3.5 for driver education instructors to receive a medical examination has been removed as to classroom-only instructors.

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if*

*available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

# 08.02.02 – RULES GOVERNING UNIFORMITY

**000. LEGAL AUTHORITY.**
Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.
(7-1-26)

**001. SCOPE.**
Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers.
(3-15-22)

**002. -- 003. (RESERVED)**

**004. INCORPORATION BY REFERENCE.**
The State Board of Education adopts and incorporates by reference into its rules: (3-15-22)

**01. Standards for Idaho School Buses and Operations as approved on August 24, 2022**. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. (4-6-23)

**02. Operating Procedures for Idaho Public Driver Education Programs as approved on ~~June 16, 2016~~August 13, 2026**. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. ~~(3-15-22)~~( )

***(BREAK IN CONTINUITY OF SECTIONS)***

# Idaho Public Driver Education

## PROGRAM MANUAL

Approved June 16, 2016

Updated August 13, 2026

SDE.IDAHO.GOV/DRIVER-ED

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**IDAPA 08.02.02.004**
**PUBLIC DRIVER EDUCATION**

All Idaho public Driver Education programs operated by a public school district must comply with the requirements in this document. Sections one (1) through six (6) apply to those programs that public school districts operate directly and do not apply to any public school district that contracts with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

# 1 Public Driver Education Student Requirements

## 1.1 Enrolled Students

1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.

1.1.2 Students under the age of 18 must provide a Verification of Compliance Form from their school to prove that they are currently enrolled in school.

1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.

1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least one (1) year prior to obtaining a driver education permit.

## 1.2 Transfer Students From Out Of State

1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.

1.2.1.1 ~~Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). Online coursework can only replace the (30) classroom hours.~~ Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.

1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and fewer than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

## 1.3 Student Transfers

1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as "transferred out" to keep the permit valid. The school must hold onto the permit until that student can be "transferred in" to another class.

## 1.4 Failure/Removal from a Public Driver Education Program

1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:

1.4.1.1 Not having purchased a permit before any instruction takes place.

1.4.1.2 Excessive tardiness or absences.

1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.

1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)

1.4.1.5 Violation of Idaho's alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.

1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.

1.4.1.7 Use of a mobile or electronic device during instruction without the instructor's permission.

1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

## 1.5 Students with Special Needs

1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.

1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.

1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

# 2 Public Program Instructional Requirements

## 2.1 Classroom Environment

2.1.1 If the classroom is not located in a public school building, a Certificate of Maximum Occupant Load from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the Americans with Disabilities Act.

2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

## 2.2 Minimum Hours and Days

2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.

~~2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.~~

~~2.2.3~~2.2.2 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.

~~2.2.4~~2.2.3 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.

~~2.2.5~~2.2.4 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.

~~2.2.6~~2.2.5 Classroom instruction shall not be substantially completed or completed before starting in-car practice.

~~2.2.7~~2.2.6 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.

~~2.2.8~~2.2.7 A maximum of thirty-six (36) students shall be scheduled per class.

~~2.2.9~~2.2.8 Classroom instruction shall not exceed ten (10) hours in a seven day period.

~~2.2.10~~2.2.9 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.

~~2.2.11~~2.2.10 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

## 2.3 Behind the Wheel Driving Time

2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.

2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.

2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.

2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.

2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.

2.3.5 Each drive must have specific, written objectives.

2.3.6 Detailed feedback will be provided to each student after each drive.

## 2.4 Observation Time

2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.
2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

## 2.5 Vehicle Occupants

2.5.1 Only the instructor and student driver may occupy the front seats.
2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

## 2.6 Multiple-Car Driving Range

2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind- the-wheel hours.

## 2.7 Simulation Instruction

2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

## 2.8 Distance Learning Courses

2.8.1 Students taking the classroom portion of driver education online must find and hire a local certified in-car instructor prior to beginning the course.
2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
~~2.8.3 Approved online driver education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho Department of Education.~~

# 3 Public Program Instructor Requirements

## 3.1 Definition of a Public Driver Education Instructor

3.1.1 A public driver education instructor is an individual who is licensed by the Idaho Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

## 3.2 Age

3.1.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

## 3.3 Driver's License

3.2.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
- been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
- been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
- been convicted for any moving traffic violation causing a fatal traffic collision.
- been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
- been convicted for driving under the influence of a controlled substance within the past five (5) years.

3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

## 3.4 Education

3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.

3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.

3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.

3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80%. If the applicant fails the written final exam, they must retake the Idaho Driver Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.

3.4.5.1 At the discretion of the Idaho Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.

3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

## 3.5 Medical Examination

3.5.1 With the exception of classroom-only instructors, ~~Public~~ public driver education and training instructors shall have a medical examination performed by a certified medical professional.

3.5.2 The medical examination shall be completed within three (3) months preceding the application.

3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.

3.5.4 The medical examination must be renewed upon expiration and a copy of the official form sent to the Idaho Department of Education.

3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

## 3.6 Professional Development

3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.

3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho Department of Education.

## 3.7 License Renewal

3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.

3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

## 3.8 Criminal History Check

3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho Department of Education on an official IDE form.

3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an IDE Multiple Assignment Form may be filled out and one background check used for all schools on the form.

3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.

3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

## 3.9 Driving Under the Influence (D.U.I.)

3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.

3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor's license until five (5) years from the date of conviction.

3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.

3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor's license.

# 4 Public Program Course Administration

## 4.1 Annual Application to Operate Packet

4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an Annual Program Plan to the Idaho Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

## 4.2 Student Lists

4.2.1 All public driver education programs must submit a Final Student List provided by the IDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.

4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

## 4.3 Reimbursement

4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho Department of Education on the Reimbursement Form.

4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.

4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.

4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.

4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their Reimbursement Form.

4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a Reimbursement Form. All adjustments for payment of expenses will be between the cooperating districts.

4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another Reimbursement Form.

4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.

4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.

4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho Department of Education.

## 4.4 Students outside a School District

4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

## 4.5 Student Records

4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed, withdrew, cancelled or transferred. Each student's record shall include:
- student's full name, address, telephone number;
- driver training permit number;
- attendance records;
- behind-the-wheel driving log;
- quizzes and tests grade results;
- final grades.

4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.

4.5.3 Original student records shall be made in ink and updated after each lesson.

4.5.4 The original records shall be made available to the Idaho Department of Education upon request.

4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

## 4.6 Collision/Incident Report

4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current IDE Collision/Incident Report Form to the Idaho Department of Education.

4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho Department of Education.

4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

## 4.7 Driving Logs

4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

## 4.8 Instructor Cell Phone and Mobile Device Use During Instruction

4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

## 4.9 Assessments

4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.
4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.
4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.
4.9.4 Successful completion for the course is earning a grade of 80% or higher.
4.9.5 A final knowledge test will be administered at the completion of the course.
4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

## 4.10 Parental Involvement

4.10.1 Contact with each student's parent or guardian is required at least once during the course.
4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.
4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/ Guardian must attend prior to the student receiving their supervised instruction permit.

## 4.11 Make-Up Policy

4.11.1 The school will have a written policy for missed coursework and driving.
4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.
4.11.3 The school may charge an extra fee for missed coursework and driving.

## 4.12 Curriculum

4.12.1 An Idaho public driver education and training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent Idaho Public Driver Education Curriculum Guide.

4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent Idaho Public Driver Education Curriculum Guide.

4.12.3 Idaho public driver education programs must meet or exceed the most current Idaho Teen Driver Education and Training Program Content Standards and Benchmarks.

4.12.4 The Idaho Public Driver Education Curriculum Guide will be based on nationally accepted standards and best practices.

4.12.5 A school's curriculum may be audited as part of a regular review.

## 4.13 Lesson Plans

4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current Idaho Public Driver Education Curriculum Guide.

## 4.14 Student Instructional Materials

4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.

4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho Department of Education.

## 4.15 Idaho Driver's Manual

4.15.1 Each student shall have access to a current copy of the Idaho Driver's Manual. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

## 4.16 Practice Guide/Log

4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a Supervised Driving Guide Book and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

# 5 Public Driver Education Vehicle Requirements

## 5.1 Vehicle Type

5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

## 5.2 Vehicle Use

5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program's expenses.

## 5.3 Annual Vehicle Inspection

5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the Vehicle Inspection Form provided by the Idaho Department of Education.

5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the Vehicle Inspection Form.

5.3.3 Annual inspections expire on June 30 each year.

5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.

5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho Department of Education before the vehicle can be returned to service.

5.3.6 Mechanics may use the Vehicle Inspection Form provided by the Idaho Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.

5.3.7 A dual brake must be included in the inspection.

5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

## 5.4 Required Vehicle Equipment

5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).

5.4.2 Driver training vehicles shall be equipped with:
- Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
- An inside rear view mirror for the exclusive use of the instructor.
- Side-view mirror on each side of the vehicle, adjusted for the driver's use.

5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.

5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.

5.4.3.2 Signs and/or lettering to the rear and sides will have "STUDENT DRIVER," "DRIVER EDUCATION," or "DRIVING SCHOOL" with not less than 2 ½ inch high lettering.

5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.

5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.

5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.

5.4.4 Vehicles used on a multiple car, off-street "range" are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

## 5.5 Vehicle Insurance

5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than $500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

# 6 Monitoring And Reviewing Public Driver Education Programs

## 6.1 Compliance Reviews

6.1.1 The Idaho Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.

## 6.2 Investigation of Complaints

6.2.1 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.

## 6.3 Compliance Review Feedback

6.3.1 Reviewed public schools and/or instructors will be given feedback in areas in which they are doing well and areas in which they can improve.

## 6.4 Improvement Plans

6.4.1 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.

## 6.5 Programs Out of Compliance

6.5.1 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

# 7 Public School Districts Contracting with a Private Driving School

## 7.1 Contracts with School Districts

7.1.1 Public school districts may contract with a private driving school to provide a driver education and training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.

7.2.1 Contracts must be renewed annually.

## 7.2 Renewing Contracts

7.2.1 A copy of the contract shall be included in the Annual Program Plan submitted by the school district to the Idaho Department of Education at least thirty (30) days prior to a program starting for that fiscal year.

## 7.3 Submitting Contracts

7.3.1 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved Public Driver Education Content Standards and Benchmarks.

## 7.4 Responsibility of School District

7.4.1 All private contractors must have a valid license as issued by the Idaho Driving Businesses Licensure Board.

## 7.5 Record Keeping and Reporting

7.5.1 All record keeping and required reporting to the Idaho Department of Education shall be completed by the school district.

## 7.6 Student Records

7.6.1 All student records are the property and responsibility of the school district.

## 7.7 Criminal History Checks

7.7.1 In accordance with State Statute 33-512, school districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official IDE fingerprint card on file at the Idaho Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender registry.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332¬6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

## SUBJECT

Rule Docket 08-0202-2603 – Accreditation Terminology

## BACKGROUND

Federal accreditation terminology has changed, and the U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Existing administrative rule still includes references to “regional” accreditation, which may result in inconsistent interpretation of accreditation requirements for educator certification.

## PROPOSAL

The proposed rule updates Sections 012 and 014 to remove the term “regional” from references to accreditation.

These revisions align rule terminology with current federal practices and ensure consistent application of accreditation requirements within educator certification provisions.

## IMPACT

Approval of the proposed rule will allow the rule to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders with the opportunity for input prior to final adoption.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0202-2603 to align rule terminology with current federal standards and improve clarity in application.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 08-0202-2603 Notice of Proposed Rulemaking
Attachment 2 – 08-0202-2603 Proposed Rule Redline

## BOARD ACTION

I move to approve the proposed rule, Docket No. 08-0202-2603, pertaining to Accreditation Terminology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Sections §33-1612, §33-1619, §33-5202A, §33-5206
IDAPA 08.02.02.004

## REFERENCE

| | |
|---|---|
| July 2020 | The U.S. Department of Education removed the distinction between regional and national accrediting agencies, prompting updates to federal accreditation terminology. |
| April 2023 | The Legislature approved pending rule revisions to IDAPA 08-0202-2201 that updated Section 014 to include accreditation language for educator preparation programs. |
| May 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0202-2603. |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.02.02 – RULES GOVERNING UNIFORMITY

### DOCKET NO. 08-0202-2603 *(OARC will assign)*

### NOTICE OF RULEMAKING - PROPOSED RULE

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking will consider revisions to Sections 012 and 014 of IDAPA 08.02.02 – Rules Governing Uniformity to remove the word "regional" from references to accreditation. The negotiated rulemaking will focus on updating terminology to reflect current federal practices and ensure consistent application of educator certification requirements.

The purpose of this rulemaking is to remove the outdated modifier "regional" from references to accreditation. The U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Retaining the term "regional" may result in inconsistent interpretation of accreditation requirements for educator certification. Removing the term supports clarity, consistency, and alignment with current accreditation recognition practices.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the July 1, 2026 Idaho Administrative Bulletin, Volume 26-7.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

# 08.02.02 – RULES GOVERNING UNIFORMITY

**000. LEGAL AUTHORITY.**
Article IX, Section 2 of the Idaho Constitution and Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.
(7-1-26)

**001. SCOPE.**
Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers.
(3-15-22)

**002. -- 003. (RESERVED)**

***(BREAK IN CONTINUITY OF SECTIONS)***

**012. ACCREDITED INSTITUTION.**
For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a ~~regional~~ accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (_____)~~(3-15-22)~~

**013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.**
An educator having graduated from a foreign institution educator preparation program shall be treated as an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service. (4-6-23)

**014. CERTIFICATES ISSUED TO APPLICANTS FROM ~~REGIONALLY~~ ACCREDITED INSTITUTIONS.**
Idaho certificates may be issued to applicants completing accredited educator preparation programs from ~~regionally~~ accredited institutions recognized by the state board of education meeting requirements for certification or equivalent in other states when they substantially meet the requirements for a standard Idaho educator certificate.
(_____)~~(4-6-23)~~

***(BREAK IN CONTINUITY OF SECTIONS)***

## SUBJECT

Rule Docket 08-0111-2601 Proprietary and Postsecondary Accreditation

## BACKGROUND

Federal accreditation terminology has changed, and the U.S. Department of Education no longer distinguishes between regional and national accrediting agencies. Existing administrative rule still includes references to "regional" accreditation within provisions governing postsecondary institutional registration and proprietary schools, which may result in inconsistent application of rule requirements.

## PROPOSAL

The proposed rule removes the term "regional" from references to accreditation within IDAPA 08.01.11.100 – Recognition of Accreditation Organizations. Additional revisions clarify and correct process language related to institutional registration requirements, including provisions associated with surety bond exemptions.

These changes align rule terminology with current federal practices and improve clarity and consistency in the application of postsecondary registration requirements.

## IMPACT

Approval of the proposed rule will allow it to move forward to publication and begin the formal negotiated rulemaking process. Following publication, a 21-day public comment period will provide additional opportunity for stakeholder input on the proposed rule text.

Following the public comment period, the rule will be returned to the State Board of Education for consideration as a pending rule. If approved by the Board, the rule will be submitted to the Legislature for review. Pending rules become effective July 1 following the conclusion of the legislative session in which they are considered, if not rejected by the Legislature.

This process ensures the rule aligns with current practice and provides stakeholders the opportunity for input prior to final adoption.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff developed Docket 08-0111-2601 to align accreditation terminology with current federal standards and ensure consistent application of postsecondary registration requirements.

Board staff recommends approval.

## ATTACHMENTS

Attachment 1 – 08-0111-2601 Notice of Proposed Rulemaking
Attachment 2 – 08-0111-2601 Proposed Rule Redline

**BOARD ACTION**

I move to approve the proposed rule, Docket No. 08-0111-2601, pertaining to accreditation terminology associated with postsecondary institutions and proprietary schools.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho Code §33-105, §33-107, §33-2402, §33-2403
IDAPA 08.01.11.100

**REFERENCE**

| | |
|---|---|
| July 2020 | The U.S. Department of Education removed the distinction between regional and national accrediting agencies, prompting updates to federal accreditation terminology. |
| May 2026 | The State Board of Education initiated negotiated rulemaking for Docket 08-0111-2601. |

# Notice of Proposed Rulemaking With No Public Hearings

## IDAPA 08 – STATE BOARD OF EDUCATION

### 08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

**DOCKET NO. 08-0111-2601 *(OARC will assign)***

**NOTICE OF RULEMAKING - PROPOSED RULE**

**AUTHORITY:** In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Section 33-105, 33-107, 33-2402, and 33-2403, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking may be scheduled if deemed necessary by the agency based on stakeholder feedback or other considerations. Public hearing(s) will also be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 23, 2026.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This rulemaking removes the term "regional" from references to accreditation within IDAPA 08.01.11 subsection 100 – Recognition of Accreditation Organizations. The proposed rule also clarifies related language within institutional registration provisions, including updates to provisions associated with surety bond exemptions.

The purpose of the updates to the rule is to remove outdated terminology that is no longer used by the U.S. Department of Education. Retaining this language may create misalignment with current accreditation recognition and affect application of existing rule provisions, including requirements related to surety bond exemptions. Updating the terminology will improve clarity and consistency with current practice.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased:

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: **NA**

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the July 1, 2026 Idaho Administrative Bulletin, Volume 26-7.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: **NA**

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text *(if available)*, contact Nicholas Wagner at rules@edu.idaho.gov. Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-rules/

DATED this 7th day of July 2026.

Nicholas Wagner
Administrative Rules Coordinator, Idaho State Board of Education
650 W State St., PO Box 83720, Boise, ID 83720-0037
Phone: (208)488-7586; Fax: (208)334-2632

# 08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

**000. LEGAL AUTHORITY.**
The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (3-30-23)

**001. SCOPE.**
This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (3-30-23)

**(BREAK IN CONTINUITY OF SECTIONS)**

**02. Postsecondary Educational Institution**. Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401, Idaho Code. (3-30-23)

**03. Proprietary School**. Sometimes referred to in this rule simply as a school, is defined in Section 33-2401, Idaho Code. (3-30-23)

**011. -- 099. (RESERVED)**

**100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.**
For purposes of registration of postsecondary educational institutions and proprietary schools, the Board recognizes the ~~regional~~ accreditation organizations that are recognized by and in good standing with the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). ~~Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review. (3-30-23)~~(_____)

**(BREAK IN CONTINUITY OF SECTIONS)**

## SUBJECT

Strategic Plans of the Board, Agencies and Institutions

## BACKGROUND

The Idaho State Constitution, Article IX, Section 2, provides that general supervision of the state educational institutions and public school system is vested in the Idaho State Board of Education (Board). The Board and its executive agencies are charged with implementing and enforcing education laws across K–20 education. Idaho Code § 67-1903 establishes the required elements for agency and institutional strategic plans, including annual updates covering the current year and four years forward.

Each year, the following public postsecondary institutions submit updated strategic plans for Board review and approval.

- University of Idaho
- Boise State University
- Idaho State University
- Lewis-Clark State College
- College of Eastern Idaho
- College of Southern Idaho
- College of Western Idaho
- North Idaho College

These institutional plans continue to incorporate and align with the Board's four key postsecondary system-wide performance measures: student access, student retention, student success, and student affordability. These measures were established in prior cycles to provide a consistent, comparable framework across institutions using common data sources. They allow the Board to evaluate performance systemwide and track progress over time in a uniform manner. Their continued inclusion ensures consistency, transparency, and comparability across all public institutions.

In addition to the postsecondary strategic plans, the Board reviews and approves strategic plans for its executive agencies, including

- Office of the State Board of Education (K–20 strategic plan)
- Idaho Department of Education
- Idaho Public Charter School Commission
- Idaho Division of Career Technical Education
- Idaho Division of Vocational Rehabilitation
- Idaho Public Television

These plans reflect each agency's specific mission while aligning with statutory requirements and statewide education priorities.

Following Division of Financial Management (DFM) guidance, the Board also reviews a now-combined Medical Education State Strategic Plan, which encompasses institution activities and affiliated programs focused on healthcare workforce development, including:

- Boise Internal Medicine
- Eastern Idaho Medicine Residencies
- Family Medicine Residencies
- Idaho Dental Education
- Psychiatry Residency
- University of Utah Medical Education
- WIMU Veterinary Medicine
- WWAMI Medical Education

Board staff have worked with institutions and agencies throughout the planning cycle to review draft plans, ensure compliance with statutory requirements, and align measures with DFM guidance. The proposed strategic plans were reviewed by the Planning, Policy, and Governmental Affairs (PPGA) Committee on July 28, 2026, where feedback was provided to inform final revisions prior to Board consideration.

Upon Board approval, all strategic plans will be submitted to the Division of Financial Management in accordance with the state budget submission process.

## PROPOSAL

Board staff request approval of the FY2027–FY2031 strategic plans for the institutions, community colleges, and agencies under the Board's governance, as included in the attached materials.

## IMPACT

If the Board approves the proposed strategic plans, it will be submitted on August 31, 2026, with the State Board of Education budget to be approved by DFM. The Board-approved K-20 strategic plan also helps inform the strategic plan development process for agencies and institutions under the Board's governance.

OSBE staff will submit Board-approved strategic plans to DFM on behalf of the institutions and agencies by the DFM deadline.

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the agency and institution strategic plans.

## ATTACHMENTS

Attachment 1 – Public Higher Education Planning Processes
Attachment 2 – OSBE K-20 Education Strategic Plan
Attachment 3 – Institution Systemwide Performance Measure Forecast Analysis

**Institutions**
Attachment 4 – University of Idaho
Attachment 5 – Boise State University
Attachment 6 – Idaho State University
Attachment 7 – Lewis-Clark State College

**Community Colleges**
Attachment 08 – College of Eastern Idaho
Attachment 09 – College of Southern Idaho
Attachment 10 – College of Western Idaho
Attachment 11 – North Idaho College

**Health Education**
Attachment 12 – Health and Medical Education

**Agencies**
Attachment 13 – Idaho Public Schools Department of Education
Attachment 14 – Idaho Division of Career Technical Education
Attachment 15 – Idaho Division of Vocational Rehabilitation
Attachment 16 – Idaho Public Television
Attachment 17 – Idaho Public Charter School Commission

## BOARD ACTION

I move to approve the strategic plans of the Board, institutions, and agencies as presented in Attachments 2 and 4 through 17.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

## APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 67-1901 to § 67-1903
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1

## REFERENCE

| | |
|---|---|
| August 2025 | The Board approved FY2026-FY2030 institution and agency strategic plans. |
| July 2026 | PPGA reviewed FY2027-FY2031 institution and agency strategic plans. |

# How Board Planning and Program Processes Relate

| | Institution-wide | Program-specific |
|---|---|---|
| **Forward-looking *Projection*** | **Strategic Plan (PPGA)**<br>*Annual*<br>• Institution-wide goals; retention & completion measures<br>• Format set by state requirements | **3-Year Academic/CTE Plan (IRSA)**<br>*Annual, rolling 3-year window*<br>• Board approval authorizes institutions to develop full proposals for Board review and consideration<br>• On annual plan: delegated authority for approval for many programs. Off-plan: special permission required. Confirmed through Semi-Annual Report. |
| **Backward-looking *Reflection*** | **Program Prioritization (IRSA)**<br>*Every 5 years*<br>• Institution-wide, static snapshot of all existing programs<br>• Can lead to reinvestment, revision, or discontinuation | **Program Review (IRSA)**<br>*4–6 years post-approval (varies by degree level)*<br>• One-time check of a specific program against its original enrollment/graduate projections<br>• No further downstream step |

## The program-specific pipeline (top-right → bottom-right)

| 3-Year Plan | Program review and approval | Semi-Annual Report | Program Review |
|---|---|---|---|
| Authorizes on-plan programs for proposal development | Board or delegated (CAO/Exec. Director/CTE Administrator) | Every 6 months; lists all approved programs in time frame, including delegated approvals | 4–6 years later; enrollment and graduate projections |

## Notes

- Strategic Plan provides institutional context for the Three-Year Plan but is very different in scope (institution-wide, not program-specific) and not a direct sequential input.
- Program Prioritization findings can inform future Three-Year Plans, but the two processes run on independent cycles.

Idaho State Board of Education

650 W. State Street ● Room 307 ● Boise, ID ● 83702

P.O. Box 83720 ● Boise, ID ● 83720-0037

# FY 2027 - FY 2031

# Idaho K-20 Public Education – Strategic Plan

Innovate. Educate. Lead

Idaho State Board of Education

650 W. State Street ● Room 307 ● Boise, ID ● 83702

P.O. Box 83720 ● Boise, ID ● 83720-0037

## OUR MISSION

We lead Idaho's public education system to prepare every learner for success and strengthen our state's future.

## OUR VALUES

Accountability

- We take responsibility for our actions and outcomes, demonstrating integrity, professionalism, efficiency, and consistency in serving Idaho's learners, partners, and communities.

Collaboration

- We build strong connections through partnership, trust, and shared purpose, engaging multiple perspectives to solve problems and advance education and training across Idaho.

Service

- We meet the needs of every learner with care, responsiveness, and commitment, ensuring access, support, and opportunity that strengthen Idaho's education and workforce systems.

## OUR STRATEGIC GOALS

- Educational Readiness (K-12)
- Educational Access (Transition)
- Educational Attainment (Postsecondary)

The Idaho State Board of Education is one of the broadest-reaching agencies in state government. It governs the full arc of public learning in Idaho — from a child's first day of kindergarten through career technical training, four-year universities and community colleges, medical education, and vocational rehabilitation, to a working adult's next credential. Its reach extends further still, into the public broadcasting that carries this Legislature's work live into living rooms across the state and the research programs that support Idaho's land, water, and natural resources.

### 4-YEAR UNIVERSITIES

The Board's four public universities produce the sophisticated workforce Idaho's economy depends on — graduating engineers, scientists, healthcare professionals, and business leaders while conducting research that fuels agriculture, technology, and natural resources.

### COMMUNITY COLLEGES

The Board oversees four community colleges, providing affordable workforce credentials and transfer pathways to tens of thousands of Idahoans each year.

### K–12 SYSTEM

The Board's authority extends to the Idaho Department of Education, supporting school districts and public charter schools.

### CAREER TECHNICAL EDUCATION

The Board oversees Idaho's Career Technical Education system, delivering industry-aligned, hands-on training at high schools and colleges statewide — connecting students to high-wage, high-demand careers with job placement rates above 95%.

### PUBLIC MEDIA

Idaho Public Television, governed by the Board, is the primary democratic pipeline between this Legislature and Idaho's citizens — broadcasting every legislative session, committee hearing, and floor debate statewide.

### MEDICAL EDUCATION

The Board funds and oversees Idaho's state medical education programs, building the physician, dental, and veterinary pipelines Idaho communities depend on for access to care close to home.

### VOCATIONAL REHABILITATION

The Division of Vocational Rehabilitation, including the Council for the Deaf and Hard of Hearing, connects Idahoans with disabilities to training, assistive technology, and employer partnerships that make workforce participation possible.

### SPECIALIZED AGENCIES & PROGRAMS

Additional agencies and programs under Board governance extend its reach into workforce access, scientific research, public knowledge, and land stewardship.

# GOAL 1

## EDUCATIONAL READINESS (K-12)

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

**Objective A: Literacy. Provide effective literacy leadership across grades K-3.**

*Performance Measures:*

*1.A.I Proficiency: Statewide aggregated percentage of K-3 students who achieve proficiency on the spring administration of the Idaho Reading Indicator (IRI).*

| | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|
| Literacy Proficiency | SY 2022-23<br>66%* | SY 2023-24<br>67%* | SY 2024-25<br>71%* | SY 2025-26<br>**68%**** | *SY 2028-29*<br>**75%** |

**SY 2022-23, SY 2023-24, and SY 2024-25 proficiency rates based on the IRI by I station, as re-normed for SY 2022-23.*

***New IRI by Amira launched in SY 2025-26. The proposed FY 2027 Benchmark (using SY 2025-26 data) is estimated using Fall 2025 scores and prior years' fall-to-spring growth.*

*1.A.II Growth: Statewide aggregated percentage of K-3 students who met their fall-to-spring growth target on the Idaho Reading Indicator.*

| | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|
| Literacy Growth | SY 2022-23<br>N/A* | SY 2023-24<br>N/A* | SY 2024-25<br>N/A* | SY 2025-26<br>**58%**** | *SY 2028-29*<br>**65%*** |

** The Literacy Growth metric is a new metric. A growth model has not previously been established, so data from prior years is not available. The FY 2030 benchmark was created before the IRI changed to a new vendor. We are maintaining this long-term goal until we have data to analyze.*

***The new IRI Assessment (IRI by Amira) launched in SY 2025-26; growth model will be developed when the state has baseline data and works with the vendor to create a system for criterion-referenced scoring.*

**Objective B: Mathematics. Provide effective mathematics leadership across grades 6-8.**

*Performance Measures:*

*1.B.I Proficiency: Statewide aggregated percentage in 6th-8th grade students who achieve proficiency on the Idaho Standards Achievement Test, Mathematics (ISAT Math).*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Math Proficiency | SY 2021-22<br>39.4% | SY 2022-23<br>38.3% | SY 2023-24<br>40.8% | SY 2024-25<br>41.3% | SY 2025-26<br>**41.3%*** | SY 2028-29<br>**44.3%** |

** The annual benchmarks are based on goals set in the federally approved Idaho Consolidated State Plan. The FY 2026 performance exceeded the target (40.3%) and hit the expected target for FY 2027. We are maintaining the FY 2027 target in alignment with the Consolidated State Plan.*

*1.B.II. Growth: Statewide aggregated percentage of students in grades 6-8 whose performance on the ISAT Math increased by at least one sub-category between spring-to-spring administrations of the assessment.*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Math Growth | SY 2021-22 N/A | SY 2022-23 N/A | SY 2023-24 N/A | SY 2024-25 51.3% | SY 2025-26 **51.8%** | SY 2028-29 **54.0%** |

**FY 2026 Target (46%) and original FY 2030 target (52%) were based on modeling for the new growth model which launched in 2024-25. Based on FY 26 results (2024-25 data), we have increased our proposed FY 2030 Benchmark.*

**<u>Objective C: Graduation.</u> Increase Idaho's high school graduation rate.**

*Performance Measures:*

*1.C.I 5-Year Adjusted Cohort Graduation Rate (ACGR)[1]*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| 5-Year ACGR | 2021 Cohort 82.5% | 2022 Cohort 83.1% | 2023 Cohort 83.1% | 2024 Cohort 84.5% | 2025 Cohort **85.1%** | 2028 Cohort **87.6%** |

**The graduation rate goals are in alignment with the Consolidated State Plan. Idaho exceeded the FY 2026 goal (84.2% goal for the 2024 cohort).*

# GOAL 2

## EDUCATIONAL ACCESS (transition)

Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**<u>Objective A: Advanced Opportunities.</u> Increase high-school student participation in advanced opportunities.**

*Performance Measures:*

*2.A.I Percent of students in grades 10, 11, and 12 who were funded for one or more advanced opportunities.*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Advanced Opportunity | SY 2021-22 48.8% | SY 2022-23 51.6% | SY 2023-24 52.8% | SY 2024-25 65.1% | SY 2025-26 **68.0%** | SY 2028-29 **75.0%** |

**<u>Objective B: Student Engagement.</u> Increase high-school student engagement in preparing for postsecondary transition.**

*Performance Measures:*

*2.B.I Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| FAFSA | 2023-26 application 42.1% | 2024-25 application 44.9% | 2025-26 application 42% | 2026-27 application | 2027-28 application 45% | 2031-32 application 47% |

*Looked at historical data and set a reasonable goal.*

*2.B.II Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.*

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Apply Idaho | 2023-26 application 49.5% | 2024-25 application 56.9% | 2025-26 application 55.4% | 2026-27 application | *2027-28 application 60%* | *2031-32 application 70%* |

*Looked at historical data and set a reasonable goal.*

**<u>Objective C: Postsecondary Transitions.</u> Increase the rate at which high school graduates pursue postsecondary opportunities.**

*Performance Measures:*

*2.C.I Percent of high school graduates who enroll in postsecondary education within one academic year immediately following graduation.*

| | FY 2023 | FY 2024 | FY2025 | FY2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Idaho Public Postsecondary Transition Rates | 2021 Grads 28.0% | 2022 Grads 27.5% | 2023 Grads 28.6% | 2024 Grads 31.3% | 2025 Grads **32.3%** | 2028 Grads **36.0%** |

*2.C.II Percent of high school graduates who enroll in postsecondary education within 3 academic years of high school graduation.*

| | FY 2023 | FY 2024 | FY2025 | FY2026 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|---|
| Idaho Public 3-Year Postsecondary Transition Rates | 2019 Grads 39.0% | 2020 Grads 35.2% | 2021 Grads 37.0% | 2022 Grads 36.4% | 2023 Grads **37.4%** | 2026 Grads **41.0%** |

# GOAL 3

## EDUCATIONAL ATTAINMENT (postsecondary)

Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

**<u>Objective A: Enrollment.</u> Increase enrollment as defined on the PSR-1 annual report at our institutions.**

*Performance Measures:*

*3.A.I Number of undergraduate, degree-seeking students per academic year at the institution reporting. PSR 1 Annual Enrollment Report.* [2]

| | FY 2023 | FY 2024 | FY 2025 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|
| All Enrollment (FT + PT) Headcount | 111,627 | 114,410 | 120,353 | 124,231 | 131,808 |
| Full-time Enrollment Headcount | 54,295 | 55,816 | 58,976 | 59,892 | 62,792 |

The benchmarks were set by the institutions as part of their strategic planning process.

**<u>Objective B: Retention.</u> Increase student retention rate.**

*Performance Measures:*

*3.B.I The Percentage of new full-time degree or certificate-seeking students from the previous Fall who either re-enrolled or successfully completed their program. Fall IPEDS.*

| | FY 2023 | FY 2024 | FY 2025 | Benchmark FY 2027 | Benchmark FY 2031 |
|---|---|---|---|---|---|
| First-time, Full-time Fall Retention—<br><br>4-year Institutions | 75.70% | 75.71% | 73.6% | *Retention Average improves by ≥+1%* | *Retention Average improves by ≥+3%* |
| 2-year Institutions | 62.66% | 64.11%* | 63.8% | *Retention Average improves by ≥+1%* | *Retention Average improves by ≥+3%* |

The SBOE sets the benchmark each year based on institutions' historical performance and goals.

**<u>Objective C: Postsecondary Graduation.</u> Increase completion of certificates and degrees through Idaho's public postsecondary educational system.**

*Performance Measures:*

*3.C.I Postsecondary Graduation Rate: Percent of full-time first-time freshman graduating within 150% of the allotted time from an Idaho public institution (e.g. 4-year degree in 6 years; 2-year degree in 3 years). IPEDS Source.*

| | FY 2023 | FY 2024 | FY 2025 | Benchmark FY 2027 | Benchmark FY 2030 |
|---|---|---|---|---|---|
| Graduation<br><br>4-Years | 55.4% | 53.73%, | 49.0% | 51.8% | 55.3% |
| 2-Years | 34.63% | 35.85% | 38.9% | 41.4% | 45.0% |

Benchmark set by the average goals of the institutions.

**<u>Objective D: Career Technical Education Success.</u> Increase the successful completion and industry alignment of the career technical education programs.**

*3.D.I Percent of eligible LEAs that offered a CTE course or program.*

| | FY23 (2021-22) | FY24 (2022-23) | FY25 (2023-24) | FY26 (2024-25) | Benchmark FY27 | Benchmark FY31 |
|---|---|---|---|---|---|---|
| Cluster | 51% | 52% | 56% | — | 62% | 65% |
| Pathway | 57% | 58% | 58% | — | 62% | 65% |

*Eligible LEAs include school districts or public charter schools serving grades 7 through 12. Benchmarks apply a non-linear growth rate over the FY22–FY24 baseline.*

*3.D.II Percent of technical college programs aligned with Idaho high-need occupational areas.*

| | FY23 (2021-22) | FY24 (2022-23) | FY25 (2023-24) | FY26 (2024-25) | Benchmark FY27 | Benchmark FY31 |
|---|---|---|---|---|---|---|
| Technical College Programs Aligned | N/A | N/A | 94% | — | >95% | >95% |

*High-need defined using the Idaho LAUNCH in-demand careers matrix. Benchmarks reflect our mission to meet Idaho's workforce needs, while recognizing that labor market demands may shift faster than program updates.*

**KEY EXTERNAL FACTORS**

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality education with opportunities and access for all Idaho residents, regardless of their education level or location. Key factors in this process include:

- A unified, K-20 governing board that can set policy statewide from K to career, helping align the different parts of our system to work together.

- A pro-education Governor that has chosen to support Idaho's public education system, directing the Board to have a specific focus on K-3 literacy and encouraging Idaho students to pursue postsecondary training and education.
- The structure of public education in Idaho provides an opportunity of focusing work on common goals while still maintaining Idaho's spirit of local control for each school district. This enables the state to drive strategic policy and planning while allowing school districts to decide how to operate day-to-day.

[1] 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.
[2] Numbers based on average four-year change across all eight institutions.

# Enrollment Forecast Analysis

## FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

### Source: Institutional Strategic Plans

Measure: Sum of Unduplicated Annual Credit-Seeking Headcount (PSR 1 Annual)

## Sector Comparison and System Summary

| Sector | | FY25 Headcount Actuals | FY27 Headcount Target | FY25→27 % of Change | FY31 Headcount Target | FY25→31 Headcount Change | FY25→31 % of Change |
|---|---|---|---|---|---|---|---|
| **Four-Year Universities** | | 68,933 | 69,940 | **+1.5%** | 72,780 | **+3,847** | **+5.6%** |
| **Community Colleges** | | 51,420 | 54,291 | **+5.6%** | 59,608 | **+8,188** | **+15.9%** |
| **System Total** | | **120,353** | **124,231** | **+3.2%** | **132,388** | **+12,035** | **+10.0%** |

## Institution-by-Institution: FY 2025 Actuals vs FY2027 vs. FY2031 Targets

| Institution | FY25 Headcount Actuals | FY27 Headcount Target | vs. FY25 Headcount Change | % of Change 2025–2027 | FY31 Headcount Target | vs. FY25 Headcount Change | % of Change 2025–2031 | Trajectory |
|---|---|---|---|---|---|---|---|---|
| *Four-Year Universities* | | | | | | | | |
| **Boise State University** | 33,482 | 34,550 | **+1,068** | **+3.2%** | 35,800 | **+2,318** | **+6.9%** | **Sustained Growth** |
| **University of Idaho** | 14,931 | 14,390 | **−541** | **−3.6%** | 14,480 | **−451** | **−3.0%** | **Sustained Decline** |
| **Idaho State University** | 15,649 | 16,000 | **+351** | **+2.2%** | 17,000 | **+1,351** | **+8.6%** | **Sustained Growth** |
| **Lewis-Clark State College** | 4,871 | 5,000 | **+129** | **+2.6%** | 5,000 | **+129** | **+2.6%** | **Sustained Stability** |
| *Community Colleges* | | | | | | | | |
| **North Idaho College** | 5,710 | 5,824 | **+114** | **+2.0%** | 6,304 | **+594** | **+10.4%** | **Sustained Growth** |
| **College of Western Idaho** | 23,528 | 25,480 | **+1,952** | **+8.3%** | 28,030 | **+4,502** | **+19.1%** | **Sustained Growth** |
| **College of Southern Idaho** | 17,688 | 18,219 | **+531** | **+3.0%** | 19,908 | **+2,220** | **+12.6%** | **Sustained Growth** |
| **College of Eastern Idaho** | 4,494 | 4,768 | **+274** | **+6.1%** | 5,366 | **+872** | **+19.4%** | **Sustained Growth** |
| **System Totals** | **120,353** | **124,231** | **+3,878** | **+3.2%** | **132,388** | **+12,035** | **+10.0%** | |

# Student Retention Rate Forecast Analysis

## FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

Measure: First-Time, Full-Time Fall-to-Fall Retention Rate (IPEDS Fall Enrollment Report) | Source: Institutional Strategic Plans

## Sector Comparison and System Summary

| Sector | FY25 Actual | FY27 Target | FY25→27 Change | FY31 Target | FY25→31 Change |
|---|---|---|---|---|---|
| Four-Year Universities | 73.6% | 75.4% | +1.8pp | 75.8% | +2.1pp |
| Community Colleges | 63.8% | 66.2% | +2.3pp | 69.4% | +5.6pp |
| **System Average** | **68.7%** | **70.8%** | +2.0pp | **72.6%** | +3.9pp |

## Institution-by-Institution Detail

Δ columns show percentage point change from FY25 baseline. Historical actuals shown for trend context. Trajectory reflects FY25→FY31 direction.

| Institution | Historical Actuals | | | | FY27 Target | | FY31 Target | | Trajectory (FY25→31) |
|---|---|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | Target | vs. FY25 | Target | vs. FY25 | |
| ***Four-Year Universities*** | | | | | | | | | |
| **Boise State University** | 79.2% | 77.8% | 78.9% | **78.5%** | 79.5% | +1.0pp | 80% | +1.5pp | Stable |
| **University of Idaho** | 74% | 75% | 76% | **77%** | 77% | — | 78% | +1.0pp | Stable |
| **Idaho State University** | 71% | 74% | 72% | **74%** | 75% | +1.0pp | 75% | +1.0pp | Stable |
| **Lewis-Clark State College** | 63% | 64% | 61% | **65%** | 70% | +5.0pp | 70% | +5.0pp | Positive |
| ***Community Colleges*** | | | | | | | | | |
| **North Idaho College** | 61.6% | 59.2% | 58.9% | **63.3%** | 63.6% | +0.3pp | 64.6% | +1.3pp | Stable |
| **College of Western Idaho** | 57% | 57% | 63% | **66%** | 66% | — | 73% | +7.0pp | Positive |
| **College of Southern Idaho** | 60% | 64% | 64% | **68%** | 70% | +2.0pp | 75% | +7.0pp | Positive |
| **College of Eastern Idaho** | 50% | 64% | 60% | **58%** | 65% | +7.0pp | 65% | +7.0pp | Positive |

# 150% Graduation Rate Forecast Analysis

## FY2025 Actuals vs. FY2027 and FY2031 Institutional Targets

Measure: First-Time, Full-Time Students Graduating Within 150% of Time (IPEDS Graduation Rates Report) | Source: Institutional Strategic Plans

## Sector Comparison and System Summary

| Sector | FY25 Actual | FY27 Target | FY25→27 Change | FY31 Target | FY25→31 Change |
|---|---|---|---|---|---|
| Four-Year Universities | 49.0% | 51.8% | +2.7pp | 55.3% | +6.2pp |
| Community Colleges | 38.9% | 41.4% | +2.5pp | 45.0% | +6.1pp |
| **System Average** | **44.0%** | **46.6%** | +2.6pp | **50.1%** | +6.2pp |

## Institution-by-Institution Detail

| Institution | Historical Actuals | | | | FY27 Target | | FY31 Target | | Trajectory (FY25→31) |
|---|---|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | Target | vs. FY25 | Target | vs. FY25 | |
| ***Four-Year Universities*** | | | | | | | | | |
| **Boise State University** | 59.1% | 61.2% | 59.3% | **60.2%** | 62% | +1.8pp | 65% | +4.8pp | Positive |
| **University of Idaho** | 61% | 61% | 57% | **60%** | 60% | — | 61% | +1.0pp | Stable |
| **Idaho State University** | 34% | 35% | 35% | **37%** | 40% | +3.0pp | 50% | +13.0pp | Positive |
| **Lewis-Clark State College** | 35% | 45% | 40% | **39%** | 45% | +6.0pp | 45% | +6.0pp | Positive |
| ***Community Colleges*** | | | | | | | | | |
| **North Idaho College** | 26.4% | 35.7% | 37.5% | **35.6%** | 38.5% | +2.9pp | 40% | +4.4pp | Positive |
| **College of Western Idaho** | 27% | 27% | 31% | **36%** | 37% | +1.0pp | 42% | +6.0pp | Positive |
| **College of Southern Idaho** | 44% | 43% | 40% | **41%** | 45% | +4.0pp | 50% | +9.0pp | Positive |
| **College of Eastern Idaho** | 47% | 35% | 37% | **43%** | 45% | +2.0pp | 48% | +5.0pp | Positive |


University of Idaho
UNIVERSITY OF IDAHO
Strategic Plan Report

# UNIVERSITY OF IDAHO

## Strategic Plan Report

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## Vision

The University of Idaho will prepare students to thrive by reimagining the role of experiential learning in the student experience and by transforming how and where education is delivered. We will drive economic growth and improve quality of life in Idaho and communities we serve by building strategic partnerships and by conducting research that provides sustainable solutions to complex problems.

## Mission

The University of Idaho will shape the future of Idaho and beyond through innovative research, education, and community engagement.

## Values

- Excellence
- Respect
- Integrity
- Perseverance
- Stewardship

## Performance Measures Overview

The University of Idaho tracks six core performance measures. Four statewide measures were established by the Idaho State Board of Education, plus two additional critical institutional measures. Together, these measures gauge progress across the entire 2026-2030 Strategic Plan. These six measures do not change goal to goal; rather, each one informs progress toward multiple goals at once, with a single goal holding primary reporting accountability for each measure.

Rather than repeating the same benchmark data under every goal, the table below maps each measure to the goal(s) it most directly informs. Each goal section that follows includes narrative context describing how that goal's initiatives contribute to institutional performance, whether a measure is formally housed there. Current-year data and FY2027/FY2031 (or FY2030) benchmarks for all six measures are maintained in the Annual Performance Measure Report (PMR).

| Performance Measure | Goal 1: Ignite Student Success | Goal 2: Drive Experiential Learning | Goal 3: Adapt the Educational Model | Goal 4: Harness Research Innovation & Partnerships | Goal 5: Optimize Operational Excellence |
|---|---|---|---|---|---|
| Student Access — Enrollment Headcount & FTE (PSR-1) | P | — | C | — | C |
| Student Retention — Fall-to-Fall Retention (IPEDS) | P | C | C | — | C |
| Student Success — 150% Graduation Rate (IPEDS) | P | C | C | — | C |
| Post-Graduation Success — Starting Salary (First Destination Survey) | P | C | C | — | C |
| Student Affordability — USNWR Best Value Ranking | P | — | C | — | C |
| Research Expenditures (HERD Survey) | — | — | — | P | C |

**P** = Primary reporting home for the measure **C** = Goal contributes to the measure but does not carry primary reporting — = Not directly applicable

**Statewide Performance Measures Established by the Idaho State Board of Education**

## Student Access

U of I annual enrollment (Source: PSR 1 Annual Enrollment Report)

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Annual enrollment headcount | 13,007 | 14,025 | 14,290 | 14,931 | Available Later | 14,390 | 14,480 |
| Annual enrollment FTE | 8,854 | 9,175 | 9,561 | 10,120 | Available Later | 9,661 | 9,751 |

## Student Retention

Measured by the percentage of degree-seeking first-time, full-time fall-enrolled students who are retained in the following fall on the IPEDS Fall Enrollment

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| First-time, full-time fall to fall retention | 74% | 75% | 76% | 77% | Available Later | 77% | 78% |

## Student Success

Measured by the percentage of degree-seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Rates

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| First-time, full-time 150% graduation rate | 61% | 61% | 57% | 60% | Available Later | 60% | 61% |

## Student Affordability

Measured by the U.S. News & World Report Best Value Schools Rankings

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| U.S. News & World Report Best Value Schools Rankings | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

# Critical Institutional Performance Measures for the Idaho State Board of Education

## Post-graduation Success

Measured by median starting salary of recent graduates as reported on the First Destination Survey

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Starting salary of recent graduates | $48,860 | $52,000 | $52,000 | $56,670 | Available Later | $60,120 | $67,664 |

## Research Expenditures

Measured by research and development expenditures as reported on HERD survey (Dollars in millions)

| | CURRENT DATA | | | | | BENCHMARK | |
|---|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Research expenditures | $115.6 | $135.9 | $140.4 | $151.1 | Available Later | $135.0* | $135.0* |

**Due to anticipated cuts in federal grant research opportunities, the U of I is planning for a reduction in research expenditures.*

## University AI Strategy

Artificial intelligence is embedded in each pillar of the strategic plan as a tool to elevate student success, partner with Idaho industry, accelerate discovery, enhance operational excellence and extend the university's impact. As we integrate AI and other advanced technologies, we are enhancing our ability to analyze complex problems and deliver targeted solutions for our state.

## Strategic Plan Goals and Objectives

## Goal 1: Ignite Student Success

*The University of Idaho will improve student access, retention, completion, affordability, and post-graduation success through innovative educational experiences, personalized support systems, and student-centered engagement.*

### Objective 1A: Increase student enrollment, access and outcomes for Idaho students.

This objective centers on using emerging tools such as AI to create customized recruitment, retention, and academic support strategies that empower students to thrive.

**Interim Progress (FY2025-2026)**

- *Enrollment has sustained historical growth, though a decline is projected for Fall 2026 due to demographic shifts and lower international enrollment.*
- *The U of I has the highest starting salaries for recent graduates of all of Idaho's higher education institutions.*

### Objective 1B: Improve student retention and persistence through integrated onboarding, high-impact classroom teaching models, advising, and AI-enabled student support systems.

Retention efforts are anchored in reimagining the first-year experience by connecting onboarding, cohort-based engagement, mentorship, and learning communities with AI-powered tools that deliver personalized, data-driven feedback and timely interventions. This work directly supports the University's FY2025-2026 commitment to strengthen retention and remediation rates to reach or exceed State Board of Education benchmarks.

**Interim Progress (FY2025-2026)**

- *The University exceeded the SBOE retention benchmark, reaching a 77% first-year retention rate against a 75% benchmark.*
- *A complete overhaul of math labs and instructional approach has led to statistically significant improvements in course pass rates, and in retention from freshmen to sophomore year among students who successfully completed the newly designed math course.*
- *New intrusive advising models are improving outcomes.*
- *Ongoing work includes a full inventory of student success programs, improved data alignment, and targeted strategies to further increase retention and degree completion.*

### Objective 1C: Improve graduation outcomes and workforce readiness.

Beyond high-impact educational experiences, the university is investing in AI literacy across disciplines, so graduates enter the workforce able to apply these tools effectively and ethically in their careers.

**Interim Progress (FY2025-2026)**

- *The graduation rate is holding steady at 60%, above the U of I and State Board benchmarks.*
- *U of I recent graduates starting salaries are the highest in the state of Idaho.*
- *AI literacy programming has launched with over 200 faculty enrolled.*
- *In the Fall of 2026, we will offer a Bachelor of Science in Artificial intelligence, a corresponding AI minor, and a Master's degree in AI, with flexible delivery and multiple emphasis areas.*

### Objective 1D: Maintain affordability and best-value positioning.

The U of I has been ranked a Best Value Public University by U.S. News & World Report for five years running. Sustaining this ranking and the net-cost value it reflects for students remains a foundational commitment under this goal.

**Interim Progress (FY2025-2026)**

- *The University has continued its strong best-value positioning nationally.*
- *Our successful scholarship fundraising reduces students' out-of-pocket costs, supporting college affordability and strengthening our Best Value ranking.*

## Goal 2: Drive Experiential Learning for All Students

*The University of Idaho will ensure all students participate in meaningful experiential learning opportunities that prepare them for professional success, civic engagement, and lifelong learning.*

### Objective 2A: Build institutional systems and infrastructure to support experiential learning that includes internships, co-ops, service learning, undergraduate research, and capstone courses.

This goal advances a "Learn by Doing" commitment so that all students, regardless of program or modality, gain hands-on experience through internships, co-ops, undergraduate research, study abroad, or community-based projects. Priority work includes expanding faculty-guided and self-directed research opportunities, deepening employer and community partnerships that broaden access to career-building experiences, and building the shared infrastructure enabled by AI needed to track and scale participation toward full institutional coverage. Programs such as the Chobani Scholars awards and cross-disciplinary capstone partnerships with industry and community organizations illustrate the foundation already in place.

**Interim Progress (FY2025-2026)**

- *The University is considering a centralized platform and associated staffing to track participation toward the 100% experiential learning goal.*
- *Current focus includes adding university internships and external partnerships, particularly opportunities tied to AI.*

***Related performance measures:*** *This goal does not carry a dedicated statewide performance measure. Experiential learning is understood to be a contributing driver of student retention, graduation, and post-graduation salary outcomes, as reflected in the Performance Measures Overview above.*

## Goal 3: Adapt the Educational Model

*The University of Idaho will expand flexible, accessible, workforce-aligned educational opportunities that meet the needs of traditional students, adult learners, and Idaho communities.*

### Objective 3A: Expand continuing, adult, and professional education aligned with workforce needs.

This goal focuses on delivering the Vandal experience to all learners regardless of modality, timing, or location, and on building pathways that respond quickly to shifting workforce needs across Idaho. Priorities include growing the Continuing, Adult and Professional Education (CAPE) portfolio with stackable credentials in fields such as precision agriculture, forestry management, and energy technologies; and targeting investment toward regional centers and programs with demonstrated workforce alignment.

**Interim Progress (FY2025-2026)**

- *Investment in instructional design capacity through the Center for Teaching and Learning is underway to expand micro-credentialing and online degree programs.*
- *In 2023, the University launched Vandal Finish, an initiative to help former non-graduating U of I students complete degrees they had previously started.* ***Four hundred ninety-six*** *Vandal Finish students have graduated with degrees since the program's inception.*
- *Partnerships supporting statewide workforce outcomes for place-bound students have been strengthened, including expanded pathways with North Idaho College in robotics, computer science, mining, and nursing.*

***Related performance measures:*** *This goal does not carry a dedicated performance measure. Progress here is expected to contribute to enrollment access, retention, graduation, and affordability outcomes, as reflected in the Performance Measures Overview above.*

## Goal 4: Harness Research Innovation and Partnerships

*The University of Idaho will expand research excellence, strategic partnerships, and innovation that improve the economic prosperity, health, and quality of life of Idaho and beyond. This includes the University's commitments to expand workforce-aligned programming in healthcare and technical fields and to continue partnering with the State Board of Education and the Idaho legislature on medical education strategy.*

### Objective 4A: Increase research productivity and sponsored funding.

Building on the U of I's 2025 Carnegie R1 research designation, this goal sustains investment in high-impact research focus areas and research infrastructure, including computing capacity for generative AI, while strengthening coordination with industry and deepening collaborations with Idaho agencies, the Legislature, and other educational institutions. A specific priority is addressing Idaho's healthcare workforce shortage. The University will do this by leveraging the IDeA Network of Biomedical Research Excellence (INBRE), the Doctor of Medicine (MD) program, medical research and other pre-health pathways.

**Interim Progress (FY2025-2026)**

- *Research expenditures reached $151.1M, exceeding the strategic plan benchmark for the year; however, we anticipate a decrease in research expenditures as the federal government shifts its research priorities and cuts certain programs.*
- *Near-term focus is on advancing undergraduate medical education for students ready to train in the Treasure Valley and serve in rural Idaho. This is partnership with the State Board, Legislature, and healthcare systems, which will require federal rural health funding and a long-term per-student investment.*
- *Collaboration with Idaho State University on its Meridian anatomy lab supports a potential U of I / University of Utah MD program, with continued reinforcement of the need for both Doctor of Osteopathic Medicine (DO) and Doctor of Medicine (MD) pathways.*

## Goal 5: Optimize Operational Excellence

*The University of Idaho will strengthen institutional effectiveness through data-informed decision making, operational efficiency, employee engagement, and responsible integration of artificial intelligence and emerging technologies.*

### Objective 5A: Improve institutional decision-making and efficiency through AI-integrated data systems, beginning with data modernization and a modern governance structure. All operational excellence programs serve student and institutional outcomes, including a calculated return on investment.

Foundational work under this goal includes consolidating data across campus through a shared data warehouse with consistent governance, security, and access protocols, and using AI to simplify and automate routine administrative processes so employee effort can shift toward higher-value work to support student success. This goal also encompasses the university's continued efforts to attract, retain, and support faculty and staff, and to standardize project management and execution practices across divisions.

**Interim Progress (FY2025-2026)**

- *Data modernization is underway to build a Data Lakehouse. This is foundational for future AI enabled tools that lead to more effective decision making, workflows, and return on investment to the University.*
- *The University created **Vandalizer** an AI management tool designed specifically for Research Administration Workflow. Two thousand+ staff hours are saved annually across just three workflows.*
- *A university-wide project management tool has been rolled out.*
- *Partnering with the National Association of College and University Business Officers Student Success Hub to develop dashboards that improve access to data on program performance, student outcomes, costs, workforce demand, and resource use.*
- *Employee engagement has improved: the share of employees agreeing "this is a great place to work" rose 5% from 2023 to 2026, per Great Colleges to Work For survey results.*

## Key External Factors

Several external factors may affect the University of Idaho's ability to achieve strategic plan goals and objectives:

- State appropriations and legislative funding decisions
- Federal research funding availability and regulatory changes
- Inflationary pressures affecting salaries, healthcare, utilities, technology, and construction
- Demographic shifts and the national enrollment cliff
- Competition from out-of-state institutions and online education providers
- Rapid technological change and evolving artificial intelligence capabilities
- Deferred maintenance and infrastructure needs
- Federal compliance and reporting requirements
- Economic and labor market conditions within Idaho and the region

The successful implementation of this strategic plan will be influenced by external conditions beyond the university's direct control. These factors may affect the availability of financial and human resources, the demand for academic programs, institutional operations, and the timing and feasibility of strategic initiatives. The university will monitor these conditions and adapt its strategies as appropriate to sustain progress toward its goals and mission fulfillment.

## Evaluation Process

The University of Idaho will annually review progress toward strategic plan goals, objectives, and benchmarks through a coordinated institutional effectiveness process.

Institutional leaders, subject matter experts, and strategic planning working groups will annually assess progress on performance measures and recommend updates to benchmarks, initiatives, and implementation priorities. This assessment will be informed by a revised annual academic program evaluation process that aligns program performance with the University's strategic plan goals and desired outcomes, creating a more integrated approach to measuring institutional progress. The Performance Measures Overview mapping will also be validated annually to ensure each measure remains aligned with the appropriate goal(s) as initiatives evolve.

Performance measures will align with:

- Idaho State Board of Education statewide measures
- Annual Performance Measure Reports (PMR)
- Accreditation and institutional effectiveness processes
- Strategic enrollment and financial planning efforts

The strategic plan and associated performance measures will be updated annually to reflect institutional priorities, emerging opportunities, external factors, and revised benchmarks.

## Mapping of Strategic Plan to the SBOE Strategic Plan

| | State Board of Education Goals | | |
|---|---|---|---|
| | **Goal 1: Educational Readiness (K-12)** | **Goal 2: Educational Access** | **Goal 3: Educational Attainment** |
| **University of Idaho** | | | |
| **Goal 1: Ignite student success** | | | |
| Increase student enrollment and access for Idaho students | | ✓ | |
| Improve student retention and persistence through integrated onboarding, high-impact classroom teaching models, advising, and AI-enabled student support systems | | ✓ | ✓ |
| Improve graduation outcomes and workforce readiness | | | ✓ |
| Maintain affordability and best-value positioning | | ✓ | ✓ |
| **Goal 2: Drive experiential learning for all students** | | | |
| Build institutional systems and infrastructure to support experiential learning — including internships, co-ops, service learning, undergraduate research, and capstone courses — for all students | | ✓ | ✓ |
| **Goal 3: Adapt the educational model** | | | |
| Expand continuing, adult, and professional education aligned with workforce needs | | ✓ | ✓ |
| **Goal 4: Harness research innovation and partnerships** | | | |
| Increase research productivity and sponsored funding | | | ✓ |
| **Goal 5: Optimize operational excellence** | | | |
| Improve institutional decision-making and efficiency through AI-integrated data systems, beginning with data modernization and a modern governance structure. All operational excellence programs serve the student experience and outcomes | | ✓ | ✓ |

## IDAHO WWAMI (WASHINGTON, WYOMING, ALASKA, MONTANA, IDAHO)

**MISSION**: Idaho WWAMI, housed within the University of Idaho School of Health and Medical Professions (SHAMP) in partnership with the University of Washington School of Medicine (UWSOM), is dedicated to improving the health of Idahoans through high-quality medical education, workforce development, service to rural and underserved communities, and preparation of future physicians to meet the state's healthcare workforce needs.

**VISION**: Idaho WWAMI will strengthen Idaho's physician workforce by preparing highly competent, ethical, community-focused physicians dedicated to serving Idaho's rural and underserved populations while advancing healthcare access, collaboration, and innovation across the state.

**Goal 1**: **Strengthen Idaho's Physician Workforce**
Expand educational experiences and training opportunities that encourage Idaho students to pursue medical education and practice in Idaho, particularly in rural and underserved communities.

**Objective A:** Provide high-quality medical education and early clinical training opportunities that prepare Idaho medical students for practice in rural and underserved communities.

**Performance Measure**: The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

| *During the past summer, 21 WWAMI students completed a Rural Underserved Opportunities Program (RUOP)* experience in Idaho.* | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **FY 2027 Target** | **FY 2031 Target** |
|---|---|---|---|---|---|---|---|
| *Target: 20 rural/underserved clinical placements following first year of medical school.* | **17** | **20** | **22** | **17** | **21** | **20**** | **20**** |

**RUOP is a structured, four-week clinical training experience in which first-year medical students are placed in rural or underserved communities across Idaho to work closely with practicing physicians. The program is designed to provide early exposure to the delivery of healthcare in resource-limited settings, with an emphasis on primary care, community engagement, and understanding the unique challenges and rewards of practicing in rural and underserved areas.*

***The FY2027 and FY2031 Benchmarks were set by taking the average participation of the past five years and rounding up. You can see that participation is highly variable but we intend to continue to increase the average participation.*

# Idaho WWAMI Page 2

**Objective B:** Strengthen Idaho's physician workforce by increasing the number of Idaho WWAMI graduates who return to practice medicine within the state.

**Performance Measure:** Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 Target | FY 2031 Target |
|---|---|---|---|---|---|---|---|
| *The target is 55% and the national average of students that return to their native state to practice medicine is 40-50%. The Idaho WWAMI return rate is 51% in FY26.* | 51% | 51% | 51% | 50% | 51% | 55% | 55% |

Rate of Return of Idaho WWAMI graduates who have practiced medicine in Idaho, divided by the total number of Idaho medical student graduates funded by the State. National Average: 40–50% of physicians ultimately practice in the same state where they attended medical school. This range is consistently cited across workforce analyses and is considered the standard national benchmark for this metric.

# Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan

## MISSION

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

## VISION

To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on large animal medicine in support of the importance of animal agriculture in Idaho.

## VALUES

Excellence in creative instruction; open communication and innovation; individual and institutional accountability; integrity and ethical conduct; accomplishment through teamwork and partnership; responsiveness and flexibility; and individual and institutional health and happiness.

**Goal:** Strengthen Idaho's Agricultural Animal Veterinary Workforce Pipeline.

*Expand educational experiences and training opportunities that encourage students to pursue agricultural animal veterinary medical education and practice in Idaho, particularly in rural communities.*

## Pillar 2 : Drive Experiential Learning in Agricultural Animal Medicine for All Students

**Objective B3:** Build the systems to deliver experiential learning with agricultural animals in Idaho.

**Performance Measures:** Offer elective rotations in agricultural animal medicine for experiential learning opportunities.

**Performance Measures**

| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
|---|---|---|---|---|---|---|---|
| Number of elective agricultural animal medicine rotations | 13 rotations | 13 rotations | 8 rotations | 12 rotations | Available Later | 10* | 8** |

* FY27 capacity under review following implementation of state budget cuts
** Based on current staffing

# Agricultural Research and Extension Service (ARES) Strategic Plan

## MISSION

The College of Agricultural and Life Sciences advances the University of Idaho's land-grant mission by integrating research, teaching and Extension to create solutions that sustain Idaho's economy, resources, and quality of life through science, innovation, and leadership.

## VISION

To be a national model for applied, impactful agricultural and human sciences, where research and creative scholarship, education, Extension, and outreach directly improve the health and wellbeing of Idaho's farms, industries, individuals, families, and communities.

## CORE VALUES

CALS upholds the university's values of Excellence, Respect, Integrity, Perseverance, and Stewardship, while emphasizing:

- Relevance — research, creative scholarship, and education that solve real problems
- Collaboration—partnerships across disciplines and with Idaho stakeholders
- Accountability—to students, taxpayers, and industry partners who depend on CALS' expertise

**Goal (Pillar 4):** Harness Research Innovation and Partnership

**University Initiative (Objective D1):** Establish high-impact research and outreach focus areas.
**ARES Measurement:** Number of individuals/families* benefiting from Outreach Programs.

**Benchmark: 500,000**

**Benchmark:** Increase the number of individuals/families benefiting from Outreach Programs to 500,000 by 2028.

| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY2026 | FY 2027 | FY 2031 |
|---|---|---|---|---|---|---|---|
| Headcount | 265,661 | 481,809 | 387,435 | 450,103 | Available Later | 480,000 | 500,000 |

**Depending on the program, participation is measured by family or by individual.*

# Forest Utilization Research and Outreach (FUR)
## Strategic Plan

**MISSION**

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets, economic impacts of forest and rangeland management activities, and the importance of resource-based industries to the state's economic development. In addition, the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers.

**VISION**

FUR programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. FUR programs will promote collaborative learning partnerships across governments, private sector enterprises, and landowner and non-governmental organizations with interests in sustainable forest and rangeland management, and will catalyze entrepreneurial innovation to enhance stewardship of Idaho's forests, rangelands, natural resources, and environmental quality.

**GOAL (PILLAR 4): HARNESS RESEARCH, INNOVATION, AND PARTNERSHIP**

Advance the University of Idaho's strategic mission through rigorous applied research, innovative land management science, and sustained collaboration with industry, government, and community partners.

**Signature Initiative (Objective D1):** Establish high-impact research focus areas to serve Idaho

**Performance Measures**

*Benchmark: 20% growth in engaged CNR faculty, staff, students, and constituency groups involved in FUR-related scholarship or capacity building activities by FY2029.*

| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
|---|---|---|---|---|---|---|---|
| % Growth | 1% | 15% | -3% | 16% | Available Later | 17% | 20% |

# Idaho Geological Survey Strategic Plan

**MISSION**
The Survey's mission is to provide the state with timely and relevant geologic information. Members of the Idaho Geological Survey (IGS) fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, metallic and industrial minerals, geologic hazards (earthquakes, landslides, subsidence, site response), hydrogeology (surface and groundwater quality and quantity evaluation), and subsurface resources (geothermal energy, oil and gas, geologic hydrogen, pore space). The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

**VISION**
IGS is committed to the advancement of the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through research, service, education, and outreach.

**Institution Goal (Pillar 4):** Harness Research Innovation and Partnership

**Signature Initiative Objective D1:** Establish high-impact research focus areas.
*Sustain and strengthen existing state and federal funding sources to support the Idaho Geological Survey's mission, while developing new partnerships and funding opportunities with private entities engaged in the exploration, development, and stewardship of Idaho's geologic resources, including, but not limited to, critical minerals in support of Idaho's economy.*

**Performance Measures:** Maintain externally funded grant and contract dollars to support IGS mission.

**Benchmark:** Maintain external grants and contracts funding level in line with a 15% variation of the previous five-year average

| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
|---|---|---|---|---|---|---|---|
| Funding Level | $930,195 | $932,302 | $1,528,542 | $641,745[1] | Available Later | $900,000 | $750,000[2] |

[1] While the FY 2025 actual value is close to the target—highlighting the commitment of IGS to maintain a robust externally funded revenue stream—the substantial drop from the FY 2024 actual value ($1,528,542 to $641,745) is due to the delay and freeze of USGS funding at the federal level (grants have been awarded, but funds have not been released by OMB) as well as the impacts of HB 226 at the state level, which resulted in the termination of IDL Abandoned Mine Lands funds to IGS.
[2]Target benchmark for FY 2031 is a conservative projection that accounts for diminished support and funding availability to geologic research as apparent in the FY 2027 President's budget for USGS.

BOISE STATE UNIVERSITY

# FY2026 THROUGH FY2030

## MISSION STATEMENT

## VISION

## STATEWIDE PERFORMANCE MEASURES

## CRITICAL INSTITUTIONAL PERFORMANCE MEASURES

## STRATEGIC PLAN

## KEY EXTERNAL FACTORS

## MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

*Blueprint for Success*
*2021 - 2028*

# Boise State University
## MISSION AND VISION STATEMENTS

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

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

# STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION[1]

## Student Access[2]

| Enrollment | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > Annual Enrollment Headcount (academic only) | 32,364 | 32,651 | 33,026 | 33,482 | Available July '26 | 34,550 | 35,800 |
| > Annual Enrollment Full-time Equivalent (FTE) | 18,542 | 18,596 | 18,991 | 19,517 | Available July '26 | 19,900 | 21,000 |

## Student Retention[3]

| Retention | FY22 (F21 Cohort) | FY23 (F22 Cohort) | FY24 (F23 Cohort) | FY25 (F24 Cohort) | FY26 (F25 Cohort) | Target FY 2027 (F26 Cohort) | Target FY 2031 (F30 Cohort) |
|---|---|---|---|---|---|---|---|
| > First-time, full-time fall to fall retention | 79.2% | 77.8% | 78.9% | 78.5% | Available Oct. '26 | 79.5% | 80.0% |

## Student Success[4]

| Graduation | FY22 (F16 Cohort) | FY23 (F17 Cohort) | FY24 (F18 Cohort) | FY25 (F19 Cohort) | FY26 (F20 Cohort) | Target FY 2027 (F21 Cohort) | Target FY 2031 (F25 Cohort) |
|---|---|---|---|---|---|---|---|
| > First-time, full-time 150% graduation rate | 59.1% | 61.2% | 59.3% | 60.2% | Available Sept. '26 | 62.0% | 65.0% |

## Affordability[5]

| Affordability | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > Boise State Inflation-adjusted Tuition and Fees, Full-time Resident Undergraduate (base FY21) | $7,650 | $7,315 | $7,444 | $7,453 | $7,510 | Remain less than the WICHE state average | Remain less than the WICHE state average |
| > Boise State as % of WICHE | 86.6% | 87.2% | 89.3% | 89.6% | 89.3% | Remain less than the WICHE state average | Remain less than the WICHE state average |

[1] These metrics are required by the Idaho State Board of Education and have been highlighted here to make them easier to locate. Each of these metrics are also included in the body of the plan.
[2] SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only. Aligned to Boise State's Goal 1, Objective C. Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.
[3] SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Aligned to Boise State's Goal 1, Objective A.
[4] SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. Aligned to Boise State's Goal 1, Objective A.
[5] SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California; a typical report can be found at http://www.wiche.edu/pub/tf. All years of data were updated in spring 2026 to a base year of FY21, which aligns to the implementation timeline of the Blueprint for Success Strategic Plan. Aligned to Boise State's Goal 4, Objective C.

# CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION[6]

## Goal 1: Improve Educational Access and Student Success, Objective A

| Unduplicated number of graduates, IPEDS methodology[7] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > Baccalaureate degree graduates | 3,947 | 3,858 | 3,964 | 4,033 | Available Sept. 2026 | 4,250 | 4,700 |
| > Total Distinct Graduates | 5,313 | 5,231 | 5,464 | 5,402 | Available Sept. 2026 | 5,700 | 6,250 |

## Goal 2: Innovation for Institutional Impact, Objective B

| Advancement Funding | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Total gift income (outright gifts and previous pledge payments) | $25.8M | $30.2M | $35.2M | $53.3M | Available Jan. 2027 | $35M | $40M |

## Goal 3: Advance Research and Creative Activity, Objective A

| Total Research & Development Expenditures[8] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Expenditures as reported to the National Science Foundation | $47.6M | $53.0M | $57.7M | $78.3M | Available April 2027 | $80M | $85M |

## Goal 4: Foster Thriving Community, Objective B

| Faculty Turnover[9] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Faculty | 7.6% | 7.7% | 5.7% | 8.2% | Available Aug. 2026 | 5% | 4.5% |

## Goal 5: Trailblaze Programs and Partnerships, Objective A

| Partnerships through Research & Economic Development[10] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Total Distinct Number of Partners | 743 | 881 | 928 | 1,167 | Available May 2027 | Increase partners | Increase partners |

[6] Selected institutional measures highlighting critical components of the University's Strategic Plan.

[7] Distinct (unduplicated) number of bachelor's degree graduates and total degree graduates per year as reported to IPEDS.

[8] Boise State University is undertaking a multi-year initiative to more comprehensively track and report its research expenditures. In FY25, the university refined its reporting methodology to include a portion of previously uncaptured State of Idaho investments in non-sponsored faculty research. Consequently, the FY25 HERD survey total ($78.3M) reflects a broader scope of research expenditures than previously published in the university's 2025 Division of Research and Economic Development Annual Report ($57M+). Future phases will continue updating how institutional and state research investments are captured.

[9] Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible faculty. The FY23 data were updated in spring 2025 for consistency in methodology.

[10] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

# Boise State University
# Strategic Plan

## STRATEGIC PLAN GOALS AND OBJECTIVES

### Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

**Objective A:** Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

**Performance Measures:**

| Unduplicated number of graduates, IPEDS methodology (distinct by award level)[11] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Undergraduate Certificate | 629 | 590 | 667 | 780 | Available Sept. 2026 | 700 | 750 |
| >Associate | 127 | 184 | 316 | 218 | Available Sept. 2026 | 350 | 450 |
| >Baccalaureate | 3,947 | 3,858 | 3,964 | 4,033 | Available Sept. 2026 | 4,250 | 4,700 |
| >Graduate Certificate | 174 | 130 | 141 | 151 | Available Sept. 2026 | 130 | 130 |
| >Master's | 1,063 | 1,028 | 1,073 | 963 | Available Sept. 2026 | 950 | 950 |
| >Education Specialist | 16 | 15 | 15 | 17 | Available Sept. 2026 | 10 | 10 |
| >Doctoral | 58 | 60 | 72 | 88 | Available Sept. 2026 | 70 | 95 |
| Total Distinct Graduates | 5,313 | 5,231 | 5,464 | 5,402 | Available Sept. 2026 | 5,700 | 6,250 |

[11] Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

| First year retention rate (IPEDS methodology)[12] | FY22 (F21 Cohort) | FY23 (F22 Cohort) | FY24 (F23 Cohort) | FY25 (F24 Cohort) | FY26 (F25 Cohort) | Target FY 2027 (F26 Cohort) | Target FY 2031 (F30 Cohort) |
|---|---|---|---|---|---|---|---|
| >Percent of first-time, full-time freshmen retained* | 79.2% | 77.8% | 78.9% | 78.5% | Available Oct. 2026 | 79.5% | 80.0% |
| -Resident, Pell-Eligible only | 67.5% | 67.4% | 67.9% | 70.8% | Available Oct. 2026 | 72.0% | 74.5% |
| -Resident, Not Pell-Eligible only | 76.8% | 75.3% | 77.8% | 76.1% | Available Oct. 2026 | 77.8% | 78.3% |
| -Non-Resident, Pell-Eligible only | 76.3% | 72.0% | 77.0% | 76.1% | Available Oct. 2026 | 77.0% | 77.8% |
| -Non-Resident, Not Pell-Eligible only | 84.4% | 86.1% | 87.9% | 87.9% | Available Oct. 2026 | 88.1% | 89.0% |
| >Percent full-time transfers retained or graduated* | 78.4% | 78.2% | 79.6% | 79.1% | Available Oct. 2026 | 79.5% | 81.0% |

*SBOE metric

| 4-year graduation rate (IPEDS methodology)[13] | FY22 (F18 Cohort) | FY23 (F19 Cohort) | FY24 (F20 Cohort) | FY25 (F21 Cohort) | FY26 (F22 Cohort) | Target FY 2027 (F23 Cohort) | Target FY 2031 (F27 Cohort |
|---|---|---|---|---|---|---|---|
| > % of first-time, full-time freshmen who graduated | 41.4% | 42.7% | 46.0% | 47.6% | Available Sept. 2026 | 47.8% | 49.0% |
| -Resident, Pell-Eligible only | 27.8% | 28.4% | 28.1% | 29.3% | Available Sept. 2026 | 31.5% | 34.0% |
| -Resident, Not Pell-Eligible only | 34.1% | 36.4% | 37.8% | 41.0% | Available Sept. 2026 | 41.5% | 44.0% |
| -Non-Resident, Pell-Eligible only | 41.1% | 38.3% | 45.6% | 43.8% | Available Sept. 2026 | 43.9% | 46.0% |
| -Non-Resident, Not Pell-Eligible only | 54.7% | 55.9% | 58.4% | 57.8% | Available Sept. 2026 | 58.0% | 60.0% |
| >% of full-time transfers who graduated | 57.6% | 61.5% | 63.5% | 63.9% | Available Sept. 2026 | 64.1% | 66.5% |

[12] SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

[13] Percent of a given cohort (first-time, full-time freshmen and full-time transfers) graduating within 100% of time using the IPEDS methodology. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

| 6-year graduation rate (IPEDS methodology)[14] | FY22 (F16 Cohort) | FY23 (F17 Cohort) | FY24 (F18 Cohort) | FY25 (F19 Cohort) | FY26 (F20 Cohort) | Target FY 2027 (F21 Cohort) | Target FY 2031 (F25 Cohort) |
|---|---|---|---|---|---|---|---|
| > % of first-time, full-time freshmen who graduated* | 59.1% | 61.2% | 59.3% | 60.2% | Available Sept. 2026 | 62.0% | 65.0% |
| -Resident, Pell-Eligible only | 41.8% | 47.8% | 45.6% | 45.9% | Available Sept. 2026 | 47.9% | 50.4% |
| -Resident, Not Pell-Eligible only | 56.1% | 57.0% | 54.4% | 55.6% | Available Sept. 2026 | 56.1% | 58.6% |
| -Non-Resident, Pell-Eligible only | 57.3% | 61.1% | 54.1% | 58.3% | Available Sept. 2026 | 58.4% | 60.9% |
| -Non-Resident, Not Pell-Eligible only | 73.1% | 72.4% | 71.4% | 70.9% | Available Sept. 2026 | 71.1% | 73.6% |
| >% of full-time transfers who graduated | 60.4% | 63.2% | 64.1% | 66.3% | Available Sept. 2026 | 66.5% | 69.5% |

*SBOE metric

| Progress indicated by credits per year[15] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of undergraduate degree seeking students with 30 or more credits per year | 27.9% | 29.6% | 31.6% | 31.0% | Available Aug. 2026 | 32.0% | 33.0% |

| Scholarship student-athlete graduation success rate | FY 2022 (FY15 Cohort) | FY 2023 (FY16 Cohort) | FY 2024 (FY17 Cohort) | FY 2025 (FY18 Cohort | FY 2026 (FY19 Cohort | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| NCAA Graduation Success Rate[16] – Boise State University | 95% | 97% | 98% | 93% | Not yet available | 93.7%[17] | 93.7% |

[14] SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps. Full-time transfer cohort graduation rates also are provided.

[15] Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

[16] All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.

[17] Target represents the 75th percentile of all NCAA Division I athletic departments.

| NSSE [18] High Impact Practice (HIP) [19] Participation | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of seniors who participated in at least one HIP vs. Peer Institutions | 87% vs. 82% peers (+) | *NSSE every three years* | *NSSE every three years* | 88% vs. 86% peers (+) | *NSSE every three years* | 90% | 90% |
| >% of seniors who participated in two or more HIPs vs. Peer Institutions | 61% vs. 51% peers (+) | *NSSE every three years* | *NSSE every three years* | 63% vs. 58% peers (+) | *NSSE every three years* | 70% | 70% |

**Objective B:** Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

**Performance Measures:**

| Students participating in internships[20] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Number of students with internship credit | 940 | 906 | 931 | 1,024 | Available Aug. 2026 | 1,025 | 1,050 |

| Students participating in courses with service-learning component | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Number of baccalaureate graduates who participated in a course with a Service-Learning component | 1,466 | 1,184[21] | 1,226 | 1,406 | Available Sept. 2026 | 1,600 | 1,880 |
| >Percent of baccalaureate students participating in service-learning course | 38% | 30% | 30% | 35% | Available Sept. 2026 | 39% | 43% |

| NSSE[22] % participation in internships or similar experiences and in research | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of seniors participating in internships and other applied experiences | 51% (+) | *NSSE every three years* | *NSSE every three years* | 50% (=) | *NSSE every three years* | 52.0% | 56.0% |
| >% of seniors participating in research with faculty members | 21% (+) | *NSSE every three years* | *NSSE every three years* | 23% (+) | *NSSE every three years* | 25.0% | 30.0% |

[18] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[19] High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

[20] Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

[21] Service-learning courses' community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

[22] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

| Post-graduation outcomes[23] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
|---|---|---|---|---|---|---|---|
| **Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization** | | | | | | | |
| >Undergraduate degree completers | 79% | 77% | 75% | 75% | Available Feb. 2027 | 78% | 80% |
| >Graduate degree completers | 85% | 85% | 82% | 80% | Available Feb. 2027 | 85% | 88% |
| **Percent of graduates whose full-time work is related to the degree received** | | | | | | | |
| >Undergraduate degree completers | 83% | 83% | 82% | 83% | Available Feb. 2027 | 85% | 87% |
| >Graduate degree completers | 95% | 94% | 93% | 94% | Available Feb. 2027 | >95% | 97% |
| **Percent of graduates whose full-time work is related to their career goals** | | | | | | | |
| >Undergraduate degree completers | 86% | 87% | 86% | 85% | Available Feb. 2027 | 88% | 90% |
| >Graduate degree completers | 96% | 95% | 95% | 95% | Available Feb. 2027 | 97% | 98% |
| **Percent of graduates working in Idaho of those working in the United States** | | | | | | | |
| >Undergraduate degree completers | 71% | 71% | 73% | 68% | Available Feb. 2027 | 71% | 75% |
| >Graduate degree completers | 57% | 59% | 56% | 61% | Available Feb. 2027 | 62% | 64% |

**Objective C:** Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

**Performance Measures:**

| Annual Enrollment Total Headcount and FTE[24] (Academic Only) | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Total Student Headcount* | 32,364 | 32,651 | 33,026 | 33,482 | Available July 2026 | 34,550 | 35,900 |
| Undergraduate Degree Seeking Headcount | 19,506 | 19,309 | 19,440 | 20,005 | Available July 2026 | 21,000 | 22,000 |
| Graduate Degree Seeking Headcount | 3,793 | 3,538 | 3,553 | 3,479 | Available July 2026 | 3,500 | 3,700 |
| Non-degree Seeking (graduate & undergraduate) Headcount | 2,530 | 2,689 | 2,587 | 2,519 | Available July 2026 | 2,525 | 2,600 |
| Early College Headcount | 6,535 | 7,115 | 7,446 | 7,479 | Available July 2026 | 7,525 | 7,600 |
| Total Full-time Equivalent (FTE)* | 18,542 | 18,596 | 18,991 | 19,517 | Available July 2026 | 19,900 | 21,000 |

*SBOE metric

[23] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation.

[24] SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only and a distinct headcount of the number of students served as well as the total full-time equivalent (FTE). Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.

| **Access for Underserved Groups identified by SERP[25]** (inclusive of First-time and Transfer and of Full-time and Part-time) | **Fall 2021 cohort** | **Fall 2022 cohort** | **Fall 2023 cohort** | **Fall 2024 cohort** | **Fall 2025 cohort** | **Target Fall 2026 cohort** | **Target Fall 2030 cohort** |
|---|---|---|---|---|---|---|---|
| **Cohort Size of Idaho Resident Students** | | | | | | | |
| >Pell-eligible[26] | 886 | 951 | 1,047 | 1,303 | 1,354 | 1,350 | 1,400 |
| >First Generation | 885 | 974 | 1,022 | 1,179 | 1,186 | 1,200 | 1,250 |
| **Cohort Size as a Percent of Cohort from Service Region 3[27]** | | | | | | | |
| >Rural | 14.1% | 14.0% | 13.7% | 14.2% | 15.1% | 15.1% | 15.1% |

| **Dual / concurrent enrollment[28]** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| Number of credits produced | 29,920 | 32,849 | 37,084 | 35,955 | Available July 2026 | 36,500 | 36,850 |
| Distinct number of students served | 6,543 | 7,117 | 7,450 | 7,485 | Available July 2026 | 7,525 | 7,600 |

| **Enrolled Idaho Students (Fall enrollment)** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| Number of enrolled degree-seeking resident undergraduates | 9,729 | 9,667 | 10,057 | 10,714 | 11,341 | 11,380 | 11,550 |
| Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment) | 5,316 | 5,935 | 6,402 | 6,312 | 6,464 | 6,500 | 6,700 |
| Total number of enrolled resident undergraduates (degree- and non-degree seeking) | 15,045 | 15,602 | 16,459 | 17,026 | 17,805 | 17,880 | 18,250 |
| Number of new First-time degree-seeking students who are Idaho residents | 1,517 | 1,831 | 1,959 | 2,185 | 2,295 | 2,300 | 2,400 |
| Number of new Transfer degree-seeking students who are Idaho residents | 843 | 862 | 866 | 957 | 1,004 | 1,004 | 1,050 |

[25] Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for groups identified as traditionally underserved: Rural, First Generation, and Pell-eligible. The access measures are focused on bachelor's degree-seeking students.

[26] Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.

[27] Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census.

[28] Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the unduplicated number of students enrolled / served and the total credit hours. Reflects data from the annual Dual Credit report to the Board.

| Number of baccalaureate graduates with high impact on Idaho's college completion rate | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| **Baccalaureate graduates from underrepresented groups** | | | | | | | |
| >Rural Idaho[29] | 544 | 491 | 437 | 496 | Available Sept. 2026 | 525 | 600 |
| >First-generation[30] | 1,623 | 1,498 | 1,524 | 1,561 | Available Sept. 2026 | 1,500 | 1,700 |
| >Pell eligible[31] | 1,001 | 893 | 955 | 1,075 | Available Sept. 2026 | 1,100 | 1,200 |
| Baccalaureate graduates who are Idaho residents | 2,269 | 2,155 | 2,153 | 2,241 | Available Sept. 2026 | 2,300 | 2,500 |
| Baccalaureate graduates of non-traditional age (30 and up) | 879 | 813 | 749 | 761 | Available Sept. 2026 | 800 | 850 |
| Baccalaureate graduates who began as transfers from Idaho community college[32] | 483 | 437 | 466 | 466 | Available Sept. 2026 | 500 | 550 |

| True Blue Scholarship | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Dollars awarded through need-based True Blue Promise Scholarship | $860,858 | $1,085,741 | $1,139,000 | $1,222,000 | Avail. Oct. 2026 | $1.4M | $1.6M |
| Distinct number of students receiving a True Blue Promise Scholarship | 472 | 593 | 630 | 667 | Avail. Oct. 2026 | 718 | 808 |

**Objective D:** Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

**Performance Measures:**

| Students participating in courses with service-learning component | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Number of baccalaureate graduates who participated in a course with a Service-Learning component | 1,466 | 1,184[33] | 1,226 | 1,406 | Available Sept. 2026 | 1,600 | 1,880 |
| >Percent of baccalaureate students participating in service-learning course | 38% | 30% | 30% | 35% | Available Sept. 2026 | 39% | 43% |

[29] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.

[30] First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.

[31] Denotes students who were Pell eligible during any point of their enrollment at Boise State.

[32] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

[33] Service-learning courses' community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

| **Enrollment in programs delivered online** (Fall enrollment)[34] | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| >Undergraduate | 2,282 | 2,271 | 2,441 | 2,831 | 3,190 | 3,430 | 4,580 |
| >Graduate | 1,511 | 1,476 | 1,415 | 1,442 | 1,500 | 1,530 | 1,655 |
| >Total | 3,793 | 3,747 | 3,856 | 4,273 | 4,690 | 4,960 | 6,235 |

| **NSSE[35] Indicators: For Freshmen Only (% of peer group rating)** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| **Academic Challenge** | | | | | | | |
| >Higher-order learning | 100% (=) | *NSSE every three years* | *NSSE every three years* | 102% (=) | *NSSE every three years* | 105% | 105% |
| >Reflective & integrative learning | 102% (=) | *NSSE every three years* | *NSSE every three years* | 102% (=) | *NSSE every three years* | 105% | 105% |
| **Learning with Peers** | | | | | | | |
| >Collaborative learning | 100% (=) | *NSSE every three years* | *NSSE every three years* | 106% (+) | *NSSE every three years* | 107% | 107% |
| >Discussions with diverse others | 103% (=) | *NSSE every three years* | *NSSE every three years* | 100% (=) | *NSSE every three years* | 100% | 100% |

| **NSSE[36] Indicators: For Seniors Only (% of peer group rating)** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| **Learning with Peers** | | | | | | | |
| >Collaborative learning | 96% (-) | *NSSE every three years* | *NSSE every three years* | 104% (+) | *NSSE every three years* | 105% | 105% |
| >Discussions with diverse others | 97% (-) | *NSSE every Three years* | *NSSE every three years* | 100% (=) | *NSSE every three years* | 100% | 100% |
| **Experiences with faculty** | | | | | | | |
| >Student-faculty interaction | 98% (=) | *NSSE every Three years* | *NSSE every three years* | 93% (-) | *NSSE every three years* | 100% | 102% |
| >Effective teaching practices | 102% (=) | *NSSE every Three years* | *NSSE every three years* | 103% (+) | *NSSE every three years* | 105% | 105% |

[34] Indicates the number of officially enrolled students in a major or certificate that is delivered online.

[35] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[36] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

| Program Assessment, Quality Measures (% achieving ratings of Developing or Established)[37] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Program Learning Outcomes | 95.1% | 95.2% | 96.4% | 98.3% | Available Aug 2026 | >95% | >95% |
| >Actions Taken or Planned | 75.5% | 80.7% | 78.0% | 74.6% | Available Aug 2026 | 78% | 85% |
| >Continuous Improvement | 84.7% | 84.3% | 85.7% | 86.1% | Available Aug 2026 | 88% | 90% |

| Sponsored Projects funding and awards for Instruction and Training | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Total Funding | $3.8M | $1.6M | $9.4M | $3.0M | Available Feb 2027 | $3M | $5M |
| >\# of Awards | 23 | 11 | 21 | 16 | Available Feb 2027 | 15 | 20 |

[37] All academic programs complete Program Assessment Reports (PARs) triennially and teams of reviewers evaluate PARs based on established criteria in the PAR rubric. This measure depicts a three-year rolling average, meaning that all programs are reflected in each year of data that are presented; for example, FY24 data reflects reports submitted in spring 2022, 2023, and 2024. The domain "actions taken or planned" reflects activities based on data collected within the given PAR reporting period whereas "continuous improvement" reflects changes to the program across reporting periods (i.e., over time). Please note: on average, 10-12% of programs are new in any given year, meaning they may not have long enough history to have collected sufficient data to take action on assessment results or complete a continuous improvement cycle.

## Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

**Objective A:** Create an enduring culture of innovation.

**Performance Measures:**

| Vertically Integrated Projects[38] (VIPs) | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Number of students enrolled in VIP credit | 252 | 260 | 298 | 301 | Available Aug. 2026 | 303 | 336 |
| >Number of VIP teams | 33 | 37 | 36 | 36 | Available Aug. 2026 | 37 | 41 |

| Percent of research grant awards that are interdisciplinary vs. single discipline[39] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) | 24.2% | 21.4% | 22.1% | 27% | Available Aug. 2026 | 28% | 30% |

**Objective B:** Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

**Performance Measures:**

| Advancement funding | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Total gift income (outright gifts and previous pledge payments) | $25.8M | $30.2M | $35.2M | $53.3M | Available January 2027 | $35M | $40M |
| >Total Endowment Value | $141.2M | $149.2M | $169.6M | $193.3M | Available January 2027 | $200M | $230M |

**Objective C:** Establish individual and collective opportunity and accountability for innovation.

**Performance Measures:**

| Inventions, Patents and Licenses (from the Office of Technology Transfer) | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > Inventions Disclosure | 13 | 10 | 7 | 19 | N/A | 24 | 28 |
| > Patents Issued | 8 | 8 | 7 | 11 | N/A | 10 | 14 |
| > Licenses / Options / Letters of Intent | 32 | 51 | 46 | 51 | N/A | 60 | 65 |

[38] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

[39] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars.

## Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, supporting faculty, staff, and student excellence, and striving toward achieving R1 (Research Very High) status as a leading institution for research, innovation, and discovery.

**Objective A:** Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

**Performance Measures:**

| Total Research & Development Expenditures[40] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Expenditures as reported to the National Science Foundation | $47.6M | $53.0M | $57.7M | $78.3M | Available April 2027 | $80M | $85M |

| Sponsored Projects funding: # of Awards by Purpose | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Research | 225 | 267 | 224 | 195 | Available February 2027 | 225 | 265 |
| >Instruction/Training | 23 | 11 | 21 | 16 | Available February 2027 | 15 | 20 |
| >Other Sponsored Activities[41] | 172 | 137 | 147 | 124 | Available February 2027 | 135 | 140 |
| >Total | 420 | 415 | 392 | 335 | Available February 2027 | 375 | 425 |

| Sponsored Projects funding: Dollars awarded by purpose | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Research | $36.9M | $50.9M | $42.6M | $45.6M | Available February 2027 | $50M | $55M |
| >Instruction/Training | $3.8M | $1.6M | $9.4M | $3.0M | Available February 2027 | $3M | $5M |
| >Other Sponsored Activities | $27.1M | $38.5M | $31.5M | $22.2M | Available February 2027 | $40M | $45M |
| >Total | $68M | $91M | $83.4M | $70.8M | Available February 2027 | $90M | $105M |

[40] Boise State University is undertaking a multi-year initiative to more comprehensively track and report its research expenditures. In FY25, the university refined its reporting methodology to include a portion of previously uncaptured State of Idaho investments in non-sponsored faculty research. Consequently, the FY25 HERD survey total ($78.3M) reflects a broader scope of research expenditures than previously published in the university's 2025 Division of Research and Economic Development (DRED) Annual Report ($57M+). Future phases will continue updating how institutional and state research investments are captured.

[41] Other Sponsored Activities" are programs and projects sponsored by federal and non-federal agencies which involve the performance of work other than instruction and organized research. Examples and additional information can be found on the DRED website.

| Publications by Boise State authors and citations of those publications over 5-year period | CY 2017-21 | CY 2018-22 | CY 2019-23 | CY 2020-24 | CY 2021-25 | Target CY 2022-26 | Target CY 2026-30 |
|---|---|---|---|---|---|---|---|
| >Number of peer-reviewed publications by Boise State faculty, staff, students[42] | 2,941 | 2,533 | 3,187 | 3,263 | 3,289 | 3,300 | 4,300 |
| >Citations of peer-reviewed publications authored by Boise State faculty, staff, students[43] | 19,217 | 22,390 | 24,144 | 26,230 | 29,064 | 29,000 | 33,000 |

**Objective B:** Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

**Performance Measures:**

| NSSE[44] % of senior participating in research | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Targe FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of students participating in research w/faculty members | 21% | *NSSE every three years* | *NSSE every three years* | 23% | *NSSE every three years* | 25% | 30% |

| Number of doctoral graduates | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Distinct graduates completing doctoral degrees (PhD, DNP, EdD) | 58 | 60 | 72 | 88 | Available Sept. 2026 | 70 | 95 |
| >Distinct graduates completing research doctorates (PhD and EdD) | 48 | 53 | 64 | 80 | Available Sept. 2026 | 70 | 70 |

| Carnegie Classification[45] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Research Activity Designation | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R1 (Research: Very High) |

[42] Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications or creative activities especially by faculty in Arts and Humanities.

[43] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

[44] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

[45] For years FY21 through FY24, the Carnegie 2021 basic classification is provided and R2 is defined as Doctoral Universities – High research activity. For FY25 and beyond, the Carnegie Research Activity designation is shown with the following definitions: R2: High Spending and Doctorate Production (average of $5M of R&D expenditures and 20 research doctorate graduates per year) and R1: Very High Spending and Doctorate Production (average of $50M of R&D expenditures and 70 research doctorate graduates per year).

**Objective C:** Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

**Performance Measures:**

| Percent of research grant awards and awarded grant $$ that are interdisciplinary vs. single discipline | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary) | 24.2% | 21.4% | 22.1% | 27.0% | Available September 2026 | 25.0% | 30.0% |
| >Avg $$ per grant award for interdisciplinary grants | $461,166 | $827,570 | $509,877 | $629,192 | Available September 2026 | $635,000 | $650,000 |
| >Avg $$ per grant award for single-discipline grants | $147,401 | $168,295 | $184,701 | $206,082 | Available September 2026 | $210,000 | $250,000 |

## Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

**Objective A:** Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

**Performance Measures:**

| **NSSE[46]: Student ratings of administrative offices** (% of peer group rating; for seniors only; higher score indicates better interaction) | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| >Quality of interaction with academic advisors | 105% (+) | *NSSE every three years* | *NSSE every three years* | 102% (=) | *NSSE every three years* | 105% | 105% |
| >Quality of interaction with student services staff (career services, student activities, housing, etc.) | 103% (+) | *NSSE every three years* | *NSSE every three years* | 102% (=) | *NSSE every three years* | 105% | 105% |
| >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.) | 103% (+) | *NSSE every three years* | *NSSE every three years* | 102% (+) | *NSSE every three years* | 105% | 105% |

| **NSSE[47] Indicators: For Seniors Only (% of peer group rating)** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| **Experiences with faculty** | | | | | | | |
| >Student-faculty interaction | 98% (=) | *NSSE every three years* | *NSSE every three years* | 93% (-) | *NSSE every three years* | 100% | 102% |
| **Campus Environment** | | | | | | | |
| >Quality of interactions | 104% (+) | *NSSE every three years* | *NSSE every three years* | 103% (+) | *NSSE every three years* | 103% | 105% |
| >Supportive environment | 91% (-) | *NSSE every three years* | *NSSE every three years* | 97% (-) | *NSSE every three years* | 100% | 100% |

[46] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[47] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

| National College Health Assessment[48] Responses to the following statements: | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > "I feel that I belong at my college/university" (% agree) | 84.8% | 87.9% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 88.1% | 92% | >95% |
| > "Students' health and well-being is a priority at my college/university" (% agree) | 82.7% | 86.1% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 86.4% | 90% | >95% |
| > "The campus climate encourages free and open discussion about students' well-being" (% agree) | 82.8% | 86.5% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 89.6% | 90% | >95% |

| Human Resources Survey[49] Responses to the following statements: | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > "I can bring my whole authentic self to work" (% agree) | N/A | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 60% | *Survey to be conducted Oct. 2026* | 80% | 85% |
| > "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree) | N/A | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 75% | *Survey to be conducted Oct. 2026* | 82% | 85% |
| > "I would refer someone to work at Boise State" (% agree/yes) | 82% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 73% | *Survey to be conducted Oct. 2026* | 85% | 90% |
| > "I feel valued in my job" (% agree) | 72% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 75% | *Survey to be conducted Oct. 2026* | 80% | 90% |
| > "My supervisor is responsive to my ideas, requests, and suggestions" (% agree) | 81% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 80% | *Survey to be conducted Oct. 2026* | 85% | 90% |

[48] Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle. Response rates were 12.0% in FY22 (MoE +/- 3.9%), 8.1% in FY23 (MoE +/-4.7%), and 8.5% in FY26 (MoE +/-4.8%).

[49] Boise State Human Resources generally conducts campus-wide surveys on a cycle of every 2-4 years. Some questions were updated or changed between survey years, and the survey is subject to ongoing improvements. Items marked NA for FY22 were newly introduced in FY25.

**Objective B**: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

**Performance Measures:**

| National Faculty & Staff Health Assessment[50] Responses to the following statements: | FY 2022 (FY21 data) | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > "My college/university cares about my health and well-being" (% agree) | 76.2% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 65.8% | *Survey conducted on a cycle* | 70% | 75% |
| > "My college/university promotes a culture of wellness" (% agree) | 79.3% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 68.4% | *Survey conducted on a cycle* | 75% | 80% |
| > "The health and well-being of university staff and faculty impacts student success and learning" (% "yes") | 97.8% | *Survey conducted on a cycle* | *Survey conducted on a cycle* | 97.2% | *Survey conducted on a cycle* | >95% | >95% |

| Faculty and Staff Turnover[51] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Classified | 27.5% | 24.3% | 17.8% | 13.9% | Available Aug. 2026 | 16.5% | 15% |
| >Professional | 17.4% | 15.8% | 12.9% | 12.2% | Available Aug. 2026 | 11.5% | 10% |
| >Faculty | 7.6% | 7.7% | 5.7% | 8.2% | Available Aug. 2026 | 5% | 4.5% |

[50] Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association. FY25 data reflect results of the spring 2024 survey. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2024 was 35% (MoE +/- 3%). FY21 data is provided in the FY22 column for comparison.

[51] Turnover is defined as the total number of separations (voluntary and involuntary) in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty. The FY23 data were updated in spring 2025 for consistency in methodology. The change in faculty turnover from FY24 to FY25 was due largely to an increase in faculty retirements.

**Objective C:** Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

**Performance Measures:**

| Expense per EWA-weighted Student Credit Hour (SCH)[52] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| **$ per Resident Undergraduate SCH** | | | | | | | |
| >Inflation-adjusted $$ (base FY21) | $356.20 | $393.43 | $401.21 | $382.71 | Available January 2027 | Very low increase (1-3%) in inflation adj $$ | Very low increase (1-3%) in inflation adj $$ |
| >Unadjusted | $386.57 | $440.54 | $462.25 | $452.87 | Available January 2027 | N/A | N/A |
| **$ per Resident Undergraduate & Graduate SCH** | | | | | | | |
| >Inflation-adjusted $$ (base FY21) | $305.26 | $337.37 | $344.89 | $332.38 | Available January 2027 | Very low increase (1-3%) in inflation adj $$ | Very low increase (1-3%) in inflation adj $$ |
| >Unadjusted | $331.28 | $377.77 | $397.37 | $393.31 | Available January 2027 | N/A | N/A |
| **$ per Total Undergraduate SCH[53]** | | | | | | | |
| >Inflation-adjusted $$ (base FY21) | $256.47 | $282.05 | $285.54 | $281.37 | Available January 2027 | Very low increase (1-3%) in inflation adj $$ | Very low increase (1-3%) in inflation adj $$ |
| >Unadjusted | $278.33 | $315.82 | $328.99 | $332.95 | Available January 2027 | N/A | N/A |
| **$ per Total Undergraduate & Graduate SCH** | | | | | | | |
| >Inflation-adjusted $$ (base FY21) | $237.41 | $261.33 | $265.26 | $261.76 | Available January 2027 | Very low increase (1-3%) in inflation adj $$ | Very low increase (1-3%) in inflation adj $$ |
| >Unadjusted | $257.65 | $292.62 | $305.62 | $309.74 | Available January 2027 | N/A | N/A |

[52] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and Graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using a CPI Calculator (https://www.bls.gov/data/inflation_calculator.htm). All years of data were updated in 2026 to use FY21 as the base year, aligning with the implementation timeline of the Blueprint for Success Strategic Plan and providing a consistent basis for comparison across the financial measures in this report.

[53] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the CPI Calculator with FY21 as the base year.

| ***Cost of Education**[54] (resident undergraduate with 15 credit load per semester; tuition and fees) | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| >Boise State | $8,060 | $8,364 | $8,782 | $9,048 | $9,364 | Remain less than the WICHE state average | Remain less than the WICHE state average |
| >> Inflation adjusted (base FY21) | $7,650 | $7,315 | $7,444 | $7,453 | $7,510 | Remain less than the WICHE state average | Remain less than the WICHE state average |
| >WICHE average | $9,305 | $9,588 | $9,840 | $10,093 | $10,483 | N/A | N/A |
| >> Inflation adjusted (base FY21) | $8,831 | $8,385 | $8,340 | $8,314 | $8,408 | N/A | N/A |
| >Boise State as % of WICHE | 86.6% | 87.2% | 89.3% | 89.6% | 89.3% | Remain less than the WICHE state average | Remain less than the WICHE state average |

*SBOE Metric

| **Graduates per FTE** | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| Baccalaureate graduates per undergraduate FTE[55] | 24.7 | 23.9 | 24.0 | 23.9 | Available Sept. 2026 | 25.0 | 25.0 |
| Baccalaureate graduates per junior/senior FTE[56] | 50.3 | 49.4 | 48.9 | 47.8 | Available Sept. 2026 | 50.0 | 50.0 |
| Graduate degree graduates per graduate FTE[57] | 47.9 | 48.4 | 49.8 | 48.4 | Available Sept. 2026 | 50.0 | 50.0 |

[54] SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California; a typical report can be found at http://www.wiche.edu/pub/tf. All years of data were updated in 2026 to use FY21 as the base year, aligning with the implementation timeline of the Blueprint for Success Strategic Plan and providing a consistent basis for comparison across the financial measures in this report.

[55] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

[56] Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

[57] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

**Objective D:** Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

**Performance Measures:**

| STARS (The Sustainability Tracking, Assessment & Rating System) | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| "STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[58] | Silver Award Recognition | Silver Award Recognition | Silver Award Recognition | Silver Award Recognition | Silver Award Recognition | Silver Award Recognition | Gold Award Recognition |

[58] STARS ratings are determined based on thirteen areas across four categories: Academics, Engagement, Operations, and Planning and Administration. STARS ratings are valid for three years; Boise State's current Silver Rating is valid up to April 2028. Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

## Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

**Objective A:** Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, service, and athletic needs.

**Performance Measures:**

| **Carnegie Foundation Community Engagement Classification** recognizing community partnerships and curricular engagement | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| "Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."[59] | Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024. | | | | | Renewal of Community Engagement Classification in 2032 | |

| **Carnegie Foundation Leadership for Public Purpose Classification** recognizing commitment to effective leadership for public purpose in learning, teaching, service, and research mission of the university | **FY 2022** | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **Target FY 2027** | **Target FY 2031** |
|---|---|---|---|---|---|---|---|
| "Leadership for public purpose (LPP) is defined by a commitment to advancing the betterment of society and promoting the dignity and general welfare of all its members. LPP is reflected in coordinated institutional practices that enhance the development of ethical leadership capacity among all stakeholders in service of the collective public good."[60] | N/A | N/A | Boise State was one of 25 recipients of the 2024 inaugural awarding of this designation. | | | Renewal of Leadership for Public Purpose Classification in 2027 | |

[59] This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions for institutionalizing community engagement. Additional information on the Carnegie Foundation Community Engagement Classification may be found at https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/

[60] This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions that have made extraordinary commitments to their public purpose. Additional information on the Carnegie Foundation Leadership for Public Purpose Classification may be found at https://carnegieclassifications.acenet.edu/elective-classifications/leadership-about/

| Partnerships through Research & Economic Development[61] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Total Distinct Number of Partners Classified by organizational type | 743 | 881 | 928 | 1,167 | Available May 2027 | Increase number of partners | Increase number of partners |
| > Industry | 460 | 504 | 505 | 611 | Available May 2027 | Increase number of partners | Increase number of partners |
| > Government | 118 | 134 | 136 | 157 | Available May 2027 | Increase number of partners | Increase number of partners |
| > Non-Profit | 58 | 65 | 88 | 169 | Available May 2027 | Increase number of partners | Increase number of partners |
| > Higher Education | 107 | 156 | 178 | 200 | Available May 2027 | Increase number of partners | Increase number of partners |
| > Other | N/A | 22 | 21 | 30 | Available May 2027 | Increase number of partners | Increase number of partners |

| Student-athlete community engagement[62] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Opportunities provided to student-athletes to engage with community organizations | 121 | 220 | 210 | 207 | 192 | 250 | 300 |

| Student-athlete career exploration and development – BroncoLife Connect[63] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Local Companies | N/A | 64 | 58 | 65 | 50 | 60 | 70 |
| Business Professionals | N/A | 107 | 125 | 130 | 96 | 110 | 150 |
| Student Participation | N/A | 155 | 205 | 196 | 173 | 200 | 200 |

[61] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

[62] Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided.

[63] BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.

**Objective B:** Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

**Performance Measures:**

| Community Impact Program Participants[64] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Community Impact Program participants (new starts) | 28 | 34 | 10 | 39 | 32 | 40 | 45 |
| >Professional development participants | 35 | 17 | 28 | 65 | N/A | 60 | 60 |

| Number of graduates with high impact on Idaho's college completion rate | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| Baccalaureate graduates from underrepresented groups >Rural Idaho[65] | 544 | 491 | 437 | 496 | Available Sept. 2026 | 550 | 750 |
| Baccalaureate graduates who began as transfers from Idaho community college[66] | 483 | 437 | 466 | 466 | Available Sept. 2026 | 500 | 1,000 |

[64] Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

[65] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

[66] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

**Objective C:** Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

**Performance Measures:**

| Vertically Integrated Projects[67] (VIPs) | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >Number of students enrolled in VIP credit | 252 | 260 | 298 | 301 | Available Aug. 2026 | 303 | 336 |
| >Number of VIP teams | 33 | 37 | 36 | 36 | Available Aug. 2026 | 37 | 41 |

| Percent of research grant awards and awarded grant $$ that are interdisciplinary vs. single discipline | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| >% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary) | 24.2% | 21.4% | 22.1% | 27.0% | Available September 2026 | 25.0% | 30.0% |
| >Avg $$ per grant award for interdisciplinary grants | $461,166 | $827,570 | $509,877 | $629,192 | Available September 2026 | $550,000 | $600,000 |
| >Avg $$ per grant award for single-discipline grants | $147,401 | $168,295 | $184,701 | $206,082 | Available September 2026 | $200,000 | $250,000 |

[67] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

## KEY EXTERNAL FACTORS

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present a number of factors that we regard as impediments to progress as well as external factors that may help accelerate our progress.

**University leadership transition.** The search for Boise State's next president is being led by the State Board of Education. During this transitional period, a number of senior leadership positions are filled in an interim capacity by experienced leaders. These leaders bring continuity and deep institutional knowledge and are ensuring continuity of operations, sustained focus on Boise State's core mission and strategic objectives, and unwavering commitment to forward progress. Boise State is well-positioned to welcome a new president and other senior leadership after a successful conclusion to the presidential search; stabilizing campus leadership will be essential to defining Boise State's next chapter.

**Higher education budget funding and tuition.** Due to proposed budget recissions and economic conditions, Boise State faces significant financial challenges during a time of continued growth. This financial pressure is exacerbated by a decline in our inflation-adjusted tuition over the past six years, which further strains our resources and presents a challenge to effectively executing our strategic plan, Blueprint for Success. The FY26 published tuition of $9,364 for undergraduate full-time for Idaho residents is $7,510 when inflation-adjusted to the FY21 base year, thus, making the FY26 inflation-adjusted tuition approximately 7 percent lower than the published rate of $8,060 in FY22. Compounding this, is the loss of $4,455,000 in potential ongoing funding from the Enrollment Workload Adjustment (EWA). The combined impact of the FY27 reduction and the loss of EWA amounts to an effective 8% reduction, totaling over $11 million.

**Effects of the economy and the market conditions.** High inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in state salaries coupled with no State-approved Change in Employee Compensation (CEC) increases this year are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams.

**Uncertainty**. Uncertainty related to federal research funding fluctuations and discussions about changes in the Facilities and Administrative rates (i.e., F&A rates) has created an environment in which decision making is challenging.

**Financial Aid Impacts:** There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. Major changes in the Federal Department of Education have contributed to the uncertainty around financial aid.

**Positive External Factor: Idaho LAUNCH Scholarship.** The Idaho LAUNCH is a significant financial award that augments institutional aid, reducing the financial burden for students and families. Making college more affordable to Idaho students has increased access and incentivizes students to not only go-on but to stay in Idaho to pursue their postsecondary education. While this has been a benefit, the uncertainty

of continued funding has caused confusion and anxiety among our students and families.

**Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners.** All universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. Stronger relationships with community college partners, especially CSI and CWI, have benefited students across all partner institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

## EVALUATION PROCESS

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting, which has been aligned with program prioritization and strategic budget requests in the Integrated Planning Process.

Adopted in 2022, Boise State's annual Integrated Planning Process aligns and synchronizes three major processes: annual strategic plan progress reports, program prioritization annual updates, and strategic budget requests. This unified submission framework is used across all divisions allowing for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items, and the funding needed to support them. The process strengthens the connection between institutional evaluation, planning, and budgeting, ensuring transparent and evidence-based decision making in support of mission fulfillment.

1. Strategic Plan Progress Updates: Units document progress on existing initiatives and propose new tactics aligned with strategic-plan goals.
2. Program Prioritization Annual Reporting: Units report performance data and actions to improve relevance, quality, productivity, and efficiency.
3. Strategic Budget Requests: Divisions link funding requests to documented assessment results and strategic objectives, ensuring transparent, evidence-based budgeting.

The integrated planning process embeds continuous evaluation into university operations and creates a comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness. This structure further ensures that continuous-improvement actions and funding decisions are aligned with Blueprint for Success priorities.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. Feedback and ideas regarding the strategic plan are always welcome "off cycle" through communication with university leadership or through divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

# MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

| | *Boise State University Strategic Plan Goals* | | | | |
|---|---|---|---|---|---|
| | ***Goal 1: Improve educational access and student success*** | ***Goal 2: Innovation for institutional impact*** | ***Goal 3: Advance research and creative activity*** | ***Goal 4: Foster thriving community*** | ***Goal 5: Trailblaze programs and partnerships*** |
| **Institution/Agency Goals and Objectives** | | | | | |
| ***GOAL 1: EDUCATIONAL READINESS (student-centered): Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.*** | | | | | |
| Objective A: Literacy - Provide effective literacy instruction across grades K-3. | | | | | |
| Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8. | | | | | |
| Objective C: Graduation - Increase Idaho's high school graduation rate. | | | | | |
| ***GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.*** | | | | | |
| Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities. | ✓ | ✓ | | ✓ | ✓ |
| Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities. | ✓ | ✓ | | ✓ | ✓ |
| Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities. | ✓ | ✓ | | ✓ | ✓ |

**ATTACHMENT 5**

Boise State University Strategic Plan:
*Update to OSBE May 2026*

| ***GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through greater numbers of student completing certificates and/or degrees, including workforce credentials.*** | | | | | |
|---|---|---|---|---|---|
| Objective A: First-Year Student Retention - Increase the retention rate of first-year students into the second year. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Objective B: Timely Degree Completion – Increase on-time degree completion. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Objective C: Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system. | ✓ | ✓ | ✓ | ✓ | ✓ |

**Boise State Cybersecurity Report to the State Board of Education**

March 2026

Executive Order 2017-02 mandates that Boise State University integrate the NIST Cybersecurity Framework (CSF) into its IT Risk Management strategies and implement CIS Critical Security Controls (CSC) 1–6 across the University's critical network infrastructure systems.

The CSF is one element of Boise State's broader IT Risk Management framework. To evaluate our security effectiveness, we collaborate with BitSight, which provides real-time feedback on the CSF maturity of University systems. Boise State's average BitSight score is an "A," reflecting prompt mitigation of issues that affect the score, compared to the higher education industry's average of a "C."

The CSC Controls have been documented, and the University currently ranks at maturity level 2. Efforts are ongoing to achieve level 3 maturity for Critical Security Controls 1–6, ensuring continuous improvement in cybersecurity resilience.

In the past 12 months we have:

- Reviewed, updated, and revised versions of OIT Policies. Note that the following policies are currently awaiting signature at the time of this document was written:
    - 8000 Information Technology Resource Use
    - 8020 Enterprise Servers and Storage
    - 8030 Desktop, Laptop, and Tablet PC Computing Standards
    - 8060 Information Privacy and Data Security
    - 8070 Mobile Communication Devices
    - 8160 Data Governance Committee
    - 8090 Telephone Services
- Reviewed, updated, and published the following OIT standards and guidelines:
    - Cloud Storage Security Guideline
    - Data Use Guidelines
    - System Security Encryption Guideline
    - Account Standards
    - Data Classification Standards
    - Minimum Security Standards for Server Rooms
    - Minimum Security Standards for Systems
    - Minimum Standards for Desktop and Software
    - Virtual Private Network Standard
    - Mobile Device Security Guideline
    - System Security Encryption Guideline
- Completed implementation of Microsoft Defender for Endpoint on all university-owned Windows (workstations) and MacOS devices
- Converted multi-factor authentication from Duo to Microsoft, expanding use to all users across the environment
- Implemented Microsoft Defender for Identity
- Deployed a secure enclave for university research utilizing Amazon Web Services (AWS) Control Tower
- Began the Reduce Accounts for Life (RAfL) project for unused and inactive student accounts. At time of this writing, more than 350,000 accounts have been purged.

In the next 12 months we plan:

- Continued expansion of Lansweeper to include all university-owned devices not managed by OIT
- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Continue the project to remove unused and inactive student accounts; as well as beginning the project to remove inactive employee accounts.

## Additional Relevant Strategic Plans Supporting *Blueprint for Success*

**IDAHO SMALL BUSINESS DEVELOPMENT**

**Mission**
Accelerating business success

**Vision**
Be the most influential driver of Idaho business success

## Goal 1: Network Reach

Focus time on clients with the highest potential for creating economic impact.

**Objective A:** Develop long-term relationships with potential and existing growth and impact clients.

**Performance Measures:**

| Capital Raised by Clients | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031 |
|---|---|---|---|---|---|---|---|
| > millions of dollars[68] | $28.2 | $56.6 | $44.7 | $37.7 | N/A | $56.1 | $68.2 |

[68] The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data. Note that capital raised by SBDC clients varies annually due to the timing and scale of individual client financing needs and external lending conditions. Future targets are based on the continued delivery of Idaho SBDC's consulting and training services that help strengthen clients' business planning, financial analysis, and funding readiness.

**TECHHELP**

**Mission**
TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2025:

- 110 manufacturers reporting $90,000,000 economic impact
- 470 jobs created and retained
- > $20,000 and < $50,000 Net Income

**Vision**
TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness. "Our identity is shaped by our results."

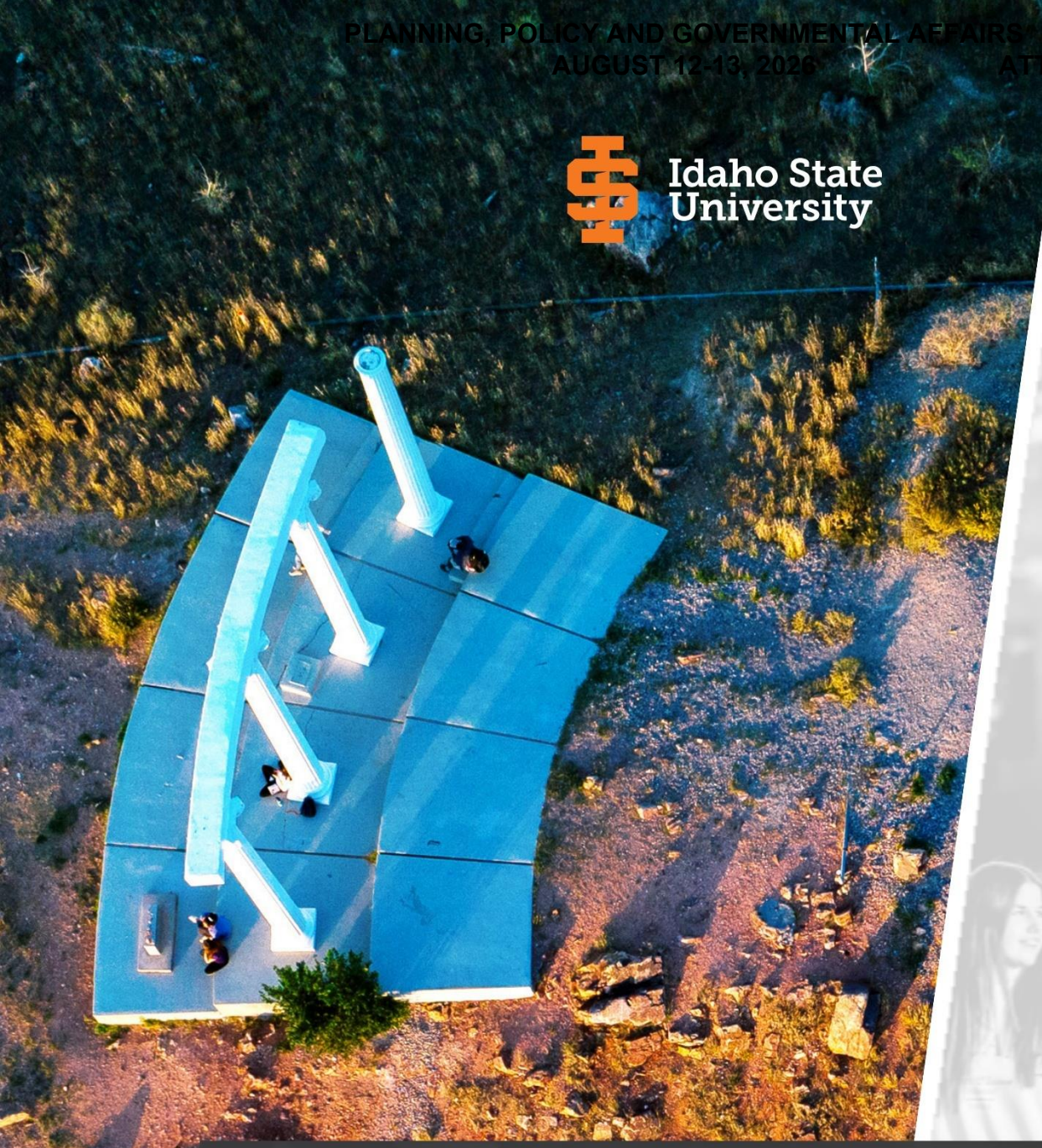
**Goal 1:** Economic Impact on Manufacturing in Idaho
Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

**Objective A:** Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

| Client reported economic impacts resulting from projects[69] | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | Target FY 2027 | Target FY 2031[70] |
|---|---|---|---|---|---|---|---|
| > sales, cost savings and investments (millions of dollars) | $207.4 | $206.3 | $78 | $58.9 | Available July 2026 | $90 | $110 |
| > new and retained jobs | 497 | 348 | 440 | 358 | Available July 2026 | 470 | 500 |

[69] Reported economic impacts are based on independent third-party surveys that manufacturing clients completed after project completion. Annual results may fluctuate based on the number and size of completed client projects, the timing of survey responses, and economic conditions affecting client investment, sales growth, and hiring decisions. FY2022 and FY2023 reflect several large client-reported projects, while FY2024 and FY2025 reflect broader economic uncertainty and reduced capital investment activity across the manufacturing sector.
[70] Target is based on current and projected resources and established best practices based on those resources.

Idaho State University



# STRATEGIC PLAN

## 2027-2031

*Performance Measure Report*

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## Vision

We inspire a passion for knowledge and discovery.

## Mission

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

## Statewide Performance Measures Established by the Idaho State Board of Education

| Performance Measure | FY2022 Current Data | FY2023 Current Data | FY2024 Current Data | FY2025 Current Data | FY2026 Current Data | FY2027 Benchmark | FY2031 Benchmark |
|---|---|---|---|---|---|---|---|
| 1. Student Access<br>*Measured by student enrollment as reported on the PSR-1 Annual Report* | | | | | | | |
| Annual Enrollment Headcount | 14,702 | 14,816 | 15,146 | 15,649 | | 16,000 | 17,000 |
| Annual Enrollment FTE | 9,252 | 9,216 | 9,544 | 9,905 | | 9,975 | 10,250 |
| 2. Student Retention<br>*Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report* | | | | | | | |
| First-time, full-time fall to fall retention | 71% | 74% | 72% | 74% | | 75% | 75% |
| 3. Student Completion<br>*Measured by the percentage of degree seeking first-time, full-time freshman graduating within 150% of time on the IPEDS Graduation Report* | | | | | | | |
| First-time, full-time 150% graduation rate | 34% | 35% | 35% | 37% | | 40% | 50% |
| 4. Student Affordability<br>*Measured by ISU resident undergraduate tuition and fees compared to Idaho State Board of Education assigned peer institutions as reported by the National Center for Education Statistics* | | | | | | | |
| Tuition Rank Relative to Peers | 2nd lowest | 2nd lowest | 2nd lowest | 2nd lowest | | 3rd or lower | 3rd or lower |

## Critical Institutional Performance Measures for the Idaho State Board of Education

| Performance Measures | FY2022 Current Data | FY2023 Current Data | FY2024 Current Data | FY2025 Current Data | FY2026 Current Data | FY2027 Benchmark | FY2031 Benchmark |
|---|---|---|---|---|---|---|---|
| 5. Student Access<br>*Measured by fall degree-seeking student enrollment as reported on the IPEDS Fall Enrollment Report* | | | | | | | |
| Fall degree-seeking student enrollment | 9,115 | 9,087 | 9,447 | 9,769 | | 9,850 | 10,250 |
| 6. Student Completion<br>*Measured by distinct degrees and certificates awarded to ISU students* | | | | | | | |
| Number of degrees and certificates awarded<br>- Undergraduate<br>- Graduate | <br>1,955<br>782 | <br>2,004<br>800 | <br>2,154<br>805 | <br>2,293<br>798 | | <br>2,300<br>825 | <br>2,500<br>900 |
| 7. Health Professions Mission<br>*Measured by the annual unduplicated headcount of students in health professions and pre-professional health majors* | | | | | | | |
| Annual health professions enrollment | 3,927 | 3,769 | 3,805 | 4,001 | | 4,075 | 4,200 |
| 8. Research<br>*Measured by the Higher Education Research and Development (HERD) survey for direct externally sponsored research and development* | | | | | | | |
| Total Annual Research Expenditures | $16.6M | $17.5M | $17.5M | $17.7M | | $20.0M | $24.0M |
| 9. Advancement<br>*Measured by the annual amount of cash and commitments to the ISU Foundation* | | | | | | | |
| Private Support | $38.7M | $14.7M | $32.2M | $14.6M | | $18.0M | $25.0M |
| 10. Efficiency | | | | | | | |
| Administrative to Instructional Cost Ratio | $.18 for each $1 spent on instruction | $.24 for each $1 spent on instruction | Available July 2026 | Available July 2027 | | <$.25 | <$.25 |

⌂ Mission Fulfillment Measure

## Strategic Plan Goals and Objectives

### Goal 1: Increase Student Access, Opportunity, Retention, and Success

We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.

Objective 1A: Increase access and enrollment using targeted recruitment efforts

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 Benchmark | FY2031 Benchmark |
|---|---|---|---|---|---|---|---|
| Fall degree-seeking student enrollment | | | | | | | |
| All students | 9,115 | 9,087 | 9,447 | 9,769 | | 9,850 | 10,250 |
| First-generation students* | 1,570 | 1,480 | 1,593 | 2,319 | | 2,350 | 2,400 |
| Rural Idaho students | 2,505 | 2,493 | 2,644 | 2,804 | | 2,840 | 2,950 |
| Percent of cost of attendance covered by grant or scholarship aid ⌂ | 32% | 32% | 36% | 36% | | 36% | 38% |

* FAFSA survey methodology changed in FY2025.

Objective 1B: Improve student retention by strengthening students' ISU experience

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| First-time, full-time bachelor degree-seeking student fall to fall retention⌂ | 71% | 74% | 72% | 74% | | 75% | 75% |

⌂ Mission Fulfillment Measure

Objective 1B: Improve student retention by strengthening students' ISU experience (continued)

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting | 24% | 24% | 24% | 25% | | 28% | 32% |
| Percent of new degree-seeking freshmen completing a gateway math course within two years ⌂ | 73% | 76% | 82% | 80% | | 83% | 85% |
| Percent of undergraduate, degree-seeking students taking a math remediation course completing a subsequent credit-bearing course within a year with a "C" or higher | 38% | 47% | 54% | 58% | | 55% | 60% |

Objective 1C: Improve ISU's graduation rate

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of degrees and certificates awarded ⌂ | 2,737 | 2,804 | 2,959 | 3,091 | | 3,150 | 3,350 |
| % of total credentials conferred that are STEM field | 13% | 14% | 11% | 12% | | 15% | 18% |
| Percent of first-time, full-time freshman graduating within 100% of time | 20% | 22% | 24% | 24% | | 26% | 30% |
| Percent of first-time, full-time freshman graduating within 150% of time⌂ | 34% | 35% | 35% | 37% | | 40% | 50% |

⌂ Mission Fulfillment Measure

**Goal 2: Strengthen Programmatic Excellence**

Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.

Objective 2A: Attract, support, and retain outstanding faculty and staff

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Percent of faculty and staff who express satisfaction with Idaho State University as their employer ⌂ | Not available | 72% | Not available | Not available | 74% | 75% | 80% |
| Employee turnover | 17% | 13% | 13% | 11% | | >2% | >4% |

⌂ ISU's employee survey is usually administered biennially. This was paused in FY2025 as the survey was being restructured. A workgroup is currently reviewing the survey, frequency, and utility as a performance measure.

Objective 2B: Enhance ISU's infrastructure

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Life of capital assets | 18.4 | 16.9 | 17.27 | 13.98 | | 13.5 | 12.5 |

Objective 2C: Align ISU's programs with community, regional, and national needs

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of certificates and other stackable "microcredentials" awarded at Idaho State University | 378 | 359 | 514 | 594 | | 550 | 650 |
| Number of ISU degrees awarded that align with Idaho Launch programs | Not available | Not available | Not available | | | 1,350 | 1,450 |
| Number of certificates and degrees awarded in Health Professions programs | | | | | | | |
| Undergraduate/ Professional | 666 | 648 | 649 | 644 | | 675 | 725 |
| Graduate | 336 | 326 | 331 | 351 | | 350 | 375 |

**Goal 3: Cultivate External Partnerships**

We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of active formal academic and/or research partnership agreements with educational institutions, organizations, and private industry⌀ | In development | In development | In development | In development | In development | In development | In development |
| Percentage of off-campus Career Path Internship placements | 30% | 32% | 35% | 30%* | | 35% | 40% |

⌀ We are in the process of developing a method for collecting this data and establishing benchmarks.

* Wage increases in FY2025 decreased total CPI opportunities.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Student transfers from Idaho Community Colleges to Idaho State University | 225 | 245 | 248 | 287 | | 325 | 400 |
| Early College program enrollment | 3,769 | 4,042 | 3,980 | 4,155 | | 4,200 | 4,500 |

**Goal 4: Expand Research, Clinical, and Creative Activities**

We change lives for the better by e4xpanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.

Objective 4A: Enhance faculty's ability to initiate research and innovative projects

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| F&A distributed to colleges, researchers, and PIs | $1.2M | $1.4M | $1.4M | $1.5 | | $1.9M | $2.8M |
| Three-year rolling average of external grant proposals submitted ⏀ | 296 | 286 | 292 | 244⏀ | | 300 | 320 |

⏀ While the number of grant proposals has decreased, the total dollar value has increased and is up 3% over this timeframe.

Objective 4B: Increase productivity in research, scholarly, and creative activities

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Total annual research expenditures ⌂ | $16.6M | $17.5M | $17.5M | $17.7M | | $20.0M | $24.0M |

⌂ Mission Fulfillment Measure

Objective 4C: Engage students in Interprofessional Educational and/or clinical research

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Percent of health professions students that participate in interprofessional education/clinical research opportunities | Not Available | Not Available | 70% | 66% | | 70% | 75% |
| Percent of health professions faculty that participate in interprofessional education/clinical research opportunities | Not Available | Not Available | 58% | 67% | | 70% | 75% |

Objective 4D: Enhance ISU student research, clinical, and creative opportunities

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of ISU students participating in the Research and Creative Scholarship Symposium | Not available | Not available | 246 | 246 | | 260 | 290 |

**Goal 5: Energize the Bengal Community**

We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

Objective 5A: Enhance student life and engagement

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Total headcount of student employees and graduate assistants (Fall) | | | | | | | |
| Students | 1,017 | 1,015 | 1,130 | 1,167 | | 1,202 | 1,350 |
| Graduate Assistants | 235 | 227 | 228 | 241 | | 248 | 280 |
| Number of students who participate in student activity board events and activities Ω | 10,327 | 11,365 | 12,519 | 16,948 | | 17,500 | 19,000 |

Ω Students are counted more than once if involved in more than one event or activity in the year.

Objective 5B: Increase faculty and staff connection, engagement, and recognition

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of faculty and staff nominees for the Be a Bengal Program | 78 | 82 | 110 | 120 | | 125 | 140 |
| Number of ISU employees contributing to Bengal Giving Day | 239 | 253 | 183 | 184 | | 250 | 300 |
| ISU Today Open Rates | 66% | 65% | 66% | 66% | | 68% | 70% |

Objective 5C: Increase alumni connections to and participation with ISU

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Private support: cash and new commitments to the ISU Foundation | $38.7M | $14.7M | $32.2M | $14.6M | | $18M | $25M |
| Alumni Engagement – event attendance, giving, volunteer, and/or meaningful contact (unduplicated) | Not available | Not available | 2,146 | 3,524 | | 4,000 | 4,350 |

Objective 5D: Increase ISU's impact on its communities

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Number of ISU Clinics and Pharmacy clients served | 50,784 | 50,460 | 46,382 | 49,688 | | 51,500 | 53,000 |
| Continuing Education and Workforce Training enrollment ⌂ | 21,413 | 23,657 | 37,283 | 46,024 | | 47,000 | 49,000 |

⌂ Mission Fulfillment Measure

## Key External Factors

Several external factors affect Idaho State University's ability to achieve strategic plan goals, to include:

- ***State Funding.*** Ongoing cuts in state funding are creating additional pressure on lean operating budgets.
- ***Inflation.*** ISU continues to experience significant inflation in services, technology, materials, supplies, utilities, equipment, and capital construction.
- ***Out of State Competition.*** ISU and other Idaho colleges and universities are experiencing increasing competition from other states for Idaho students. We are passionate about educating Idaho students so that they stay in Idaho and contribute to our workforce and economy. This requires additional investments in marketing and recruitment.
- ***Infrastructure.*** ISU is 125 years old and is facing an aging campus infrastructure. ISU is experiencing a growing need for investments to address $280 million in deferred maintenance and to build new facilities for student support, program growth, and workforce development.
- ***Administrative Requirements.*** Growing compliance, reporting, and administrative requirements require ever increasing resources and support.

## Evaluation Process

In 2024, Idaho State University implemented a new Planning and Institutional Effectiveness Framework, designed to support and further ISU's mission. The integrated framework forms the basis for ongoing and systematic assessment, adaptation, and improvement.

The Planning and Institutional Effectiveness Steering Committee continues to review and streamline elements of the framework to support our accreditation and strategic plan more seamlessly. As part of this effort, we have identified nine high-level "Mission Fulfillment Measures" and developed online dashboards that show longitudinal progress toward established thresholds. We have also updated our strategic plan objectives and performance measures to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) focus on measurable outcomes.

On an annual basis, the Planning and Institutional Effectiveness Steering Committee reviews progress toward mission fulfillment and strategic plan goals and objectives, reports on progress to Administrative Council, Leadership Council, and the campus community, and recommends priority actions to address performance gaps and opportunities.

## Appendix A: Alignment with State Board of Education Goals

| State Board of Education Goals | Goal 1: Educational Readiness (K-12) | Goal 2: Educational Access | Goal 3: Educational Attainment |
|---|---|---|---|
| **Idaho State University Goal 1** | **Goal 1: Increase student access, opportunity, retention, and success** | **Goal 1: Increase student access, opportunity, retention, and success** | **Goal 1: Increase student access, opportunity, retention, and success** |
| Increase access and enrollment using targeted recruitment efforts | | X | |
| Improve student retention by strengthening students' ISU experience | | X | X |
| Improve ISU's graduation rate | | | X |
| **Idaho State University Goal 2** | **Goal 2: Strengthen programmatic excellence** | **Goal 2: Strengthen programmatic excellence** | **Goal 2: Strengthen programmatic excellence** |
| Attract, support, and retain outstanding faculty and staff | | | X |
| Enhance ISU's infrastructure | | X | X |
| Align ISU's programs with community, regional, and national needs | | X | X |
| **Idaho State University Goal 3** | **Goal 3: Cultivate external partnerships** | **Goal 3: Cultivate external partnerships** | **Goal 3: Cultivate external partnerships** |
| Maximize the impact of new and existing relationships and partnerships to support ISU's mission | | X | X |
| Expand collaborations with K-12 and post-secondary educational institutions | | X | X |
| **Idaho State University Goal 4** | **Goal 4: Expand research, clinical, and creative activities** | **Goal 4: Expand research, clinical, and creative activities** | **Goal 4: Expand research, clinical, and creative activities** |
| Enhance faculty's ability to initiate research and innovative projects | | | X |
| Increase productivity in research, scholarly, and creative activities | | | X |
| Engage students in Interprofessional Education and/or clinical research | | X | X |

| State Board of Education Goals | Goal 1: Educational Readiness (K-12) | Goal 2: Educational Access | Goal 3: Educational Attainment |
|---|---|---|---|
| **Idaho State University Goal 4** | **Goal 4: Expand research, clinical, and creative activities** | **Goal 4: Expand research, clinical, and creative activities** | **Goal 4: Expand research, clinical, and creative activities** |
| Enhance ISU student research, clinical, and creative opportunities | | X | X |
| **Idaho State University Goal 5** | **Goal 5: Energize the Bengal community** | **Goal 5: Energize the Bengal community** | **Goal 5: Energize the Bengal community** |
| Enhance student life and engagement | | X | X |
| Increase faculty and staff connection, engagement, and recognition | | | X |
| Increase alumni connections to and participation with ISU | | X | X |
| Increase ISU's impact on its communities | | X | X |

# Appendix B: Special Appropriations Strategic Plans

## Idaho Dental Education Program

### Vision

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

### Mission

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

### Goal 1: Provide access to quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Contract for 4-year dental education for at least 8 Idaho residents | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Number of students enrolled in the program Ω | 8 | 8 | 8 | 8 | 9 | 9 | 10 |

Ω Dependent upon state appropriations.

**Department of Family Medicine**

**Vision**
To improve lives by serving on the forefront of healthcare and education.

**Mission**
Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

**Goal 1: Expand to a new facility**

Objective A: Establish an expanded, modern interprofessional healthcare training facility.

| Performance Measures | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Identification of new site | In progress | In progress | In progress | Site Identified | Site Identified | N/A | N/A |
| Completion of new site | N/A | N/A | N/A | N/A | N/A | N/A | Complete |

**Idaho Museum of Natural History**

**Vision**
To inspire all Idahoans and our visitors to protect and preserve natural history.

**Mission**
Create meaningful experiences through our shared natural history that empower and educate communities.

**Values**
Curiosity – our desire to search for knowledge
Authenticity – our dedication to the natural world
Connectedness – our recognition that context and community are essential to progress
Legacy – our commitment to the protection of natural history

**Goal 1: Expand the audience in depth and breadth**

Objective: Increase usage of Museum services

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Annual museum visitors | 8,117 | 8,619 | 8,883 | 9,114 | | 9,400 | 10,000 |
| Idaho counties served | 12 | 12 | 14 | 19 | | 22 | 44 (all counties) |
| Museum members | 107 | 106 | 136 | 187 | | 195 | 220 |

**Goal 2: Increase opportunities for education, research, and lifelong learning**

Objective: Increase the variety of experiences that our audiences can participate in

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2027 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| K-12 education participants, including visits to museum exhibits and educational programs | 5,742 | 6,093 | 5,675 | 8,335 | | 8,500 | 9,000 |
| Number of students hours spent in CPI, RA, for-credit, volunteer, and student research in collections Φ | 12,000 | 12,000 | 8,000 | 6,900 | | 7,000 | 8,000 |
| Total volunteer hours ¥ | 400 | 894 | 960 | 559 | | 1,100 | 2,500 |

Φ FY2024-2025 decrease due to CPI funding limitations

¥ FY2025 decrease due to staff vacancies

**Goal 3: Grow resources to sustainability support our mission**

Objective: Increase and diversity Museum revenue streams

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | Benchmark FY2026 | Benchmark FY2031 |
|---|---|---|---|---|---|---|---|
| Annual philanthropic donations | $32,741 | $94,403 | $227,910 | $123,998 | | $200,000 | $400,000 |
| Grant and contract expenditures | $66,247 | $104,516 | $68,790 | $22,884 | | $50,000 | $100,000 |
| Earned revenues (excluding gifts, donations, grants, and contracts) | $71,097 | $89,080 | $76,732 | $102,885 | | $110,000 | $130,000 |

**Key External Factors: Funding**

Many of IMNH strategic goals and objectives assume on-going and strategic additional levels of State legislative appropriations. Funding provided through Federal programs will positively contribute to the preservation of public collections.

## Appendix C: Performance Measure Updates

As part of its annual review process, ISU's Planning and Institutional Effectiveness Steering Committee updates strategic plan performance measures and analyzes progress toward strategic goals and objectives. The committee also reviews and updates measures as needed to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) provide meaningful, valid measurable outcomes. Annual updates are reflected below.

**Critical Institutional Performance Measures for the Idaho State Board of Education**

Administrative to Instructional Cost Ratio
*Comparison to in-state peers was removed at the request of the State Board of Education*

**Goal 2: Strengthen Programmatic Excellence**

Objective 2A: Attract, support, and retain outstanding faculty and staff

~~2.A.2 Staff employee retention relative to peers~~
~~2.A.3 Faculty employee retention relative to peers~~

2.A.2 Employee turnover
*Rationale: Employee turnover is a clearer and more intuitive measure to interpret.*

Objective 2B: Enhances ISU's infrastructure

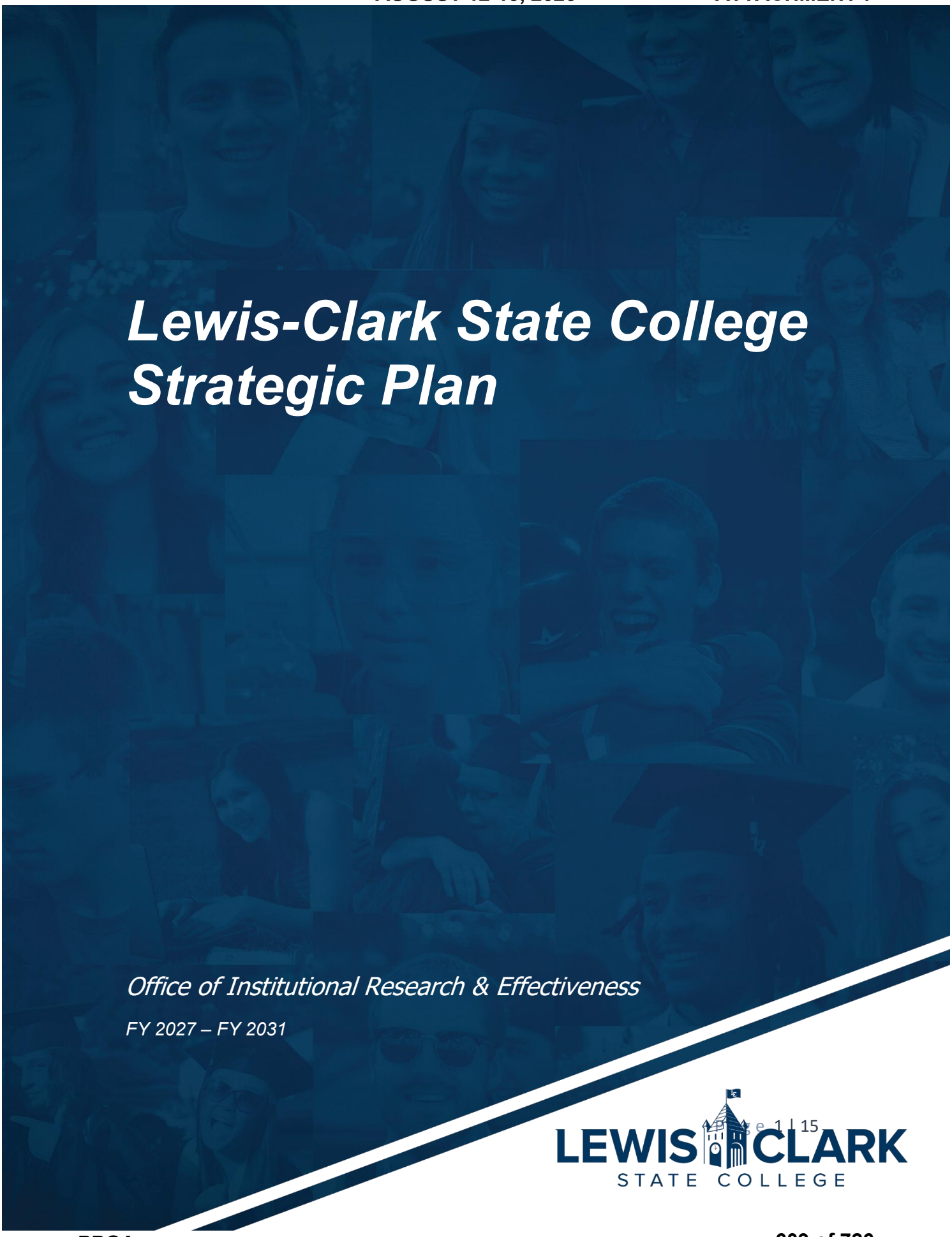
~~2.B.1 Deferred maintenance expenditures~~

2.B.1 Life of capital assets
*Rationale: This measure demonstrates the overall impact of investment in buildings and physical plant.*

Objective 2C: Align ISU's programs with community, regional, and national needs

~~2.C.1 Number of ISU graduates with degrees that align with Idaho Department of Labor "Hot Jobs" list~~
*Rationale: This measure required manual tracking and interpretation through SOC code crosswalks.*

2.C.1 Number of ISU degrees awarded that align with Idaho Launch programs
*Rationale: This aligns with the objective and is easily measured and replicated.*



# *Lewis-Clark State College Strategic Plan*

*Office of Institutional Research & Effectiveness*

*FY 2027 – FY 2031*



LEWIS CLARK STATE COLLEGE

LEWIS CLARK
STATE COLLEGE

# STRATEGIC PLAN
# FY 2027 - 2031

**Submitted July 2026**

## MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

## VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to Idaho's learning and civic engagement.

# Systemwide Performance Measures

## Student Access: LC State Annual Enrollment

| Annual Enrollment | FY 22 (2021-22) | FY 23 (2022-23) | FY 24 (2023-24) | FY 25 (2024-25) | FY 26 (2025-26) | FY 27 (2026-27) Benchmark | FY 31 (2027-28 thru 2030-31) Benchmark |
|---|---|---|---|---|---|---|---|
| HC | 4,636 | 4,661 | 4,674 | 4,871 | Not Yet Available | 5,000 | 5,000 |
| FTE | 2,464 | 2,438 | 2,435 | 2,561 | Not Yet Available | 3,000 | 3,000 |

- Source: PSR 1 Annual Enrollment Report
- Definition: The sum of unduplicated headcounts and average full-time equivalent (FTE) enrollments across the terms of the academic year.
- Benchmarks: LC State's target enrollment for fall term is 3,000 FTE and 4,000 headcount (HC). Annualizing the fall headcount across all three terms (summer, fall, and spring) brings the unduplicated annual headcount goal to 5,000 HC. FTE does not need to be annualized, since it is already calculated as an average across terms.

## Student Retention: LC State Retention Rate

| Retention | FY 22 (2021-22) | FY 23 (2022-23) | FY 24 (2023-24) | FY 25 (2024-25) | FY 26 (2025-26) | FY 27-31 (2026-27 thru 2030-31) Benchmark |
|---|---|---|---|---|---|---|
| First-Time, Full-Time, Baccalaureate-Seeking, Students | 63% | 64% | 61% | 65% | Not Yet Available | 70% |

- Source: IPEDS
- Definition: The retention or proportion of first-time, full-time, baccalaureate-seeking students who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.
- Cohort Context Note: The IPEDS first-time, full-time, baccalaureate-seeking cohort for Fall 2024 consisted of 367 students, representing < 10% of LC State's total Fall 2024 headcount.
- Benchmarks are based on the average retention rates of all State Board approved peer institutions and will be updated as IPEDS data are released.

## Student Success: LC State 150% of Time Graduation Rate

| First-Time Full-Time Cohorts | Attainment w/in 150% Time | FY 22 (2016 Cohort) | FY 23 (2017 Cohort) | FY 24 (2018 Cohort) | FY 25 (2019 Cohort) | FY 26 (2020 Cohort) | FY 27-31 (2021-25 Cohorts) Benchmark |
|---|---|---|---|---|---|---|---|
| All First-Time, Full-Time Students | Bacc., Assoc, & Certificates | 35% | 45% | 40% | 39% | Not Yet Available | 45% |

- Source: IPEDS
- Benchmarks are based on the average graduation rates of all State Board approved peer institutions and will be updated as IPEDS data are released.

## Student Affordability: LC State Average Net Price

| Net Price | FY 22 (2021-22) | FY 23 (2022-23) | FY 24 (2023-24) | FY 25 (2024-25) | FY 26 (2025-26) | FY 27-31 (2026-27 thru 2030-31) Benchmark |
|---|---|---|---|---|---|---|
| $ | $11,476 | $12,508 | $15,917 | $14,249 | Not Yet Available | $14,006 |

- Source: IPEDS
- Definition: Average net price for full-time, first-time degree-seeking undergraduates paying the in-state tuition rate who were awarded grant or scholarship aid from federal, state or local governments, or the institution.
- Benchmarks are based on the median net price of all State Board approved peer institutions and will be updated as IPEDS data are released.

## Institutional Performance Measures

### High Quality Program Outcomes: Professional Exam Licensing & Certification Pass Rates

| Exam | Row Type | FY 22 (2021-22) | FY 23 (2022-23) | FY 24 (2023-24) | FY 25 (2024-25) | FY 26 (2025-26) | FY 27-31 (2026-27 thru 2030-31) Benchmark |
|---|---|---|---|---|---|---|---|
| NCLEX: Registered Nurse | LC State | 92.8% | 90.8% | 97.3% | 97.6% | Not Yet Available | Exceed National Average |
| NCLEX: Registered Nurse | Benchmark: Nat'l Ave. | 82.3% | 80.2% | 93% | 89.7% | -- | -- |
| ARRT: Radiology | LC State | 90% | 73% | 93% | 89.5% | Not Yet Available | Exceed National Average |
| ARRT: Radiology | Benchmark: Nat'l Ave. | 83.5% | 84% | 82% | 85.8% | -- | -- |
| PRAXIS: Teacher Education | LC State | 86.0% | 89.7% | 90.6% | 94.5% | Not Yet Available | Exceed State Average |
| PRAXIS: Teacher Education | Benchmark: State Ave. | 86.7% | 88.9% | 89.6% | 91.8% | -- | -- |
| ASWB: Social Work | LC State | 66.7% | 73.3% | 84.2% | Not Yet Available | Not Yet Available | Exceed National Average |
| ASWB: Social Work | Benchmark: Nat'l Ave. | 64.5% | 67.9% | 67.2% | -- | -- | -- |
| Workforce Training: CNA | LC State | 57% | 65% | 84% | 80% | Not Yet Available | Exceed State Average |
| Workforce Training: CNA | Benchmark: State Ave. | 70% | 70% | 70% | 70% | -- | -- |

- Definition: The proportion of test takers who pass professional licensure or certification exams.

LEWIS-CLARK STATE COLLEGE

# Strategic Cornerstones

*FY 2027 – 2031 • June 2026*

LC State's four cornerstones are intentionally forward-looking. While honoring the strong foundation built in the previous strategic plan, this framework is oriented toward the future—growing and reshaping the student body, expanding healthcare education across the region, and sustaining the operational efficiency that makes LC State Idaho's highest-value four-year institution. LC State's four cornerstones serve as the institutional goals of this strategic plan. The objectives and initiatives listed under each cornerstone are the measurable actions by which progress toward each goal will be tracked.

**Enrollment Goals**

All four cornerstones are calibrated to achieve LC State's targets—calculated to ensure long-term financial viability: **3,000 FTE** and **4,000 headcount** as fall term targets. Cornerstone 1 enables growth. Cornerstones 2 and 3 reshape the composition of the student body. Cornerstone 4 ensures the institution can sustain it.

CORNERSTONE

1

# Strengthening Our Student-Centered Foundation

Building on the gains of the previous strategic plan—where LC State deeply embedded the principle of *connecting learning to life* and realigned its quality efforts to meet evolving student needs—this cornerstone consolidates that foundation and accelerates its momentum. It is the operating platform on which enrollment growth rests.

## Co-Curricular Pathways & Career Readiness

- Verify continued alignment of co-curricular pathways to reinforce academic programs and real-world career outcomes. Continue work-based learning, internships, and employer-connected credentials.
- Scale career readiness initiatives (e.g., co-curricular leadership and career certificates) across student populations, including dual-enrollment, transfer, and adult learners.

## Recruitment, Outreach & Access

- Embed and continually reinforce a campus culture of shared enrollment (recruitment and retention) responsibility.
- Reinforce marketing campaign investment and initiatives targeting rural, traditional and non-traditional student markets.
- Expand access through program innovation, stackable credentials (Workforce Training (WFT) to and through graduate programs), and flexible delivery (face-to-face (F2F), online, hybrid, mixed modality).
- Deepen partnerships with K-12, workforce agencies, tribal entities, and community organizations (e.g., Middle School/H.S. CTE pathways, Technical Advisory Committee input, targeted workforce specific certificates via WFT).

## Student-Centered Support Services

- Support and strengthen one-stop services (e.g., admissions, registrar, advising/academic coaching, financial aid, student accounts; as well as student support services - tutoring, writing lab, etc.) to increase persistence and completion.
- Deploy data-informed interventions to identify and support students at risk of stopping out (e.g., Retention Alert, Therapy Assisted Online counseling support).
- Foster a campus environment where every student has access to and is aware of the support and resources needed to succeed.

### Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); Student Affordability (Average Net Price); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE 2

## LC State Elevate — Leading Idaho in Nontraditional Education

LC State Elevate positions Lewis-Clark State College (LC State) as Idaho's leader and innovator in non-traditional education. Traditional college-age students remain a valued and important part of LC State's student-centered mission, and the college will continue to recruit and support them vigorously. However, this population is in structural demographic decline regionally and nationally, making it essential that LC State broaden the composition of its student body—intentionally growing adult learners, working professionals, and underserved populations—to achieve the enrollment levels required for long-term financial viability.

### Enrollment Growth Priorities

- Adult Learners — Significant growth across the adult learner population, branded as "LC State Elevate," Idaho's leader in nontraditional education.
- Online & Hybrid Learners — Expanded reach through flexible, affordable course formats that accommodate the complex lives of working adults, parents, and place-bound students.
- Graduate Programs — Substantial increase in graduate enrollment, anchored in healthcare education, positioning LC State as north Idaho's graduate healthcare leader.
- Industry BAS ("Run the Business") — Continued growth in employer-connected baccalaureate completion.
- Accelerated BAS ("Three-Year Degree") — Launch and scale a new accelerated pathway for working adults.
- Portfolio / Credit for Prior Learning — Aggressive expansion to recognize and credential life and work experience.
- CTE+ — Develop new pathways for adults to retool for workforce reentry.
- Prison Education — Continued growth; brand as Idaho's leader in corrections education.
- Adult Learning Center (GED) and Work Force Training (short-term, workforce specific certificates).

### Pipeline & Infrastructure Strategy

- Position the Adult Learning Center, Workforce Training, and Small Business Development Center as feeder pipelines into LC State Elevate programs, including Portfolio / Prior Learning Assessment.
- Launch the Elevate brand campaign (June 2026 target): news release, digital advertising, LinkedIn targeting, and a quality-built website.

- Deploy AI-assisted and targeted digital outreach to reach working adults where they are.
- Conduct annual campaign reviews (July 2027, July 2028) to refine strategy and messaging.
- Taken together, growth across the Elevate sub-categories—online and hybrid learners, adult learners, Portfolio/Prior Learning, Industry BAS, Accelerated BAS, CTE+ (e.g., P.M./weekend technical industrial cohorts), and Prison Education—is projected to contribute over 100 additional headcount by FA (fall) 2029. This estimate includes graduate enrollment growth, a portion of which is also reflected in the Healthcare Education cornerstone is not included in this range.

### Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE
3

## LC State as the Comprehensive Healthcare Education Provider serving North Central Idaho

LC State has and is continuing to strategically expand its healthcare program portfolio to become the definitive healthcare education center for north-central Idaho—serving communities from McCall through Lewiston to Coeur d'Alène. LC State's healthcare legacy runs deep: nursing education has been a cornerstone of the institution since 1965, with associate degrees offered from the outset and bachelor's degrees added in 1975. This cornerstone builds on that six-decade foundation, accelerating expansion in degree-granting capacity, program breadth, and regional partnerships.

### Strategic Intent

- Solidify programmatic position as the comprehensive healthcare education provider for north-central Idaho—offering a full continuum of programs from entry-level workforce training through graduate degrees (e.g., MSN – Nursing Leadership in Healthcare & Direct Entry)
- Ensure that students can enter, advance, and complete at every level—from a Certified Nursing Assistant (CNA) certificate to a master's degree—without leaving the region.
- Establish LC State as the degree-granting institution of record for healthcare cohorts across the region, formalizing its role through consortia, MOUs, and articulation agreements with Idaho State University (ISU), University of Idaho (UI), North Idaho College (NIC), College of Eastern Idaho (CEI), College of Western Idaho (CWI), and other partners.
- Build and sustain guaranteed admission pathways that extend student opportunity into advanced-practice and specialized fields beyond LC State's own offerings—accomplished through partnerships with Idaho peer institutions including ISU, UI, and Idaho College of Osteopathic Medicine (ICOM).

## Workforce Training Programs (Non-Credit)

- **Existing:** Phlebotomy, CNA, Emergency Medical Technician (EMT), Assistance with Medications, Medical Billing & Coding, Pharmacy Technician, Dental Assisting.
- **Planned:** Mammography Certificate (FA [fall] 2026, online with practicum; pathway to Breast Sonography); Breast Sonography Certificate (FA 2026, online with practicum; pathway to Sonography AAS); Peri-Operative Nursing Certificate (FA 2026, online with practicum); Critical Care Nursing Certificate (exploration underway); Central/Sterile Processing Certificate (FA 2027, pathway to Surgical Technology AAS).

## Academic Certificates

- **Existing:** Medical Assistant, Medical Administrative Assistant, Medical Biller/Coder, Medical Receptionist, Medical Transcription, Nursing Management & Leadership, Graduate Nursing Management & Leadership, Sport Coaching Graduate Certificate (transfers to ISU Master of Physical Education and Master of Public Administration).
- **Planned/Active:** Paramedic Science Academic Certificate — ISU program on LC State's campus (initiated FA 2025).

## Applied Associate of Science Degrees (AAS)

- **Existing:** Medical Assistant, Medical Administrative Assistant, Dental Assisting (NIC program on LC State's campus).
- **Planned:** Physical Therapist Assistant — consortium with three community colleges (FA 2026); Medical Lab Technology — consortium with three community colleges (SP [spring] 2027); Sonography— stand-alone, curriculum approval in process (FA 2026 or FA 2027); Occupational Therapy Assistant — proposed consortium with ISU (FA 2027 or FA 2028); Respiratory Therapy — proposed consortium with ISU (FA 2027 or FA 2028); Surgical Technology — proposed consortium with NIC or stand-alone (FA 2028–FA 2029), Health Studies (FA 26).

## Associate of Science Degrees

- **Existing:** Radiographic Science, Paramedic Science (ISU program on LC State's campus, initiated FA 2025)

## Bachelor's Degrees

- **Existing:** Health Studies, Bachelor of Science in Nursing (BSN), Radiographic Science, Computed Tomography, Business Administration: Healthcare Management Emphasis, Exercise Science, Kinesiology.
- **Planned:** Paramedic to BSN — initial exploration underway.

## Master's Degrees

- **Existing/Active:** Master of Science in Nursing (MSN): Nursing Leadership in Healthcare (stand-alone, FA 2024); Master of Science in Athletic Training (MSAT) — 3+2 with ISU Master of Science in Athletic Training (MSAT) — 3+2 with UI; Master of Public Health — 3+2 with ISU.

- **Planned:** Direct-Entry Master of Science in Nursing (FA 2026); Master of Physician Assistant (MPAS) — partnership with ISU, LC cohort MOU pending (FA 2027 earliest, likely FA 2028); MSN Nursing Education — potential ISU partnership (FA 2027); Doctor of Physical Therapy (DPT) — ISU partnership, MOU for guaranteed admission in place, LC cohort under exploration (FA 2028); Master of Occupational Therapy — ISU partnership, MOU for guaranteed admission in place, LC cohort under exploration (FA 2028); Master of Social Work — Social Work Director exploring (timeline TBD).

## Articulation Agreements & Guaranteed Pathways

- Idaho College of Osteopathic Medicine (ICOM) — Guaranteed interview for qualifying LC State graduates.
- ISU, Doctor of Pharmacy — Articulation agreement with 2 guaranteed admission seats for LC State graduates.
- ISU, Master of Occupational Therapy — Articulation agreement with 2 guaranteed admission seats for LC State graduates.

## Enrollment & Financial Impact

- Healthcare program expansion—across all credential levels—is a primary driver of LC State's enrollment goals and the intentional broadening of its student population required for institutional financial viability.
- Maturing existing and planned academic programs identified in this cornerstone have anticipated accreditation regulated cohort capacities totaling approximately 60–80 new students per year at full implementation. Because most are cohort-based programs in which students enroll full-time or near-full-time over two or more years, steady-state headcount from these programs alone is estimated in the range of 120–160 additional students—not including workforce training certificates, for which capacities are still being determined.
- Graduate program growth, anchored in healthcare, is a key contributor to the FTE and headcount targets required for long-term institutional health.
- Market LC State's full healthcare portfolio on campus and across the region; position as "North Idaho's Healthcare Education Leader."

## Academic Affairs Reorganization

A restructured Academic Affairs organization systematically supports these efforts. Health Professions is consolidated under a unified Dean structure—spanning Nursing, Allied Health, Radiographic Science, Social Work, and the Healthcare Education Center—creating the organizational coherence and leadership capacity needed to execute program expansion at regional scale. Direct partnership pathways at two-year, four-year and graduate levels are embedded within this structure. Clinical and advising support is aligned to the expanded program portfolio. Specialized and programmatic accreditation is addressed explicitly: accreditation liaison roles are embedded within Nursing, Radiographic Science, and Social Work at the unit level, while a dedicated Programmatic Accreditation function under the Assistant Provost provides institution-wide coordination—ensuring LC State can manage the accreditation demands of a growing healthcare portfolio without compromising compliance or program integrity.

### Associated Performance Measures

Student Access (Annual Enrollment); Student Retention (Retention Rate); Student Success (150% Graduation Rate); High Quality Program Outcomes (Professional Licensing & Certification).

CORNERSTONE
4

## A Model of Efficiency

LC State will sustain and strengthen a culture of operational efficiency—ensuring that every resource is aligned to student success and institutional mission, and that the college remains financially resilient through intentional stewardship.

- Automate workflows and optimize enterprise systems—reducing manual processes and redeploying employee effort toward the relational, judgment-driven work that defines a student-centered institution.
- Build real-time data infrastructure and financial transparency—deploying enterprise reporting dashboards so that leaders at every level have on-demand, accurate data to drive decisions.
- Deploy AI tools responsibly and at scale—executing a phased AI integration strategy grounded in data security, staff training, and professional development, with the goal of freeing human energy for the work that technology cannot replicate.
- Modernize learning and working environments—investing in facilities, infrastructure, and technology that reduce barriers to delivering high-quality programming wherever students are, whether on campus, online, or at partner and correctional sites.

### Associated Performance Measures

Student Affordability (Average Net Price).

# Enrollment Goals: The Through-Line

All four cornerstones are calibrated to achieve and support LC State's enrollment targets, which are calculated to ensure financial viability. Cornerstone 1 enables growth. Cornerstones 2 and 3 strategically evolve the composition of our student body to reach these targets. Cornerstone 4 ensures the institution can sustain it.

| Fall FTE Target | Fall Headcount Target |
|---|---|
| 3,000 | 4,000 |

## Key External and Internal Factors

LC State operates at the intersection of regional workforce demand and accessible higher education, and the following assumptions about external and internal factors will continue to shape the institution's strategic direction.

Regionally, the labor market signals are clear. Healthcare and social services are projected to lead all Idaho industries in total jobs added through 2032, with north Idaho healthcare employment alone expected to grow more than 20% over the next decade. Construction, transportation, and related trades are among the fastest-growing occupational sectors in the region, collectively accounting for 35% of total regional job postings, with total occupational employment projected to increase by 13,000 jobs between 2022 and 2032. LC State's applied learning model — hands-on, employer-connected, and embedded in real-world contexts — is designed precisely to produce graduates ready to fill these roles. Graduates from professional programs such as registered nursing, social work, and certified nursing assistant consistently pass their professional certification examinations at rates exceeding state and national averages, reflecting the quality and relevance of LC State's career-ready approach. As the most affordable of Idaho's public four-year institutions, LC State ensures that this quality education remains within reach for the students and communities that need it most.

Against this backdrop, LC State will continue to operate as a modestly selective institution with a greater than 95% acceptance rate, serving a substantial number of first-generation and rural students and those with varying levels of college preparation. Its student population spans residential and non-residential learners alike — including commuters, online students, place-bound individuals such as incarcerated students, and working adults — reflecting the college's deep commitment to access and inclusion. All LC State programs of study offer graduates opportunities for applied and experiential learning, ensuring that every student, regardless of background or circumstance, connects their education to real-world outcomes.

Sustaining this mission requires navigating a challenging enrollment environment. LC State is maintaining enrollment at a time when local, regional, and national high school graduating classes are declining. Continuing to do so depends on: (a) robust promotion of the LC State brand and its demonstrated successes across multiple audiences, including prospective students, as well as the continued cultivation of strategic partnerships with other institutions, agencies, businesses, and community organizations — particularly as those partnerships relate to graduate credentialing and workforce alignment; and (b) achieving brand clarity by successfully transitioning our naming convention from “college” to “university”.

Financially, LC State will continue to maximize operational efficiencies through program prioritization and internal resource reallocation, while expanding its pursuit of grants and private fundraising to complement tuition revenue. Ongoing assessment of program performance will ensure that offerings remain both effective and viable. Simultaneously, LC State will continue to advocate for increased per-capita state investment, making the case for its distinctive role in Idaho's education ecosystem as an institution that delivers a small-school experience with outsized impact on regional workforce development and student success.

## Development & Evaluation Process

In spring 2026, LC State engaged a campuswide strategic plan update initiative following a successful NWCCU accreditation evaluation. A representative working group contributed the value propositions that undergird the plan's cornerstones., a commitment to framing LC State's mission in terms of how it helps Idaho achieve rather than what LC State itself achieves, and a focus on the authentic integration of AI across the institution. Working group conversations created space for realistic dialogue about future resource (re)allocations to accomplish shared institutional goals. Through shared governance processes, institutional leadership shaped the plan's final scope, direction, and structure. Together, these contributions produced the strategic plan update reflected here.

The value propositions that grounded the working group's efforts are listed below and undergird the cornerstones.

> For Students - An affordable, hands-on, small-school experience designed for students who need flexibility, support, and real-world preparation — not just a degree.
>
> For Idaho's Workforce, Employers and Partners - Career-ready graduates filling critical gaps across Idaho's key industries — including healthcare, trades, education, and social services — with embedded, discipline-specific applied experience and partnerships that keep programs aligned with workforce needs, consistently exceeding state and national certification benchmarks.
>
> For the State of Idaho - Outsized impact per dollar: As Idaho's model of efficiency in public higher education, LC State expands access for students who benefit most from an affordable, supportive four-year experience — proving that serving more Idahoans well requires spending wisely, not spending more.

The Strategic Plan has been modified and streamlined to reflect these value propositions nested within the evolving higher education landscape, including shifting demographics and broader economic pressures facing institutions today. Performance metrics were refined to provide meaningful benchmarks associated with the cornerstones identified in the plan; align with Idaho State Board of Education systemwide metrics; and critical institutional metrics unique to LC State. The plan will undergo regular institutional review, with changes made in alignment with both objective performance data and the subjective evaluation of campus stakeholders.

To translate strategic priorities into action, LC State's existing annual planning and assessment cycle serves as the primary implementation mechanism. Each year, units and departments assess their resources, prioritizing the reallocation of existing resources before requesting new ones, and tie any budget requests directly to strategic plan cornerstones — ensuring resource allocation decisions are grounded in strategic direction and that planning and reporting reflect institutional priorities. Together, these mechanisms provide the cadence for ongoing course correction, ensuring the strategic plan remains a living document responsive to performance data, institutional conditions, and evolving priorities.

## Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

| | State Board of Education | |
|---|---|---|
| **Institutional Goals & Objectives** | ***Goal 2: Educational Access*** | ***Goal 3: Educational Attainment*** |
| Cornerstone 1: Strengthening Our Student-Centered Foundation | ✓ | ✓ |
| Cornerstone 2: LC State Elevate — Leading Idaho in Nontraditional Education | ✓ | ✓ |
| Cornerstone 3: LC State as the Comprehensive Healthcare Education Provider serving North Central Idaho | ✓ | ✓ |
| Cornerstone 4: A Model of Efficiency | | ✓ |

*Table 1: The Idaho State Board of Education (SBOE) has three goals in its strategic plan, two of which are presented here in alignment with LC State's strategic plan cornerstones. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.*

College of Eastern Idaho

# Strategic Plan 2027-2031

June 1, 2026

College of Eastern Idaho Strategic Plan 2

FY 2027-2031

Strategic Plan

## MISSION STATEMENT

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

## VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

College of Eastern Idaho Strategic Plan 3

## STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION:

1. Student Access: Measured by student enrollment as reported in the PSR-1 Annual report. CEI is leveraging strategic marketing campaigns alongside high-demand programs to drive enrollment growth.

*Table: Annual and Full Time Enrollment Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Annual Enrollment Headcount | 3,225 | 3,468 | 3,689 | 4,494 | 4,768 | 5,366 |
| Full-time Equivalent (FTE) | 1,212 | 1,266 | 1,364 | 1,542 | 1,636 | 1,841 |

2. Student Retention: Measured by the percentage of degree-seeking, first-time, full-time fall-enrolled students that are retained in the following fall as reported in the IPEDS Fall Enrollment Report.[1] Achieving the 65% benchmark and maintaining it through continued enrollment growth will position CEI for long-term success.

*Table: First/Full Fall to Fall Retention Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| from IPEDS report | Fall 2021-Fall 2022 | Fall 2022-Fall 2023 | Fall 2023-Fall 2024 | Fall 2024-Fall 2025 | 2027 | 2031 |
| First-time, Full-time Fall to Fall Retention | 50% | 64% | 60% | 58% | 65% | 65% |

3. Student Success: Measured by the percentage of degree-seeking, first-time, full-time freshmen graduating within 150% of time as reported in the IPEDS Graduation Rates Report.

*Table: First/Full 150% Grad Rate Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| First-time, full-time 150% of time graduation rate | 47% | 35% | 37% | 43% | 45% | 48% |

[1] Beginning in FY 2026, IPEDS retention reporting reflects only CEI's bachelor's cohort, which represents a small share of enrollment. For this reporting, CEI will continue to calculate retention based on the associate degree and certification cohort, using the IPEDS Fall Enrollment formula.

4. Affordability Measure: Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

*Table: Affordability Measure Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | Fall 2024 | Fall 2025 | 2027 | 2031 |
| CEI tuition & fees | $4,200 | $4,200 | $4,200 | $4,500 | --- | --- |
| WICHE | $4,217 | $4,326 | $4,489 | $4,775 | --- | --- |
| CEI as % of WICHE | 99.5% | 97% | 93.5% | 94.2% | <100% | <100% |

## CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

5. Pre-College Readiness Increase: The number of pre-college-readiness students who achieved at least one educational functioning level improvement (Source: Internal reporting)

*Table: College Readiness Increase Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Gained educational level | 98 | 117 | 132 | 147 | 160 | 175 |

6. Employers Served by Workforce Training & Community Education. (Source: Internal Reporting)

*Table: Employers served Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Employers Served | 54 | 49 | 60 | 65 | 76 | 106 |

7. College Going Rate: The college going rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

*Table: College Going Rate Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Percentage of Annual Enrollment who entered CEI within 1 year of High School | 35% | 44% | 35% | 45% | 47% | 50% |

8. Reaching Idaho's Students: The percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

*Table: Distance Ed Mastery Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Percentage of Students taking a Distance Ed course | 73% | 74% | 81% | 77% | 80% | 80% |

9. Consistent Course Quality: The pass rate gap difference between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality (Source: Internal Reporting)

*Table: Course Quality Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Difference | 5% | 5% | 7% | 5% | 4% | 4% |

10. Positive Placement in Careers: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

*Table: Career Placement Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Positive Placement of Career Technical Education Completers | 99% | 97% | 98% | 97% | 100% | 100% |

College of Eastern Idaho Strategic Plan 7

## GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION'S WORKFORCE OPPORTUNITIES.

Objective A (Critical Institutional Performance Measure): Increase the number of employers served by Workforce Training & Community Education (WTCE). (Source: Internal Reporting) WTCE will expand its reach to employers by partnering with the local community to identify additional in-demand classes, while continuing targeted marketing efforts that highlight existing workforce needs.

*Table: Employers Served Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| WTCE Employers Served | 54 | 49 | 60 | 65 | 76 | 106 |

Objective B (Critical Institutional Performance Measure): Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

I. Increase the number of students enrolled in the GED program who are Idaho residents (not including ESL)
II. Increase the number of students who complete their GED
III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

*Table: Institutional Measures Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Enrolled | 214 | 227 | 212 | 187 | 200 | 225 |
| Completed | 42 | 20 | 40 | 60 | 80 | 100 |
| Gained educational level | 98 | 117 | 132 | 147 | 160 | 175 |

Objective C: Increase the number of at-risk students receiving specialized services from the Center for New Direction (CND) (Source: Internal Reporting)

*Table: Center For New Directions Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| CND Clients Served | 264 | 266 | 286 | 387 | 445 | 512 |

### Objective D (Critical Institutional Performance Measure): Close the pass rate gap between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality (Source: Internal Reporting)

*Table: Course Pass Rates Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Course Pass Rate: F2F | 88% | 90% | 90% | 89% | 90% | 90% |
| Course Pass Rate: Distance | 83% | 85% | 83% | 84% | 86% | 86% |
| Difference | 5% | 5% | 7% | 5% | 4% | 4% |

## GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION

College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

### Objective A: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

CEI serves many of Idaho's most economically vulnerable students, reflected in increased Pell Grant participation, and is positioned as a leading community college for rural students of Idaho.

*Table: Pell Awards Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Number of students awarded a Pell grant | 640 | 625 | 898 | 1,023 | 1,074 | 1,181 |
| Percentage of all degree/certificate seeking students awarded federal Pell grants | 30% | 47% | 64% | 69% | 70% | 70% |

Objective B (Critical Institutional Performance Measure): Increase the college going rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

CEI has established a matriculation team to support students transitioning from Early College programs into full enrollment. In addition, new scholarships have been created to assist students who earned CEI credits in high school with this transition.

*Table: College Going Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Percentage of Annual Enrollment who entered CEI within 1 year of High School | 35% | 44% | 35% | 45% | 47% | 50% |

Objective C (Critical Institutional Performance Measure): Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

*Table: Distance Ed Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Percentage of Students taking a Distance Ed course | 73% | 74% | 81% | 77% | 80% | 80% |

Objective D: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state's educational and vocational resources. (Source: IPEDS 12-month enrollment).

*Table: Male Enrollment Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Percentage of males in annual enrollment | 39.5% | 40.9% | 39.5% | 40% | 50% | 50% |

Objective E (State-Required Measure): Increase credit-seeking student enrollment (Source: PSR-1 Annual report)

*Table: Credit Seeking Enrollment Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Annual Enrollment Headcount | 3,225 | 3,468 | 3,689 | 4,494 | 4,768 | 5,366 |
| Total percentage of change from previous fiscal year | +22.7% | +7.4% | +6.4% | 21.8% | +3% annual increase | +3% annual increase |

Objective F (State-Required Measure): Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

*Table: Tuition Rate Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | Fall 2024 | FY 2025 | 2027 | 2031 |
| CEI tuition & fees | $4,200 | $4,200 | $4,200 | $4,500 | --- | --- |
| WICHE | $4,217 | $4,326 | $4,489 | $4,775 | --- | --- |
| CEI as % of WICHE | 99.5% | 97% | 93.5% | 94.2% | <100% | <100% |

College of Eastern Idaho Strategic Plan 11

## GOAL 3: INCREASE STUDENT ATTAINMENT

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

### Objective A: Increase the total number of certificates/degrees produced, disaggregated (Source: PMR-State Measure #120)

I. Certificates of less than one year
II. Certificates of at least one academic year
III. Associate degrees

*Table: Degrees Awarded Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Certificates <1 year | 3 | 1 | 5 | 2 | 3 | 5 |
| Certificates >1 year | 103 | 116 | 153 | 101 | 107 | 119 |
| Associate degrees | 276 | 278 | 319 | 308 | 327 | 368 |

### Objective B: Increase the number of unduplicated graduates/completers (Source: PMR-State Measure #170)

I. Certificates of less than one year
II. Certificates of at least one academic year
III. Bachelor's and associate degrees

*Table: Degrees Award Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Completers of Certificates<1 year | 3 | 1 | 5 | 2 | 3 | 5 |
| Completers of Certificates>1 year | 102 | 115 | 148 | 99 | 105 | 117 |
| Completers of Degrees | 263 | 263 | 304 | 300 | 318 | 358 |

*Objective C: Increase the number of first-time, part-time, fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report/Internal reporting using the same methodology starting in FY 2026 due to bachelor's degree cohort.)*

*Table: Retention Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | Fall 2021-Fall 2022 | Fall 2022-Fall 2023 | Fall 2023-Fall 2024 | Fall 2024-Fall 2025 | 2026 | 2030 |
| First-time, Part-time Fall to Fall Retention | 42% | 45% | 46% | 44% | 48% | 51% |

Objective D (State-Required Measure): Increase the first-time, full-time, fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report/Internal reporting using the same methodology starting in FY 2026 due to bachelor's degree cohort.)

*Table: Retention Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| from IPEDS report | Fall 2021-Fall 2022 | Fall 2022-Fall 2023 | Fall 2023-Fall 2024 | Fall 2024-Fall 2025 | 2027 | 2031 |
| First-time, Full-time Fall to Fall Retention | 50% | 64% | 60% | 58% | 65% | 65% |

Objective E (State-Required Measure): Increase percent of first-time, full-time, freshmen graduating within 150% of time (Source: IPEDS Graduation Rates)

*Table: Grad Rate Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| First-time, full-time 150% of time graduation rate | 47% | 35% | 37% | 43% | 45% | 48% |

Objective F (Critical Institutional Performance Measure): Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

*Table: CTE Placement Data*

| | | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2022 | FY 2023 | FY 2024 | FY 2025 | 2027 | 2031 |
| Positive Placement of Career Technical Education Completers | 99% | 97% | 98% | 97% | 100% | 100% |

## Key External Factors

### 1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

### 2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

### 3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

### 4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

## 5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

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*Table: Educational Readiness Data*

| SBOE GOAL 1: EDUCATIONAL READINESS | | |
|---|---|---|
| CEI GOAL 1: INCREASE EDUCATIONAL READINESS | | |
| Objective A: Increase number of employers served by Workforce Training and Community Education (WTCE)<br><br>Measure: WTCE Headcount | Objective B: Increase number of students prepared to enter collegiate or workforce training<br><br>Measure: College & Career Readiness Measures | Objective C: Increase number of at-risk students receiving specialized assistance<br><br>Measure: Population of Center for New Directions |
| Objective D: Close pass rate gap between F2F and distance ed courses<br><br>Measure: Course pass rates | | |

*Table: Educational Access Data*

| SBOE GOAL 2: EDUCATIONAL ACCESS | | |
|---|---|---|
| CEI GOAL 2: INCREASE EDUCATIONAL ACCESS | | |
| Objective A: Increase numbers of Pell grant recipients<br><br>Metric: Number and student body percentage of recipients | Objective B: Increase the go-on rate<br><br>Metric: Annual enrollment of CEI students within 1 year of high school graduation | Objective C: Increase distance education enrollees to ensure access to higher education regardless of location, employment, etc.<br><br>Metric: Percentage of students taking a course with distance components |
| Objective D: Increase percentage of males<br><br>Metric: Percentage of males in annual enrollment | Objective E: Increase credit-seeking enrollment<br><br>Metric: Unduplicated annual enrollment count | Objective F: Keep tuition affordable<br><br>Metric: Comparison to WICHE average |

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*Table: Educational Attainment Data*

| SBOE GOAL 3: EDUCATIONAL ATTAINMENT | | |
|---|---|---|
| CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT | | |
| Object A: Increase the number of credentials attained<br><br>Measure: Count of degrees and credentials | Objective B: Increase number of CEI completers<br><br>Metric: Unduplicated count of completers at all certificate & degree levels | Objective C: Increase the fall-to-fall, first-time, part-time retention rate<br><br>Metric: First-time, part-time fall-to-fall retention rate |
| Objective D: Increase first-time, full-time retention<br><br>Metric: First-time, full-time retention rate | Objective E: Increase full-time graduation rate<br><br>Metric: First-time, full-time graduation rate | Objective F: CTE students place into chosen careers.<br><br>Metric: Placement rate |

*Table: Contact Information*

**Contact For More Information**

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# COLLEGE OF SOUTHERN IDAHO
# 2026-2030 (FY2027-FY2031)
# STRATEGIC PLAN

## OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

## OUR VISION

To improve the quality of life of those impacted by our services.

## OUR VALUES

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.

- **Equal Opportunity:** The College of Southern Idaho recognizes and embraces the belief that all individuals should be provided with an equal opportunity to pursue instruction and training. The College is a place of fairness, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equal opportunity for all.

- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.

- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

## Statewide Performance Measures Established by the Idaho State Board of Education

These metrics are required by the Idaho State Board of Education and have been highlighted here. These metrics are also included in the body of the plan.

- Student Access
  - Measured by student enrollment as reported on the PSR-1 Annual Report.

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Annual Enrollment Headcount | 15,178 | 16,586 | 17,688 | Aug 2026 | 18219 | 19908 |
| Annual Enrollment FTE | 4,600 | 4,900 | 5,498 | Aug 2026 | 5663 | 6188 |

**Benchmark:** Set at 3% above prior year.

- Student Retention
  - Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report.

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| First time, full-time fall to fall retention | 64% | 64% | 68% | Feb 2027 | 70% | 75% |

- Student Success
  - Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report.

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| First-time, full-time 150% graduation rate | 43% | 40% | 41% | Feb 2027 | 45% | 50% |

- Student Affordability
  - In-state, in-district tuition

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2027 | FY 2031 |
| In-state, in-district tuition | $140 per credit | $140 per credit | $147 per credit | $155 per credit | $155 | $155 |

**Benchmark:** Limit tuition increases to the extent possible.

## Critical Institutional Performance Measures for the Idaho State Board of Education

These metrics are being highlighted here at the request of the Idaho State Board of Education. They are also included in the body of the plan.

- CSI uses a co-requisite remediation model that places students directly into college-level English and mathematics gateway courses—the first credit-bearing courses required for degree completion—while providing a one-credit support course when needed. Placement is based on high school GPA, college entrance exam scores, and/or ISAT results. This approach enables students to earn college credit immediately while receiving targeted academic support to successfully complete these foundational courses.

- Increase the percentage of co-requisite math students who complete gateway math courses (C or higher) at rates comparable to traditional gateway math students.

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Gateway math completion success | 76.2% (1969/2584) | 73.9% (2070/2802) | 73.0% (2382/3261) | Aug 2026 | 75% | 75% |
| Gateway math with Co-requisite completion success | 60.5% (98/162) | 50.7% (105/207) | 48.8% (98/201) | Aug 2026 | 56.9% | 64% |

**Benchmark:** Set at 3% above prior year. Data set includes all students

- Increase the percentage of co-requisite English students who complete ENGL 101 (C or higher) at rates comparable to traditional ENGL 101 students.

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| ENGL 101 completion success | 80.9% (1668/2062) | 79.6% (2056/2582) | 80.1% (2308/2880) | Aug 2026 | 82% | 85% |
| ENGL 101 with Co-requisite completion success | 55.2% (48/87) | 49.1% (53/108) | 59% (72/122) | Aug 2026 | 59.5% | 67% |

**Benchmark:** Set at 3% above prior year. Data set includes all students

- Increase the percentage of first-time degree-seeking students completing a gateway math course within two years of enrollment (Source: CSI)

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| Student completion of college-level math | 52% (641/1225) | 48% (619/1285) | 51% (640/1247) | Aug 2026 | 53% | 58% |

- Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2031 |
| First-time, full-time 100% graduation rate | 34% | 35% | 33% | Feb 2027 | 35 | 30%** |

- Increase the percentage of students completing 30 or more credits per year, using FY2025 as a baseline. (Source: CSI)

| | Current Data | | | | Benchmark | |
|---|---|---|---|---|---|---|
| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | FY 2027 | FY 2031 |
| Students completing 30 or more credits per year | 13% | 28% | 29% | Aug 2026 | 30% | 35% |

## OUR STRATEGIC PLAN

**Guided by the values of community, equal opportunity, innovation, and quality, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.**

## STRATEGIC GOAL 1: STUDENT ACCESS

***Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.***

**Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.**

**Performance Measures:**

**1.1.1 Ensure Region IV dual credit enrollment represents a consistent or increasing percentage of total CSI dual credit enrollment. (Source: State Board of Education Dual Credit Report)**

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **Region IV Dual Credit Participation at CSI** | **n/a** | **32% (3,492/11,066)** | **34% (4,273/12,574)** | **31% (4,265/13,896)** | **35%** | **35%** |

**Note:** Participation rate numerator is Region IV dual credit enrollment at CSI, denominator is total CSI dual credit enrollment.

**1.1.2 Increase Region IV high school graduates' immediate and three-year college-going rates, while increasing the proportion who enroll at CSI. (Source: State Board of Education and CSI).**

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **Region IV Fall Immediate** | **42%** | **41%** | **47%** | **Aug 2026** | **48%** | **60%*** |
| **Region IV Within 3 Years** | **57%** | **55%** | **55%** | **Feb 2027** | **65%** | **80%*** |
| **Region IV Attending CSI Fall Immediate** | **51%** | **48%** | **Feb 2027** | **Feb 2028** | **60%** | **70%** |

**Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.**

**Performance Measures:**

**1.2.1 Increase non-credit Workforce Development enrollment, including LAUNCH and PELL Eligible courses (Source: Workforce Development and Training Report)**

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **Total Enrollments** | **7,190** | **7,414** | **7,053** | **Aug 2026** | **7265** | **7938** |

**Benchmark:** Set at 3% above prior year.

**NOTE: Delta from PMR**

**Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.**

**Performance Measures:**

**1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report) (Statewide Performance Measure)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **3,905** | **3,958** | **4,260** | **3,887** | **4,400** | **4,750** |

**Benchmark:** 4,400 [4] (by 2027)

**1.3.2 Increase CSI full-time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **3,702** | **3,963** | **4,480** | **4,555** | **4,692** | **5126** |

**Benchmark:** Set at 3% above prior year.

**1.3.3 Increase CSI annual enrollment for all credit-bearing students (Source: PSR 1 Annual Enrollment Report) *(Statewide Performance Measure)***

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **Headcount** | **15,178** | **16,586** | **17,688** | **Aug 2026** | **18219** | **19908** |
| **FTE** | **4,600** | **4,900** | **5,498** | **Aug 2026** | **5663** | **6188** |

**Benchmark:** Set at 3% above prior year.

**1.3.4 Maintain access for students by offering affordable tuition rates (Source: CSI) *(Statewide Performance Measure)***

| **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **FY27** (2026-2027) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **$140 per credit** | **$140 per credit** | **$147 per credit** | **$155 per credit** | **$155** | **$155** |

**Benchmark:** Limit tuition increases to the extent possible.

**STRATEGIC GOAL 2: STUDENT RETENTION**

***Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.***

**Objective 2.1: Establish robust systems and processes that support student retention.**

**Performance Measures:**

**2.1.1 Increase the percentage of new first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) *(Statewide Performance Measure)***

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **CSI** | **64%** | **64%** | **68%** | **Feb 2027** | **70%** | **75%**** |
| **Peer Institutions** | **58%** | **58%** | **64%** | **Feb 2027** | | |

**Benchmark:** 70% [6] (by 2027); 75% [6] (by 2031)

**Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.**

**Performance Measures:**

- Increase the percentage of co-requisite math students who complete gateway math courses (C or higher) at rates comparable to traditional gateway math students.

| ○ | **Current Data** | | | | **Benchmark** | |
|---|---|---|---|---|---|---|
| | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **FY 2027** | **FY 2031** |
| **Gateway math completion success** | **76.2% (1969/2584)** | **73.9% (2070/2802)** | **73.0% (2382/3261)** | **Aug 2026** | **75%** | **75%** |
| **Gateway math with Co-requisite completion success** | **60.5% (98/162)** | **50.7% (105/207)** | **48.8% (98/201)** | **Aug 2026** | **56.9%** | **64%** |

**Benchmark:** Set at 3% above prior year. Data set includes all students

- Increase the percentage of co-requisite English students who complete ENGL 101 (C or higher) at rates comparable to traditional ENGL 101 students.

| | **Current Data** | | | | **Benchmark** | |
|---|---|---|---|---|---|---|
| | **FY 2023** | **FY 2024** | **FY 2025** | **FY 2026** | **FY 2027** | **FY 2031** |
| **ENGL 101 completion success** | **80.9% (1668/2062)** | **79.6% (2056/2582)** | **80.1% (2308/2880)** | **Aug 2026** | **82%** | **85%** |
| **ENGL 101 with Co-requisite completion success** | **55.2% (48/87)** | **49.1% (53/108)** | **59% (72/122)** | **Aug 2026** | **59.5%** | **67%** |

**Benchmark:** Set at 3% above prior year. Data set includes all students

**2.2.3 Increase the percentage of first-time degree-seeking students completing a gateway math course within two years of enrollment (Source: CSI)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **52%** **(641/1225)** | **48%** **(619/1285)** | **51%** **(640/1247)** | **Aug 2026** | **55%** | **60%** |

**Benchmark:** 55% [7] (by 2027); 60% [7] (by 2031)

## STRATEGIC GOAL 3: STUDENT SUCCESS

***Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.***

**Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.**

**Performance Measures:**

**3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)** ***Statewide Performance Measure (Statewide Performance Measure)***

| | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **CSI** | **43%** | **40%** | **41%** | **Feb 2027** | **45%** | **50%**** |
| **Peer Institutions** | **35%** | **37%** | **38%** | **Feb 2027** | | |

**Benchmark:** 45% [8] (by 2027); 50% [8] (by 2031)

**3.1.2 Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **34%** | **35%** | **33%** | **Feb 2027** | **35** | **30%**** |

**Benchmark:** see footnote 8

**3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **1,132** | **1,239** | **1,160** | **Oct 2026** | **1,262** | **1,342** |

**Benchmark:** 195 Certificates/1067 Degrees [9] (by 2027) (SBOE)

**3.1.4 Increase the number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions)**

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **1,079** | **1,149** | **1,046** | **Oct 2026** | **1077** | **1177** |

**Benchmark:** Set at 3% above prior year.

### 3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI)

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **13%*** | **28%** | **29%** | **Aug 2026** | **31%** | **55%** |

**Benchmark:** 55% [10] (by 2031)

### 3.1.6 Reduce the median credits earned at graduation (Source: CSI)

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **68** | **69** | **66** | **Oct 2026** | **69** | **69** |

**Benchmark:** 69 [11] (by 2027)

## Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all.

**Performance Measures:**

### 3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)

| **Metric** | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|---|
| | | | | | **FY 2027** | **FY 2031** |
| **Fall-to-Fall Retention** | **54%** | *** | *** | *** | **60%** | **75%**** |
| **150% of Time Graduation** | **25%** | *** | *** | *** | **28%** | **50%**** |

**Benchmark:** Eliminate Gap by 2029 [12]

## Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.

**Performance Measures:**

### 3.3.1 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **93%** | **96%** | **99%** | **April 2027** | **97%** | **97%** |

**Benchmark:** Maintain placement at or above the average for the previous four years (97%) [13] (by 2027)

### 3.3.2 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

| **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY26** (2025-2026) | **Benchmark** | |
|---|---|---|---|---|---|
| | | | | **FY 2027** | **FY 2031** |
| **58% (2020-2021 Graduates)** | **58% (2021-2022 Graduates)** | **54% (2022-2023 Graduates)** | **Feb 2027** | **60%** | **65%** |

**Benchmark:** 65% [14] (by 2031)

**# FY 2031 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.**

**** This benchmark has been established by the Idaho State Board of Education.**

*****Data is currently unavailable due to software conversion.**

**KEY EXTERNAL FACTORS:**

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which have been shown to significantly impact enrollment.
- Changes in local, state, and/or federal funding levels.
- Changes to accreditation requirements.
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry).
- Emergencies (pandemics, natural disasters, etc.).
- Legal and regulatory changes.

**EVALUATION PROCESS:**
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on the achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

**NOTES:**

[1]The college benchmarks dual credit growth against the annual K–12 enrollment growth rate in Idaho's Region IV school districts (Region IV Enrollment vs. CSI Dual Enrollment Report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I, which aims for 90% or more of high school graduates to be funded for one or more advanced opportunities. Region IV enrollment data are sourced from the Idaho State Department of Education.

[2]The college is working to increase the immediate college-going ("go on") rate for Region IV high school graduates, including the percentage who enroll at CSI. The benchmark is based on Utah's pre-pandemic college-going rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years. Data are provided by the Idaho Office of the State Board of Education.

[3]Growth targets are based on the recent increase in interest in the trades and the impact of Idaho Launch marketing and funding. After this initial enrollment increase, the college has established a sustainable annual growth target of 3%.

[4]The college has established a goal of enrolling 4,750 non-dual credit students each semester by 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years.

[5]The college has established a goal of reaching 5,126 FTE by Fall 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II: 60% or more of high school graduates enroll in college within one year, and 80% or more within three years.

[6]The FY25 benchmark for first-time, full-time, degree-seeking students is a stretch goal based on CSI's student retention initiatives and the performance of Amarillo College (TX), one of CSI's peer institutions with exemplary retention. CSI's peer institutions have an average retention rate of 58%. The FY30 benchmark aligns with the Idaho State Board of Education's Goal 3.A.I: 75% or more of students retained to the second year. Reported data reflect the cohort that entered one year before the fiscal year (e.g., FY25 reflects the Fall 2022 cohort).

[7]CSI uses a co-requisite remediation model that places students directly into college-level English and math gateway courses while providing a one-credit support course when needed. Placement is based on high school GPA, college entrance exam scores, and/or ISAT results. As fewer students are placed into remediation, English and math remediation benchmarks reflect this decline. Gateway math completion benchmarks reflect CSI's commitment to helping students complete these foundational courses as quickly as possible. The FY31 benchmarks align with the Idaho State Board of Education's previous statewide goal.

[8] This benchmark is based on recent improvements in completion rates, CSI's student success initiatives, and the exemplary performance of Hutchinson Community College, one of CSI's benchmark institutions. CSI's peer institutions have an average 150% time-to-completion rate of 37%. This measure supports the Idaho State Board of Education's Goal 3.B.I of a 50% completion rate. CSI has established a benchmark for the 150% time-to-completion rate but not the 100% rate because comparable peer data are unavailable. However, CSI has already exceeded the State Board's 30% goal for 100% time-to-completion.

[9]Benchmarks are based on targets previously established by the Idaho State Board of Education and measure the number of certificates and degrees awarded each year, rather than the number of individual graduates.

[10]Because students who complete 30 or more credits per year are more likely to persist and complete a certificate or degree, the college is working to increase the number of students reaching this milestone. This measure supports the Idaho State Board of Education's Goal 3.A.II (55% or more per year).

[11]The college is reducing excess credits at graduation through improved advising and focused graduation plans.

[12]CSI research shows that high school GPA is the strongest predictor of college success for entering students. To address completion challenges and reduce achievement gaps, the college tracks the success of students entering with lower high school GPAs and directs targeted support services to these students. Due to a recent Student Information System conversion, CSI is temporarily unable to accurately access high school GPA data. Tracking will resume once the system transition is complete.

[13]This benchmark is based on the average placement rate from the past four years (Source: Idaho CTE Follow-Up Report).

[14]The college is working to better support students who plan to transfer after graduation. Data reflect the entry cohort three years prior to the fiscal year (e.g., FY25 reflects the Fall 2022 cohort).

**Answers to Clarification Questions**

## Strategic Plan Updates & Metrics

### Student Access

CSI's enrollment growth is driven by coordinated efforts to expand higher education participation across the Magic Valley. These include strong K–12 and community partnerships, expanded dual credit opportunities, and close collaboration with regional school districts, employers, and community organizations.

The college is also increasing outreach to underserved populations and adult learners through flexible pathways such as expanded online offerings, short-term credentials, and apprenticeship programs that provide accessible entry points into higher education and clear progression into degree programs.

### Student Retention

CSI's "15 to Finish" initiative has increased the number of students completing 30 or more credits annually. To sustain this progress, the college has strengthened advising and academic planning through more proactive support, improved degree planning tools, and streamlined administrative processes.

Additional efforts include promoting appropriate full-time enrollment, expanding summer offerings, and aligning course schedules with student needs to reduce barriers to timely progression.

### Student Success

CSI's student success strategy focuses on improving completion rates through structured academic pathways, proactive advising, clear program maps, and expanded transfer and career planning services.

Key supports include the Work-Based Learning Center, which provides internships, resume support, interview preparation, career coaching, and employer connections. The Bridge to Success program offers intensive advising and academic support for incoming students with lower GPAs, supplemented by tutoring services available to all students.

CTE programs also use cohort-based models that strengthen peer and faculty engagement, fostering belonging and improving completion outcomes.

**Performance Measure Analysis**

**3.1.2 – Graduation Rate**

CSI appreciates alignment with the State Board of Education (SBOE) strategic plan while recognizing its strong historical performance. The college consistently exceeds the current state expectation of a 30% completion rate within 100% of normal time.

When benchmarked against peer institutions using a 150% time standard—where CSI's 37% completion rate is considered strong performance—the college continues to evaluate whether a higher institutional benchmark is appropriate as additional comparative data becomes available.

**Students Completing 30+ Credits Per Year**

The increase in this metric since FY2022 reflects successful momentum strategies. By emphasizing the financial and academic benefits of completing 30 credits annually—supported by proactive advising, optimized scheduling, and expanded summer enrollment—CSI has accelerated student progress toward on-time completion.

**1.1.2 – Region IV College-Going Rates**

CSI is advancing this goal through strengthened college readiness and postsecondary awareness efforts with Region IV counselors and administrators. Strategies include expanded dual credit access, career pathway exploration, high school outreach, Instant Enrollment and advising sessions, financial aid awareness campaigns, and summer bridge and transition programs. Targeted communication efforts continue to engage students and families.

**1.3.1 – Non-Dual Credit Enrollment**

CSI's non-dual credit enrollment strategy leverages regional population growth, workforce demand, and targeted recruitment. Planned efforts will focus on adult learners (age 25+) by promoting re-entry pathways and career advancement opportunities.

Support services are provided through the Center for New Directions, which assists single parents and non-traditional students with advising and wraparound resources. These

efforts are complemented by expansion of high-demand workforce programs, career technical education, and flexible online course delivery.

### 3.2.1 – Retention and Graduation of Students with GPAs ≤ 3.0

CSI recognizes that students entering college with lower high school GPAs may require additional academic and personal support to persist and succeed. This measure reflects the institution's commitment to equal opportunity and student achievement for all learners. Strategies supporting these students include co-requisite academic support, intrusive advising (through Bridge to Success) , tutoring, early intervention systems, first-year experience programming, and increased coordination between instructional and student affairs teams. CSI believes this metric provides a meaningful way to assess institutional effectiveness in supporting students who may face greater barriers to completion.

| Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan | State Board of Education Goals | | |
|---|---|---|---|
| | *Goal 1: EDUCATIONAL READINESS* | *Goal 2: EDUCATIONAL ACCESS* | *Goal 3: EDUCATIONAL ATTAINMENT* |
| College of Southern Idaho Goals and Objectives | | | |
| ***GOAL #1: STUDENT ACCESS*** | | | |
| ***Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.*** | | | |
| Objective 1.1: Collaborate with K-12 partners to increase participation in higher education. | | ✓ | |
| Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs. | | ✓ | |
| Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve. | | ✓ | |
| ***GOAL #2: STUDENT RETENTION*** | | | |
| ***Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.*** | | | |
| Objective 2.1: Establish robust systems and processes that support student retention. | | | ✓ |
| Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully. | | | ✓ |
| ***GOAL #3: STUDENT SUCCESS*** | | | |
| ***Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.*** | | | |
| Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion. | | | ✓ |
| Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all. | | | ✓ |
| Objective 3.3: Provide a quality education that prepares graduates for post-graduation success. | | | ✓ |

COLLEGE OF WESTERN IDAHO

# Strategic Plan

2027-2031

## MISSION STATEMENT

**College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.**

## VISION STATEMENT

**The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.**

# STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

## Student Access

Measured by student enrollment as reported on the PSR-1 Annual Report.

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| **Student Enrollment** | **FY22** (2021-2022) | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY27** (2026-2027) | **FY31** (2030-2031) |
| Total Student Headcount | **21,132** | **21,358** | **21,945** | **23,528** | **25,480** | **28,030** |
| Total Student FTE | **6,470** | **6,411** | **6,635** | **7,150** | **NA** | **NA** |

*Total student headcount and FTE sourced from the Idaho State Board of Education PSR 1 Annual Enrollment Report, which includes only credit student headcounts.*

## Student Retention

Measured by the percentage of first-time, full-time degree/certificate-seeking students that are retained the following fall, as reported in the IPEDS Fall Enrollment survey.

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| | **FY22** (Fall 2020 Cohort) | **FY23** (Fall 2021 Cohort) | **FY24** (Fall 2022 Cohort) | **FY25** (Fall 2023 Cohort) | **FY27** (Fall 2025 Cohort) | **FY31** (Fall 2029 Cohort) |
| First-Time, Full-Time Fall-to-Fall Retention Rate | **57%** | **57%** | **63%** | **66%** | **66%** | **73%** |

*IPEDS retention rate measures the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following fall.*

## Student Success

Measured by the percentage of first-time, full-time degree/certificate-seeking students that graduated within 150% of time, as reported in the IPEDS Graduation Rates survey.

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| | **FY22** (Fall 2019 cohort) | **FY23** (Fall 2020 cohort) | **FY24** (Fall 2021 cohort) | **FY25** (Fall 2022 cohort) | **FY27** (Fall 2024 Cohort) | **FY31** (Fall 2028 Cohort |
| Percent of first-time, full-time students graduating within 150% of time | **27%** | **27%** | **31%** | **36%** | **37%** | **42%** |

*IPEDS graduation rate measures full-time, first-time degree or certificate seeking students who completed their program within 150% of normal time (i.e., for a two-year associate's degree, 150% of normal time would be completing in three years).*

## Student Affordability

Measured by CWI's IPEDS Average Net Price compared to Idaho Public 4-Year institutions in the CWI service area.

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| **CWI IPEDS Average Net Price is 50% or less than the IPEDS Average Net Price at Idaho public universities in service area (ISU, BSU, U of I)** | **FY22** | **FY23** | **FY24** | **FY25** | **FY27** | **FY31** |
| CWI IPEDS Average Net Price | **$7,694** | **$7,880** | **$7,208** | **$7,784** | | |
| ISU, BSU, and U of I IPEDS Average Net Price (average) | **$14,758** | **$15,034** | **$15,256** | **$16,289** | | |
| CWI IPEDS Average Net Price as a percentage of Idaho Public Universities in service area (ISU, BSU, U of I) | **52%** | **52%** | **47%** | **48%** | **≤50%** | **≤50%** |

*IPEDS Average Net Price is the average yearly price charged to first-time, full-time degree/certificate-seeking undergraduate students receiving student aid after deducting such aid.*

# CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

## Transfer Rate

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| | **FY22** (2021-2022) | **FY23** (2022-2023) | **FY24** (2023-2024) | **FY25** (2024-2025) | **FY27** (2026-2027) | **FY31** (2030-2031) |
| Percent of students who enroll at a 4-year institution within one year of attaining a CWI credential | **56%** | **52%** | **53%** | **55%** | **≥61%** | **≥61%** |

*Transfer rate measures the percentage of CWI Academic Transfer graduates that transferred to a 4-year institution within one year of attaining a CWI credential.*

## Job Placement Rate

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| **Work-based Learning Center Job Placement Rate** | **FY22** | **FY23** | **FY24** | **FY25** | **FY27** | **FY31** |
| % of graduates reporting they are employed, continuing education, or enlisted on the post-graduation survey | **59%** | **87%** | **88%** | **88%** | **93%** | **97%** |

*Positive Job Placement is defined as the percentage of graduates that were employed, continuing education, or enlisted in the military at the time of completing the survey. The post-graduation survey is conducted for 6 months after graduation. The survey response rate in FY25 was 51%.*

## Program Completions Associated with High-Wage / High-Demand Jobs

| | | | | | Benchmark | Benchmark |
|---|---|---|---|---|---|---|
| | **FY22** | **FY23** | **FY24** | **FY25** | **FY27** | **FY31** |
| % of graduates completing programs associated with high-wage/high-demand jobs | **72%** | **73%** | **75%** | **74%** | **78%** | **86%** |

*High-wage/high-demand jobs list sourced from the Idaho Department of Labor Statewide Occupational Projections, Idaho Hot Jobs 2020-2030.*

## Key External Factors

There are a number of key external factors that can have a significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Thirty-five percent of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. It is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community.
- Economy. Current economic conditions and workforce demand continue to influence enrollment patterns across higher education. Trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.

# North Idaho College

2027 - 2031
Strategic Plan

| OUR MISSION |
| --- |
| North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning. |

| OUR VISION |
| --- |
| As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves. |

**OUR VALUES**
*North Idaho College is dedicated to these core values that guide its decisions and actions.*

| | |
| --- | --- |
| Student Success | A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life. |
| Educational Excellence | High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes. |
| Community Engagement | Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs. |
| Stewardship | Economic and environmental sustainability through leadership, awareness and a responsiveness to changing community resources. |
| Diversity | A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency. |

## STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

The following measures, established by the Idaho State Board of Education, are highlighted on this page to make them easier to locate. Each of these measures are also included in the body of the plan.

Student Access: Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. [CCM 279] ^

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| Annual Headcount | 5,470 | 5,054 | 5,710 | 5,905 | 5,824 | 6,304 |
| Annual FTE | 2,593 | 2,386 | 2,683 | 2,836 | 2,737 | 2,962 |

^ Statewide Performance Measure
See also Goal 1: Measure 1.4
Benchmark reflects continued sustainable growth in annual credit enrollment and FTE at 2% per year based on college initiatives.

Student Retention: Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [CCM 025] ^

| | FY 2023 Fall 2021 | FY 2024 Fall 2022 | FY 2025 Fall 2023 | FY 2026 Fall 2024 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 59.2% | 58.9% | 63.3% | 63.1% | 63.6% | 64.6% |

^ Statewide Performance Measure
See also Goal 1: Measure 1.2
Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

Student Success: First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. [CCM 196] ~ ^

| | FY 2023 Fall 2020 | FY 2024 Fall 2021 | FY 2025 Fall 2022 | FY 2026 Fall 2023 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 35.7% | 37.5% | 35.6% | Available 12/2026 | 38.5% | 40.0% |

~ Mission Fulfillment Measure
^ Statewide Performance Measure
See also Goal 2: Measure 2.2
Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

Student Affordability: Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. [CCM 278] ^

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | $4,245 | $4,245 | $4,245 | Available 8/2026 | Remain less than WICHE state average | Remain less than WICHE state average |
| WICHE average without CA | $4,327 | $4,466 | $4,623 | ----- | | |
| NIC % of WICHE average | 98% | 95% | 92% | ----- | | |

^ Statewide Performance Measure
See also Goal 1: Measure 1.6
Benchmark based on WICHE unweighted average tuition and fees for 2-year institutions excluding CA from Tuition and Fees dashboard. Report can be found at https://www.wiche.edu/policy-research-/data-resources/tuition-fees/.

## CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

The following six measures are unique to North Idaho College and are core to the institution's operation and strategic plan. These measures are highlighted on these two pages to make them easier to locate. Each of these measures are also included in the body of the plan.

Persistence Rate: Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 272] ~

| | FY 2023 Fall 2022 | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 74.8% | 75.6% | 76.7% | Available 12/2026 | 77.2% | 79.5% |
| NCCBP Peer Group Median | 70.9% | 72.3% | 74.9% | ----- | | |

~ Mission Fulfillment Measure
See also Goal 1: Measure 1.3
Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

Dual Credit Matriculation: NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. [CCM 227]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 22.7% 2022 High School Graduates | 22.5% 2023 High School Graduates | 22.2% 2024 High School Graduates | Available 8/2026 | 25.8% | 28.8% |

See also Goal 2: Measure 2.1
This measure represents the percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. National Student Clearinghouse results are used to calculate these numbers. Numbers are as of 3/3/2026. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. Benchmark based on improving on three-year average by 1 percentage point per year based on college initiatives.

Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). [CCM 273] ~

| | FY 2023 Fall 2021 | FY 2024 Fall 2022 | FY 2025 Fall 2023 | FY 2026 Fall 2024 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 38.5% | 34.6% | 36.0% | Available 2/2027 | 36.8% | 40.2% |
| NCCBP Peer Group Median | 41.9% | 45.8% | 48.7% | ----- | | |

~ Mission Fulfillment Measure

See also Goal 2: Measure 2.3
Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. [CCM 275]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 1,189 | 1,437 | 1,485 | Available 8/2026 | 1,515 | 1,640 |

See also Goal 3: Measure 3.6
This measure aligns with NIC's goal to enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students. Benchmark reflects continued sustainable growth in internships, apprenticeships, and clinical experience opportunities at 2% per year based on college initiatives.

Total Lives Touched: Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 277] ~

| | FY 2023 2022-23 | FY 2024 2023-24 | FY 2025 2024-25 | FY 2026 2025-26 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| Total Lives Touched ** | 20,840 | 21,437 | 23,448 | Available 8/2026 | 23,917 | 25,888 |
| Credit Students | 5,478 | 5,060 | 5,722 | | | |
| Academic | 3,170 | 2,899 | 3,104 | | | |
| Dual Credit | 1,750 | 1,650 | 2,038 | | | |
| Career & Technical | 558 | 511 | 580 | | | |
| Non-Credit | 15,362 | 16,377 | 17,726 | | | |
| Workforce Training | 4,482 | 4,641 | 5,382 | | | |
| Area Agency on Aging | 10,406 | 11,202 | 11,806 | | | |
| Adult Education | 248 | 254 | 236 | | | |
| Head Start | 226 | 280 | 302 | | | |

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.
~ Mission Fulfillment Measure
See also Goal 4: Measure 4.2
Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). [CCM 262] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 18.1% | 17.9% | 13.6% | Available 11/2026 | 13.2% | 12.6% |
| NCCBP Peer Group Median | 11.4% | 9.8% | 10.2% | ----- | | |

~ Mission Fulfillment Measure

See also Goal 5: Measure 5.2
Lower percentiles are more desirable for this measure. Benchmark set based on moving to the 75th percentile within five years.

## GOAL 1 - STUDENTS
## Enhance Student Access and Support Services to Strengthen Student Success

### Goal 1 Objectives

- Simplify the admission process and reduce barriers making it easier to enroll.
- Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.
- Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.

### Goal 1 Performance Measures

1.1 Retention Rate: Overall credit student retention rates (fall to fall) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 271] ~

| | FY 2023 Fall 2022 | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 50.6% | 53.3% | 54.9% | Available 4/2027 | 55.8% | 58.8% |
| NCCBP Peer Group Median | 48.6% | 51.2% | 51.7% | ----- | | |

~ Mission Fulfillment Measure
Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

1.2 Student Retention: Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [CCM 025] ^

| | FY 2023 Fall 2021 | FY 2024 Fall 2022 | FY 2025 Fall 2023 | FY 2026 Fall 2024 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 59.2% | 58.9% | 63.3% | 63.1% | 63.6% | 64.6% |
| IPEDS Peer Group Median | 56.3% | 59.6% | 63.4% | ** | | |

** Peer Group Median not yet available
^ Statewide Performance Measure
Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

1.3 Persistence Rate: Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [CCM 272] ~

| | FY 2023 Fall 2022 | FY 2024 Fall 2023 | FY 2025 Fall 2024 | FY 2026 Fall 2025 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 74.8% | 75.6% | 76.7% | Available 12/2026 | 77.2% | 79.5% |

| | | | | | |
|---|---|---|---|---|---|
| NCCBP Peer Group Median | 70.9% | 72.3% | 74.9% | ----- | |

~ Mission Fulfillment Measure
Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

1.4 Student Access: Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. [CCM 279] ^

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| Annual Headcount | 5,470 | 5,054 | 5,710 | 5,905 | 5,824 | 6,304 |
| Annual FTE | 2,593 | 2,386 | 2,683 | 2,836 | 2,737 | 2,962 |

^ Statewide Performance Measure
Benchmark reflects continued sustainable growth in annual credit enrollment and FTE at 2% per year based on college initiatives.

1.5 Credit and Non-Credit Annual Enrollment: Unduplicated annual enrollment of credit and non-credit students. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 146/149]

| NIC | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| Total Credit + Non-Credit ** | 9,960 | 9,701 | 11,104 | Available 8/2026 | 11,326 | 12,260 |
| Credit Students | | | | | | |
| Academic | 3,170 | 2,899 | 3,104 | | 3,166 | 3,427 |
| Dual Credit | 1,750 | 1,650 | 2,038 | | 2,079 | 2,250 |
| Career & Technical | 558 | 511 | 580 | | 592 | 610 |
| Non-Credit Students | | | | | | |
| Workforce Training | 4,482 | 4,641 | 5,382 | | 5,490 | 5,942 |

** This measure is based on unduplicated counts at end-of-term (i.e., credit total is unduplicated and non-credit total is unduplicated); however, an unduplicated count between the two groups is not available at this time. Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

1.6 Student Affordability: Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. [CCM 278] ^

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | $4,245 | $4,245 | $4,245 | Available 8/2026 | Remain less than WICHE state average | Remain less than WICHE state average |
| WICHE average without CA | $4,327 | $4,466 | $4,623 | ----- | | |
| NIC % of WICHE average | 98% | 95% | 92% | ----- | | |

^ Statewide Performance Measure
Benchmark based on WICHE unweighted average tuition and fees for 2-year institutions excluding CA from Tuition and Fees dashboard. Report can be found at https://www.wiche.edu/policy-research-/data-resources/tuition-fees/.

## GOAL 2 - PROGRAMS
## Provide Streamlined, Flexible Pathways to Success that Empower Students to Reach their Educational Goals

### Goal 2 Objectives

- Design and implement pathways for Transfer and Career Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.
- Enhance instructional support, including tutoring, advising, and other academic resources tailored to individual learning needs.
- Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.
- Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.

### Goal 2 Performance Measures

2.1 Dual Credit Matriculation: NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. [CCM 227]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 22.7% 2022 High School Graduates | 22.5% 2023 High School Graduates | 22.2% 2024 High School Graduates | Available 8/2026 | 25.8% | 28.8% |

This measure represents the percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. National Student Clearinghouse results are used to calculate these numbers. Numbers are as of 3/3/2026. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. Benchmark based on improving on three-year average by 1 percentage point per year based on college initiatives.

2.2 Student Success: First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. [CCM 196] ~ ^

| | FY 2023 Fall 2020 | FY 2024 Fall 2021 | FY 2025 Fall 2022 | FY 2026 Fall 2023 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 35.7% | 37.5% | 35.6% | Available 12/2026 | 38.5% | 40.0% |
| IPEDS Peer Group Median | 33.8% | 33.3% | ** | ** | | |

** Peer Group Median not yet available
~ Mission Fulfillment Measure
^ Statewide Performance Measure
Benchmark based on analysis of NIC performance relative to the IPEDS peer group and advancement to the next higher key percentile.

2.3 Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). [CCM 273] ~

| | FY 2023 Fall 2021 | FY 2024 Fall 2022 | FY 2025 Fall 2023 | FY 2026 Fall 2024 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 38.5% | 34.6% | 36.0% | Available 2/2027 | 36.8% | 40.2% |
| NCCBP Peer Group Median | 41.9% | 45.8% | 48.7% | ----- | | |

~ Mission Fulfillment Measure
Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

## GOAL 3 – PARTNERS
**Expand and strengthen relationships with business, industry, educational, and community partners**

### Goal 3 Objectives

- Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.
- Strengthen partnerships with the Coeur d' Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities' educational and economic goals.
- Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.

### Goal 3 Performance Measures

3.1 Workforce Training Market Penetration: Percentage of NIC's service area population enrolled annually in non-credit courses as reported to the National Community College Benchmarking Project (NCCBP Form 14a). Headcount is unduplicated. [CCM 280] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 1.64% | 1.68% | 1.92% | Available 11/2026 | 1.84% | 2.08% |
| NCCBP Peer Group Median | 0.92% | 0.85% | 0.67% | ----- | | |

~ Mission Fulfillment Measure
NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

3.2 Cultural Activities Market Penetration: Community participation in cultural activities held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). Cultural Activities participation counts are duplicated and may include, but are not limited to, exhibits, performances, dance, and music activities. Summer Theater rehearsals are not included. [CCM 264] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 14.44% | 15.61% | 11.54% | Available 11/2026 | 15.92% | 16.40% |
| NCCBP Peer Group Median | 2.60% | 3.50% | 2.41% | ----- | | |

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark reflects continued sustainable growth in cultural activities attendance at 1% per year based on college initiatives.

3.3 Sporting Events Market Penetration: Community participation in intercollegiate sporting events held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [CCM 265] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 7.19% | 5.95% | 3.19% | Available 11/2026 | 6.15% | 6.45% |
| NCCBP Peer Group Median | 2.72% | 1.82% | 2.18% | ----- | | |

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

3.4 Public Meetings Market Penetration: Community participation in public meetings held at the institution by non-college organizations as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [CCM 266] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 2.81% | 4.87% | 3.84% | Available 11/2026 | 5.55% | 6.58% |
| NCCBP Peer Group Median | 4.25% | 4.08% | 4.15% | ----- | | |

~ Mission Fulfillment Measure

NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

3.5 Industry Partners: Number of industry partners in NIC's service area that were established or maintained. [CCM 274]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 46 | 39 | 42 | Available 8/2026 | 43 | 46 |

NIC's Service area (also known as region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. This measure aligns with NIC's goal to expand and strengthen relationships with business, industry, educational, and community partners. Benchmark reflects continued sustainable growth in relationships with industry partners at 2% per year based on college initiatives.

3.6 Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. [CCM 275]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 1,189 | 1,437 | 1,485 | Available 8/2026 | 1,515 | 1,640 |

This measure aligns with NIC's goal to enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students. Benchmark reflects continued sustainable growth in internships, apprenticeships, and clinical experience opportunities at 2% per year based on college initiatives.

## GOAL 4 – SYSTEMS
## Create a Unified Educational System Among the College and its Centers

### Goal 4 Objectives

- Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.
- Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.

### Goal 4 Performance Measures

4.1 Region 1 High School Market Share: Enrollment by high school as a percentage of the combined senior classes in that county. [CCM 276] ~

| | FY 2023 Fall 2023 | FY 2024 Fall 2024 | FY 2025 Fall 2025 | FY 2026 Fall 2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 12.8% | 12.9% | 14.2% | Available 1/2027 | 13.9% | 15.4% |

~ Mission Fulfillment Measure

Benchmark reflects continued sustainable growth in the percentage of students in Region 1 who attend NIC. Benchmark set to improve market share by county at .5 percentage points per year based on college initiatives.

4.2 Total Lives Touched: Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts. [CCM 277] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| Total Lives Touched ** | 20,840 | 21,437 | 23,448 | Available 8/2026 | 23,917 | 25,888 |
| Credit Students | 5,478 | 5,060 | 5,722 | | | |
| Academic | 3,170 | 2,899 | 3,104 | | | |
| Dual Credit | 1,750 | 1,650 | 2,038 | | | |
| Career & Technical | 558 | 511 | 580 | | | |
| Non-Credit | 15,362 | 16,377 | 17,726 | | | |
| Workforce Training | 4,482 | 4,641 | 5,382 | | | |
| Area Agency on Aging | 10,406 | 11,202 | 11,806 | | | |
| Adult Education | 248 | 254 | 236 | | | |
| Head Start | 226 | 280 | 302 | | | |

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.
~ Mission Fulfillment Measure
Benchmark reflects continued sustainable growth at 2% per year based on college initiatives.

## GOAL 5 - INFRASTRUCURE
## Achieve Organizational Efficiency and Effectiveness by Fostering a Dynamic College Environment that Invests in Employees, Facilities, and Technologies to Support Student Success

**Goal 5 Objectives**

- Review and update NIC's compensation to ensure competitiveness and alignment with industry standards while incentivizing and encouraging employee development.
- Ensure effective and efficient resource allocation to support strategic plan objectives.
- Align common campus measures to the strategic plan objectives and action plans and improve data reporting capabilities for the college.
- Identify opportunities to modernize campus technology solutions that promote automation, process improvement and integration.
- Ensure campus facilities support and encourage learning and collaboration.
- Expand access to housing and resources by working with community partners to address student needs for affordable housing, transportation, and other essential services and ensure they have the support necessary to succeed.

**Goal 5 Performance Measures**

5.1 Composite Financial Indicator Score: As reported to the National Community College Benchmarking Project (NCCBP Form 22). [CCM 169] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 6.47 | 6.25 | 5.09 | Available 4/2027 | 6.40 | 6.63 |
| NCCBP Peer Group Median | 6.58 | 5.97 | 6.80 | ----- | | |

~ Mission Fulfillment Measure

The CFI is a financial measurement of an institution's health and is a blend four core ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio and Viability Ratio. The range for CFI is from -4 to 10. A score of 3 or higher represents a relatively strong financial position and indicates that an institution is in a position to direct institutional resources to allow transformation. Benchmark based on analysis of NIC performance relative to the NCCBP peer group and advancement to the next higher key percentile.

5.2 Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). [CCM 262] ~

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | 18.1% | 17.9% | 13.6% | Available 11/2026 | 13.2% | 12.6% |
| NCCBP Peer Group Median | 11.4% | 9.8% | 10.2% | ----- | | |

~ Mission Fulfillment Measure

Lower percentiles are more desirable for this measure. Benchmark set based on moving to the peer group max within five years.

5.3 Year to Year Deferred Maintenance: Dollar amount invested in deferred maintenance projects. The college sets an annual target for the investment of funds for deferred maintenance projects. [CCM 171]

| | FY 2023 2022-2023 | FY 2024 2023-2024 | FY 2025 2024-2025 | FY 2026 2025-2026 | FY 2027 Benchmark | FY 2031 Benchmark |
|---|---|---|---|---|---|---|
| NIC | $270,539 | $184,700 | $170,357 | Available 12/2026 | $231,900 | $231,900 |

Benchmark set to reflect the current annual budget for deferred maintenance.

## Key External Factors

- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

## Details of Implementation

The North Idaho College Strategic Plan is a comprehensive document that will guide the institution over the next five years as it fulfills its mission and vision, meeting the needs of its students and community. The Strategic Plan reflects NIC's mission, vision, and values, and provides direction for long-term success. It was developed collaboratively among the many NIC stakeholders and articulates broad, overarching goals for the future.

The Strategic Plan was created after a comprehensive planning process that involved analyzing internal and external data and gathering feedback from diverse groups such as faculty, staff, students, administrators, and community representatives. A dedicated Strategic Planning Steering Committee (SPSC) convened regularly to examine data trends, planning assumptions, stakeholder input, as well as challenges and opportunities for North Idaho College over the next five years.

# Medical Education

## Combined Strategic Plan — 2027–2031

*Consolidated report of Idaho's state-supported health profession education programs*

**Graduate Medical Education:**

- Full Circle Health — Family Medicine residencies (Boise, Caldwell, Magic Valley, Nampa), Pediatrics Residency of Idaho, and eight fellowship programs
- EIRMC Graduate Medical Education (HCA Healthcare/Eastern Idaho Regional Medical Center) — Internal Medicine, Family Medicine, and Psychiatry residencies
- University of Washington Boise Internal Medicine — Internal Medicine residency and Preliminary Year Internship Program
- University of Washington Boise Psychiatry — Psychiatry residency
- University of Utah/Idaho State University Rural Psychiatry Track — Psychiatry residency, including Idaho's only Child Psychiatry training option
- Idaho State University – Family Medicine Residencies in Pocatello, Rexburg and Rupert and four fellowship programs
- Kootenai Medical Center – Family Medicine Coeur d'Alene and two fellowship programs
- Mountain States Institute for GME and Research (MSI)–Saint Alphonsus — Nampa Family Medicine residency (first class July 2025)

**Other Medical Education or Health Care Education Programs:**

- Idaho Dental Education
- WIMU Veterinary Education
- WWAMI Medical Education
- University of Utah Medical Education

## Graduate Medical Education: Mission & Vision Statement

Mission: Idaho's graduate medical education programs train competent, compassionate physicians equipped for full-scope practice, with an emphasis on serving the rural, underserved, and vulnerable communities of Idaho and the surrounding region.

Vision: A healthy, thriving Idaho in which every community has access to high-quality physician care, sustained by a robust in-state physician training pipeline that recruits outstanding trainees, delivers exceptional education, and retains graduates to practice in Idaho.

## Program Description

Idaho's state-supported GME system spans six sponsoring institutions delivering residency training in Family Medicine, Internal Medicine, Pediatrics, and Psychiatry, along with fellowship training in Sports Medicine, HIV/Viral Hepatitis, Geriatrics, Obstetrics, Rural Medicine, Primary Care Psychiatry, Faculty Development, Addiction Medicine, and a planned Rural Emergency Medicine fellowship — the first of its kind in Idaho. Training sites stretch across the state, including Boise, Nampa, Caldwell, Jerome, Twin Falls, Idaho Falls, Coeur d'Alene, Pocatello, Rexburg and Rupert with rotations reaching communities such as Sandpoint, Moscow, McCall, Fruitland, and Hailey. Programs emphasize broad-spectrum and rural practice, integrated behavioral health, and service to underserved populations, and they partner with major regional health systems including St. Luke's, Saint Alphonsus, EIRMC, the Boise VA Medical Center,

State Hospital South, Kootenai Medical Center, Portneuf Medical Center and Idaho's Federally Qualified Health Centers.

## Goal 1: Grow Idaho's GME Program Capacity

Objective: Idaho's graduate medical education programs seek to attract highly qualified physician trainees to Idaho, and the state is actively working to expand GME program capacity.

*Metric: Enrollment across all residency and fellowship programs sponsored by each institution.*

| Sponsoring Institution | FY22 (2021-22) | FY23 (2022-23) | FY24 (2023-24) | FY25 (2024-25) | FY27 Target | FY31 Target |
|---|---|---|---|---|---|---|
| **Total Residents and Fellows in Idaho GME** | **178** | **191** | **204** | **216** | **299** | **389** |

*The FY27 and FY31 benchmarks reflect each institution's planned expansion.*

## Goal 2: Increase Residency Fill Rate

Objective: Idaho GME programs compete nationally to attract top physician trainees and fill all available residency and fellowship positions.

*Metric: Weighted average of the percentage of approved residency and fellowship positions filled (positions filled ÷ total approved positions), reported by program.*

| Program — Fill Rate | FY22 (2021-22) | FY23 (2022-23) | FY24 (2023-24) | FY25 (2024-25) | FY27 Target | FY31 Target |
|---|---|---|---|---|---|---|
| Unweighted Average Fill Rate | 95% | 96% | 97% | 96% | 98% | 100% |

*Programs set their benchmarks by studying historic trends and setting a reasonable benchmark.*

## Goal 3: Ensure Educational Quality

Objective: Idaho's graduate medical education programs are committed to producing fully competent physicians, and board certification serves as the primary quality indicator for this commitment.

*Metric: The average for specialty board certification pass rate for program graduates*

| Program — Board Pass Rate | FY22 (2021-22) | FY23 (2022-23) | FY24 (2023-24) | FY25 (2024-25) | FY27 Target | FY31 Target |
|---|---|---|---|---|---|---|
| Board Pass Rate, Averaged | 100% | 100% | 100% | 100% | 80% | 100% |

*A pass rate of 80% is the historical floor set by the State Board of Education GME committee, and most Idaho programs sustain first-attempt pass rates at or near 100%.*

## Goal 4: Increase Idaho Physician Placement (Graduate Retention Rate)

Objective: Idaho's graduate medical education programs are designed with the explicit goal of building and sustaining the state's physician workforce by encouraging trained physicians to practice in Idaho communities upon completion of residency.

*Metric: Average percent of program graduates practicing in Idaho within one year of completing training*

| Program — Idaho Retention | FY22 (2021-22) | FY23 (2022-23) | FY24 (2023-24) | FY25 (2024-25) | FY27 Target | FY31 Target |
|---|---|---|---|---|---|---|
| 48% | 48% | 50% | 52% | 49% | 50% | 54% |

*Targets reflect the historical benchmarks set by the SBOE GME subcommittee (≥30–40% depending on specialty), with several institutions setting more ambitious internal goals of 50–75%.*

## Key External Factors

The following factors, identified across institutional submissions, may impact the ability of Idaho's GME programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Physician shortage and faculty capacity.** Idaho ranks 50th in the nation in physicians per capita. The resulting scarcity of clinical supervisors, subspecialists, and training sites constrains both program growth and educational capacity statewide.
- **National specialty pipeline trends.** The 2026 national Family Medicine match fill rate declined to 83.6%, with 899 positions unfilled — the lowest of any primary care specialty. The number of medical students choosing primary care specialties is beyond program control.
- **Low national interest in certain fellowships.** Nationally, Addiction Medicine drew only 201 applicants for 271 fellowship positions, and roughly half of programs nationwide did not fill. Idaho's fellowship fill targets are constrained accordingly.
- **Compensation, cost of living, and practice environment.** Graduate retention is influenced by Idaho's cost of living, salaries and benefits offered relative to competing states, the availability of loan repayment programs, and the ability to practice full-scope family medicine under Idaho law.
- **Behavioral health system constraints.** Idaho has the fewest psychiatrists per capita in the nation and the lowest per capita state spending on mental health, limiting supervisory capacity and training sites for psychiatry programs.
- **Fellowship out-migration.** A meaningful share of internal medicine graduates pursue subspecialty fellowship training, much of it out of state, which depresses one-year in-state placement rates even when graduates ultimately return to Idaho.
- **New program ramp-up.** New and expanding programs (MSI–Saint Alphonsus, EIRMC Psychiatry, Full Circle Pediatrics, planned Rural Emergency Medicine fellowship) depend on faculty recruitment, preceptor willingness to teach atop clinical duties, and sustained institutional and state support.

## Idaho Dental Education Program (Idaho State University)

Vision: The Idaho Dental Education Program envisions an elite educational program, graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Mission: The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. The program provides Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. Graduates will possess the ability to practice today's dentistry and the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

**Goal 1: Provide access to quality dental education for qualified Idaho residents**

Objective A: Access — Provide dental education opportunities for Idaho residents.

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 Target | FY2031 Target |
|---|---|---|---|---|---|---|---|
| **Contract for 4-year dental education for at least 8 Idaho residents** | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **Number of students enrolled in the program** | 8 | 8 | 8 | 8 | 9 | 9 | 10 |

*The program has maintained its contracted commitment of four-year dental education for at least 8 Idaho residents in every year of the reporting period, with enrollment growing to 9 students in FY2026. Benchmarks of 9 students (FY2027) and 10 students (FY2031) are dependent upon state appropriations.*

## Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **State appropriations.** The Idaho Dental Education Program's planned enrollment growth to 9 students (FY2027) and 10 students (FY2031) is explicitly dependent upon state appropriations.

## Idaho WWAMI Medical Education Program (University of Idaho)

Mission: Idaho WWAMI, housed within the University of Idaho School of Health and Medical Professions (SHAMP) in partnership with the University of Washington School of Medicine (UWSOM), is dedicated to improving the health of Idahoans through high-quality medical education, workforce development, service to rural and underserved communities, and preparation of future physicians to meet the state's healthcare workforce needs.

Vision: Idaho WWAMI will strengthen Idaho's physician workforce by preparing highly competent, ethical, community-focused physicians dedicated to serving Idaho's rural and underserved populations while advancing healthcare access, collaboration, and innovation across the state.

**Goal 1: Strengthen Idaho's Physician Workforce Pipeline**

Expand educational experiences and training opportunities that encourage Idaho students to pursue medical education and practice in Idaho, particularly in rural and underserved communities.

Objective A: Provide high-quality medical education, rural clinical experiences, and workforce pipeline opportunities through partnerships with UWSOM, Idaho healthcare systems, and community-based clinical training sites.

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 Target | FY2031 Target |
|---|---|---|---|---|---|---|---|
| **Rural Underserved Opportunities Program (RUOP) placements in Idaho (benchmark: 20 per year)** | 17 | 20 | 22 | 17 | 21 | 20 | 20 |

*The benchmark of 20 rural training placements following the first year of medical education has been met or nearly met each year of the reporting period; 21 WWAMI students completed a RUOP experience in Idaho during the most recent summer. The FY2027 and FY2031 targets sustain this benchmark.*

## Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Rural clinical site availability.** WWAMI's rural training placements rely on the continued willingness and capacity of Idaho healthcare systems and community-based clinical sites to host students, in a state ranked 50th in physicians per capita.

## Idaho WIMU Veterinary Medical Education Program (University of Idaho)

Mission: Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues — through education, research, public service, and outreach — to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Vision: To improve the health and productivity of Idaho's food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

Values: Excellence in creative instruction; open communication and innovation; individual and institutional accountability; integrity and ethical conduct; accomplishment through teamwork and partnership; responsiveness and flexibility; and individual and institutional health and happiness.

**Pillar 2: Drive Experiential Learning for All Students**

Objective B3: Build the systems to deliver 100% student participation in experiential learning. Performance measure: offer elective rotations in food animal medicine for experiential learning opportunities.

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 Target | FY2031 Target |
|---|---|---|---|---|---|---|---|
| **Number of elective food animal medicine rotations** | 13 | 13 | 8 | 12 | Available later | 10* | 8** |

** FY2027 capacity is under review following implementation of state budget cuts. ** The FY2031 figure is based on current staffing.*

## Key External Factors

The following factors, drawn from the individual program plans, may impact the ability of these programs to achieve their FY2027 and FY2031 benchmarks. Most are partially or fully beyond program control.

- **Budget cuts and staffing.** WIMU's FY2027 rotation capacity is under review following implementation of state budget cuts, and its FY2031 benchmark is based on current staffing levels — both subject to future budget and personnel decisions.

# Idaho University of Utah SFESOM Medical Education Program

Mission: Through curated curricula and meaningful multisectoral partnerships focused on addressing Idaho's most critical physician workforce needs, the Spencer Fox Eccles School of Medicine at the University of Utah (SFESOM) prepares physicians equipped to lead and serve in rural and underserved communities across Idaho.

Vision: The SFESOM will improve health outcomes and access to healthcare for all Idahoans.

**Goal 1:** Strengthen Idaho's physician workforce by preparing and supporting Idaho medical students to pursue careers in primary care and other generalist specialties, including family medicine, pediatrics, internal medicine, obstetrics / gynecology, general surgery, psychiatry, and neurology.

Objectives: A) admit 10 Idaho resident medical students per year (40 total) for a training experience based largely on the Salt Lake City campus of the SFESOM; and B) provide early and consistent exposure to Idaho-based immersive community-engaged learning experiences to guide students on the pathway to a future clinical practice in rural and other medically underserved areas in Idaho in primary care and other high-need fields.

| Performance Measure | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | FY2027 Target | FY2031 Target |
|---|---|---|---|---|---|---|---|
| **Percentage of Idaho SFESOM Graduates Matching in Primary Care or Other High-Need Specialties** | **50%** | **83%** | **40%** | **72%** | **50%** | **60%** | **70%** |

**Goal 2:** Successfully launch the SFESOM Treasure Valley Regional Campus as a four-year medical school campus in Idaho for up to 30 Idaho resident medical students per year (120 total) beginning in 2028.

Objective: Recruit, admit, and support a cohort of highly qualified Idaho resident applicants through strategic outreach and an outcomes-driven admissions approach that emphasizes students interested in practicing in Idaho following training, with phased enrollment growth toward 120 students across four years of the MD program by 2031.

| Performance Measure | FY2028 Target | FY2029 Target | FY2030 Target | FY2031 Target | FY2032 Target | FY2033 Target | FY 2034 Target |
|---|---|---|---|---|---|---|---|
| **Number of Idaho Regional Campus Students** | **0** | **30** | **60** | **90** | **120** | **120** | **120** |

# Strategic Plan FY2027-FY2031

IDAHO DEPARTMENT OF EDUCATION

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CREATED 03/07/2024, REVISED 07/15/2026

# MISSION · VISION · VALUES

## MISSION

To support Idaho students, educators, and school leaders with the tools and resources needed to achieve academic excellence through strategic thought, leadership, and policy alignment.

## VISION

All Idaho students have access to a high-quality education that prepares them for their future with skills and job readiness to become engaged, successful citizens.

## VALUES

### Listen with intention.

Engage students, educators, school leaders, families, communities, and policymakers with purpose and respect.

### Lean into collaboration.

Work across programs, schools, agencies, and communities to solve problems and support student success.

### Lead with integrity.

Make decisions transparently, responsibly, and in alignment with Idaho students and taxpayers.

# GOALS

**Strategic goals, objectives, performance measures, baselines, and benchmarks**

## GOAL 1: MODERNIZING EDUCATION FUNDING

**Funding schools in a way that better reflects student needs and local realities**

**WHY IT MATTERS**

Modernizing education funding is central to helping Idaho schools meet student needs while reducing pressure on local communities. This goal focuses on updating the K–12 funding formula, better aligning state funding with actual costs, increasing flexibility, and reducing reliance on supplemental levies.

**OBJECTIVE**

Modernize Idaho's K–12 funding formula to support student characteristics and classroom needs, increase flexibility in the use of state and federal funds, and reduce gaps between state formula-generated funding and actual school expenditures.

| | | | |
|---|---|---|---|
| **$100M** Special Education Funding Gap in 2025/2026 | **$157.5M** Supplemental Levies Levied to Taxpayers in 2025 | **50%+** State Funds Targeted through Weighted Per-Student Formula by FY 2030 | **0** Current Identified Flexibility Instances in Special Distributions and Federal Funds |

PERFORMANCE MEASURE 1

## Modernize the Funding Formula and Reduce Key Funding Gaps

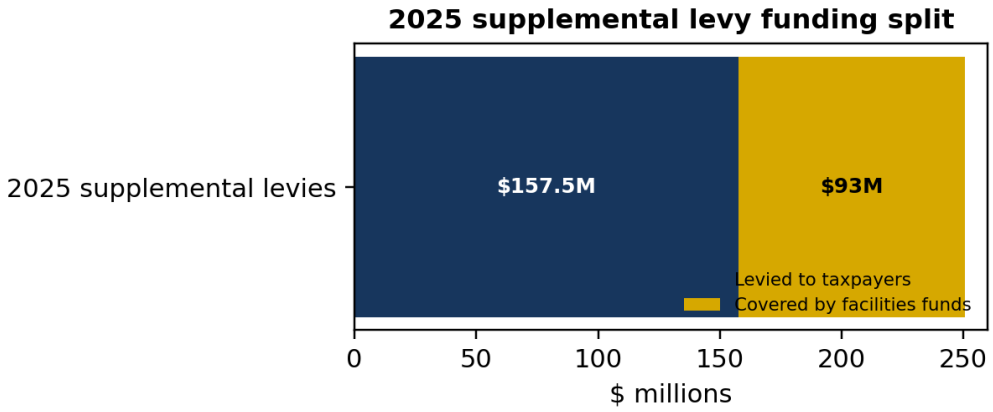
**PERFORMANCE MEASURE**

Revise Idaho's 1994 K-12 funding formula to fund schools based on the types of students they serve while reducing the funding shortfall between what school districts and charter schools are spending on supporting student learning and the amount received from state funding.

**BASELINES AND BENCHMARKS**

The table below organizes the three current baseline/benchmark pairs for this measure:

| Focus area | Baseline | Benchmark |
|---|---|---|
| Formula Structure | Idaho's existing funding formula for state funding is operations-based and distributed to schools based on support/classroom units, which includes salary-based apportionment with several special categorical distributions. | Incorporate into Idaho's K-12 funding formula a weighted per-student component that directs over 50% of state funds to schools based on student characteristics and needs by FY 2030. |
| Special Education Gap | Idaho's K-12 funding formula underfunded actual special education costs for districts and public charter schools by $100 million in SY 2025-2026, which required districts and charter schools to use local operating dollars to cover these costs. | Ensure that the K-12 funding formula update reduces this gap by at least $75 million by FY 2030. |
| Supplemental Levies | Idaho voters approved $250.5 million in supplemental levies for tax year 2025. Idaho's public school districts levied taxpayers for $157.5 million of this amount. The difference of $93 million was paid with school district facilities funds distributed per Idaho Code 33-911 instead of being levied to taxpayers. | Reduce the number of supplemental levies pursued by school districts by 25% by FY 2031. |




*2025 levy picture*

**AT A GLANCE**

**Modernization is about both fairness and flexibility.**

This measure updates the structure of the formula, reduces a major special education cost gap, and lowers reliance on local supplemental levies.

**PERFORMANCE MEASURE 2**

## Increase Funding Flexibility for School Districts and Charter Schools

**PERFORMANCE MEASURE**

Number of instances of increased flexibility language added for special distributions and federal dollars.

**BASELINE**

There are currently no identified instances of flexibility in special distributions and federal funds for school districts and charter schools.

| Funding area | Current baseline | Benchmark |
|---|---|---|
| Federal funding provisions | 0 identified flexibility instances | Add at least two new instances of flexibility for federal funding provisions by FY 2031. |
| State funding special distributions | 0 identified flexibility instances | Add at least two new instances of flexibility for state funding special distributions by FY 2031. |

**AT A GLANCE**

**Local flexibility is currently at zero identified instances.**

This measure aims to create at least two new flexibility provisions in both federal and state funding categories by FY 2031.

# GOAL 2: IMPROVED STUDENT ACHIEVEMENT

**Improving literacy and statewide academic proficiency**

**WHY IT MATTERS**

Student achievement is a core measure of whether Idaho students are gaining the skills they need for future success. This goal focuses on early literacy, statewide English language arts (ELA), statewide mathematics proficiency, and targeted support for schools.

**OBJECTIVE**

Improve student achievement by increasing K-3 reading proficiency and statewide ELA and mathematics proficiency through targeted instructional support, early literacy initiatives, and school improvement efforts.

| 65.7% | 66.5% | 71.0% |
|---|---|---|
| **2023 Idaho Reading Indicator proficiency** | **2024 Idaho Reading Indicator proficiency** | **2025 Idaho Reading Indicator proficiency** |

**PERFORMANCE MEASURE 1**

## Increase K-3 Reading Proficiency

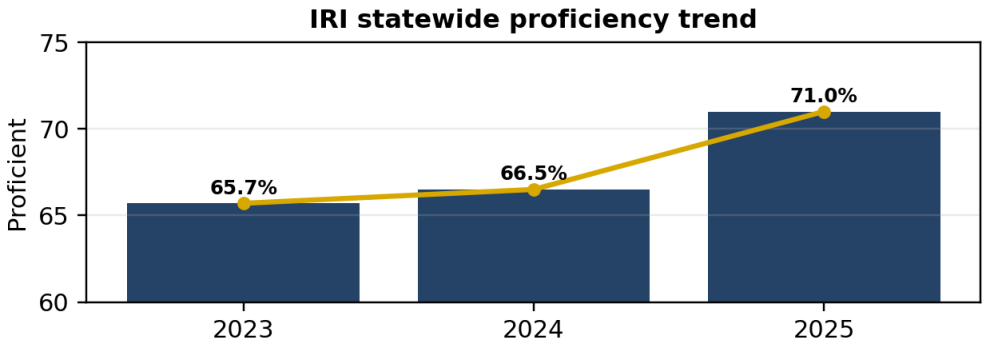
**PERFORMANCE MEASURE**

Percentage of K-3 students scoring "Proficient" on the Idaho Reading Indicator (IRI).

**BASELINE**

Because of the change in assessment vendor for the SY 2025/2026 administration of the IRI, a new baseline will be established using spring IRI results. Historical statewide proficiency rates are shown below for context.

| IRI year | Statewide proficiency |
|---|---|
| 2023 | 65.7% |
| 2024 | 66.5% |
| 2025 | 71.0% |




**BENCHMARK**

Increase the percentage of K-3 students scoring "Proficient" on the IRI by 2% annually beginning with the 2026/2027 school year to 2031.

**AT A GLANCE**

**Early literacy is the foundation.**

Idaho's IRI proficiency increased from 65.7% in 2023 to 71.0% in 2025. A new baseline will be set using spring 2026 results.

**PERFORMANCE MEASURE 2**

## Increase ELA and Mathematics Proficiency

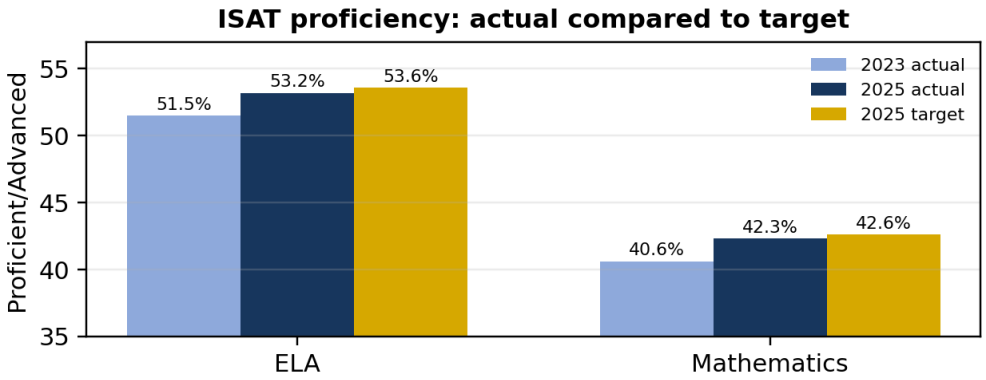
**PERFORMANCE MEASURE**

Percentage of students scoring "Proficient" as measured by the Idaho Standards Achievement Test (ISAT).

**BASELINE**

The baseline includes both school support activity and statewide proficiency rates. The table separates the support structure from the academic results, and the chart compares actual proficiency to the 2025 target.

| Baseline area | Data point |
|---|---|
| Regional Math Centers Support | 40 schools supported regularly in 2025/2026 |
| Continuous School Improvement | 40 schools identified for CSI in 2025/2026 |
| Spring 2023 ELA Proficiency | 51.5% |
| Spring 2023 Mathematics Proficiency | 40.6% |
| Spring 2025 ELA Actual/Target | 53.2% actual / 53.6% target |
| Spring 2025 mathematics Actual/Target | 42.3% actual / 42.6% target |




**BENCHMARK**

The IDE's long-term goal for ELA and mathematics is to increase the percentage of students in the "All Students" group scoring "Proficient" or "Advanced" on the ISAT by 10% by 2031.

**AT A GLANCE**

**The statewide target is steady annual growth.**

The Idaho Department of Education's long-term goal is to increase ELA and mathematics proficiency by 10% by 2031.

# GOAL 3: POSITION IDAHO TO ATTRACT AND RETAIN EDUCATORS AND LEADERS

**Building and supporting Idaho's education workforce**

**WHY IT MATTERS**

Idaho's schools need a strong, stable educator workforce. Recruiting new educators and leaders is only part of the solution. Idaho must also support educators after they enter the profession and provide meaningful training for the school support personnel who help schools operate every day.

**OBJECTIVE**

Position Idaho to attract and retain educators and leaders by increasing recruitment into the education workforce and expanding access to mentoring, professional development, and support programs for educators and school support personnel.

**PERFORMANCE MEASURE 1**

## Grow Idaho's Educator Workforce

**PERFORMANCE MEASURE**

Number of new educators entering the Idaho school system annually.

**BASELINE**

There were 192 educators new to the Idaho school system in SY 2024/2025.

**BENCHMARK**

Increase new educators entering into the Idaho school system by 2% annually.

**AT A GLANCE**

**192 new educators entered Idaho schools in 2024/2025.**

The goal is steady annual growth to strengthen Idaho's educator pipeline.

**PERFORMANCE MEASURE 2**

## Expand Mentoring, Coaching, and Educator Support

**PERFORMANCE MEASURE**

Number of participants in Idaho Department of Education-provided mentoring, coaching, and support programs annually.

**BASELINE**

There were 3,440 participants in a Department-supported mentoring, coaching, and support program in SY 2025/2026.

**BENCHMARK**

Increase participation by 5% annually.

**AT A GLANCE**

**3,440 participants engaged in Department-supported educator supports.**

Mentoring and coaching help strengthen retention and effectiveness.

| PERFORMANCE MEASURE 3<br>**Train School Support Personnel** | AT A GLANCE |
|---|---|
| **PERFORMANCE MEASURE**<br>Number of school support personnel (non-educator staff) participating in Department-provided training annually.<br>**BASELINE**<br>There were 750 school support personnel who participated in SY 2025/2026.<br>**BENCHMARK**<br>Increase participation by 5% annually. | **750 school support personnel participated in Department-provided training.**<br>Student success depends on the full school team. |

| PERFORMANCE MEASURE 4<br>**Prepare Educators for Artificial Intelligence (AI)** | AT A GLANCE |
|---|---|
| **PERFORMANCE MEASURE**<br>Number of educators completing Department-sponsored AI training programs annually.<br>**BASELINE**<br>There were 121 educators who completed a Department-sponsored AI training program in FY 2025/2026.<br>**BENCHMARK**<br>Increase the number of educators completing Department-sponsored AI training programs to 1,800 teachers by the end of SY 2026/2027. | **From 121 to 1,800 educators trained in AI.**<br>This measure supports responsible and effective use of emerging tools in schools. |

# GOAL 4: ENSURE STUDENTS ARE CAREER AND LIFE READY

**Preparing students for success after high school**

**WHY IT MATTERS**

Idaho students need more than a diploma. They need consistent attendance, strong graduation outcomes, career-connected learning, high-quality advising, civic preparation, and financial and digital literacy to be ready for life after high school.

**OBJECTIVE**

Improve student preparedness for career and life success through increased attendance, increased graduation rates, and expanded participation in advanced and career-connected learning opportunities.

PERFORMANCE MEASURE 1

## Increase Student Attendance

**PERFORMANCE MEASURE**

Increase attendance rates.

**BASELINE**

For SY 2024/2025, the attendance rate for all students was 85.4%.

**BENCHMARK**

The one-year goal for SY 2026/2027 is an attendance rate of 86.5%. The five-year goal for SY 2030/2031 is an attendance rate of 90% or higher.

**AT A GLANCE**

**Every day counts.**

Idaho's attendance rate was 85.4% in SY 2024/2025. The goal is to reach 90% or higher by SY 2030/2031.

PERFORMANCE MEASURE 2

## Increase Graduation Rates

**PERFORMANCE MEASURE**

Increased graduation rates.

**BASELINE**

The SY 2023/2024 four-year graduation rate was 82.3% and the five-year SY 2023/2024 graduation rate was 83.1%.

**BENCHMARK**

By SY 2030/2031, increase the graduation rate for both four-year and five-year cohorts to 85%.

**AT A GLANCE**

**The diploma target: 85% by SY 2030/2031.**

Idaho is working to increase both four-year and five-year graduation rates.

PERFORMANCE MEASURE 3

## Expand Advanced Opportunities and Career-Connected Learning

**PERFORMANCE MEASURE**

Percentage of students using Advanced Opportunities funding who accessed dual credit courses aligned with the General Education Matriculation (GEM) Framework, career pathway courses, or workforce certificates.

**BASELINE AND BENCHMARK**

| Area | Baseline | Benchmark |
|---|---|---|
| Dual credit aligned to the GEM Framework | 47.83% | Increase by 4% by SY 2030/2031 |
| Career Technical Education (CTE) courses and/or workforce training certificates | 17.68% | Increase by 5% by SY 2030/2031 |
| Advanced Placement (AP)/International Baccalaureate (IB) exams | 14.29% | Increase by 2% by SY 2030/2031 |

**AT A GLANCE**

**Advanced Opportunities funding connects students to college and career pathways.**

Students use funding for dual credit, CTE, workforce certificates, and AP/IB exams.

PERFORMANCE MEASURE 4

## Build Career, Financial, and Digital Readiness

**PERFORMANCE MEASURE**

Number of students completing a career exploration course by the end of grade 8 with a "C" grade or higher, a secondary financial literacy course by the end of grade 12 with a "C" grade or higher, and a secondary digital literacy course by the end of grade 12 with a "C" grade or higher.

**BASELINE AND BENCHMARK**

| Area | Baseline | Benchmark |
|---|---|---|
| Career exploration by end of grade 8 | 8,227 students | Increase by 5% by SY 2030/2031 |
| Secondary financial literacy by end of grade 12 | 2,541 students | Increase by 5% by SY 2030/2031 |
| Secondary digital literacy by end of grade 12 | Baseline will be established in the 2025/2026 school year | Increase by 5% by SY 2030/2031 |

**AT A GLANCE**

**Life-ready skills start before graduation.**

Career exploration, financial literacy, and digital literacy prepare students for life beyond high school.

PERFORMANCE MEASURE 5

## Strengthen Career Pathway Planning

**PERFORMANCE MEASURE**

Percentage of school districts that have completed and publicly posted a Career Pathway Plan aligned to state requirements.

**BASELINE**

The baseline data will be established in SY2026/2027.

**BENCHMARK**

Increase by 5% annually through SY 2030/2031.

**AT A GLANCE**

**Clear pathways help students see what comes next.**

Career Pathway Plans connect coursework, advising, and future opportunities.

PERFORMANCE MEASURE 6

## Expand College and Career Advising

**PERFORMANCE MEASURE**

Number of designated college and career advisors/coordinators to support career pathway implementation and student advising.

**BASELINE**

For SY 2024/2025, there were 58 designated college and career advisor/coordinators.

**BENCHMARK**

Increase by 5% annually through SY 2030/2031.

**AT A GLANCE**

**58 designated advisors/coordinators supported college and career readiness in SY 2024/2025.**

The goal is continued annual growth so more students receive guidance.

PERFORMANCE MEASURE 7

## Promote Civic Readiness

**PERFORMANCE MEASURE**

Number of public high schools submitting at least one approved student candidate for the Idaho Seal of Excellence in Civics annually.

**BASELINE**

Because the Idaho Seal of Excellence in Civics has not been fully implemented statewide, the baseline data will be established during SY 2025/2026 implementation year.

**BENCHMARK**

At least 25 high schools participate, reporting at least one student earning the seal by the end of SY 2025/2026. Participation will increase by 5% annually through 2031.

**AT A GLANCE**

**Civic readiness is part of life readiness.**

The Idaho Seal of Excellence in Civics recognizes informed and engaged citizens.

# EXTERNAL FACTORS

**Conditions that may influence implementation, funding, and outcomes**

### ECONOMIC CONDITIONS

POTENTIAL IMPACT: FUNDING, WORKFORCE, LOCAL RESOURCES

State revenue, school funding levels, workforce availability, and district or charter school capacity can affect operational and staffing needs.

### STUDENT DEMOGRAPHICS

POTENTIAL IMPACT: PROGRAM DESIGN AND TARGETED SUPPORT

Population growth, geographic shifts, and changing student support needs require adaptable programs and responsive educational supports.

### DECENTRALIZED EDUCATION SYSTEM

POTENTIAL IMPACT: IMPLEMENTATION CONSISTENCY AND LOCAL CAPACITY

Idaho's 116 school districts and 82 public charter schools create variability in local priorities, capacity, and implementation practices.

### LEGISLATIVE ACTIONS

POTENTIAL IMPACT: POLICY, ACCOUNTABILITY, AND FUNDING DIRECTION

State and federal legislative decisions influence education policy, program priorities, accountability requirements, and available resources.

### STAKEHOLDER ENGAGEMENT

POTENTIAL IMPACT: PRIORITIES AND PRACTICAL IMPLEMENTATION

Educators, administrators, families, community partners, and policymakers provide feedback that shapes program design and statewide priorities.

### CONSTITUENT EXPECTATIONS

POTENTIAL IMPACT: PUBLIC TRUST AND SERVICE DELIVERY

The expectations and needs of Idaho constituents continue to shape policy decisions, educational priorities, and the delivery of services statewide.

**AT A GLANCE**

**External factors do not change the Department's goals.**

Instead, they help explain the environment in which the goals will be implemented and why flexibility, local capacity, stakeholder engagement, and legislative alignment matter.

IDAHO
Division of Career Technical Education

We prepare Idaho's youth and adults for high-skill, in-demand careers.

# Strategic Plan

FY2027—FY2031

# Agency overview

## Our mission

We connect learners with hands-on education and training to prepare them for in-demand careers and high-quality jobs that strengthen our state's workforce.

## Our vision is to be:

- A premier opportunity for youth and adults to gain real-world, workforce-ready skills.
- A bridge linking classrooms, communities, and industries across Idaho.
- A seamless talent pipeline that meets Idaho's workforce and economic needs.
- A champion for opportunity and access to high-skill, in-demand careers.

## Guiding principles

| Principle | Definition |
|---|---|
| Alignment | All education and training systems—from middle school career exploration to adult workforce training—operate as a coordinated, seamless, and easy-to-access pathway. |
| Attainment | Idaho increases completion of high-value career technical education (CTE) credentials, degrees, and industry certifications by expanding access to industry-aligned programs in high-demand sectors. |
| Readiness | Learners complete their program prepared for employment through rigorous technical training, work-based learning, and meaningful employer partnerships. |
| Efficiency | Programs deliver strong returns on investment. |
| Fiduciary responsibility | Financial oversight and resource allocation reflect the interests of Idaho's taxpayers, the Idaho Division of Career Technical Education's (IDCTE) statutory authority, and the Idaho State Board of Education's (SBOE) policy. |
| Local governance | Solutions respect local districts, colleges, and employer needs while advancing statewide priorities. |

# Goal 1: Build a fully aligned education-to-workforce system

Unify education and workforce systems into a single, employer-driven talent pipeline that spans middle school through adult workforce training, with a special emphasis on upskilling and reskilling as technology and workforce demands evolve.

## Objective A: Align CTE programs to industry standards and ensure program quality

### Performance measure I: Percent of secondary programs reviewed annually and revalidated to meet current industry standards.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 20% | 20% |

Benchmark based on revalidating program standards at least once every five years. Adoption of new technology may necessitate more frequent revalidation, depending on the significance of its impact on industry standards.

### Performance measure II: Percent of technical college programs aligned with Idaho high-need occupational areas.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| >95% | >95% |

High-need is defined using the Idaho LAUNCH in-demand careers matrix. Benchmarks reflect our mission to meet Idaho's workforce needs, while recognizing that labor market demands may shift faster than program updates.

### Performance measure III: Number of distinct secondary programs reviewed and/or visited for program quality.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 200 | 300 |

FY27 benchmark determined by averaging baseline data from FY23 and FY24; FY31 benchmark reflects a 50% increase over five years (average 10% per year).

## Objective B: Ensure all local education agencies (LEAs) can offer CTE pathway programs

### Performance measure I: Percent of eligible LEAs that offered a CTE course or program.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| Cluster: 62%<br>Pathway: 62% | Cluster: 65%<br>Pathway: 65% |

Eligible LEAs include school districts or public charter schools serving grades 7-12. Benchmarks apply a non-linear growth rate over the FY22-FY24 baseline.

### Performance measure II: Increase in rural CTE pathway program availability (pathway programs offered, dual credit participation, and work-based learning [WBL] options).

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| TBD—pending baseline data | 20% increase |

Baseline to be established in FY27 using rural LEA designation. FY31 benchmark reflects a 20% increase over baseline.

# Goal 2: Increase educational attainment through high-value CTE programs

Increase the number of Idaho residents who earn credentials that lead directly to employment in critical sectors through program expansion, educator pipeline development and support for adult learners.

## Objective A: Expand high-demand CTE programs

### Performance measure I: New or expanded high-demand programs approved and operating by FY2031.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| TBD—pending baseline data | 25 |

Contingent on funding stability.

## Objective B: Increase CTE credential and degree attainment

### Performance measure I: Percent of postsecondary concentrators who earned a recognized credential.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 42.9% | TBD |

Postsecondary concentrators are students enrolled in a CTE program who have earned at least 12 credits or completed a program encompassing fewer than 12 credits. FY27 benchmark based on the federal Perkins state-determined performance level. FY31 benchmark unavailable due to federal timeline.

### Performance measure II: Percent of CTE capstone graduates who earned the Workforce Readiness and Career Technical Education Diploma.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 85% | 90% |

Numbers reported by LEAs; may include duplicate students enrolled in multiple pathways. Benchmarks based on a non-linear growth model using trends from FY22-FY24.

### Performance measure III: Increase in postsecondary credentials issued by Idaho technical colleges.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| TBD—pending baseline data | 20% increase |

Baseline to be established using FY26 data.

## Objective C: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency

### Performance measure I: Percent of Adult Education students who attain a recognized secondary or postsecondary credential.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 25% | 35% |

A recognized credential means an industry credential that an employer requires or gives preference for entry into a job. Preliminary benchmarks; future benchmarks will be based on trend data.

### Performance measure II: Percent of GED® completers who passed the GED.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 85% | 90% |

GED completers are students who completed all four GED subtests. Benchmarks are based on exceeding the national GED pass rate.

### Performance measure III: Number of Integrated Education and Training (IET) completers.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 150 | 200 |

IET completers are individuals who enroll in a course that delivers adult education, workplace preparation, and workforce training concurrently and contextually, and, upon completion, attain an industry-recognized certificate or pass an industry-related exam. Preliminary benchmarks; future benchmarks will be based on trend data following the methodology change.

## Objective D: Support implementation of Workforce Pell Grant eligibility in collaboration with SBOE and the Idaho Workforce Development Council (WDC)

### Performance measure I: Interagency policy framework for Workforce Pell Grant eligibility developed and submitted to SBOE for adoption.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| Framework submitted | Fully adopted |

IDCTE will coordinate with SBOE and WDC to develop eligibility criteria, audit standards, and articulation frameworks consistent with federal Workforce Pell requirements. FY27 benchmark: framework submitted. FY31 benchmark: framework fully adopted and operational. Progress is contingent on federal rulemaking and SBOE policy action.

## Objective E: Strengthen the CTE educator workforce

### Performance measure I: Percent of instructors with Limited Occupational Specialist certificates who earned their Standard Occupational Specialist renewable certificate within three years (by cohort year).

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| Sec: 70% Post: 70% | Sec: 85% Post: 85% |

Preliminary benchmarks; future benchmarks will be based on trend data.

### Performance measure II: Percent of secondary CTE instructional staff who remained teaching in Idaho.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 1-Yr: 86% | 1-Yr: 90% |
| 2-Yr: 76% | 2-Yr: 80% |
| 3-Yr: 68% | 3-Yr: 72% |

Data sourced from ISEE. Two-year and three-year retention rates based on consecutive years of employment. Benchmarks based on a 1% annual increase over the FY22–24 average baseline.

# Goal 3: Strengthen workforce readiness through work-based learning and employer partnerships

Scale work-based learning, grow apprenticeship pathways, deepen employer integration and support learners in successfully transitioning to employment or further education.

## Objective A: CTE students will successfully transition from secondary to postsecondary education and the workplace

### Performance measure I: Number of students who participated in WBL or individualized occupational training courses in an approved program.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 2,584 | 2,630 |

Benchmarks based on a non-linear growth model using trends from FY22–24.

### Performance measure II: Percent of secondary concentrators who went on to postsecondary education (go-on rate).

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 35% | 40% |

Data sourced from the National Student Clearinghouse. Preliminary benchmarks; future benchmarks will be based on trend data following the methodology change.

### Performance measure III: Percent of postsecondary program completers who were positively placed.

| Benchmark FY27 | Benchmark FY31 |
|---|---|

| | |
|---|---|
| 80.7% | TBD |

A postsecondary program completer is a CTE student who received a certificate or degree defined in Board Policy III.E. Positive placement includes continued postsecondary education, advanced training, military service, a service program, or employment. Data sourced from student survey responses and the National Student Clearinghouse. FY27 benchmark based on the federal Perkins state-determined performance level; FY31 benchmark unavailable due to federal timeline.

### Performance measure IV: Percent of secondary capstone students who passed the program Technical Skills Assessment.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 74.0% | TBD |

FY27 benchmark based on the federal Perkins state-determined performance level; FY31 benchmark unavailable due to federal timeline.

### Performance measure V: Number of career technical student organization-affiliated students.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| 13,366 | 14,639 |

Benchmarks based on applying a linear growth model of 2.5%.

## Objective B: Expand employer partnerships

### Performance measure I: Increase in documented program-level employer partnerships.

| Benchmark FY27 | Benchmark FY31 |
|---|---|
| TBD—baseline data | 50% increase |

Baseline to be established in FY27 using program-level partnership documentation. FY31 benchmark reflects a 50% increase over baseline.

# Key external factors

Achieving the goals of this plan requires candid acknowledgment of the conditions that could slow or prevent progress. The following risks are assessed as of April 2026 and will be reviewed at each annual planning cycle. Mitigation strategies are embedded in the comprehensive implementation roadmap.

| Risk | Likelihood | Impact | Action |
|---|---|---|---|
| Federal funding uncertainty for WIOA or adjacent workforce programs | High | High | Build state funding case independent of federal programs; accelerate Perkins compliance to protect core allocation; diversify revenue through employer co-investment and grant development. Additional effort for adult literacy and basic education, as well as workforce training, is needed. These two areas receive the least amount of state support. |
| Limited IDCTE staffing and program capacity | Moderate–High | High | Demonstrate ROI through public dashboards; build legislative champions using employer and student |

| | | | |
|---|---|---|---|
| | | | data; prioritize staff capacity in highest-impact functions. |
| CTE educator retention rate fails to improve, constraining program expansion | Moderate | High | Accelerate the industry-to-educator pathway. |
| Cross-agency data integration delays, preventing unified reporting | Moderate–High | Moderate | Establish a shared data governance agreement and a data-sharing agreement in Year 1; identify a specific technical lead at each agency; build toward integration incrementally rather than all at once. |
| AI and technology disruption outpace curriculum update cycles | High | Moderate | Integrate AI literacy baseline across all pathways by 2028. |
| Employer partnership engagement is uneven across regions | Moderate | Moderate | Increased support for technical advisory committees; increased support and training at the LEA on how to engage and recruit industry partners. |

# Evaluation process

Objectives will be reviewed at least annually, and more frequently if data is available. The IDCTE leadership team and CTE Advisory Council will review the data for alignment with objectives and assess progress toward benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative process to support the agency's goals and objectives.

# Idaho Division of Vocational Rehabilitation (IDVR)

# Strategic Plan

# SFY 2027-2031

## Content and Format

The Strategic Plan (Plan) is divided into two primary sections describing the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR): Vocational Rehabilitation (VR) and the Council for the Deaf and Hard of Hearing (CDHH). Each program independently outlines specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals.

The IDVR Strategic Plan for SFY 2027–2031 reflects goals, objectives, and performance measures aligned with IDVR's established operating environment and ongoing focus on financial stewardship, service efficiency, and operational excellence. Updated performance measures support informed decision making and sustained service delivery while maintaining compliance with federal and state requirements. IDVR continues to work with the Rehabilitation Services Administration (RSA) on approval of updated policies and procedures and will deliver associated staff training upon receipt of formal approval. The goals and performance measures within this plan are designed to support optimal service delivery, maintain compliance, and inform decision making within this operating environment.

Performance benchmarks included in this Strategic Plan were established using a combination of historical agency performance, federally negotiated targets with RSA, statutory compliance requirements, and guidance from oversight entities such as the State Rehabilitation Council (SRC). Where baseline data are not yet available, benchmarks reflect implementation expectations and will be refined once new data are reported. Benchmarks are intended to represent achievable performance targets while maintaining compliance with federal and state requirements and supporting continuous improvement.

## Alignment with Idaho State Board of Education

IDVR aligns with the Idaho State Board of Education's strategic priorities by supporting workforce readiness and employment outcomes for individuals with disabilities, particularly students and transition-age youth. IDVR's services contribute to the development of skills, credentials, and work experiences that support successful entry into competitive integrated employment.

Through Pre-Employment Transition Services (Pre-ETS), IDVR provides eligible students with career exploration, work-based learning experiences, job readiness training, and counseling on post-secondary and employment options. These activities support informed career decision making and preparation for employment, consistent with the Board's emphasis on workforce preparation.
IDVR's Strategic Plan emphasizes responsible financial stewardship, service efficiency, and compliant service delivery to ensure sustainable access to vocational rehabilitation services. Performance measures related to credential attainment, measurable skill gains, and employment outcomes reflect IDVR's role in supporting workforce participation, while recognizing that IDVR's primary function is employment focused service delivery rather than education system oversight.

# Vocational Rehabilitation

## Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

## Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

# Vocational Rehabilitation

## Goal 1: Enhance Financial Stewardship and Compliance

**Objective 1.1: Improve Internal Controls**
Meet federal requirements for financial accountability and reporting accuracy.

Strategies:

- Implement required actions under Idaho Division of Vocational Rehabilitation's (IDVR's) corrective action plan related to high-risk grantee designation.

**Performance Measure 1.1.1:** Percent of new financial controls established and functioning as intended, as measured by required financial reports (RSA-17) submitted and accepted on time, by State Fiscal Year (SFY).

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | New Measure | 0% | Available July 2026 | 100% | 100% |

**Relation to Goal:** Reinforces financial accountability and supports sustained compliance under Goal 1.

Note: IDVR continues to work with Rehabilitation Services Administration (RSA) on approval for policy and accurate and timely RSA 17 reporting.

**Objective 1.2: Ensure Compliance with Pre-Employment Transition Services (Pre-ETS) Requirements**
Mitigate the risk of noncompliance with federal requirement to spend at least 15% of federal VR funds on Pre-ETS while supporting effective and appropriate services for students.

Strategies:

- Monitor Pre-ETS expenditures throughout the fiscal year to ensure compliance with federal spending requirements.
- Review Pre-ETS service delivery to support both compliance and effectiveness.
- Collaborate with the Idaho Competitive Integrated Employment (ICIE) Center as a part of the Idaho Pathways to Partnership grant to optimize services.

**Performance Measure 1.2.1:** Percentage of total VR expenditures allocated to Pre-Employment Transition Services in the applicable Federal Fiscal Year (FFY).

| FFY 2022 | FFY 2023 | FFY 2024 | FFY 2025 | FFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FFY 2027 | FFY 2031 |
| New Measure | New Measure | 11.8% | In Progress | In Progress | ≥15% | ≥15% |

**Relation to Goal:** Compliance with federal Pre-ETS spending requirement supports Goal 1 by ensuring responsible grant management and adherence to federal fiscal mandates.

**Note:** Pre-ETS expenditure data is based on federal financial reporting. FFY 2025 expenditures are still in progress and will be finalized upon completion of the reporting period. Data for FFY 2026 will be available following submission of the final RSA-17 report.

**Objective 1.3: Track and report federally negotiated Primary Performance Indicators (PPIs) to demonstrate service effectiveness, compliance with federal requirements, and progress toward employment outcomes for individuals with disabilities.**

Strategies:

- Monitor and review PPI data quarterly to ensure progress toward negotiated targets.
- Implement targeted interventions to improve performance on indicators lagging benchmarks.
- Incorporate PPI performance review into staff training, supervision, and continuous improvement processes.

**Performance Measures 1.3.1:** The following core PPIs are measured and reported annually to RSA.

| Performance Measure | SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | SFY 2027 | SFY 2031 |
| *1.Employment Rate – 2nd Qtr after Exit* | 63.2% | 65.2% | 64.5% | 61.73% | Available July 2026 | 61.60% | *TBD |
| *2. Employment Rate – 4th Qtr after Exit* | 57.3% | 62.7% | 61.1% | 60.92% | Available July 2026 | 60.60% | *TBD |
| *3.Median Earnings – 2nd Qtr after Exit (per quarter)* | $4,456 | $4,944 | $5,380 | $5,789 | Available July 2026 | $6,300 | *TBD |
| *4.Credential Attainment* | 56.9% | 61.1% | 59.7% | 56.2% | Available July 2026 | 56.80% | *TBD |
| *5. Measurable Skill Gains* | 58.6% | 57.1% | 58.9% | 69.27% | Available July 2026 | 61.20% | *TBD |

**Relation to Goal:** Demonstrates effectiveness and quality of VR service delivery tied to compliance, stewardship, and employment outcomes, advancing Goal 1.

***Benchmarks are negotiated with RSA in alignment with the Combined State Plan cycle.

## Goal 2: Optimize Service Delivery and Program Efficiency

**Objective 2.1: Manage Order of Selection (OOS) and Resources to Maintain Program Efficiency** Ensure efficient and compliant service delivery through effective management of OOS and allowable use of program resources.

Strategies:

- Refine service prioritization to ensure all services meet federal Allowable, Documented, Reasonable, Allocable, and Necessary (ADRAN) requirements.
- Conduct regular review and analysis of average case costs for participants and case progress.
- Develop and deliver training on a purchase of service policy to reinforce allowable service use and alignment with program goals.

**Performance Measure 2.1.1:** Average case cost is reviewed on a quarterly basis and documented for fiscal forecasting purposes.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | New Measure | New Measure | Available July 2026 | Yes | Yes |

**Relation to Goal:** Strengthens cost awareness to inform fiscal forecasting and resource allocation decisions, supporting efficient service delivery under Order of Selection in alignment with Goal 2.

### Objective 2.2: Enhance Employer Partnerships

Expand employer collaboration to opportunities for Work Based Learning Experiences (WBLE) and increase placements for successful employment outcomes.

Strategies:

- Develop targeted outreach programs to engage employers in conducting WBLEs and hiring individuals with disabilities.
- Offer education and training to support employers about providing reasonable accommodations for persons with disabilities.
- Establish measurable goals for employer engagement and track progress.

**Performance Measure 2.2.1:** Percentage of multiple contacts within a year for Idaho employers.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | 30% | 45% | Available July 2026 | 45% | 60% |

**Relation to Goal**: Strengthens employer relationships by increasing ongoing engagement and repeat contact with business partners, supporting sustained collaboration and effective service delivery in support of Goal 2.

## Goal 3: Strengthen Internal Training Development to Support Staff Retention

### Objective 3.1: Improve Staff Readiness Through Training on Policies, Fiscal Requirements, and Internal Controls

Equip IDVR staff with the knowledge and tools necessary to deliver services consistently and in compliance with federal and state requirements by implementing comprehensive training on RSA

approved policies, corrective action requirements, fiscal stewardship, and internal controls.

Strategies:

- Develop and deliver training on RSA approved policies and procedures, including those related to fiscal management, grant compliance, corrective action requirements, and internal controls.
- Ensure all staff receive training following RSA approval of updated policies and procedures.
- Strengthen staff understanding of allowable expenditures, documentation standards, and period of performance requirements to support compliant service delivery.
- Track training completion and reinforce key requirements through supervision and ongoing quality assurance reviews.

**Performance Measure 3.1.1** Percentage of IDVR staff who complete required training on RSA approved policies, procedures, corrective action requirements, and internal controls.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | New Measure | New Measure | Available July 2026 | 100% | 100% |

**Relation to Goal:** This measure supports Goal 3 by ensuring staff readiness to implement compliant and efficient service delivery.

**Note:** Training is delivered following RSA approval of updated policies and procedures.

## Goal 4: Improve Community Rehabilitation Program (CRP) Collaboration

**Objective 4.1: Evaluate and Implement CRP Service Rates**
Ensure rate structures sustain quality services while maintaining fiscal control and promoting better quality service.

Strategies:

- Conduct a comprehensive analysis of current CRP rates and service costs.
- Implement rate adjustments that reflect assessed service costs while maintaining fiscal responsibility.

**Performance Measure 4.1.1:** Percentage of core VR plan CRP services operating under contract.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | New Measure | 0% | Available July 2026 | 100% | 100% |

**Relation to Goal:** Ensures quality, cost-effective service delivery to IDVR participants by improving CRP engagement and sustainability, supporting Goal 4.

**Note:** Implementation of CRP contracts is contingent upon RSA approval of contracts and rate structures.

**Objective 4.2: Strengthen CRP Documentation, Referral Processes, and Service Quality**
Ensure effective collaboration between IDVR staff and CRP partners through appropriate referral practices and ongoing monitoring for quality and compliance.

Strategies:

- Strengthen IDVR and CRP documentation to ensure clarity on referral expectations and service delivery compliance.
- Provide training for IDVR staff on CRP services to ensure appropriate referrals based on service needs.
- Monitor authorization utilization to ensure an appropriate level of individualized services.
- Work with the State Rehabilitation Council (SRC) to design and implement satisfaction surveys for participants with open IDVR cases.

**Performance Measure 4.2.1:** Participant Satisfaction at Closure with at least one associated CRP Service on a formal VR plan.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 84.90% | 77.76% | 87.33% | 70.83% | Available July 2026 | 90% | 95% |

**Relation to Goal:** Measures participant satisfaction as a direct outcome of improved CRP service quality and engagement under Goal 4.

## Goal 5: Strengthen Fiscal Forecasting and Risk Management

**Objective 5.1: Implement a Comprehensive Quality Assurance and Compliance Review Process**

Ensure sound financial management by shifting from static risk tracking to real-time Quality Assurance (QA) reviews for risk identification aligned with grant requirements.

Strategies:

- Develop a QA and compliance methodology for ongoing review to ensure compliance with grant requirements.
- Leverage QA and compliance reviews to identify fiscal, operational, and programmatic risks in real time.
- Integrate QA and compliance findings into leadership-level fiscal and operational decision making to support timely risk management.
- Establish and document roles and responsibilities for risk identification, escalation, and corrective action.

**Performance Measure 5.1:** Document and track outcomes of QA and compliance reviews.

**5.1.1** Percentage of compliance with Agency policy based on quarterly QA and compliance review findings.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| New Measure | New Measure | New Measure | New Measure | Available July 2026 | 90% | 95% |

**Relation to Goal:** Embeds real-time risk identification into agency processes through QA and compliance review.

# Role of CDHH

The Council for the Deaf and Hard of Hearing (CDHH) is an independent agency. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

**Mission**

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

**Vision**

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

**Goal #1 – Work to increase access to employment, educational and social interaction opportunities for persons who are deaf or hard of hearing.**

1. **Objective**: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

**Benchmark:** 2 or more new brochures or information packets created each fiscal year.

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 59 Library Loans<br><br>40 pkgs of info<br><br>166 FB posts<br><br>11,340 clear masks & paper masks distributed | 70 Library Loans<br><br>80 pkgs of info<br><br>169 FB posts<br><br>14,578 people reached | 50 Library Loans<br><br>33 pkgs of info<br><br>2,136 FB posts<br>29 IG posts<br><br>19,382 people reached | 20 Library Loans<br><br>15 pkgs of info<br><br>2,400 Social Media posts<br><br>26,000 people reached | 20 Library Loans<br><br>55 pkgs of info<br><br>250 Social Media Posts<br><br>19,700 people reached | 40 Library Loans<br><br>30 pkgs of info<br><br>2,600 Social Media posts<br><br>27,000 people Reached | 80 Library Loans<br><br>60 pkgs of info<br><br>2,600 FB posts<br>300 IG posts<br><br>30,000 People reached |

**Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.**

1. **Objective**: Continue to increase awareness.

Performance Measure 2.1: Deliver presentations and training to various groups through education and social media.

**Benchmark:** 49 or more presentations delivered each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 51 | 49 | 62 | 54 | 25 | 54 | 70 |

**Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.**

1. **Objective:** Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating

(such as Department of Corrections and Health and Welfare).

**Benchmark**: Total interactions received each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 48 | 50 | 44 | 55 | 50 | 57 | 60 |

**Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.**

1. **Objective:** The Council's office will provide the network. Performance

Measure 4.1: Track when information is provided.

**Benchmark:** Total calls received each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 7,173 calls | 5,299 calls/text 12,155 emails | 15,417 calls/text 29,380 emails | 12,200 calls/text 34,000 emails | 10,000 calls/text 22,500 emails | Track | Track |

**Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.**

1. **Objective:** The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs

**Benchmark:** Meet goal each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| Met | Met | Met | Met | Met | Meet goal | Meet goal |

**Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.**

1. **Objective:** The Council will make available copies of policies concerning deaf and hard-of-hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies

**Benchmark**: Meet goals each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| Met | Met | Met | Met | Met | Meet goal | Meet goal |

**Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.**

1. **Objective**: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

**Benchmark:** Total complaints each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| 160 ADA Issues | 155 ADA Issues | 184 ADA Issues | 204 ADA Issues | 148 ADA Issues | Track Issues | Track Issues |

**Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.**

1. **Objective:** The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed

**Benchmark:** Complete each fiscal year

| SFY 2022 | SFY 2023 | SFY 2024 | SFY 2025 | SFY 2026 | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | SFY 2027 | SFY 2031 |
| Completed | Completed | Completed | Completed | Completed | Pending | Pending |

## External Factors Impacting Goal Achievement

IDVR's ability to achieve its strategic goals is influenced by several external factors beyond the agency's direct control. These factors may affect program operations, fiscal management, and service delivery outcomes:

- IDVR relies heavily on federal funding, which is subject to federal appropriations, grant conditions, and oversight requirements. Changes in funding levels, federal policy, or grant conditions may impact service capacity and fiscal planning.
- IDVR's implementation of corrective actions and policy updates is dependent on review and approval timelines established by RSA. Delays in federal approval may affect the timing of training, implementation of internal controls, and availability of performance data.
- Statewide and regional labor market trends, including workforce shortages, wage variability, and employer hiring practices, influence employment outcomes and opportunities for individuals with disabilities.
- IDVR's success in achieving employment and work-based learning outcomes depends on the willingness and capacity of employers to engage in partnerships, provide accommodations, and offer competitive integrated employment opportunities.
- Legislative intent language, budget constraints, and policy direction may influence allowable spending, service prioritization, and resource allocation, including requirements related to Pre-Employment Transition Services (Pre-ETS).

## Evaluation Process

The IDVR Strategic Plan is reviewed on an annual basis through the Idaho State Board of Education's Planning, Policy, and Governmental Affairs Committee. This review includes consideration of agency performance measures and outcomes reported to the Board, including those presented during the October performance reporting cycle.

Based on this review, changes to goals, objectives, performance measures, or benchmarks may be brought forward to the State Board of Education for consideration in future meetings. This ongoing evaluation process supports continuous improvement and ensures the Strategic Plan remains aligned with statutory requirements, federal oversight expectations, and the agency's operating environment.

# FY 2027-2031
# STRATEGIC PLAN

## MISSION STATEMENT
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

## VISION STATEMENT
Inspire, enrich and educate the people we serve, enabling them to make a better world.

**SBoE GOAL 1: EDUCATIONAL READINESS (student-centered)**
Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

**IdahoPTV Objective:**

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.[1]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 135 | 97 | 164 | 238 | | 160 | 200 |

II. Average number per month during the school year of local users utilizing PBS learning media.[2]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 7,567 | 7,059 | 8,356 | 6,705* | | 7,500 | 8,500 |

*In FY 2025, a change in PBS reporting methods resulted in data being unverifiable and unreported for July – October 2024.

**SBoE Goal 2: EDUCATIONAL ACCESS**
Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**IdahoPTV Objectives:**

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.[3]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2023) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 46 | 46 | 46 | 46 | | 46 | 46 |

II. Percentage of Idaho's population within our signal coverage area.[4]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 98.9% | 98.9% | 98.9% | 98.9% | | 98.9% | 98.9% |

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational, civic and community institutions.[5]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 68 | 129 | 153 | 154 | | 105 | 130 |

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.[6]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 857,687 | 880,086 | 679,477 | 1,116,397 | | 1,000,000 | 1,100,000 |

II. Number of visitors to IdahoPTV/PBS video player.[7]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 1,900,128 | 1,925,505 | 1,548,261 | 920,421* | | 1,300,000 | 1,300,000 |

*In FY 2025, a change in PBS reporting methods resulted in data being unverifiable and unreported for July – October 2024.

III. Number of alternative delivery platforms and applications on which our content is delivered.[8]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 14 | 15 | 18 | 20 | | 21 | 21 |

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.[9]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 23,835 | 23,228 | 24,379 | 25,437 | | 23,000 | 23,000 |

Objective E: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.[10]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 11,876 | 11,628 | 12,245 | 12,394 | | 12,000 | 12,000 |

Objective F: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.[11]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 1,592 | 1,552 | 1,104 | 1,985 | | 1,200 | 1,350 |

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.[12]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| 67 | 73 | 68 | 82 | | 55 | 60 |

Objective H: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies and PBS programming, underwriting and membership policies.[13]

| FY22 (2021-2022) | FY23 (2022-2023) | FY24 (2023-2024) | FY25 (2024-2025) | FY26 (2025-2026) | Benchmark | |
|---|---|---|---|---|---|---|
| | | | | | FY27 | FY31 |
| Yes | Yes | Yes | Yes | | Yes | Yes |

## KEY EXTERNAL FACTORS

Funding – As outlined in the Legislative Budget Book, Idaho Public Television has two functional areas: (1) a statewide delivery system; and (2) content creation and acquisition. The General Fund supports the maintenance and administration of the statewide delivery system, which delivers educational, governmental, informational, emergency information, and cultural content via a statewide infrastructure that reaches 98.8% of Idaho households. The delivery system also feeds cable, satellite, and internet-attached devices. Idaho Public Television's funding depends upon a combination of State General Funds; Federal grants; and private donations from individuals, corporations and foundations. The Federal Rescission Act of 2025 forced the shutdown of the Corporation for Public Broadcasting (CPB), a private non-profit, that received its revenue from Congress. This funding amounted to approximately 25% of our continuously appropriated fund. This loss of funding did not affect our General Fund appropriation use. We continue to use these funds as intended by the Governor and Idaho Legislature. At times, we have had access to some Federal grants focused on public media and public safety. We have not had success in receiving recent Federal grants for various reasons.

These sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. Historically the largest portion of funding for Idaho Public Television comes from voluntary private contributions.

Idaho Public Television ranks among the top third of PBS stations nationwide in donor retention and engagement, reflecting strong community support across the state. In 2025 IdahoPTV received donations from 3,578 new donors, with an average gift of $167. Growth was driven not only by new supporters, but by deeper engagement evidenced by a 49% increase in donors giving multiple gifts and a 62% increase in revenue from returning supporters, demonstrating both expanding reach and sustained commitment from Idahoans. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets. Our FY 2024 Idaho Permanent Building Fund Advisory Council projects to replace aging transmitters and antennas at four of five hilltops adjacent to large population areas around the state are now complete. The cost of the project did not allow for enough funds to upgrade our system of translators, which service very rural and small areas of population. We will look to cost savings in our General Fund allocation, additional capital replacement funding, and possible Federal grants to do this work. Our system is not only important for educating our viewers but also keeping them informed of weather, AMBER, and other emergencies in their areas. We are an important part of the Idaho Military Division's focus on public safety. IdahoPTV is part of the Governor's Emergency Operations plan and is instrumental in several Emergency Support Functions.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those departments, policies and regulations could impact operations.

With the 2025 Administration change, the FCC has signaled a possible new way of interpreting FCC rules and regulations, including underwriting.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices and platforms (smartphones, smart TVs, social media, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. Because of these new viewing platforms, the ability of public television stations to raise private contributions and other revenue continues to be a significant challenge.

Television Standard – A new television broadcast standard, ATSC 3.0, is still being rolled out in different markets around the U.S. This new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. As of this writing, adoption of this new standard is still voluntary. We do not know if it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. A competitive grant from FEMA for upgrading old technology to new ATSC 3.0 technology, which has better emergency alerting systems, has been made available but may be in question due to changes at FEMA. It is currently paused.

Political Environment – Public television in Idaho has seen continued support in the Idaho House and Senate. As referenced above, we continue to message our connection to the Idaho Military Division, including Idaho Office of Emergency Management, as well as our ability to broadcast local and national news and local information in an emergency, as a solid reason for state general fund support.

Aging Equipment and Public Safety – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted AMBER Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which are currently delivered using PBS' Warning, Alert and Response Network (WARN) and IdahoPTV's infrastructure.

## EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks industry trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America's Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 28 directors and 16 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. We prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues. We are also required to submit to the FCC and public all sponsors that appear on our air.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and develop metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits, and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

1. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
2. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies. Translators are low-power transmitters which are commonly used to extend the reach of broadcast signal into rural areas.
4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics. Alternative delivery methods are defined by Internet delivered content through apps, hardware and websites and include platforms such as YouTubeTV, Hulu Live, Amazon Prime, PBS app, etc. Alternate methods change from time to time but are generally seen as expanding our reach.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
12. Benchmark is based on industry standard combined with desired level of achievement.
13. Benchmark is based on industry standard of best practices.

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

# Strategic Plan FY 2027- FY 2031

Idaho Public Charter School Commission

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Boise, Idaho 83702

Phone: (208)332-1561

Alan Reed, Chairman

Rachel Burk, Director

## Part I. Agency Overview

### Agency Description

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizer responsible for the authorization, oversight, and accountability of public charter schools pursuant to Idaho Code Title 33, Chapter 52.

The IPCSC is governed by seven appointed commissioners and supported by five staff responsible for executing authorizing, oversight, and performance monitoring functions.

### Core Functions

- Charter school authorization and renewal
- Performance oversight (academic, financial, operational)
- Compliance monitoring with applicable laws and performance certificates
- Portfolio management and risk mitigation
- Stakeholder communication and support

### Mission

We authorize and support Idaho's public charter schools to ensure every student has access to excellent, accountable, and innovative education that strengthens our state's future.

### Vision

Our vision is to be:

- A trusted authorizer that protects learners and taxpayer investment through accountability.
- A steward of innovation that expands high-quality public education options.
- A reliable partner for school leaders, elected officials, and communities.
- A safeguard ensuring charter schools operate legally, transparently, and effectively.

### Values

*Accountability*

We take responsibility for our actions and outcomes, demonstrating integrity, professionalism, efficiency, and consistency in serving Idaho's learners, partners, and communities.

*Collaboration*

We build strong connections through partnership, trust, and shared purpose, engaging multiple perspectives to solve problems and advance education and training across Idaho.

*Service*

We meet the needs of every learner with care, responsiveness, and commitment, ensuring access, support, and opportunity that strengthen Idaho's education and workforce systems.

**Part II. Performance Measures**

**Summary**

**Goal 1: Strengthen IPCSC Policy Governance**

Ensure all IPCSC policies remain current, legally compliant, and aligned with agency operations.

**Objectives**

1. Review and align all IPCSC policies with current Idaho Code, applicable regulations, and agency practices by FY 2029.
2. Utilize the IPCSC Policy Committee to conduct periodic policy reviews and recommend revisions as needed.
3. Establish a regular policy review cycle to ensure policies remain current and effective.

**Performance Measures and Targets**

- Percentage of IPCSC policies aligned with current law and agency operations
    - Target: 100% annually
    - Rationale: Legally compliant and up-to-date policies promote effective governance, operational consistency, and statutory compliance.
    - Methodology: Policies will be reviewed against current Idaho Code and agency operations to determine alignment.

**Goal 2: Ensure Consistent and Rigorous Oversight of Charter Schools**

Strengthen implementation of the Academic, Operational, and Financial Performance Frameworks.

**Objectives**

1. Apply all framework components consistently across all schools annually.
2. Conduct annual internal audits of framework implementation.

**Performance Measures and Targets**

- Percentage of staff trained in all frameworks
    - Target: 100% annually
    - Rationale: Ensures consistent application
    - Methodology: Set as a full coverage expectation to ensure all staff can apply each framework consistently across the portfolio.
- Internal audit compliance rate
    - Target: 100% annually
    - Rationale: Validates oversight integrity
    - Methodology: Established as a quality assurance benchmark to ensure all oversight processes are implemented as designed.

**Goal 3: Promote Financial Stability and Risk Mitigation**

Ensure charter schools demonstrate fiscal health and sustainability.

**Objectives**

1. Implement standardized financial review processes across all schools.
2. Identify and monitor financially at-risk schools annually.

**Performance Measures and Targets**

- Percentage of schools receiving annual financial review
    - Target: 100% annually
    - Rationale: Required for oversight
    - Methodology: Based on statutory and oversight responsibilities requiring annual financial monitoring of all authorized schools.
- Percentage of identified at-risk schools receiving intervention
    - Target: 100% annually

- Rationale: Risk mitigation priority
- Methodology: Established as a risk mitigation standard to ensure all identified financial concerns are addressed.

**Goal 4: Strengthen Charter School Support and Capacity**
**Objectives**

1. Identify schools in need of additional support annually.
2. Maintain a database of external partners to provide technical assistance.

**Performance Measures and Targets**

- Number of schools receiving targeted support
  - Target: ≥ 5 annually
  - Rationale: Based on current capacity
  - Methodology: Based on current staffing capacity and historical levels of need across the portfolio.
- Percentage of identified schools receiving support
  - Target: 100% annually
  - Rationale: Ensures follow-through
  - Methodology: Set as a service delivery expectation to ensure all identified needs are addressed.
- Percentage of supported schools reporting improved capacity
  - Target: ≥ 80% annually
  - Rationale: Measures effectiveness
  - Methodology: Based on a realistic improvement benchmark reflecting expected impact of targeted support, informed by prior engagement outcomes and annual report data.

**Goal 5: Improve School Performance and Student Outcomes**
**Objectives**

1. Increase the percentage of schools that participate in IPCSC annual report data review and follow-up discussions annually.
2. Promote the use of annual report findings to support continuous improvement in academic, operational, and financial performance.

**Performance Measures and Targets**

- Percentage of schools meeting or exceeding framework standards
  - Target: Increase by at least 2 percentage points annually from the FY 2026 baseline through FY 2031.
  - Rationale: Continuous improvement in school performance is a primary indicator of portfolio quality and the effectiveness of IPCSC oversight and support.
  - Methodology: The annual target was established using historical portfolio performance trends and reflects a realistic rate of improvement given the IPCSC's role as an authorizer rather than an operator. Progress will be measured against the percentage of schools meeting or exceeding framework standards reported in the FY 2026 Annual Report.

**Key External Factors**

Several factors outside the IPCSC's control may influence its ability to achieve the goals and objectives outlined in this strategic plan. These external factors may affect school performance, operational capacity, regulatory requirements, and the availability of information used to evaluate progress and inform decision-making.

Changes to state and federal laws, administrative rules, and education policies may require modifications to authorizing practices, oversight processes, and accountability requirements. State funding levels and broader economic conditions may affect the financial stability of charter schools and the resources available to support effective school operations.

Changes in charter school enrollment, student demographics, and educational delivery models, including virtual, blended, and alternative learning environments, may influence school performance, demand for charter school options, and the complexity of portfolio oversight. The capacity and effectiveness of school leaders, governing boards, and operators also play a significant role in school performance outcomes and may affect the level of support or intervention required by the IPCSC.

Additionally, changes to statewide accountability systems, assessment methodologies, data collection processes, and the availability or quality of performance data may affect the IPCSC's ability to consistently measure, evaluate, and report school performance. The IPCSC will monitor these external factors and adjust its oversight, resource allocation, and strategic priorities as appropriate.

**Part III: Monitoring and Accountability**

**Evaluation**
The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. The IPCSC is committed to annual evaluation of its strategic plan and measurable goals.

**Compliance Alignment:**
This plan meets all strategic planning requirements under Idaho Code §67-1901–1905 and DFM guidance, including measurable objectives, timelines, and review processes.