SUBJECT

Public Education System - Performance Reporting

REFERENCE

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new institution system-wide performance measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 Education system performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education system performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
October 2020	Board reviewed K-20 Education system performance, including a focus on literacy proficiency and progress the state was making toward literacy growth targets.
October 2021	Board reviewed K-20 Education system performance, including a focus on student achievement (assessment data) and postsecondary credentials awarded.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.
Sections 67-1901 through 1905, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, Division of Vocational Rehabilitation, and the Public Charter School Commission. The Board and its

executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the Board of Trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, and to the public and other stakeholder groups. The strategic plan also establishes the measures the Board will use for determining progress toward the established objectives and the benchmarks or targets for those performance measures.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

Institution and agency performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The postsecondary system-wide measures selected by the Board provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

The postsecondary system-wide performance measures were last updated by the Board at its December 2017 meeting. The 2017 update maintained some of the original system-wide performance measures around enrollment, remediation, retention, and degree production while adding new measures regarding pathways that more closely aligned to showing progress made by the initiatives in the Complete College Idaho plan adopted by the Board in 2012.

The Board approves the institution and agency individual performance measures and benchmarks through the approval of their strategic plans each June. Any amendments to the performance measures and benchmarks are made through the strategic plan review and approval process. The discussions in October and December provide direction and time for staff to bring back amendments when the Board considers the various strategic plans.

The annual performance review is a look back at the previous four years' performance and is based on performance measures last approved by the Board at the June 2021 Regular Board meeting for the institutions and agencies and February 2021 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board in 2022 are scheduled to be reported to the Board at the October 2023 Regular Board meeting.

This year's performance reporting will be split between two meetings, rather than reviewing the performance measures across the system in one meeting. The October Work Session will focus on the K-12 statewide assessment data that was discussed at the June and August Board meetings and the postsecondary performance measures are scheduled to be discussed in December when the Board discusses the K-20 Education strategic plan. The institution and agency annual performance measures reports are included in the October Work Session agenda material to provide adequate time for review prior to the December regular Board meeting discussion as well provide an opportunity for the Board to identify specific areas they would like to focus on in December. During the December meeting, Board members will have the opportunity to provide direction to Board staff on amendments the Board would like include for consideration when the Board updates to the K-20 Education Strategic Plan in February.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts, and will provide the Board and the public with an update on progress Idaho's public educational system is making.

ATTACHMENTS

Attachment 1 – FY 2021 K-20 Education Strategic Plan Performance Measures
Attachment 2 – Assessment Performance Data

Performance Measure Reports Submitted to DFM
Attachment 3 – K-20 Public Education Performance Report (SBOE)

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 8 – College of Eastern Idaho
Attachment 9 – College of Southern Idaho
Attachment 10 – College of Western Idaho
Attachment 11 – North Idaho College

Agencies
Attachment 12 – Public Schools
Attachment 13 – Idaho Division of Career Technical Education
Attachment 14 – Idaho Division of Vocational Rehabilitation
Attachment 15 – Idaho Public Television
Attachment 16 – Idaho Public Charter School Commission

Special and Health Programs
Attachment 17 – Small Business Development Center
Attachment 18 – TechHelp
Attachment 19 – Boise Family Medical Residency
Attachment 20 – Family Medical Residency (ISU)
Attachment 21 – Idaho Dental Education Program
Attachment 22 – Idaho Museum of Natural History
Attachment 23 – Agricultural Research and Extension Service
Attachment 24 – Forest Utilization Research
Attachment 25 – Idaho Geological Survey
Attachment 26 – WIMU (WI) Veterinary Medicine
Attachment 27 – WWAMI Medical Education

Attachment 28 – Higher Education Research Strategic Plan Performance Measures
Attachment 29 – Postsecondary System-wide Performance Measures
Attachment 30 – Annual Credit Transfer Report
Attachment 31 – FY 2022 K-20 Education Strategic Plan
Attachment 32 – SAS Learning Loss Analysis (https://osbe.sas.com/welcome.html)

STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions' and agencies' strategic plans. In September of each year, all state agencies, including the postsecondary institutions and agencies under the Board, are required to submit a performance measure report to show performance on the measures from their strategic plans. The institutions and agencies select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). Additionally, the postsecondary institutions include the postsecondary systemwide performance measures in their reports. DFM then makes the reports available to

the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year, performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting starting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the same reports submitted to DFM. The reports do not include all of the performance measures included in each of the institutions' and agencies' strategic plans only a subset of the measures. The Board is provided trend data for each of the performance measures included in the institutions' and agencies' strategic plans when they review the strategic plans at the April and June Board meetings.

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures included in the strategic plans approved by the Board in 2021 and does not include any new measures approved by the Board in 2022 for the FY 2023 strategic plans.

Due to the depth and breadth of the Board's responsibilities and Idaho's educational system, it is difficult to paint a full picture of our K-20 student population through any one performance measure. It often takes multiple measures to identify barriers and potential areas of focus to eliminate those barriers. Examples of this include measures based on full-time, first-time student rates. The student populations at our postsecondary institutions have growing numbers of part-time and transfer students, which makes it necessary to look at measures based on various populations groups. However, this does not diminish the value of those measures that look at our full-time first-time populations as well, as long as one has a general understanding of what part of the overall student population this represents. Full-time first-time students are students that are more likely to have financial aid (including scholarships) and take 30 credits or more. This more traditional population and performance measures associated with it, are also the measures we can most often use when comparing an institution's performance to its peer institutions.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2022. The Board is scheduled to discuss amendments in December during the Work Session. Approval of any amendments to the K-20 Education System strategic plan are then considered at the February Regular Board meeting and the institutions and agencies plans at the April Regular Board meeting.

BOARD ACTION

This item is for informational purposes only.

K-20 Education Strategic Plan Performance Measures FY 2022

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.								
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.								
Development of a single K-20 data dashboard and timeline for implementation								FY2021
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.								
Percent of graduates from Four-year institution who transferred from Idaho community college1	15%	15%	15%	15%	14%	14%	17%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts[1]	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
Two-year institution								Less than 55%
Math	51.0%	49.8%	46.2%	41.7%	39.6%	29.9%	25.7%	
English	24.3%	25.7%	19.1%	15.1%	15.3%	13.9%	13.1%	
Four-year institution								Less than 20%
Math	34.7%	36.2%	36.1%	34.9%	30.6%	26.1%	20.3%	
English	14.7%	14.9%	14.9%	15.2%	11.9%	10.6%	13.9%	
Goal 2: EDUCATIONAL READINESS - 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.								
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.								
Percent of students scoring at grade level or higher on the statewide reading assessment	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	
Kindergarten				63.1%	NA[10]	61.3%	64.8%	70%
1st Grade				66.7%	NA[10]	59.5%	63.8%	70%
2nd Grade				75.3%	NA[10]	69.2%	72.4%	80%
3rd Grade				73.2%	NA[10]	70.1%	71.7%	80%
Percent Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
Kindergarten				44.9%	42.3%	43.4%	40.8%	70%
1st Grade				42.9%	48.9%	41.7%	46.0%	--
2nd Grade				60.3%	62.9%	54.3%	57.3%	--
3rd Grade				61.2%	64.0%	58.3%	59.3%	--
Growth								
Kindergarten				18.2%	NA[10]	17.9%	24.0%	55%
1st Grade				23.8%	NA[10]	17.8%	17.8%	55%
2nd Grade				15.0%	NA[10]	14.9%	15.1%	65%
3rd Grade				12.0%	NA[10]	11.8%	12.4%	65%

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test[10]	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Math								
5th Grade		42.3%	43.8%	45.5%	NA[10]	39.8%		58.59%
8th Grade		39.5%	42.1%	41.6%	NA[10]	35.8%		57.59%
High School		33.2%	34.2%	34.7%	NA[10]	32.6%		53.30%
ELA								
5th Grade		54.2%	55.8%	57.3%	NA[10]	55.3%		68.04%
8th Grade		52.9%	54.7%	54.4%	NA[10]	55.5%		67.64%
High School		60.3%	60.6%	60.3%	NA[10]	60.1%		73.60%
Science								
5th Grade		66.5%	65.6%	64.8%	NA[10]	NA		FY22 Baseline
High School		65.2%	67.3%	62.8%	NA[10]	NA		FY22 Baseline
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	80.1%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	2022 graduates	
ACT	**36%**	**33%**	**34%**	**35%**	**37%**	**40%**	**39%**	**At least 60%**
English	77%	71%	72%	73%	74%	75%	75%	
Mathematics	54%	49%	49%	51%	52%	53%	55%	
Reading	59%	57%	57%	59%	61%	61%	60%	
Science	46%	44%	45%	47%	49%	51%	50%	
SAT		**34%**	**33%**	**32%**	**32%**	**32%**		**At least 60%**
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	58%		
Mathematics		36%	35%	34%	34%	33%		
Percent of high school graduates who participated in one or more advanced opportunities[2]	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	2022 graduates	
Any Advanced Opportunities				81%	81%	76%	75%	At least 80%
Specific Advanced Opportunities								
Advanced Placement	39%	38%	39%	38%	40%	41%	39%	
International Baccalaureate	7%	3%	2%	1%	1%	1%	1%	
Dual Credit (Earned)[2]	42%	48%	54%	58%	60%	61%	60%	
Technical Competency Credit	54%	62%	59%	47%	45%	27%	27%	
Industry Certification			2%	3%	3%	4%	4%	
Percent of dual credit students who graduate high school with an Associate's Degree	1.15%	1.90%	1.43%	1.40%	1.70%	2.28%		At least 3%
	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates		
Percent of high school graduates who enroll in a postsecondary institution								
Fall Immediately after high school graduation	49.3%	49.7%	47.6%	45.7%	38.9%	38.3%		
Within 12 months of high school graduation	53.0%	53.0%	52.0%	49.0%	42.3%			
Within 36 months of high school graduation	64.2%	63.0%	59.8%	57.4%				At least 60%

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Objective B: School Readiness - Explore opportunities to enhance school readiness.								
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	44.9%	42.3%	43.4%	40.8%	70.0%
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.								
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.								
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study[3]	42.4%	42.4%	41.8%	42.2%	43.8%	45.9%		At least 60%
Total number of certificates/degrees produced, by institution per year[1]	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Certificates of at least one year	1,020	1,143	1,472	1,613	2,350	2,365	2,485	4371[6]/1262[7] (FY25)
College of Eastern Idaho	112	109	110	101	104	96	80	241
College of Southern Idaho	192	151	154	146	129	147	134	195
College of Western Idaho	229	240	402	508	1264	1158	1327	365
North Idaho College	259	431	556	604	620	639	568	117
Boise State University	0	0	0	0	0	0	0	NA
Idaho State University	206	194	231	242	219	300	357	319
Lewis-Clark State College	22	18	19	12	14	25	19	25
University of Idaho	0	0	0	0	0	0	0	NA
Associate degrees	3,640	3,538	3,584	3,460	3,617	3,696	3,891	4070[6]/4157[7] (FY25)
College of Eastern Idaho	118	121	93	146	166	227	276	517
College of Southern Idaho	919	816	800	839	947	947	1009	1067
College of Western Idaho	996	979	984	886	949	944	1037	981
North Idaho College	749	687	690	681	659	734	717	700
Boise State University	145	116	119	133	111	132	127	150
Idaho State University	362	405	473	428	420	494	521	467
Lewis-Clark State College	351	414	425	347	365	218	204	275
University of Idaho	0	0	0	0	0	0	0	NA
Baccalaureate degrees	6,702	6,746	6,796	7,033	7,101	7,443	7,309	11897[6]/7896[7]
Boise State University	3,174	3,317	3,373	3,472	3,680	3,929	4,078	4351
Idaho State University	1,228	1,168	1,166	1,233	1,155	1,284	1,073	1209
Lewis-Clark State College	541	528	587	626	505	599	579	534
University of Idaho	1,759	1,733	1,670	1,702	1,761	1,631	1,579	1802

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Masters degrees	1,609	1,667	1,860	1,781	1,968	1,990	2,149	2146
Boise State University	670	776	917	861	954	1,074	1,062	
Idaho State University	421	382	456	430	464	452	556	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	518	509	487	490	550	464	531	
Doctoral degrees	398	361	362	372	379	468	518	1069
Boise State University	18	36	32	45	53	50	58	
Idaho State University	175	160	154	167	163	193	196	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	205	165	176	160	163	225	264	
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution[1]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2020 cohort	
Two-year institution								
New student	52%	56%	57%	55%	59%	61%	58%	At least 75%
Transfer	58%	61%	66%	59%	67%	64%	57%	At least 75%
Four-year institution								
New student	74%	74%	74%	74%	74%	72%	74%	At least 85%
Transfer	72%	76%	78%	75%	77%	74%	74%	At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or less[1]								
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	2019-20 cohort	
Two-year institution	20%	22%	25%	26%	30%	30%	32%	At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Four-year institution	41%	42%	46%	48%	49%	50%	53%	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).								
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting[1]	21%	21%	22%	24%	23%	22%	23%	50% or more
Two-year institution	8%	7%	8%	9%	7%	7%	8%	
Four-year institution	26%	28%	28%	30%	31%	30%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years[1]	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	2019-20 cohort	
	45%	50%	53%	60%	62%	65%	64%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program[1]								
Transfer students								
Associate - Two Year Institution	83	77	76	83	79	88	90	69
Associate - Four Year Institution	129	131	127	116	118	96	90	
Baccalaureate	145	145	145	145	143	143	140	138
Non-transfer students								
Associate - Two Year Institution	78	73	72	72	70	70	68	69
Associate - Four Year Institution	112	106	106	106	101	81	75	
Baccalaureate	137	137	136	136	133	135	133	138

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.								
Annual number of state-funded scholarships awarded and total dollar amount	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	6,356	6,302	At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	9	13	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	6,144	6,147	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	118	89	
Postsecondary Credit Scholarship	0	16	45	79	83	85	53	
Total Dollar Amount of Scholarships Awarded	$5,300,248	$10,074,212	$11,822,718	$14,641,323	$21,231,039	$20,366,595	$20,373,737	At least $16 M
Armed Forces and Public Safety Officer Scholarship	$176,000	$152,038	$174,497	$185,627	$156,966	$98,915	$175,784	
Opportunity Scholarship	$5,124,248	$9,901,424	$11,585,371	$14,237,582	$20,610,953	$19,829,119	$19,900,569	
Opportunity Scholarship for Adult Learners	$0	$0	$0	$104,564	$348,670	$329,082	$224,434	
Postsecondary Credit Scholarship	$0	$20,750	$62,850	$113,550	$114,450	$109,479	$72,950	
Proportion of postsecondary graduates with student loan debt	2015-16 graduates 50%	2016-17 graduates 45%	2017-18 graduates 45%	2018-19 graduates 44%	2019-20 graduates 41%	2020-21 graduates 40%	2021-22 graduates 38%	
Two-year institution	49%	41%	42%	40%	38%	35%	36%	
Four-year institution	50%	46%	46%	46%	43%	42%	39%	Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) - *Limited to graduating class cohort*	NA	2016-17 graduates 60%	2017-18 graduates 61%	2018-19 graduates 52%	2019-20 graduates 51%	2020-21 graduates 46%	2021-22 graduates 44%	60% or more
Percent cost of attendance (to the student)[3]								
In-State *First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year)*	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Two-year institution								
Students living off campus (*w family*)	88%	92%	94%	97%	92%	93%	93%	Less than 96%
Four-year institution								
Students living on campus	96%	91%	88%	90%	88%	91%	91%	Less than 96%
Students living off campus (*w family*)	102%	98%	88%	88%	89%	90%	91%	Less than 96%
Average net cost to attend public institution.[3]								
First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarhip	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Four-year institution	101.1%	94.4%	98.1%	94.6%	93.1%	92.6%		90% of peers
Expense per student FTE[3]	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)	$22,140	$23,758	$24,516	$25,111	$25,415	$25,538	$25,772	Less than $20,000
Two-year institution	$13,883	$15,168	$15,432	$15,196	$15,339	$15,597	$14,255	
Four-year institution	$25,118	$26,691	$27,706	$28,766	$29,168	$29,334	$29,921	

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of degrees produced (Undergraduate)[1]	13,008	13,111	13,569	13,732	14,235	14,816	15,317	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.								
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.								
Percentage of students participating in internships	5%	5%	6%	6%	6%	6%	5%	10% or more
Percentage of undergraduate students participating in undergraduate research.[1]								
BSU	35%	37%	37%	43%	43%	34%	36%	Greater than 40%
ISU	43%	42%	41%	38%	36%	37%	37%	Greater than 50%
UI	64%	65%	61%	58%	60%	56%	53%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	11%	4%	
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields[1]	20.6%	21.7%	22.0%	21.7%	21.9%	19.9%	19.5%	25% or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	46	50	**10**
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.								
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.[5]	NA	4	8	11	11	21	20	**8**
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	WWAMI-50%	WWAMI-51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho								
Boise	47%	56%	53%	73%	63%	38%	61%	**At least 60%**
ISU	43%	71%	29%	43%	43%	71%	71%	**At least 60%**
CDA	NA	50%	83%	72%	67%	71%	NA	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)	78	82	89	100	107	112	124	**100**

Notes:

[1] FY20 performance measures for the postsecondary institutions are preliminary.

[2] SDE report card data except Dual Credit has been modified to only include students with earned course credits

[3] This metric is contingent on the IPEDS data release.

[4] The Public Use Microdata Sample of the American Community Survey is published In November ea year.

[5] An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21

[6] Targets based on projected work force need

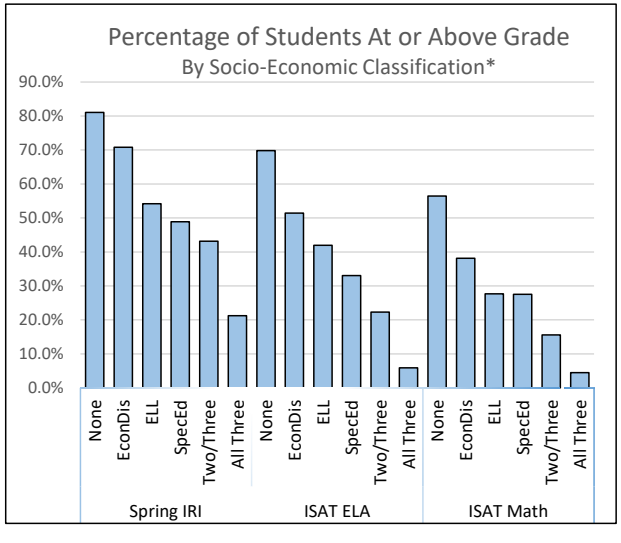
[7] Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion

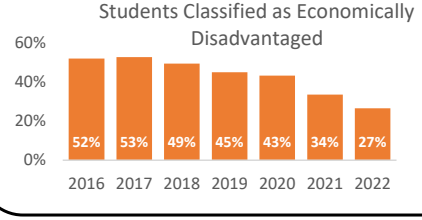
[10] Spring IRI tests results not tabulated, ISAT not administered due to COVID closures

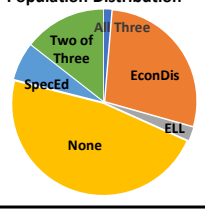
Key: Not Met | Not Met Diverging | Far Converging | Near Diverging | Near Converging | Met

State Level Testing Results

Percentage of Students at or Above Grade	2016	2017	2018	2019	2020	2021	2022
Fall IRI	58.6%	58.7%	58.3%	52.5%	54.7%	49.6%	51.0%
Spring IRI	72.0%	72.8%	72.4%	69.6%		65.1%	68.2%
ISAT ELA	53.0%	52.0%	53.8%	55.0%		54.1%	54.8%
ISAT Math	41.4%	41.7%	43.6%	44.4%		39.6%	41.9%
ISAT Science		59.4%	58.3%	57.9%			
ISAT Alt ELA	38.7%	47.4%	46.0%	36.6%			
ISAT Alt Math	54.0%	49.0%	47.6%	38.9%			
ISAT Alt Science	57.8%	57.1%	52.0%	38.7%			
Avgerage: All Tests	**53.8%**	**54.0%**	**54.8%**	**53.9%**	**54.7%**	**50.5%**	**52.3%**







ELA Testing Distribution by Assessment Level	2016	2017	2018	2019	2021	2022
ISAT ELA						
Grade 3						
Below Basic	23.9%	27.1%	24.6%	25.1%	27.4%	27.1%
Basic	26.9%	25.9%	25.6%	24.5%	24.9%	23.6%
Proficient	25.5%	24.2%	24.5%	24.8%	24.1%	23.3%
Advanced	23.7%	22.9%	25.3%	25.6%	23.6%	25.9%
Grade 4						
Below Basic	28.0%	30.0%	28.7%	27.9%	28.7%	26.8%
Basic	22.1%	22.1%	20.9%	20.2%	21.7%	21.2%
Proficient	25.4%	25.0%	25.2%	24.8%	24.3%	24.5%
Advanced	24.4%	23.0%	25.3%	27.1%	25.3%	27.6%
Grade 5						
Below Basic	24.9%	25.1%	23.8%	22.8%	24.1%	23.7%
Basic	21.2%	21.2%	20.9%	20.3%	20.7%	19.8%
Proficient	33.2%	32.4%	32.5%	32.5%	30.8%	30.0%
Advanced	20.7%	21.3%	22.8%	24.4%	24.5%	26.6%
Grade 6						
Below Basic	20.7%	21.8%	20.8%	19.8%	21.1%	22.0%
Basic	28.8%	27.4%	25.6%	25.0%	26.9%	25.3%
Proficient	35.4%	35.4%	35.9%	35.4%	34.2%	33.2%
Advanced	15.1%	15.4%	17.7%	19.7%	17.7%	19.6%
Grade 7						
Below Basic	22.1%	21.3%	21.8%	19.7%	19.0%	19.5%
Basic	25.1%	25.0%	24.0%	22.4%	22.9%	22.7%
Proficient	38.6%	39.6%	39.5%	39.3%	40.0%	37.5%
Advanced	14.3%	14.2%	14.7%	18.6%	18.1%	20.3%
Grade 8						
Below Basic	18.7%	19.9%	19.4%	20.2%	19.2%	20.4%
Basic	27.3%	27.6%	26.6%	26.1%	25.3%	25.4%
Proficient	40.2%	38.8%	39.0%	37.6%	37.3%	36.8%
Advanced	13.8%	13.7%	15.1%	16.1%	18.2%	17.4%
Grade 10						
Below Basic	16.2%	17.8%	17.2%	18.9%	17.8%	18.3%
Basic	22.2%	23.1%	23.5%	21.9%	22.2%	20.7%
Proficient	37.3%	36.7%	36.0%	35.0%	35.4%	33.9%
Advanced	24.3%	22.4%	23.3%	24.2%	24.6%	27.2%

Math Testing Distribution by Assessment Level	2016	2017	2018	2019	2021	2022
ISAT Math						
Grade 3						
Below Basic	22.6%	24.3%	24.0%	23.8%	28.0%	26.2%
Basic	25.5%	25.6%	23.8%	23.3%	24.3%	22.6%
Proficient	32.2%	30.6%	30.4%	30.1%	28.8%	29.0%
Advanced	19.7%	19.5%	21.7%	22.7%	18.9%	22.2%
Grade 4						
Below Basic	19.7%	20.7%	20.5%	19.3%	24.6%	22.1%
Basic	33.4%	32.7%	31.4%	30.7%	30.0%	29.1%
Proficient	28.6%	28.2%	28.5%	29.0%	26.7%	27.5%
Advanced	18.3%	18.4%	19.6%	21.0%	18.7%	21.2%
Grade 5						
Below Basic	28.9%	28.9%	28.8%	27.8%	31.2%	30.0%
Basic	31.4%	29.6%	28.2%	27.3%	29.0%	27.4%
Proficient	20.8%	20.1%	20.2%	20.5%	19.0%	19.7%
Advanced	18.9%	21.5%	22.8%	24.4%	20.8%	22.9%
Grade 6						
Below Basic	28.0%	27.9%	26.1%	27.6%	32.6%	29.9%
Basic	32.5%	32.2%	30.1%	29.7%	30.7%	29.4%
Proficient	21.8%	21.7%	22.9%	22.2%	19.8%	20.7%
Advanced	17.7%	18.2%	20.9%	20.6%	16.9%	19.9%
Grade 7						
Below Basic	25.6%	27.2%	27.6%	26.2%	31.3%	30.1%
Basic	32.8%	30.4%	28.5%	27.9%	28.7%	28.2%
Proficient	24.9%	23.9%	24.9%	24.6%	22.4%	23.1%
Advanced	16.7%	18.4%	19.0%	21.2%	17.6%	18.5%
Grade 8						
Below Basic	32.8%	33.4%	35.0%	32.2%	37.0%	36.9%
Basic	28.9%	27.9%	24.0%	27.1%	27.1%	27.2%
Proficient	20.8%	19.8%	19.9%	20.0%	18.2%	18.3%
Advanced	17.5%	18.8%	21.1%	20.7%	17.7%	17.6%
Grade 10						
Below Basic	40.6%	39.9%	39.4%	39.8%	39.8%	40.9%
Basic	28.8%	28.2%	27.8%	26.9%	27.6%	26.0%
Proficient	20.1%	20.4%	19.5%	19.2%	18.9%	18.8%
Advanced	10.5%	11.5%	13.2%	14.0%	13.7%	14.2%

- English Language Learner (ELL) and Special Educaion (SpecEd) include students who were in those programs at any point during their K-12 enrollment after inital inclusion, Economically Disadvantaged is limited to each year in which the classification was determined.
- In 2019, IRI tests were changed and additional content evaluations were added

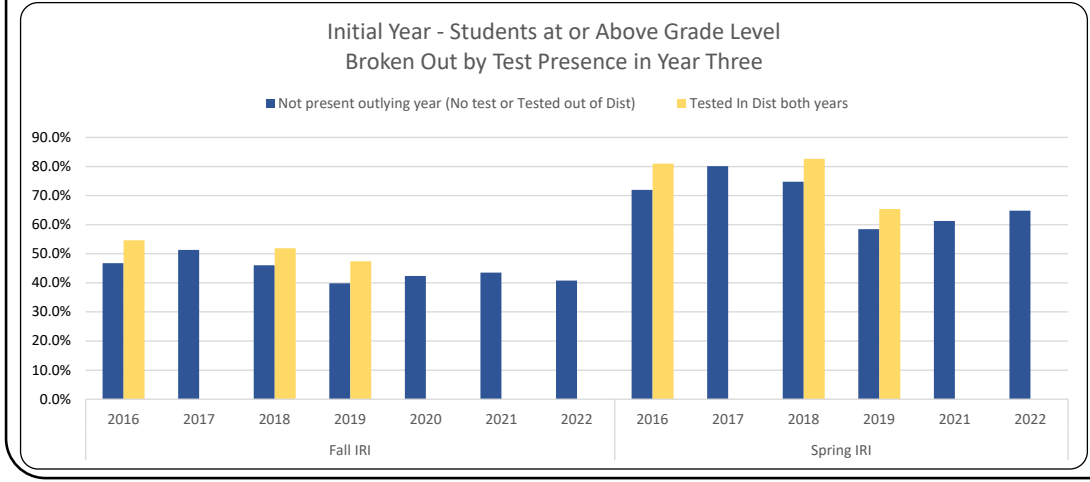
Proficiency Growth for Students Who Remain In District
Grade KG

Fall IRI -> to Spring Grade KG	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Spring Proficiency Level by Grade 3 Level 1	Level 2	Level 3
Level 1 Well Below Grade Level	9,179	22.1%	1.00	2.17	29.0%	25.2%	45.8%
Level 2 Near/Below Grade Level	11,073	26.6%	2.00	2.55	12.1%	20.4%	67.5%
Level 3 At Grade Level	21,372	51.3%	3.00	2.86	2.9%	8.3%	88.8%

Percent of Test Takers from Intial Year present in same district in Year 3: 66.29%
State level presence, not displayed: 80.85%

Spring IRI Grade KG	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 3 Level 1	Level 3	Level 3
Level 1 Well Below Grade Level	3,746	8.7%	1.00	1.85	45.8%	23.7%	30.5%
Level 2 Near/Below Grade Level	6,495	15.1%	2.00	2.34	20.9%	24.5%	54.6%
Level 3 At Grade Level	32,849	76.2%	3.00	2.77	5.4%	12.7%	82.0%

Percent of Test Takers from Intial Year present in same district in Year 3: 68.31%
State level presence, not displayed: 82.59%



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 3 Avg Score Tier	atGrade Rate	Score + / -
Fall IRI	**41,624**	**2.29**	**51.3%**	**2.63**	**73.7%**	**0.33**
None	19,739	2.57	66.7%	2.80	84.7%	0.24
EconDis	13,790	2.21	45.1%	2.59	70.7%	0.38
ELL	810	1.73	24.1%	2.47	62.3%	0.74
SpecEd	1,666	2.20	44.5%	2.36	58.9%	0.17
Two of Three	5,306	1.65	18.8%	2.20	49.0%	0.55
All Three	313	1.51	13.1%	1.88	32.6%	0.36
Spring IRI	**43,090**	**2.68**	**76.2%**	**2.62**	**73.4%**	**-0.05**
None	20,245	2.81	84.8%	2.80	84.6%	-0.01
EconDis	14,385	2.68	75.6%	2.59	70.3%	-0.09
ELL	846	2.39	59.1%	2.48	62.5%	0.09
SpecEd	1,726	2.42	60.1%	2.37	59.0%	-0.05
Two of Three	5,564	2.33	56.0%	2.20	48.9%	-0.12
All Three	324	2.08	45.4%	1.87	32.1%	-0.21

Students Remaining in District at Year Three, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2020	2021	2022
Fall IRI	**52.2%**	**51.4%**	**49.8%**	**44.9%**	**42.4%**	**43.5%**	**40.8%**
None	69.3%	68.3%	65.8%	60.9%	57.8%	56.4%	48.3%
EconDis	46.2%	43.7%	43.0%	38.9%	33.5%	34.6%	28.3%
ELL	30.3%	35.0%	30.4%	14.1%	12.7%	12.9%	6.2%
SpecEd	52.0%	50.3%	45.4%	29.8%	33.6%	28.5%	26.5%
Two of Three	22.5%	24.7%	20.8%	11.7%	9.9%	12.2%	12.9%
All Three	13.0%	24.4%	18.1%	5.6%	3.0%	3.8%	4.1%
Spring IRI	**78.3%**	**80.1%**	**80.0%**	**63.1%**		**61.2%**	**64.8%**
None	86.3%	87.6%	88.1%	76.2%		71.7%	71.8%
EconDis	77.8%	79.9%	78.5%	62.4%		59.8%	60.1%
ELL	65.8%	79.3%	78.5%	35.2%		31.9%	27.0%
SpecEd	62.6%	66.9%	67.4%	42.7%		42.2%	43.0%
Two of Three	63.3%	62.2%	62.6%	29.7%		27.3%	25.8%
All Three	46.0%	49.2%	55.9%	17.5%		16.5%	25.0%

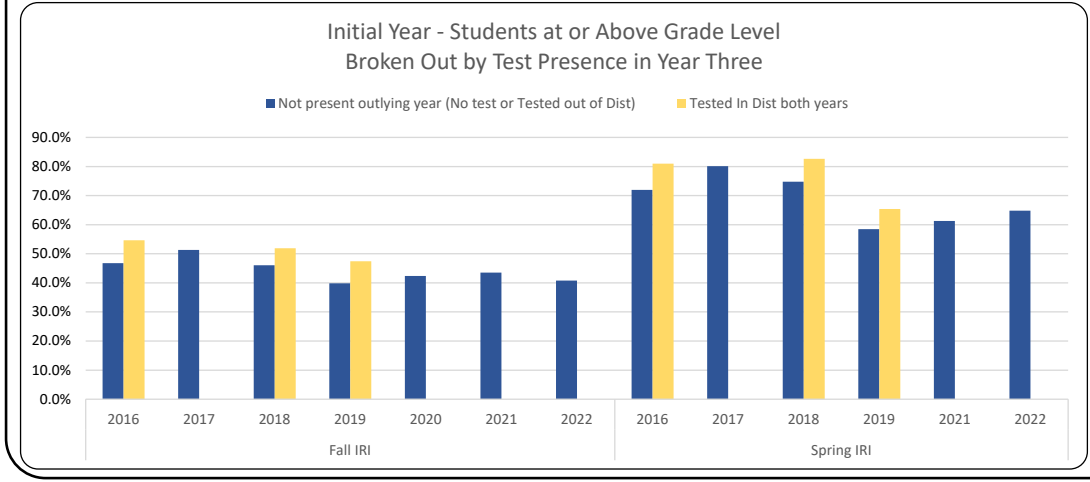
- English Language Learner (ELL) and Special Educaion (SpecEd) include students who were in those programs at any point during their K-12 enrollment after inital inclusion, Economically Disadvantaged is limited to each year identified.
- In 2019, IRI tests were changed and additional content evaluations were added

Proficiency Growth for Students Who Remain In District
Grade KG

Assessment growth limited to new IRI tests beginning in 2019

Fall IRI -> to Spring					Spring Proficiency Level by Grade 3		
Grade KG	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Level 1	Level 2	Level 3
Level 1 Well Below Grade Level	3,653	26.1%	1.00	2.18	29.4%	23.7%	47.0%
Level 2 Near/Below Grade Level	3,709	26.5%	2.00	2.61	10.7%	17.7%	71.6%
Level 3 At Grade Level	6,648	47.5%	3.00	2.88	2.2%	7.2%	90.6%
Percent of Test Takers from Intial Year present in same district in Year 3: 66.20%							
State level presence, not displayed: 81.26%							

Spring IRI					Proficiency Level by Grade 3		
Grade KG	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Level 1	Level 3	Level 3
Level 1 Well Below Grade Level	2,082	14.4%	1.00	1.92	41.9%	24.6%	33.5%
Level 2 Near/Below Grade Level	2,941	20.3%	2.00	2.47	15.0%	23.3%	61.7%
Level 3 At Grade Level	9,481	65.4%	3.00	2.83	4.0%	9.5%	86.5%
Percent of Test Takers from Intial Year present in same district in Year 3: 67.91%							
State level presence, not displayed: 82.60%							



Breakouts by Socio-Economic Classification				Proficiency by Grade 3		
	Count	Avg Score Tier	atGrade Rate	Avg Score Tier	atGrade Rate	Score + / -
Fall IRI	**14,010**	**2.21**	**47.5%**	**2.63**	**74.2%**	**0.41**
None	7,068	2.50	63.4%	2.81	85.4%	0.30
EconDis	4,206	2.13	40.7%	2.57	70.1%	0.45
ELL	325	1.51	13.8%	2.45	60.0%	0.94
SpecEd	654	1.97	33.5%	2.34	58.7%	0.38
Two of Three	1,655	1.49	11.4%	2.18	48.4%	0.70
All Three	102	1.33	5.9%	1.94	35.3%	0.61
Spring IRI	**14,504**	**2.51**	**65.4%**	**2.62**	**73.9%**	**0.11**
None	7,247	2.72	77.9%	2.80	85.1%	0.08
EconDis	4,403	2.52	64.4%	2.57	70.0%	0.06
ELL	340	2.01	36.8%	2.46	60.6%	0.45
SpecEd	681	2.20	46.4%	2.34	58.6%	0.14
Two of Three	1,729	1.89	30.9%	2.18	47.7%	0.28
All Three	104	1.62	21.2%	1.92	34.6%	0.31

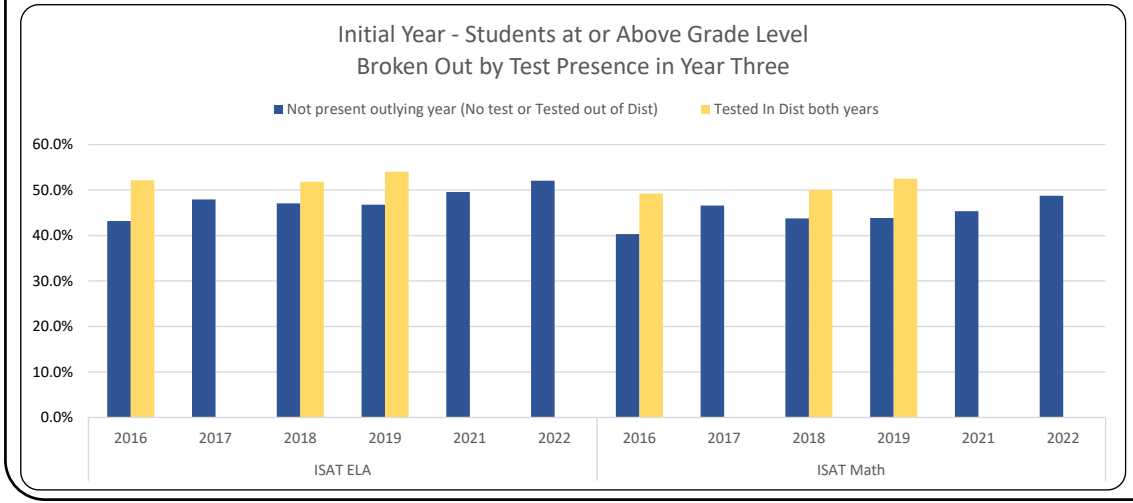
Students Remaining in District at Year Three, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2020	2021	2022
Fall IRI	**52.2%**	**51.4%**	**49.8%**	**44.9%**	**42.4%**	**43.5%**	**40.8%**
None	69.3%	68.3%	65.8%	60.9%	57.8%	56.4%	48.3%
EconDis	46.2%	43.7%	43.0%	38.9%	33.5%	34.6%	28.3%
ELL	30.3%	35.0%	30.4%	14.1%	12.7%	12.9%	6.2%
SpecEd	52.0%	50.3%	45.4%	29.8%	33.6%	28.5%	26.5%
Two of Three	22.5%	24.7%	20.8%	11.7%	9.9%	12.2%	12.9%
All Three	13.0%	24.4%	18.1%	5.6%	3.0%	3.8%	4.1%
Spring IRI	**78.3%**	**80.1%**	**80.0%**	**63.1%**		**61.2%**	**64.8%**
None	86.3%	87.6%	88.1%	76.2%		71.7%	71.8%
EconDis	77.8%	79.9%	78.5%	62.4%		59.8%	60.1%
ELL	65.8%	79.3%	78.5%	35.2%		31.9%	27.0%
SpecEd	62.6%	66.9%	67.4%	42.7%		42.2%	43.0%
Two of Three	63.3%	62.2%	62.6%	29.7%		27.3%	25.8%
All Three	46.0%	49.2%	55.9%	17.5%		16.5%	25.0%

- English Language Learner (ELL) and Special Educaion (SpecEd) include students who were in those programs at any point during their K-12 enrollment after inital inclusion, Economically Disadvantaged is limited to each year identified.
- In 2019, IRI tests were changed and additional content evaluations were added

Proficiency Growth for Students Who Remain In District
Grade 4

ISAT ELA Grade 4	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 7 Level 1	Level 2	Level 3	Level 4
Level 1 Below Basic	13,137	26.4%	1.77	2.19	51.8%	32.8%	14.8%	0.6%
Level 2 Basic	10,393	20.9%	2.44	2.82	14.8%	36.2%	44.5%	4.4%
Level 3 Proficient	12,871	25.9%	3.41	3.29	4.2%	19.1%	59.8%	17.0%
Level 4 Advanced	13,327	26.8%	4.09	3.79	0.6%	4.3%	40.7%	54.4%
Percent of Test Takers from Intial Year present in same district in Year 3: 71.63%								
State level presence, not displayed: 86.10%								

ISAT Math Grade 4	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 7 Level 1	Level 3	Level 3	Level 4
Level 1 Below Basic	9,044	18.2%	1.77	1.77	81.9%	16.4%	1.6%	0.1%
Level 2 Basic	15,537	31.2%	2.44	2.38	34.0%	45.8%	17.9%	2.4%
Level 3 Proficient	14,818	29.8%	3.41	3.16	6.2%	31.6%	42.5%	19.6%
Level 4 Advanced	10,336	20.8%	4.09	3.84	0.5%	6.7%	27.0%	65.8%
Percent of Test Takers from Intial Year present in same district in Year 3: 71.58%								
State level presence, not displayed: 85.96%								



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 7 Avg Score Tier	atGrade Rate	Score + / -
ISAT ELA	**49,728**	**2.96**	**52.7%**	**3.04**	**59.6%**	**0.08**
None	21,736	3.33	69.9%	3.37	76.4%	0.04
EconDis	14,824	2.95	52.1%	3.01	58.5%	0.06
ELL	727	2.67	38.5%	2.91	52.7%	0.24
SpecEd	3,155	2.56	35.0%	2.71	43.4%	0.15
Two of Three	8,407	2.29	22.3%	2.45	30.1%	0.16
All Three	879	1.82	3.9%	1.97	8.4%	0.14
ISAT Math	**49,735**	**2.96**	**50.6%**	**2.81**	**44.4%**	**-0.15**
None	21,712	3.30	67.4%	3.18	60.9%	-0.12
EconDis	14,785	2.94	48.8%	2.75	40.4%	-0.19
ELL	737	2.67	34.9%	2.60	34.1%	-0.07
SpecEd	3,141	2.67	37.5%	2.55	33.7%	-0.12
Two of Three	8,475	2.36	21.6%	2.21	18.5%	-0.15
All Three	885	1.90	4.6%	1.78	4.5%	-0.12

Students Remaining in District at Year Three, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2021	2022
ISAT ELA	**49.8%**	**47.9%**	**50.4%**	**51.9%**	**49.6%**	**52.0%**
None	68.8%	66.0%	68.3%	69.6%	64.4%	64.4%
EconDis	49.8%	48.5%	50.3%	50.3%	43.9%	45.8%
ELL	42.3%	38.7%	39.5%	39.5%	33.4%	36.3%
SpecEd	30.7%	30.7%	33.3%	35.7%	33.1%	34.7%
Two of Three	19.1%	19.2%	22.0%	21.5%	19.8%	21.2%
All Three	3.9%	2.9%	4.7%	3.4%	4.6%	7.7%
ISAT Math	**46.9%**	**46.6%**	**48.1%**	**50.0%**	**45.4%**	**48.7%**
None	65.3%	65.0%	65.9%	66.9%	59.3%	61.2%
EconDis	45.7%	46.0%	46.8%	47.5%	38.5%	40.1%
ELL	39.0%	33.9%	40.7%	33.0%	28.2%	31.1%
SpecEd	31.1%	32.9%	36.2%	38.1%	33.6%	35.5%
Two of Three	18.7%	18.7%	20.3%	21.6%	17.6%	18.6%
All Three	3.9%	3.3%	4.0%	4.9%	7.1%	8.2%

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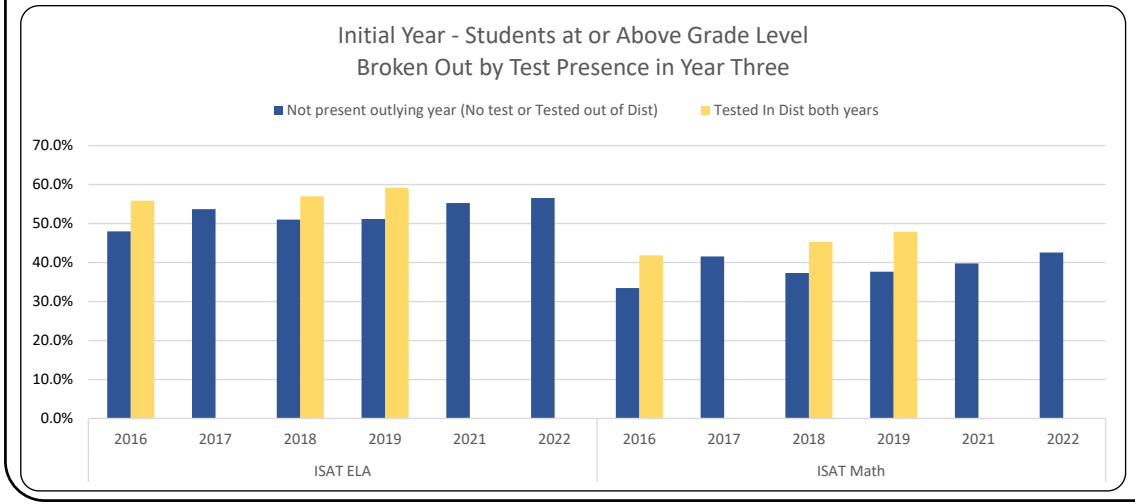
Proficiency Growth for Students Who Remain In District
Grade 5

ISAT ELA Grade 5	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 8 Level 1	Level 2	Level 3	Level 4
Level 1 Below Basic	11,276	22.1%	1.78	2.08	57.6%	33.5%	8.7%	0.2%
Level 2 Basic	10,497	20.6%	2.45	2.64	19.5%	44.8%	33.6%	2.0%
Level 3 Proficient	17,098	33.5%	3.42	3.21	4.8%	23.4%	57.9%	13.9%
Level 4 Advanced	12,197	23.9%	4.08	3.78	0.8%	4.5%	41.3%	53.4%
Percent of Test Takers from Intial Year present in same district in Year 3: 72.37%								
State level presence, not displayed: 85.68%								

ISAT Math Grade 5	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 8 Level 1	Level 3	Level 3	Level 4
Level 1 Below Basic	13,398	26.2%	1.78	1.85	77.5%	19.7%	2.7%	0.2%
Level 2 Basic	14,674	28.7%	2.45	2.43	34.9%	42.8%	18.5%	3.8%
Level 3 Proficient	10,910	21.4%	3.42	3.03	11.8%	34.0%	34.5%	19.7%
Level 4 Advanced	12,074	23.6%	4.08	3.74	2.0%	11.0%	26.0%	61.1%
Percent of Test Takers from Intial Year present in same district in Year 3: 72.31%								
State level presence, not displayed: 85.59%								



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 8 Avg Score Tier	atGrade Rate	Score + / -
ISAT ELA	**51,068**	**3.02**	**57.4%**	**2.98**	**56.0%**	**-0.03**
None	22,817	3.37	74.2%	3.30	72.1%	-0.07
EconDis	14,707	3.02	57.9%	2.96	55.1%	-0.06
ELL	878	2.81	45.7%	2.88	49.4%	0.07
SpecEd	3,197	2.59	37.2%	2.62	38.1%	0.03
Two of Three	8,540	2.37	25.8%	2.42	26.8%	0.05
All Three	929	1.90	5.3%	1.99	8.3%	0.09
ISAT Math	**51,056**	**2.87**	**45.0%**	**2.72**	**39.3%**	**-0.15**
None	22,753	3.22	61.3%	3.08	55.0%	-0.14
EconDis	14,693	2.84	42.5%	2.64	34.9%	-0.20
ELL	893	2.62	32.3%	2.54	30.6%	-0.08
SpecEd	3,190	2.51	30.5%	2.42	27.9%	-0.09
Two of Three	8,590	2.24	17.4%	2.12	14.5%	-0.11
All Three	937	1.84	4.2%	1.75	3.7%	-0.09

Students Remaining in District at Year Three, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2021	2022
ISAT ELA	**53.9%**	**53.7%**	**55.3%**	**56.9%**	**55.3%**	**56.5%**
None	72.7%	72.7%	72.7%	74.3%	70.4%	70.3%
EconDis	54.5%	54.4%	56.1%	56.7%	52.0%	50.5%
ELL	45.9%	47.9%	43.2%	45.4%	43.0%	41.9%
SpecEd	33.0%	33.0%	34.7%	38.3%	35.7%	36.8%
Two of Three	23.3%	22.1%	25.5%	24.9%	23.3%	23.5%
All Three	4.2%	5.4%	5.1%	5.3%	9.2%	9.2%
ISAT Math	**39.7%**	**41.5%**	**43.0%**	**44.9%**	**39.8%**	**42.6%**
None	57.1%	59.5%	60.6%	61.4%	53.1%	54.8%
EconDis	37.8%	39.4%	40.3%	41.7%	33.8%	33.7%
ELL	32.2%	34.6%	32.6%	31.8%	25.2%	27.2%
SpecEd	25.8%	26.7%	28.8%	30.6%	27.1%	30.2%
Two of Three	13.7%	15.3%	16.1%	18.5%	13.8%	14.3%
All Three	3.2%	3.5%	2.9%	5.1%	4.6%	5.9%

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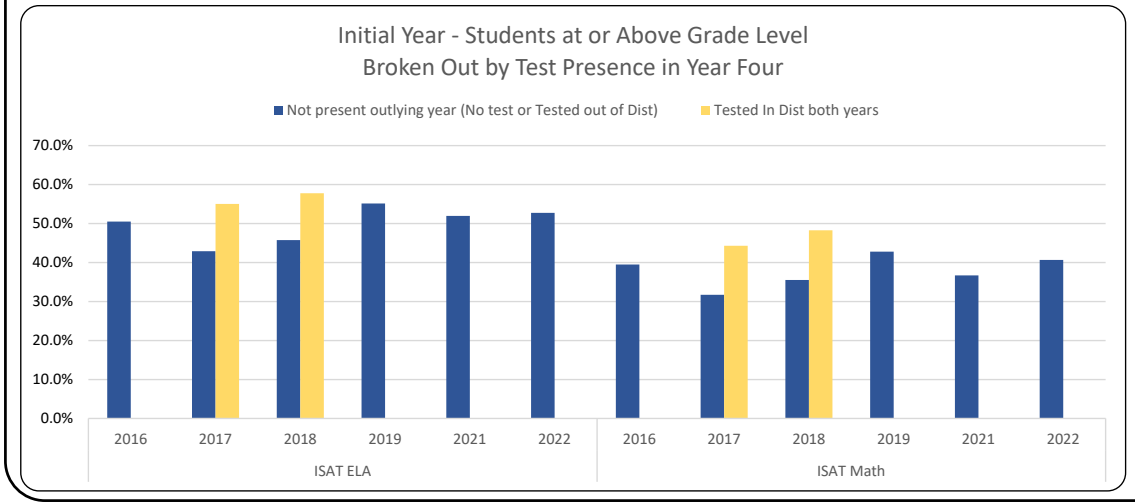
Proficiency Growth for Students Who Remain In District
Grade 6

ISAT ELA Grade 6	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 2	Level 3	Level 4
Level 1 Below Basic	5,440	18.1%	1.78	2.13	55.8%	32.0%	11.5%	0.7%
Level 2 Basic	7,691	25.5%	2.47	2.79	17.9%	35.9%	40.2%	6.1%
Level 3 Proficient	11,335	37.6%	3.40	3.43	4.4%	15.6%	49.4%	30.6%
Level 4 Advanced	5,660	18.8%	4.08	3.95	0.8%	2.7%	23.1%	73.4%
Percent of Test Takers from Intial Year present in same district in Year 3: 65.17%								
State level presence, not displayed: 77.82%								

ISAT Math Grade 6	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 3	Level 3	Level 4
Level 1 Below Basic	6,871	22.8%	1.78	1.80	84.3%	14.0%	1.7%	0.1%
Level 2 Basic	9,301	30.9%	2.47	2.25	45.9%	39.1%	13.4%	1.6%
Level 3 Proficient	7,190	23.9%	3.40	2.86	16.0%	37.4%	34.7%	12.0%
Level 4 Advanced	6,748	22.4%	4.08	3.62	2.8%	12.9%	30.9%	53.4%
Percent of Test Takers from Intial Year present in same district in Year 3: 65.07%								
State level presence, not displayed: 77.75%								



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 10 Avg Score Tier	atGrade Rate	Score + / -
ISAT ELA	**30,126**	**3.00**	**56.4%**	**3.13**	**62.3%**	**0.13**
None	14,046	3.32	73.0%	3.43	76.5%	0.10
EconDis	8,502	2.97	54.9%	3.09	60.9%	0.12
ELL	459	2.85	49.2%	3.04	57.3%	0.19
SpecEd	1,831	2.55	33.4%	2.78	45.5%	0.22
Two of Three	4,779	2.39	25.5%	2.58	35.3%	0.19
All Three	509	1.89	4.7%	2.03	11.6%	0.14
ISAT Math	**30,110**	**2.89**	**46.3%**	**2.59**	**35.1%**	**-0.29**
None	14,016	3.25	62.8%	2.91	48.2%	-0.34
EconDis	8,494	2.83	42.2%	2.50	30.0%	-0.33
ELL	462	2.71	37.4%	2.50	31.0%	-0.21
SpecEd	1,811	2.49	29.4%	2.35	26.3%	-0.14
Two of Three	4,818	2.23	17.1%	2.05	12.9%	-0.18
All Three	509	1.77	4.3%	1.70	4.5%	-0.07

Students Remaining in District at Year Four, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2021	2022
ISAT ELA	**50.5%**	**50.8%**	**53.6%**	**55.2%**	**52.0%**	**52.8%**
None	69.5%	69.8%	72.1%	72.8%	66.4%	67.0%
EconDis	47.7%	50.1%	51.1%	53.0%	47.8%	45.7%
ELL	53.5%	46.2%	49.7%	41.6%	40.2%	39.0%
SpecEd	27.5%	28.8%	31.2%	33.6%	31.9%	31.2%
Two of Three	20.4%	20.9%	22.3%	22.7%	20.6%	20.1%
All Three	4.2%	3.6%	5.2%	6.5%	5.7%	6.9%
ISAT Math	**39.5%**	**39.9%**	**43.8%**	**42.8%**	**36.7%**	**40.7%**
None	57.5%	58.9%	61.6%	59.5%	48.9%	53.0%
EconDis	34.8%	35.8%	39.3%	37.9%	30.9%	32.2%
ELL	34.1%	40.1%	36.5%	32.4%	22.4%	25.5%
SpecEd	24.8%	24.4%	27.7%	26.8%	23.3%	26.4%
Two of Three	12.6%	13.2%	15.3%	14.3%	12.1%	13.1%
All Three	4.4%	3.4%	4.7%	4.2%	1.3%	4.2%

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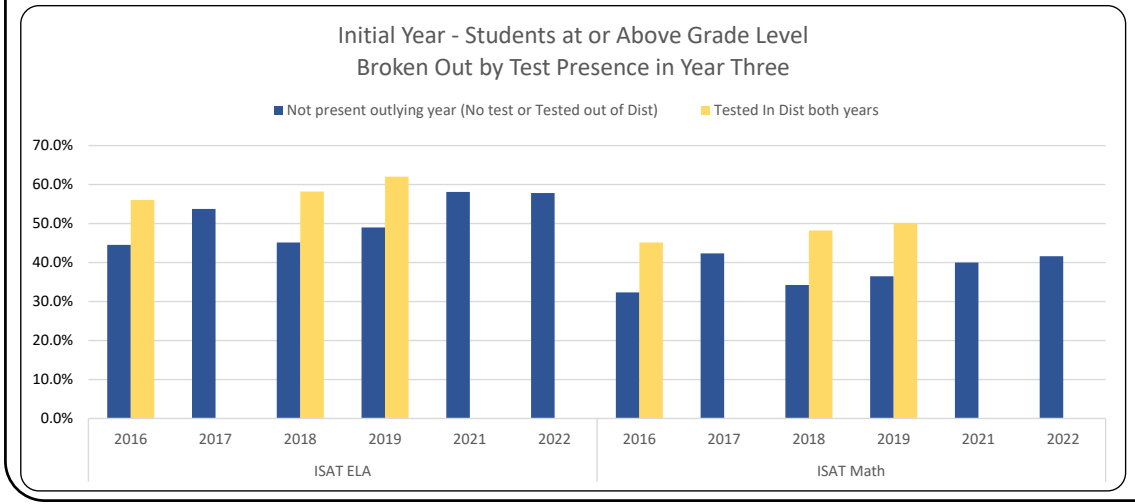
Proficiency Growth for Students Who Remain In District
Grade 7

ISAT ELA Grade 7	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 2	Level 3	Level 4
Level 1 Below Basic	8,763	18.1%	1.78	2.09	57.8%	32.0%	9.9%	0.4%
Level 2 Basic	11,177	23.1%	2.47	2.72	19.1%	39.1%	37.6%	4.2%
Level 3 Proficient	19,880	41.1%	3.41	3.42	4.1%	15.5%	51.1%	29.3%
Level 4 Advanced	8,564	17.7%	4.08	3.97	0.6%	1.9%	22.1%	75.4%

Percent of Test Takers from Intial Year present in same district in Year 3: 69.98%
State level presence, not displayed: 81.57%

ISAT Math Grade 7	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 3	Level 3	Level 4
Level 1 Below Basic	11,031	22.8%	1.78	1.79	85.4%	13.3%	1.3%	0.1%
Level 2 Basic	14,162	29.3%	2.47	2.22	47.2%	40.0%	11.7%	1.1%
Level 3 Proficient	12,806	26.5%	3.41	2.88	14.8%	37.8%	36.2%	11.3%
Level 4 Advanced	10,327	21.4%	4.08	3.67	2.1%	11.2%	31.3%	55.4%

Percent of Test Takers from Intial Year present in same district in Year 3: 69.96%
State level presence, not displayed: 81.55%



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 10 Avg Score Tier	atGrade Rate	Score + / -
ISAT ELA	**48,384**	**3.01**	**58.8%**	**3.12**	**61.8%**	**0.10**
None	24,300	3.31	74.1%	3.40	75.6%	0.09
EconDis	12,270	2.97	56.1%	3.07	59.5%	0.10
ELL	1,007	2.79	46.4%	2.98	54.7%	0.19
SpecEd	3,107	2.57	36.4%	2.72	41.9%	0.14
Two of Three	6,957	2.40	27.3%	2.53	33.1%	0.13
All Three	743	1.92	7.3%	2.02	10.9%	0.10
ISAT Math	**48,326**	**2.89**	**47.9%**	**2.60**	**35.2%**	**-0.30**
None	24,267	3.22	63.1%	2.89	47.7%	-0.33
EconDis	12,224	2.82	43.0%	2.48	28.8%	-0.34
ELL	1,014	2.62	32.7%	2.40	25.2%	-0.23
SpecEd	3,087	2.49	30.3%	2.30	24.5%	-0.18
Two of Three	6,982	2.23	18.2%	2.03	12.3%	-0.20
All Three	752	1.75	4.0%	1.69	3.5%	-0.06

Students Remaining in District at Year Three, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2021	2022
ISAT ELA	**52.8%**	**53.7%**	**54.2%**	**57.9%**	**58.1%**	**57.8%**
None	70.1%	71.5%	72.0%	74.6%	73.0%	70.7%
EconDis	50.2%	51.6%	52.2%	55.7%	55.1%	53.7%
ELL	41.7%	50.3%	47.6%	46.8%	45.1%	42.7%
SpecEd	28.8%	30.5%	33.6%	36.9%	35.3%	35.6%
Two of Three	21.3%	23.5%	22.8%	25.1%	24.5%	24.4%
All Three	6.1%	7.5%	5.5%	9.1%	7.6%	6.4%
ISAT Math	**41.6%**	**42.4%**	**43.9%**	**45.9%**	**40.0%**	**41.6%**
None	58.6%	60.4%	61.5%	62.0%	52.9%	52.7%
EconDis	36.4%	36.5%	39.5%	40.9%	33.9%	35.5%
ELL	30.4%	36.3%	33.1%	33.7%	24.3%	24.3%
SpecEd	23.5%	27.3%	28.1%	30.3%	25.6%	27.0%
Two of Three	13.2%	15.1%	15.3%	16.5%	13.3%	14.1%
All Three	3.8%	4.8%	3.8%	4.8%	6.6%	3.2%

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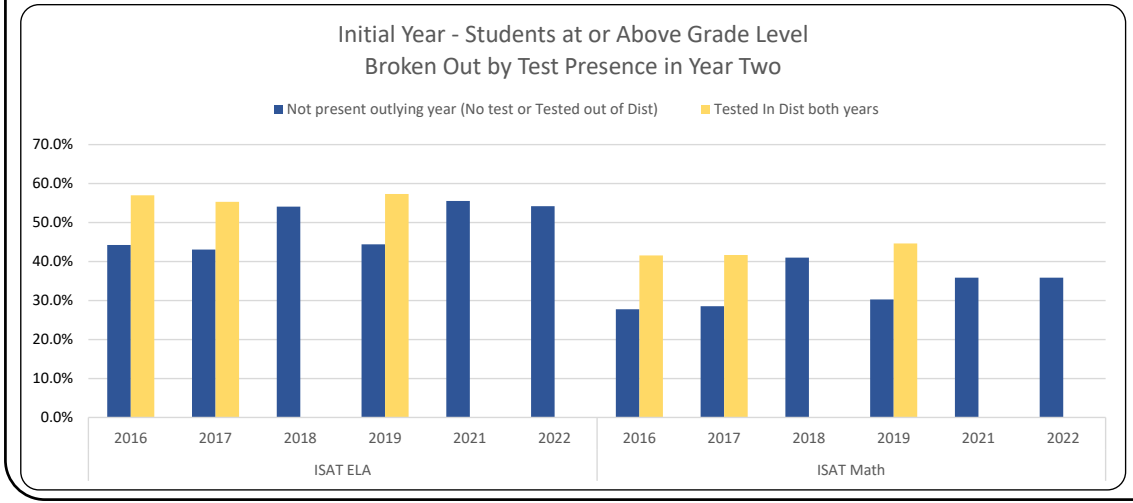
Proficiency Growth for Students Who Remain In District
Grade 8

ISAT ELA Grade 8	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 2	Level 3	Level 4
Level 1 Below Basic	8,711	17.1%	1.79	2.05	61.0%	30.7%	8.0%	0.3%
Level 2 Basic	13,423	26.4%	2.45	2.69	18.5%	42.7%	36.0%	2.9%
Level 3 Proficient	20,725	40.7%	3.41	3.46	2.6%	13.8%	54.8%	28.8%
Level 4 Advanced	8,071	15.8%	4.07	3.99	0.3%	1.5%	20.1%	78.1%
Percent of Test Takers from Intial Year present in same district in Year 3: 75.18%								
State level presence, not displayed: 85.53%								

ISAT Math Grade 8	Count Of Testers	Testing Level Distribution	Avg Score Tier	Avg Score Tier at 3 Years	Proficiency Level by Grade 10 Level 1	Level 3	Level 3	Level 4
Level 1 Below Basic	14,754	29.0%	1.79	1.86	80.8%	16.8%	2.2%	0.1%
Level 2 Basic	14,458	28.4%	2.45	2.33	39.5%	44.6%	14.7%	1.3%
Level 3 Proficient	10,951	21.5%	3.41	2.94	10.6%	38.7%	39.4%	11.2%
Level 4 Advanced	10,756	21.1%	4.07	3.68	1.3%	9.9%	33.0%	55.8%
Percent of Test Takers from Intial Year present in same district in Year 3: 75.19%								
State level presence, not displayed: 85.53%								



Breakouts by Socio-Economic Classification	Count	Avg Score Tier	atGrade Rate	Proficiency by Grade 10 Avg Score Tier	atGrade Rate	Score + / -
ISAT ELA	**50,930**	**2.99**	**56.5%**	**3.10**	**61.2%**	**0.11**
None	25,500	3.26	71.0%	3.39	75.4%	0.13
EconDis	13,414	2.96	54.6%	3.06	59.2%	0.11
ELL	1,025	2.85	48.0%	2.96	53.0%	0.11
SpecEd	3,082	2.51	32.1%	2.64	37.9%	0.13
Two of Three	7,191	2.39	25.5%	2.49	30.8%	0.10
All Three	718	1.97	7.5%	2.02	10.6%	0.05
ISAT Math	**50,919**	**2.80**	**42.6%**	**2.60**	**34.9%**	**-0.20**
None	25,478	3.12	57.1%	2.89	47.7%	-0.23
EconDis	13,399	2.70	37.3%	2.49	28.5%	-0.22
ELL	1,039	2.59	31.6%	2.42	26.1%	-0.17
SpecEd	3,074	2.34	23.9%	2.25	21.6%	-0.09
Two of Three	7,214	2.14	14.8%	2.02	11.2%	-0.12
All Three	715	1.76	4.3%	1.71	3.4%	-0.05

Students Remaining in District at Year Two, Percent at Grade by Intial Test Year	2016	2017	2018	2019	2021	2022
ISAT ELA	**54.0%**	**52.5%**	**54.1%**	**53.8%**	**55.5%**	**54.2%**
None	70.5%	68.4%	70.7%	69.7%	69.4%	66.3%
EconDis	51.3%	50.9%	50.7%	51.4%	53.7%	51.7%
ELL	49.7%	40.4%	46.6%	45.6%	39.6%	38.8%
SpecEd	25.7%	30.9%	31.0%	32.8%	29.2%	32.3%
Two of Three	22.1%	21.9%	23.9%	23.0%	22.7%	20.4%
All Three	7.2%	6.0%	5.4%	6.0%	10.2%	7.5%
ISAT Math	**38.3%**	**38.6%**	**41.0%**	**40.7%**	**35.9%**	**35.9%**
None	54.7%	54.5%	57.7%	56.1%	47.3%	46.8%
EconDis	32.1%	33.5%	34.0%	35.1%	30.7%	28.2%
ELL	29.2%	25.8%	30.0%	32.1%	21.2%	18.6%
SpecEd	17.7%	22.5%	24.3%	24.6%	19.5%	21.6%
Two of Three	11.3%	12.6%	13.9%	13.5%	11.0%	9.3%
All Three	4.0%	3.8%	3.8%	3.3%	3.2%	2.3%

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Office of the State Board of Education Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." The State Board of Education envisions a student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and charter schools governed by the State Board of Education; delivers public elementary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. The State Board of Education endeavors to ensure our citizens are informed and educated in order to achieve a higher quality of life and effectively participate in a democratic society.

Core Functions/Idaho Code

The State Board of Education (Board) is established in the Idaho Constitution, Article IX, Section 2, the membership, powers and duties of which are then prescribed in Idaho statutes. Pursuant to Section 33-101, Idaho Code, the Board is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by state funds. This includes public schools, colleges and universities, and the agencies of the Board: Office of the State Board of Education, Department of Education, Division of Career Technical Education, Idaho Public Television, Division of Vocational Rehabilitation, and the Idaho Public Charter School Commission. The Board and the agencies of the Board are charged with enforcing and implementing the education laws of the state. More specific responsibilities are identified throughout Idaho Code, Title 33.

The Board is composed of eight members. Seven are citizen members appointed by the governor. The eighth is the state superintendent of public instruction who serves as an *ex officio* member.

The Board is responsible for general supervision and oversight of 26 agencies, institutions, health, and special programs; which are as follows:

1) Boise State University
   a) Small Business Development Center
   b) Tech Help
2) Idaho State University
   a) Full Circle Health (FCH) formerly Family Medicine Residency
   b) Idaho Dental Education Program
   c) Museum of Natural History
3) Lewis-Clark State College
4) University of Idaho
   a) WI (Washington-Idaho) Veterinary Medicine Program
   b) WAMMI Medical Education
   c) Agriculture Research and Extension
   d) Forest Utilization Research
   e) Idaho Geological Survey
5) College of Eastern Idaho
6) College of Southern Idaho
7) College of Western Idaho
8) North Idaho College
9) State Department of Education
10) Idaho Division of Career Technical Education
11) Idaho Public Television
12) Idaho Division of Vocational Rehabilitation

Office of the State Board of Education Performance Report

13) Idaho Public Charter School Commission
14) Special and Health Programs:
    a) Special Programs, Scholarships and Grants
    b) Health Programs: University of Utah School of Medicine, Boise Internal Medicine Residency, Eastern Idaho Psychiatry, Eastern Idaho Regional Medical Center Residency Programs, Full Circle Health formerly Family Medicine Residency of Idaho, Kootenai Clinic Family Medicine Coeur d'Alene Residency, and Western Idaho Psychiatry

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$6,374,900	$5,552,900	7,761,000	8,582,900
Federal Grant	$2,740,100	$2,744,200	502.100	9,036,800[1]
Misc. Revenue	$6,846,200	$7,223,300	7,831,900	6,924,400
Total	**$15,961,200**	**$15,520,400**	**16,095,000**	**24,544,100**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$3,377,900	$3,581,700	5,541,000	6,136,500
Operating Expenditures	$9,877,000	$9,220,700	8,979,000	6,924,400
Capital Outlay[2]	$42,900	$54,600	0	6,152,400
Trustee/Benefit Payments	$2,663,400	$2,663,400	1,575,000	8,334,000
Total	**$15,961,200**	**$15,520,400**	**16,095,000**	**24,544,100**

Health Education Programs Revenue and Expenditures[3]

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
University of Utah	$1,694.900	$2,049,800	2,098,500	2,446,600
FCH - Boise	$2,770,000	$3,010,000	2,859,500	3,010,000
FMR - Kootenai	$650,000	$740,000	703,000	740,000
Boise Internal Medicine	$617,500	$845,000	850,200	895,000
Eastern Idaho Medical	$455,000	$1,005,000	1,714,700	2,165,000
Bingham Internal Medicine	$525,000	$635,000	0	0
Psych Residency	$397,800	$397,800	567,900	837,800
Total	**$7,110,200**	**$7,110,200**	**8,793,800**	**10,094,400**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
University of Utah	$1,694,900	$2,049,800	2,098,500	2,446,600
FCH - Boise	$2,770,000	$3,010,000	2,859,500	3,010,000
FMR - Kootenai	$650,000	$740,000	703,000	740,000
Boise Internal Medicine	$617,500	$845,000	850,200	895,000
Eastern Idaho Medical	$455,000	$1,005,000	1,714,700	2,165,000
Bingham Internal Medicine	$525,000	$635,000	0[4]	0
Psych Residency	$397,800	$397,800	567,900	837,800
Total	**$7,110,200**	**$7,110,200**	**8,793,800**	**10,094,400**

[1] In fiscal year 2022, the State Board was designated as the passthrough entity for Governor's Emergency Education Relief (GEER) funding.
[2] No funds appropriated by legislature in fiscal year 2021. In 2022, new Governmental Accounting Standards Board requirement (GASB 87) shifted capitalized lease expenses from Operating Expenditures to Capital Outlay.
[3] Revenue and Expenditures for WWAMI, Idaho Dental Education Program and WI Vet Med are reported in agency performance reports.
[4] Lost accreditation, no funding provided.

Office of the State Board of Education Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Student Aid Dollars	$1,186,000	$1,162,026	$1,145,419	$1,031,899
• Atwell Parry Work Study Program	$185,627	$156,966	$98,915	$175,784
• Armed Forces and Public Safety Officer Scholarship	$2,679,543	$2,697,098	$3,061,617	$1,960,264
• GEAR UP Idaho Scholarship	$14,237,582	$20,610,953	$19,829,119	$19,900,569
• Opportunity Scholarship[2]	$104,564	$348,670	$329,082	$224,434
• Opportunity Scholarship for Adult Learners	$113,550	$114,450	$109,479	$72,950
• Postsecondary Credit Scholarship				
Number of Scholarships Awarded				
• Armed Forces and Public Safety Officer Scholarship	13	12	9	13
• GEAR UP Idaho Scholarship	1,333	956	769	582
• Opportunity Scholarship[2]	4,254	6,301	6,144	6,147
• Opportunity Scholarship for Adult Learners	57	115	118	89
• Postsecondary Credit Scholarship	79	78	85	53
Public Postsecondary Annual Enrollment Headcount[3]				
• Career Technical	5,295	5,300	5,031	4,914
• Undergraduate	52,129	51,819	51,862	51,184
• Graduate	7,852	8,139	8,415	8,800
• Professional	409	427	550	527
Public Postsecondary Annual Credit Hours[3]				
• Career Technical	106,174	113,353	104,258	103,493
• Undergraduate	1,343,621	1,352,498	1,309,349	1,314,077
• Graduate	137,157	141,527	145,520	149,496
• Professional	14,221	14,750	18,093	22,070
Public Postsecondary Annual Full-Time Equivalent Students[3]				
• Career Technical	3,539	3,778	3,475	3,450
• Undergraduate	44,787	45,083	43,645	43,803
• Graduate	5,715	5,897	6,063	6,229
• Professional	430	447	565	545
Annual Advanced Opportunities Enrollment Headcount				
• Dual Credit[3]	34,852	35,961	34.342	37,767
• AP Enrollment[4]	8,169	7,991	7,354	7,774
• AP Examinations[4]	13,664	13,620	12,274	12,565
Health Education Compacts[5]				
• Idaho Sponsored Students Enrolled in University of Utah School of Medicine	41	40	40	40
Number of Residents in Training				
• FCH (Boise)	47	55	63	70
• Idaho State University FMR (Pocatello)	21	22	23	24
• Kootenai Clinic FMR (Coeur d'Alene)	18	18	18	25

Office of the State Board of Education — Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
College Entrance Exams:				
• Number of Public School Seniors that Took the ACT During Their High School Years[6]	6,392	3,550	2,219	NA[6]
• Number of Public School Seniors That Took the SAT During Their High School Years[4]	20,739	20,624	19,211	NA
Postsecondary Employee FTE[7]				
• Faculty	1,900.68	1,917.02	1,937.22	1,902.12
• Executive/Administrative	127.32	133.98	139.49	132.77
• Managerial/Professional	1,220.79	1,336.05	1,446.70	1,463.30
• Classified	1,415.81	1,363.31	1,348.39	1,256.62
Percent of first-time, full-time freshman graduating within 100% of time[8]:	2017 2-Yr Cohort 2015 4-Yr Cohort	2018 2-Yr Cohort 2016 4-Yr Cohort	2019 2-Yr Cohort 2017 4-Yr Cohort	2020 2-Yr Cohort 2018 4-Yr Cohort
• Two-year Institution	19.0%	18.6%	22.1%	22.7%
• Four-year Institution	28.7%	32.9%	35.2%	32.4%

[1] Preliminary numbers for most recent year, subject to change.
[2] Excludes students who were initially awarded a scholarship but received no actual funds due to tuition and fees being met by other grant or scholarship sources. Awarded dollars from fiscal reporting will not match publication reporting on annual academic years awards due to variant capture periods.
[3] State Postsecondary Student Enrollment Report (PSR), Annual.
[4] College Board: SAT data from Idaho SAT Suite of Assessments Annual Report; AP data from AP Program Participation and Performance Data
[5]WWAMI enrolled students reported in University of Idaho WWAMI Performance Report.
[6] ACT, Inc.: ACT State Profile Report. Publication discontinued in FY21, availability inconsistent or delayed.
[7] Four-year institutions; Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho; excluding adjuncts (who are contracted, non-benefitted employees with variable class load).
[8]Variances in methodology for calculating enrollment numbers by each of the postsecondary institutions create discrepancies when numbers are aggregated at the state level for this measure. These discrepancies are being addressed and will be resolved by the FY 2023 reporting cycle.

Office of the State Board of Education Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT *Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.*						
1. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts. • Two-year Institution o English o Math • Four-year Institution o English o Math Goal 1 Objective B II	actual	*Class of 2018* 15.1% 41.7% 15.2% 34.9%	*Class of 2019* 15.3% 39.6% 11.9% 30.6%	*Class of 2020* 13.9% 29.9% 10.6% 26.1%	*Class of 2021* 13.1% 25.7% 13.9% 20.3%	
	target	*Less than 55%* *Less than 20%*	*Less than 55%* *Less than 20%*	*Less than 55%* *Less than 20%*	*Less than 55%* *Less than 20%*	*Less than 55%* *Less than 20%*
Performance Measure		**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
Goal 2: EDUCATIONAL READINESS *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.*						
2. High School Cohort Graduation Rate Goal 2 Objective A III	actual	*Class of 2019* 80.7%	*Class of 2020* 82.1%	*Class of 2021* 80.1%	*Class of 2022* N/A	
	target	87.3%	89.9%	89.9%	92.4%	95%
3. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. • ACT • SAT[3] Goal 2 Objective A IV	actual	*Class of 2019* 35%[2] 32%	*Class of 2020* 37%[6] 32%	*Class of 2021* 42%[6] 32%	*Class of 2022* N/A[6] N/A	
	target	*60%* *60%*	*60%* *60%*	*60%* *60%*	*60%* *60%*	*60%* *60%*
4. Percent of high school graduates who enroll in a postsecondary institution within 12 months of graduation. Goal 2 Objective A VII	actual	*Class of 2018* 52%	*Class of 2019* 49%	*Class of 2020* 42%	*Class of 2021* N/A	
	target	*60% of Idaho High School Graduates*	*60% of Idaho High School Graduates*	*60% of Idaho High School Graduates*	*60% of Idaho High School Graduates*	*60% of Idaho High School Graduates*
Performance Measure		**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
Goal 3: EDUCATIONAL ATTAINMENT *Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.*						
5. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. • Two-year Institution, New Student • Two-year Institution, Transfer • Four-year Institution, New Student • Four-year Institution, Transfer Goal 3 Objective A III	actual	55% 59%	59% 67%	61% 64%	58% 57%	
	target	*75%*	*75%*	*75%*	*75%*	*75%*
	actual	73% 75%	74% 77%	72% 74%	74% 74%	
	target	*85%*	*85%*	*85%*	*85%*	*85%*

Office of the State Board of Education — Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 4: WORKFORCE READINESS *Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.*						
6. Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields Goal 4 Objective A III	actual	24%	26%	22%	22%	
	target	*25%*	*25%*	*25%*	*25%*	*25%*

Performance Measure Explanatory Notes

[1] Preliminary numbers for most recent year, subject to change.
[2] ACT, Inc.: ACT State Profile Report.
[3] College Board: Idaho SAT Suite of Assessments Annual Report.
[4] The American Community Survey (ACS) Public Use Microdata Sample (PUMS)
[5] FY16 through FY18 reported values have been updated due to clarification on qualifying courses.
[6] State Profile Report no longer published, percent of 12 grade test takers at college level.
[7] Updated numbers, prior year calculated with inconsistent capture period

For More Information Contact

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University of Idaho Performance Report

Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures[1]

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
Approp: General Funds	$137,438,200	137,839,878	132,788,600	
Approp: Federal Stimulus	0			
Approp: Endowment Funds	10,498,800	10,756,000	11,738,400	
Approp: Student Fees	75,547,865	76,522,032	71,512,224	
Institutional Student Fees[2]	23,883,906	20,882,580	21,225,062	
Federal Grants & Contracts	80,515,260	84,081,922	94,467,733	
State Grants & Contracts[2]	7,561,658	8,729,387	7,742,336	
Private Gifts, Grants & Contracts	4,929,896	3,954,408	3,141,221	
Sales & Serv of Educ Act	9,557,950	8,883,097	10,351,448	
Sales & Serv of Aux Ent	23,284,674	21,165,206	15,883,334	
Indirect Costs/Other	36,575,632	43,896,176	42,192,304	
Total	**$409,793,841**	**$416,710,686**	**$411,042,662**	

University of Idaho — Performance Report

Expenditures	FY 2019	FY 2020	FY 2021	FY 2022
Instruction	$128,207,884	$120,582,004	$94,197,626	
Research	76,307,926	75,385,095	74,264,616	
Public Service	38,594,581	36,817,304	42,072,302	
Library	9,225,473	6,188,241	7,146,419	
Student Services	15,121,866	14,946,961	12,872,361	
Physical Plant	56,573,605	53,772,867	58,952,140	
Institutional Support	38,243,471	41,931,097	37,525,870	
Academic Support	20,571,712	20,199,124	18,361,521	
Athletics	14,166,188	15,050,173	12,930,305	
Auxiliary Enterprises	17,312,576	15,408,032	12,292,493	
Scholarships/Fellowships	14,802,044	15,528,665	17,584,675	
Other	0	0	0	
Total	**$429,127,326**	**$415,809,563**	**$388,200,328**	

1. These amounts conform to our audited financial statements available in the Fall.
2. There was a State scholarship amount that had been incorrectly recorded prior to FY19 as a State grant and contract. The correction was made to reflect the FY18 and FY19 amounts related to this scholarship in institutional student fees rather than State grants and contracts.
3. FY19 amounts were compiled under the University's chart of accounts conversion effective July 1, 2018. In addition, there were corrections made by the University to some category assignments of certain expenditures. For consistency, FY18 amounts were restated to conform to the update category assignments of FY19. The University does not have the ability to restate years prior to FY18. Total expenses did not change as a result of these updated category assignments.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Annual (unduplicated) Enrollment Headcount[1]				
- Undergraduate	8,134	7,805	7,401	7,478
- Graduate	2,107	2,141	2,187	2,359
- Professional	401	419	542	519
Total	10,642	10,365	10,130	10,356
Annual Credit Hours Taught[1]				
- Undergraduate	238,069	227,582	211,198	210,017
- Graduate	29,537	29,788	29,157	31,599
- Professional	13,866	14,390	17,733	17,250
Total	281,472	271,760	258,088	258,866
Annual Enrollment FTE[2]				
- Undergraduate	7,936	7,586	7,040	7,001
- Graduate	1,231	1,241	1,215	1,317
- Professional	422	439	557	537
Total	9,588	9,266	8,812	8,885
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE[3]				
- Academic Certificates	60%	64%	56%	62%
- Undergraduate	21%	22%	22%	22%
- Graduate	46%	49%	42%	46%
- Professional	32%	30%	35%	39%

University of Idaho — Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Undergraduate Cost per Credit: Cost of College Step 4[4] / EWA weighted undergrad credits (all students calculated by cip code)	$180,805,270 /439,219.1 $411.7	$186,007,603 / 420,122.58 $422.7	$191,926,758 / 378,516.27 $507.1	$154,665,798 / 382,922 $403.9
Graduates (UG) per $100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4[4]	(1739/1808) 0.96	(1796/1860) 0.97	(1685/1919) 0.88	(1642/1547) 1.06
Dual Credit hours taught[5] - Total Annual Credit Hours - Total Annual Student Headcount	 11,606 2,450	 11,504 2,371	 8,996 1,886	 8,835 1,868
Undergraduate students participating in Study Abroad and National Student Exchange programs[6] - Number - Percent	 632 7.8%	 683 8.8%	 29 0.4%	 451 6.0%
Percent of undergraduate students participating in research programs[8]	58%	60%	56%	53%
Number and Percent of UG degrees conferred in STEM fields[9] UI Number / Percent	636 / 1,702 37%	719 / 1,761 41%	627 / 1,631 38%	624 / 1,579 40%
Percent of students participating in service-learning opportunities[10] - Number - Percent	2,073 / 8134 25.5%	1,820 / 7805 23.3%	1,701 / 7401 23.0%	1,737 / 7878 22.0%
Institution primary reserve ratio comparable to the advisable level of reserves[11]	23%	21%	42%	NA[12]
Number of Postdocs, and Non-faculty Research Staff with Doctorates.[13] (Goal 1: Objective A Measure II)	83	103	70	106
Research Expenditures ($Million) (Goal 1: Objective A Measure I)	$111,590 M	$113,107 M	$112,810 M	$105,895 M
NSSE Means Service Learning, Field Placement or Study Abroad[14] (Goal 2: Objective C Measure II)	52%	53%	53%	35%
Faculty Collaboration with Communities (HERI)[15] (Goal 2: Objective B Measure I)	57%	57%	57%	57%
Enrollment (Fall Census)[16] (Goal 3: Objective A Measure I)	11,841	11,926	10,791	11,303
Retention **New Freshman** Retention Rate[17] Full-time Percent (Goal 3: Objective B Measure I)	80.8%	77.3%	74.3%	75.3%
Retention **New Transfer** Retention Rate[17] Full-time Percent (Goal 3: Objective B Measure II)	81.3%	82.6%	77.7%	77.8%
Percent Multicultural Faculty & Staff[18] (Goal 4: Objective A Measure III)	20.6%/12.1 %	21.3%/ 13.2%	20.6% / 13.4%	21.0% / 14.6%
Multicultural Student Enrollment[19] (Goal 4 Objective A Measure I)	2,764	2,613	2,406	2,607
Proportion of postsecondary graduates with student loan debt - Bachelors degrees	995/1,639 60.7%	966/1,675 57.7%	882/1,568 56.3%	814/1,507 54.0%

Footnotes for Profile of Cases Managed and/or Key Services Provided

[1] Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college).

[2] Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

[3] Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

[4] Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.
[5] Only postsecondary credits taken by high school students are counted as dual credit.
[6] Study Abroad and National Student Exchange are coded in the course subject fields.
[7] Idaho public high school graduates in the previous year requiring remedial education.
[8] From the UI web-based, Graduating Senior Survey.
[9] Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.
[10] Number of participating students, as reported by UI Career Center/Service Learning Center, divided by degree seeking UG student headcount.
[11]As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.
[12]Institution Primary Reserve Ratio is available with the audited financials in Fall.
[13]Postdocs and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
[14] This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE. Survey completed every three years.
[15] HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
[16]This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.
[17] As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. FY22 is a preliminary estimate as of three weeks out from the start of Fall 2022.
[18]The percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
[19]The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

Part II – Performance Measures

University of Idaho — Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Timely Degree Completion						
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	actual	7,022 3,068 43.7%	6,641 2,787 42%	6,288 2,631 41.8%	6,368 2,455 38.6%	
	target	*40%*	*40%*	*40%*	*40%*	*40%*
II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]	actual	56.0% 890 1,590 Cohort 2013-14	59.4% 923 1,554 Cohort 2014-15	59.1% 919 1,556 Cohort 2015-16	60.8% 992 1,632 Cohort 2016-17	
	target	*60%*	*58%*	*58%*	*58%*	*58%*
III. Total number of certificates/degrees produced, broken out by: Certificates less than 1 year Certificates 1 year or more[2] Associates[2] Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.) Total[2]	actual	105 0 0 1,702 538 134 2,479	128 0 0 1,761 594 132 2,615	128 0 0 1,631 528 171 2,458	142 0 0 1,579 596 208 2,525	
	target	*0* *0* *0* *1,800* *750* *130* *2,950*	*0* *0* *0* *1,850* *800* *150* *3,000*	*0* *0* *0* *1,850* *800* *150* *3,000*	*0* *0* *0* *1,850* *800* *150* *3,000*	*1,850* *800* *150* *3,000*
IV. Number of unduplicated graduates, broken out by: Certificates less than 1 year Certificates 1 year or more[2] Associates[2] Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.) Total Certificates less than 1 year Certificates 1 year or more Associates Bachelors	actual	100 0 0 1,639 538 134 2,479	121 0 0 1,675 592 132 2,520	117 0 0 1,568 526 171 2,382	135 0 0 1,507 596 208 2,446	
	target	*2,000*	*2,000*	*2,000*	*2,000*	*2,000*

University of Idaho — Performance Report

Performance Measures		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Reform Remediation						
V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a "C" or higher[3]	actual Math English	51.9% 353 680 74.9% 170 227	50% 321 642 73.4% 179 244	52.4% 300 573 69.0% 171 248	56.6% 300 530 71.0% 196 276	
	target Math English	*56%* *77%*	*56%* *77%*	*56%* *77%*	*56%* *77%*	*56%* *77%*
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years	actual	88.8% 1193 / 1393 Cohort 2016-17	89.8% 1102 / 1227 Cohort 2017-18	93.3% 1016 / 1089 Cohort 2018-20	91.7% 1030 / 1123 Cohort 2019-20	
	target	*74%*	*74%*	*74%*	*74%*	*74%*
VII. Percent of first-time, full-time freshmen graduating within 100% of time[1]	actual	38.2% 594 1,556 Cohort 2015-16	40.7% 663 1,630 Cohort 2016-17	41.2% 624 1,515 Cohort 2017-18	41.0% 577 1,406 Cohort 2018-19	
	target	*34%*	*34%*	*34%*	*34%*	*34%*

Performance Measure Explanatory Notes

[1]FY2022 is preliminary estimate as of three weeks out from Fall 2022. Official number available at Census date.
[2]The University of Idaho does not currently offer associate degrees or certificates of one year or more.
[3]As reported on the SBOE Remediation Report.

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Boise State University Performance Report

Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation, and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 50 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs just over 3,300 full and part-time employees, including approximately 1,800 full-time professional and classified staff and nearly 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls' CSI campus; Coeur d'Alene's North Idaho College, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 103 bachelor degree programs, 68 master's programs, 2 education specialist programs, and 13 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses…" In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

Operating Revenue	FY 2019 restated[1]	FY 2020	FY 2021	FY 2022
Student tuition and fees (Gross)	182,232,202	198,262,256	200,760,211	
Scholarship discounts and allowances	(27,628,700)	(27,777,200)	(29,075,000)	
Federal grants and contracts	37,525,093	40,464,905	46,090,662	
State and local grants and contracts	6,929,166	6,512,805	8,312,869	
Private grants and contracts	2,581,578	2,991,720	3,246,982	
Sales and services of educational activities	8,264,779	7,778,456	7,542,618	
Sales and services of auxiliary enterprises	64,037,202	56,868,054	35,204,126	
Other	1,099,336	1,395,970	1,425,149	
Total operating revenues	275,040,656	286,496,966	273,507,617	
Operating Expenses	**FY 2019- restated**	**FY 2020**	**FY 2021**	**FY 2022**
Instruction	132,585,914	139,307,732	137,476,195	
Research	33,105,475	37,304,459	38,261,728	
Public Service	19,480,045	21,034,497	24,565,873	
Libraries	5,896,359	5,924,455	5,900,730	

Boise State University Performance Report

Student Services	20,198,874	20,933,265	18,539,063	
Operation & Maintenance of plant	21,641,435	27,359,524	26,332,090	
Institutional Support	32,412,902	34,074,154	36,931,656	
Academic Support	31,183,237	32,434,522	32,485,747	
Auxiliary Enterprises	75,270,328	74,189,656	62,938,076	
Scholarships and Fellowships	11,972,205	18,384,851	18,218,665	
Depreciation	26,359,987	26,623,055	26,667,709	
Total operating expenses	410,106,761	437,570,168	428,317,532	
Operating income/(loss)	(135,066,105)	(151,073,202)	(154,809,915)	
Non-operating revenues/(expenses)	**FY 2019- restated**	**FY 2020**	**FY 2021**	**FY 2022**
State appropriation - general	101,955,031	105,337,986	104,253,395	
State appropriation - maintenance	837,657	2,674,540	2,854,992	
Pell grants	22,702,825	22,185,765	20,093,950	
Gifts	32,141,995	35,465,134	27,123,074	
Net investment income	4,148,780	3,521,477	1,259,670	
Change in fair value of investments	884,188	1,182,328	(689,048)	
Interest	(7,030,946)	(6,881,404)	(5,715,724)	
Gain/loss on retirement of assets	(258,821)	(305,978)	(277,081)	
Federal Aid Grant Revenue		7,344,256	30,876,959	
Loss on Perkins federal capital contribution	(8,209,463)	-	-	
Other non-operating revenue/(expense)	330,110	66,653	558,173	
Net non-operating revenues/(expenses)	147,501,356	170,590,756	180,338,360	
Other revenue and expenses	**FY 2019- restated**	**FY 2020**	**FY 2021**	**FY 2022**
Capital appropriations	666,061	5,707,955	2,052,336	
Capital gifts and grants	15,825,339	7,351,466	873,449	
Total other revenues and expenses	16,491,400	13,059,421	2,925,785	
	FY 2019- restated	**FY 2020**	**FY 2021**	**FY 2022**
Increase/decrease in net position	28,926,651	32,576,975	28,454,230	
Net position - beginning of year	434,468,553	463,395,204	495,972,179	
Net position - end of year	463,395,204	495,972,179	524,426,409	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	25,540	26,272	24,103	25,829
Undergraduate	22,064	22,939	20,788	22,432
Graduate	3,476	3,333	3,315	3,397
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	19,361	19,825	19,930	20,145
Undergraduate	16,537	16,898	16,975	17,077
Graduate	2,824	2,927	2,955	3,068
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	32,545	33,274	32,066	32,423

Boise State University Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Non-Degree Seeking (Graduate and Undergrad)	3,813	3,341	2,585	2,530
Early College	6,570	7,061	6,317	6,535
Undergraduate (degree seeking)	18,637	19,159	19,388	19,506
Graduate (degree seeking)	3,520	3,626	3,732	3,793
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)				
Annual SCH Attempted (End of Term) Total	514,178	537,586	533,808	540,851
Professional Technical	0	0	0	0
Undergraduate credits	456,168	477,921	473,031	479,173
Graduate credits	58,010	59,665	60,777	61,678
Annual SCH Earned (End of Term) Total[2]	455,252	467,872	464,741	472,518
Undergraduate credits	402,014	413,308	409,369	416,496
Graduate credits	53,238	54,564	55,372	56,022
SCH earned as a % of Attempted Total	88.5%	87.0%	87.1%	87.4%
Undergraduate credits	88.1%	86.5%	86.5%	86.9%
Graduate credits	91.8%	91.5%	91.1%	90.8%
3. Dual Enrollment[3] and Distance Education [4]				
Dual Enrollment Student Credit Hours – 12 month academic year	29,184	33,100	28,756	29,920
Dual Enrollment Distinct Students – 12 month academic year	6,570	7,062	6,318	6,543
Distance Education Student Credit Hours – 12 month academic year	125,318	143,714	364,790	239,088
Distance Education Distinct Students Enrolled – 12 month academic year	15,888	17,826	25,750	23,526
4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* [5]				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	133	111	132	127
Bachelor's Degree (Academic, first and second majors)	3,472	3,680	3,929	4,078
Certificate – Undergraduate	360	411	515	628
Certificate – Graduate	221	189	170	185
Master's Degree	861	954	1,074	1,062
Education Specialist Degree[6]	19	24	23	16
Doctoral Degree	45	53	50	58
Total awards (sum)	5,112	5,422	5,893	6,154
5. Sponsored Projects Proposals and Awards[7] (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	560	506	598	606
Total # of Awards	378	411	425	422
Total Sponsored Projects Funding (dollars awarded)	$53.5M	$58.2M	$65.3M	$68.0M
Total Sponsored Project Expenditures	$44.7M	$47.9M	$55.7M	$61.3M

Boise State University Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) [8]	17.6%	24.7%	16.9%	24.2%

FY 2022 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. **In FY22, a record-high 3,946 students graduated from Boise State with baccalaureate degrees, once again exceeding the target set in Boise State University's strategic plan**.
- For five consecutive years, Boise State has realized increases in the numbers of graduates who are from specific **underrepresented minority groups with 552 baccalaureate degree** graduates in 2021-22. Additionally, Boise State graduated a **new high of 544 students who were from rural** counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs. Boise State also saw an increase in bachelor's degree graduates who began as **transfers from Idaho community colleges, with 482 of those completers**.
- The number of **doctoral degree graduates** reached a record high in FY22 with 58 degree completers, which represents an **80% increase** in numbers since 2018. This growth significantly contributes to our impact in the state and region, driving Idaho's knowledge economy.
- The **retention rate for first-year students** largely maintained its positive trajectory after a substantial increase over the last decade. The preliminary retention of the entering 2021 cohort appears strong at **77.4%**, which is more aligned with pre-pandemic levels.
- The **six-year graduation rate has continued to increase**. Based on preliminary data, Boise State is poised to reach a 59% graduation rate for the Fall 2016 cohort of first-time, full-time (FTFT) freshmen. The graduation rate of Idaho-resident, Pell-eligible students is expected to reach 42% for the Fall 2016 cohort. The graduation rate of the Fall 2016 transfer cohort is projected to exceed 60% for the first time. The positive momentum and trajectory of increases in graduation rates demonstrate Boise State's ongoing commitment and support for student success. This has been achieved through significant innovation, including a wholescale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- **Dual Enrollment and Distance Education** were significantly impacted by the global pandemic. The number of students participating in dual enrollment increased over the prior year to 6,543, which was similar to FY19 participation. Distance education credit hours in FY22 decreased by approximately one-third from FY21 although the number of students participating in a distance learning course remained strong at 23,526.
- Boise State's total sponsored project expenditures **exceeded $61M for FY22** and the total number of awards was 425. These developments bring new revenue and opportunities to the state and support our state's economic engine.

Part II – Performance Measures

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 2 **Facilitate the timely attainment of educational goals of our diverse student population.**						
1. Count of Distinct Graduates[9] (Objective A)*						
Associate Degree (Academic)	actual	131	109	132	127	----------
	target	*150*	*150*	*150*	*150*	*150*
Bachelor's Degree (Academic)	actual	3,289	3,525	3,754	3,946	----------
	target	*3,450*	*3,500*	*3,559*	*3,702*	*3,880*
Certificate – Undergraduate	actual	360	413	515	628	----------

Boise State University Performance Report

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	target	*NA*	*300*	*425*	*425*	*580*
Certificate – Graduate	actual	219	184	166	174	----------
	target	*250*	*270*	*280*	*250*	*150*
Master's Degrees	actual	862	954	1,075	1,062	----------
	target	*825*	*950*	*950*	*1,000*	*1,129*
Educational Specialist's Degree	actual	19	24	23	16	----------
	target	*20*	*23*	*25*	*25*	*25*
Doctoral Degree	actual	45	53	50	58	----------
	target	*38*	*40*	*50*	*58*	*58*
Total distinct graduates	actual	4,455	4,760	5,126	5,311	----------
	target	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*	*Increase over prior year*
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained[10]*	actual	F2018 cohort 79.5%	F2019 cohort 77.8%	F2020 cohort 76.0%	F2021 cohort 77.4% (preliminary)	*F2022 cohort* ----------
	target	*81%*	*82%*	*82%*	*80%*	*78%*
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	72.0%	70.6%	67.0%	62.7% (preliminary)	----------
	target	*77%*	*74%*	*74%*	*73%*	*71%*
% of full-time transfers retained or graduated*	actual	74.7%	78.4%	77.8%	72.8% (preliminary)	----------
	target	*78%*	*79%*	*79%*	*79%*	*79%*
3. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less[11]	actual	F2015 cohort 30.6%	F2016 cohort 38.1%	F2017 cohort 39.6%	F2018 cohort 39.3% (preliminary)	F2019 cohort ----------
	target	*NA*	*33%*	*33%*	*40%*	*43%*
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less[12]	actual	F2013 cohort 50.3%	F2014 cohort 54.1%	F2015 cohort 53.0%	F2016 cohort 58.9% (preliminary)	F2017 cohort ----------
	target	*46%*	*48%*	*52%*	*56%*	*56%*
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	actual	38.0%	42.3%	40.1%	41.8% (preliminary)	----------
	target	*37%*	*38%*	*43%*	*44%*	*44%*
6-yr: % of full-time transfers who graduated in six years or less	actual	58.5%	56.9%	59.7%	60.1% (preliminary)	----------
	target	*57%*	*58%*	*59%*	*59%*	*61%*
4. Progression to Degree (Objective A)*						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year[13]	actual	26.5%	28.7%	28.3%	27.9%	----------
	target	*30%*	*25%*	*28%*	*30%*	*30%*
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years[14]	actual	86.6%	86.8%	85.9%	85.7%	----------
	target	*83%*	*83%*	*83%*	*85%*	*85%*

Boise State University Performance Report

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Remedial English: % of undergraduates completing credit-bearing course after remedial[15]	actual	88.5%	87.1%	84.8%	78.9%	----------
	target	*90%*	*90%*	*90%*	*90%*	*90%*
Remedial Math: % of undergraduates completing credit-bearing course after remedial[16]	actual	55.8%	56.7%	59.6%	65.1%	----------
	target	*55%*	*55%*	*55%*	*58%*	*61%*
Goal 3 **Gain distinction as a doctoral research university.**						
5. Total Research & Development Expenditures[17] (Objective A)						
Expenditures as reported to the National Science Foundation	actual	$39.8M	$43.3M	$46.1M	Not available at this time	----------
	target	*$38M*	*$44M*	*$47M*	*$47M*	*$47M*
Goal 4 **Align university programs and activities with community needs.**						
6. Number of graduates with high impact on Idaho's college completion rate (Objective C) [18]						
Baccalaureate graduates from underrepresented groups: rural counties[19]	actual	528	459	505	544	----------
	Target	*NA*	*500*	*525*	*550*	*550*
Baccalaureate graduates from underrepresented groups: ethnic minorities[20]	actual	449	472	527	552	----------
	Target	*430*	*500*	*500*	*500*	*639*
Baccalaureate graduates who are Idaho residents	actual	2,200	2,209	2,269	2,269	----------
	Target	*2,700*	*2,700*	*2,700*	*2,500*	*2,500*
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	845	847	826	879	----------
	Target	*950*	*1,000*	*1,000*	*1,000*	*1,000*
Baccalaureate graduates who began as transfers from Idaho community college[21]	actual	443	443	461	482	----------
	Target	*650*	*700*	*700*	*500*	*500*
7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	$7,694	$8,068	$8,060	$8,060	----------
	target	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*
Boise State as % of WICHE[22]	actual	89.2%	90.3%	88.0%	86.6%	----------
	target	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*	*Remain less than WICHE state avg*
8. Expense per EWA-Weighted Student Credit Hour (SCH)[23] * (Objective A)						
$ per Undergraduate SCH: in 2015 $$ (i.e., inflation adjusted) [24]	actual	$255.42	$256.42	$240.94	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$

Boise State University Performance Report

Productivity Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
$ per Undergraduate SCH: Unadjusted	actual	$273.59	$276.21	$270.24	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$
$ per Total Undergraduate & Graduate SCH: in 2015 $$ (i.e., inflation adjusted) [25]	actual	$237.14	$238.14	$223.85	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$
$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	$254.01	$256.52	$251.07	Not available at this time	----------
	target	*No increase in CPI adjusted $$*	*No increase in CPI adjusted $$*	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$	Very low increase (0.5 to 1%) in inflation adjusted $$
9. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE [26]	actual	21.6	22.1	23.8	24.7	----------
	target	*NA*	*22.2*	*22.2*	*22.3*	*24.0*
Baccalaureate graduates per junior/senior FTE [27]	actual	0.41	0.43	0.44	0.47	----------
	target	*NA*	*0.43*	*0.43*	*0.43*	*0.44*
Graduate degree graduates per graduate FTE [28]	actual	42.7	45.3	48.5	48.9	----------
	target	21.6	22.1	23.8	24.7	----------

Performance Measure Explanatory Notes

*Measure required by SBOE

[1] Prior Period Adjustment – GASB Statement No. 75, "Accounting and Financial Reporting for Post-Employment Benefit Plans Other Than Pension Plans (OPEB)." The June 30, 2018 financial statements have been adjusted to properly reflect the University's proportionate share of the SLIRF asset and activity. The opening balance of Net Position was adjusted to reflect the SLIRF in fiscal 2018.

[2] Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported.

[3] Dual 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 number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

[4] Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21). Distance education was affected significantly due to the global pandemic and data may continue to shift.

[5] The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcripted all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2021-2022 are preliminary as they have not yet been reported to IPEDS.

[6] Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

[7] "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

[8] Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

[9] The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2021-22 are preliminary as they have not yet been reported to IPEDS.

[10] Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2018 through Fall 2021 cohorts, with the Fall 2021 cohort data being a preliminary estimate as of August 1, 2022.

[11] Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2015 through Fall 2018 cohorts, with the Fall 2018 cohort data being a preliminary estimate as of August 1, 2022.

[12] Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2013 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2013 through Fall 2016 cohorts, with the Fall 2016 cohort data being a preliminary estimate as of August 1, 2022.

[13] SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. 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 to determine degree-seeking status of 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 and 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. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

[14] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123 or higher) within two years (e.g., students who entered in fall 2017 and completed Math 123 or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE; all years reflect the updated methodology. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19.

All years' data were updated in 2022 as some higher-level math courses earned through dual credit or AP had been excluded from the count previously, thus, undercounting gateway course completion in the prior years.

[15] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

[16] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025, 103, or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 153, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). As methodology has been clarified and refined by OSBE over time, the data and targets have been updated accordingly.

[17] Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

[18] Boise State tracks a number of demographic categories of students that are important to Idaho's college completion rates. Note that graduates may fall into more than one category and are counted one time in each of the relevant categories. As such, the numbers across categories cannot be summed to achieve a total. Data have been updated across years to represent an unduplicated count in each category shown.

[19] Distinct number of graduates who began college as residents from a rural county 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 were updated in 2021 to align with a new campus data warehouse reporting field.

[20] Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

[21] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

[22] WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY19 $8,630; FY20 $8,934, FY21 $9,154, FY22 $9,305. A typical report can be found at https://www.wiche.edu/policy-research/

[23] Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

[24] Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at http://data.bls.gov/cgi-bin/cpicalc.pl

[25] Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at http://data.bls.gov/cgi-bin/cpicalc.pl

[26] Includes the unduplicated number of annual baccalaureate degree graduates per 100 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.

[27] 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. This measure was computed as a ratio rather than a percent.

[28] Includes the unduplicated number of annual graduate certificates and master's and doctoral degree graduates per 100 IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

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Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University is one of the country's most comprehensive higher education institutions, offering more than 250 academic programs. Idaho State is one of six universities in the U.S. to award technical certificates through graduate, post-graduate and professional degrees. The University is a Carnegie-classified doctoral research institution, attracting students from around the world to its main campus in Pocatello and locations in Meridian, Idaho Falls, and Twin Falls. For nearly 60 years, the University has been Idaho's designated leader for training and educating health care professionals.

Today, Idaho State serves a student population of 12,560 (Fall 2021-end of term), and 14,702 unduplicated annual headcount (Fiscal Year 2022), representing 48 states and 54 countries. In addition, Idaho State taught more than 21,000 students (FY 2022) in professional development, workforce training, and continuing education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. Idaho State's disciplinary breadth, combined with its unique degree mix, offers a wide variety of opportunities for Idahoans, following the Board's mandate to serve its diverse, largely rural region and to provide health care programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 112 student clubs and organizations for student participation.

Idaho State is organized into seven colleges: Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State's Graduate School is overseen by a graduate dean advised by graduate faculty, and the Dean of the Library directs library activities and its faculty and staff.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the nationally renowned Stephens Performing Arts Center, which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

In 2022, Idaho State completed and began implementing a new, more aspirational mission, vision, and strategic plan. To achieve mission fulfillment, the University created five goals. The goals work to improve institutional effectiveness, student achievement, and student learning.

- Goal 1: Increase student access, opportunity, retention, and success
- Goal 2: Strengthen programmatic excellence
- Goal 3: Cultivate external partnerships
- Goal 4: Expand research, clinical, and creative activities
- Goal 5: Energize the Bengal community

The FY23 Performance Measure Report will reflect the new plan's accomplishments of the new performance measures.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

ISU's Mission:
Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through the delivery of preeminent technical, undergraduate, graduate,

professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 22 health clinics. Idaho State faculty and staff provided health services for more than 50,000 patient visits and over 69,000 prescriptions during the 2022 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has two telehealth pharmacies in rural southern Idaho in Arco and Challis, plus the "home base" pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU required that the institution identify core themes that individually manifest elements of its mission and collectively encompass its mission. Idaho State University's Core Themes were chosen through an inclusive process involving faculty, students, and staff.

ISU's core themes:

Learning and Discovery

Core Theme One:
Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.

Access

Community Engagement and Impact

Core Theme Two:
Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.

Leadership in Health Sciences

Core Theme Three:
Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.

Core Theme Four:
Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
Operating revenues				Available in Fall 2022
Student tuition and fees (Gross)	104,794,000	104,240,000	107,388,000	
Scholarship discounts and allowances	(30,516,000)	(31,449,000)	(27,984,000)	
Federal grants and contracts	8,832,000	8,018,000	8,401,000	
State and local grants and contracts	8,764,000	9,891,000	10,894,000	
Private grants and contracts	5,791,000	5,865,000	5,776,000	
Sales and services of education activities	6,030,000	5,395,000	6,805,000	
Sales and services of auxiliary enterprises	14,679,000	12,827,000	10,394,000	
Other	4,713,000	3,514,000	3,895,000	
Total operating revenues	123,087,000	119,301,000	125,569,000	
Expenditure	**FY 2019**	**FY 2020**	**FY2021**	**FY 2022**
Operating expenses	252,645,000	253,036,000	252,592,000	
Instruction	105,022,000	103,887,000	101,192,000	
Research	14,878,000	13,173,000	13,682,000	
Public Services	3,812,000	3,910,000	5,094,000	
Academic Support	18,224,000	18,285,000	17,011,000	
Libraries	3,776,000	3,812,000	3,492,000	
Student Services	10,490,000	11,001,000	11,289,000	
Institutional Support	25,874,000	30,662,000	32,573,000	
Maintenance & Operations	18,666,000	17,473,000	15,291,000	
Auxiliary Enterprises	25,243,000	22,599,000	19,505,000	
Scholarships and Fellowships	13,993,000	15,855,000	21,277,000	
Depreciation	12,667,000	12,379,000	12,186,000	
Operating income/(loss)	(129,558,000)	(134,735,000)	(127,023,000)	
Nonoperating revenues/(expenses)				
State appropriations:	100,023,000	102,269,000	96,766,000	
State General Account	80,244,000	81,437,000	77,968,000	
Endowment Income	3,739,000	4,008,000	4,265,000	
Other State Appropriations	3,704,000	4,303,000	2,781,000	
Professional Technical Education	12,336,000	12,521,000	11,752,000	
State Department of Public Works	153,000	(104,000)	(198,000)	
Title IV grants	16,221,000	15,495,000	14,144,000	
Other Federal grants	0	3,083,000	19,420,000	
Gifts	10,618,000	7,390,000	9,216,000	
Net investment income	908,000	1,005,000	144,000	
Amortization of bond financing costs	(2,000)	(9,000)	(663,000)	
Interest on capital asset-related debt	(1,115,000)	(1,421,000)	(1,556,000)	
Gain or (loss) on disposal of fixed assets	(149,000)	(84,000)	(2,000)	
Net nonoperating revenues/(expenses)	126,657,000	127,624,000	137,271,000	
Other Revenue and Expenses	**FY 2019**	**FY 2020**	**FY2021**	**FY 2022**
Capital gifts and grants	6,820,000	13,360,000	4,541,000	
Other Expenses	0	(1,356,000)	0	
Special Items - Transfer of Operations			663,000	
Net other revenues and expenses	6,820,000	12,004,000	5,204,000	
Increase in net assets	3,919,000	4,893,000	15,452,000	

Other Revenue and Expenses	FY 2019	FY 2020	FY 2021	FY 2022
Net assets - beginning of year (*-restated)	248,179,000	252,098,000	256,991,000	
Net assets – end of year (*-restated)	252,098,000	256,991,000	272,443,000	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Grand Total Number of Students[1]	**23,210**	**23,197**	**30,558**	**36,115**
Total number of enrolled ISU students in a fiscal year	14,976	14,870	14,241	14,702
Total number of College of Education K-12 professional development students in a fiscal year (see note 1)	2,005	2,703	11,484	15,805
Total number of Workforce Training / Continuing Education students in a fiscal year	6,229	5,624	4,833	5,608
Percentage of undergraduates (based on fall term)				
- Full-time	57%	56%	57%	55%
- Part-time	43%	44%	43%	45%
Total annual full-time equivalency (FTE) enrollment [2]	**9,775**	**9,589**	**9,322**	**9,252**
- Career Technical	828	819	749	711
- Undergraduate	6,864	6,587	6,246	6,191
- Graduate	2,083	2,183	2,327	2,350
Total credit hours taught: [3]	**280,770**	**274,551**	**265,715**	**263,467**
- Career Technical credit hours	24,852	24,556	22,473	21,334
- Academic credit hours	255,918	249,995	243,242	242,133
o Undergraduate credit hours	205,928	197,601	187,391	185,725
o Graduate credit hours	49,990	52,394	55,851	56,408
Percentage of all degree-seeking undergraduates receiving a PELL grant	43%	43%	40%	40%
Amount of ISU student scholarships/fellowships awarded	$13,993,000	$15,855,000	$21,277,000	Available in Fall 2022
Total number of certificates and degrees awarded[4]	**2,554**	**2,462**	**2,756**	**2,737**
- Undergraduate	1,933	1,803	2,082	1,955
- Graduate	621	659	674	782
% degrees awarded in Health Professions [5]	35%	33%	37%	37%
% degrees awarded in STEM Disciplines [6]	18%	15%	15%	13%

Total new degree-seeking undergraduate students in FY[7]	**1,828**	**1,737**	**1,593**	**1,703**
- Idaho Resident	1,681	1,584	1,437	1,522
- Non-resident	116	123	130	142
- International	31	30	26	39
Percentage of students participating in course-based community engaged learning[8]	48%	45%	44%	43%
- Total Students Enrolled	7,143	6,719	6,316	6,285

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. The main reason for the large increase in the total number of College of Education K-12 professional development students in fiscal year 2021 and 2022 was the result of an out-of-state marketing campaign.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of July 26, 2022 for the fiscal year.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.
7. New students in the summer term enrolled in the subsequent fall term are counted as "new" in the fall term.
8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

FY 2022 Performance Highlights *(Optional)*

College of Arts and Letters

The theme of recent major accomplishments in the College of Arts and Letters is "the power of partnerships."

- The ISU College of Arts and Letters is continuing work on what we are calling the INCLUDE (Idaho Needs Connectivity Leading University Distance Education) Project, made possible by community partners and donors as well as two large USDA grants. This effort is providing for the purchase and installation of state-of-the-art distance education technology–technology that will allow Idaho high school students in rural communities the opportunity to be part of ISU classes taught by the very best ISU faculty. These high school students can earn college credit funded through the Idaho Department of Education's Fast Forward Program. This program is also creating meaningful relationships between ISU and rural communities and building student confidence in attending college, both important steps toward increasing Idaho's Go-on rate. As an extension of this initiative, the College of Arts and Letters is partnering with other colleges, as well as with community health clinics, to provide broader service to these rural schools and communities. INCLUDE 2 will use distance learning and telehealth to bring mental and physical health services and care to rural Idaho high school students and educators. In addition to health

care services, INCLUDE 2 will provide health education to parents, students, and the community, focusing on opioid and substance use and suicide.

- Through partnering with alumni and other friends of ISU, the College of Arts and Letters has established a number of new Endowed Faculty Legacy Scholarships. These scholarships will provide ongoing financial support for future ISU students, and they are built on the legacies of ISU faculty members who devoted their lives to outstanding work.

- Two new programs reflect a partnership between the arts and the professional world. Music has a new Commercial Music option. Art, with support from the Department of Communication, Media, and Persuasion, has just launched the new BFA in Digital Media. Both programs are designed to give students strong backgrounds in the arts, paired with cutting edge professional knowledge and skill needed in the workforce today.

- The College of Arts and Letters is partnering with the wider world by making more graduate programs available online. The still new fully and exclusively online MA in Spanish program has just seen its first cohort of graduates, and enrollments in that program continue to dramatically exceed expectations. Other existing MA programs, including Anthropology, Communication, History, and Public Administration, have taken advantage of remote delivery technology to make their traditional in-person graduate courses and degrees available to students anywhere.

College of Business

- The ISU College of Business received a significant gift to permanently endow the Walter P. Brown Center for Sales Excellence. Construction of the Brown Center for Sales Excellence is expected to conclude in 2022, enabling students and professionals to develop sales skills, enhance their personal brand, as well as construct, practice, and train for individual and team sales presentations, interviews, and proposals.

- 14 Brand new Permanently Endowed Scholarships

- Doubled the number of Endowed Professorships in the history of the College of Business in just one year including our very first Endowed Professorships in Management and Health Care Administration

- The Idaho State University College of Business developed a proposal which resulted in the award of a $50,000 Small Business Innovation Research (SBIR) Grant which will support disabled entrepreneurs applying for SBIR Grants.

- The ISU College of Business received a significant financial gift to create the Orin C. Smith Global Finance Lab. The Smith Global Finance Lab will be a modern space with a trading room feel for College of Business students and faculty to use, learn, and apply current, in-demand finance and analytics tools including a Bloomberg terminal. This state-of-the art space will be on the second floor of the College of Business building directly across from the Student Community Center and will be an incredible tool for recruiting. The construction of the Smith Global Finance Lab is expected to be completed by fall 2022.

- As a response to the NCAA's change to its Name, Image, Likeness (NIL) Policy, the College of Business has partnered with the Idaho State University Athletics Department to offer the Bengal NIL Academy. This 2021 change allows student-athletes to earn money from the use of their name, image, and likeness. As such, most Division I universities have planned third-party training to help assist their student athletes in managing these new types of agreements. While these trainings are often done via external consultants, the College of Business provided in-

house instruction for our student-athletes. We have developed six training modules taught by College of Business faculty, including personal branding, financial literacy, social media marketing, basic taxes, entrepreneurship, and professional selling.

- Accounting Professor, Dr. Dawn Konicek led a team of faculty and students who completed over 550 tax returns in 2022 as part of the Volunteer Income Tax Assistance (VITA) program which offers students and community members free tax preparation. Our Idaho State College of Business faculty and students have completed over 2,000 tax returns for low income members of our community over the past five years representing a major real-world opportunity for College of Business accounting students.

College of Education

- The College of Education's Albion Center for Professional Development is on track to generate more than $6m in revenue this year which brings our two-year total to more than $11m. The Albion Center provides professional development courses for teachers all over the country so they are able to learn new skills, renew their teaching certification, or move up on the salary scale. This year we invested $1m in marketing Albion which resulted in getting the Idaho State University brand into more than two million K-12 teachers' households in every state in the country.

- In FY 22, the College of Education's fundraising efforts have so far yielded more than $550k in gifts which represents a 300% increase from our yearly average for the past decade. This funding will go directly to students via scholarships or through faculty-led student engagement efforts including undergraduate research, applied learning projects, or study abroad opportunities.
- In collaboration with the College of Science and Engineering and the College of Technology, we received a National Science Foundation Capacity Building Grant to support efforts to diversify and strengthen the STEM teacher pipeline. This project entitled IMPACTS: Idaho Making Progress Against Critical Teacher Shortages seeks to understand how to better recruit, retain, and support secondary STEM teachers, focusing on underserved rural school districts, including Hispanic and Native American populations. In August of 2022 we will submit a full proposal which, if funded, could result in significant funding for scholarships, stipends, program development and mentoring for new STEM teachers.
- This year we launched two new fully online programs including a Master's in Special Education and a Master's in Deaf Education, which is the only one of its kind in the state of Idaho. We are also partnering with Hanover Research to understand potential opportunities for growing graduate student enrollment.
- The College of Education's graduate program in elementary education was rated #3 in the country in the category "Best Online Elementary Education Master's Degree Program" by OnlineMastersDegrees.org. This ranking was based on measures related to academic quality, affordability and flexibility.
- This year we hosted the second annual COE Diversity, Equity, Inclusion (DEI) in Education Conference which drew K-12 and higher education faculty, staff and students from the state, region and across the country. This year's theme focused on the context of equity and inclusion in rural and diverse educational communities. In addition, we co-sponsored the Diversity Resource Council's Black History Month speaker, Rev. Dr. Sakena Young-Scaggs..

- Dr. Cory A. Bennett, Professor in Teaching and Educational Studies, and Dr. Shannon Kobs Nawotniak, Associate Professor in Geosciences and Director of the University Honors Program, joined forces to create R.E.A.L. STEM (Remote and Equitable Access to Learning STEM), with the goal of delivering authentic STEM experiences for upper elementary students including

opportunities for students to envision themselves in STEM careers..The project proposal was funded by the Idaho National Laboratory in partnership with the Idaho STEM Action Center.

College of Science & Engineering

- Early career ISU faculty in the College of Science and Engineering have been awarded some of the most prestigious new investigator awards offered by major federal funding agencies. Dr. Kristen Lane in the Department of Biology was awarded a $1.5 million New Innovator Award from the National Institutes of Health for cutting edge work on deadly malaria parasites. Dr. Amir Ali is a key component to a $450,000 Faculty Development Grant from the Nuclear Regulatory Commission and Dr. Devaleena Pradhan received and $800,000 CAREER grant from the National Science Foundation.
- Our Nuclear Engineering faculty have partnered with GE-Research on a $4.5 million Advanced Research Project Agency-Energy (ARPA-E) from the Department of Energy to investigate aspects of nuclear fuel reprocessing.
- In response to regional industry demand CoSE has developed Bachelor's and Master's degrees in Computer Engineering. These degree programs have been approved by the SBOE and have started to enroll students.
- CoSE faculty are co-principal investigators with INL scientists and engineers on six of a total of 13 Center for Advanced Energy Studies (CAES) Collaboration Program Development Fund Grants awarded to all three Idaho universities. These awards demonstrate the growing interrelatedness of research and educational efforts between ISU and INL.
- CoSE's STEM IS U Scholarship Fund has attracted nearly $500,000 in financial commitments to support students in financial need as they improve their lives by obtaining degrees in STEM.
- ISU's Disaster Response Complex continues to increase its national reach. The DRC has trained over 20 National Guard units from around the United States in state-of-the-art techniques in disaster preparedness. Numerous regional civilian first responder teams have also been trained. In April 2022, the DRC hosted the inaugural Disaster Preparedness and Response Conference. This conference attracted nearly 100 first responders from the region and included partnerships with numerous ISU partners from public health, the sciences, engineering, public safety, continuing education, workforce training, and the humanities.
- The College of Science and Engineering is collaborating with the College of Business to develop a branding and marketing campaign for ISU Engineering to increase awareness of the opportunities for students to pursue engineering degrees at ISU.

College of Technology

- Representatives from the ISU College of Technology have partnered with Pocatello Housing Alliance and Community Partnerships, United Way of Southeastern Idaho, and other community partners to advance access to educational opportunities among all residents of southeastern Idaho, especially those experiencing economic barriers. This partnership supports the creation of a Skills Development Center in Pocatello. We are committed to providing career counseling, basic skills training, and introductory classes in a shared space.
- College of Technology students are doing well in national competitions. A team of five Surveying and Geomatics Engineering Technology students took second place in the 21st Annual Student competition in Washington D.C. sponsored by the National Society of

Professional Surveyors. Six Business Technology students qualified for Business Professionals of America (BPA) nationals in Texas in May. Two students from Automotive Collision Repair and Refinishing and Computerized Machining Technology won Gold Medals at the Idaho SkillsUSA state competition and will be going to Nationals in Atlanta, GA in June.

- The College of Technology received State Board approval to offer certificates in Nuclear Welding and Amazon Cloud Computing. A new online BS in Respiratory Therapy program will begin in Fall 2022.

- Industry visits have resulted in increased support to College of Technology programs and students. Recent travel of a group of 1st year Nuclear Operations Technology students to Los Alamos National Lab resulted in employment offers to the students now including salary and tuition through their second year of the program. Many industry site visits culminated in equipment donations and scholarships. Stotz John Deer recently visited our Diesel Technology program. Sixteen technicians/hiring managers from American Falls, Preston, Tremonton, Twin Falls, and Burley brought high-end and autonomous tractors and worked side-by-side students to troubleshoot problems commonly found in the workplace.

- The College of Technology continues to partner with the Shoshone-Bannock Tribe to create avenues to higher education. The Continuing Education/Workforce Training program offers CNA and Dental Assisting classes at the Shoshone Bannock High School as part of an Idaho Workforce Development Sector Grant. Our Hospitality Management faculty have worked closely with the Shoshone-Bannock Casino/Hotel and have seen interest and success in the program because of the partnership. College and Career Readiness have offered math workshops and tutoring to prepare hotel/casino employees with the math skills necessary to enter the Hospitality Management program.

- The College of Technology Provided GED and English as a Second Language (ESL) classes to rural communities. We implemented Integrated Education and Training (IET) programs where staff work with regional industry partners to offer education services on site. We are teaching ESL classes at Lakeview Ag, a farm in the American Falls area that employs migrant farm workers. This IET program focuses on using contextualized English language instruction. For example, staff extract vocabulary and relevant information from the field manuals, and integrates it into a customized ESL curriculum that is relevant to the participants job. The goal of the IET training is to not only increase the English language acquisition skills of employees, but to increase their job knowledge and performance, related to their position.

- The Cosmetology program has been asked to pilot a new curriculum on the chemistry of hair that will go nationwide.

Kasiska Division of Health Sciences

- The Kasiska Division of Health Sciences received $1.5 million in scholarships and stipends from Blue Cross of Idaho. This helps to support our rural and mental health mission to deliver much needed care in under-served areas. We also received $1 million from the Kasiska Foundation for scholarships for undergraduate students in the health sciences.

- The division also received a $300K grant to support COVID disease mitigation and student mental health impacted by the pandemic. Faculty and staff throughout the Division were also part of the ongoing COVID-19 response on campus and with our local communities as well.

- Our on-campus screening site served our faculty, staff, and students throughout the year and vaccinations were likewise made available at multiple campus locations throughout the year as

well. We remain committed to our partnership with Southeastern Idaho Public Health and together we continue to serve the greater community through education and outreach.

- We are also very proud of our major interdisciplinary clinic remodel in Meridian, our ongoing partnership with Idaho College of Osteopathic Medicine (ICOM) to provide interprofessional educational opportunities, and that our very own Bachelor of Science in Health Sciences (BSHS) degree is the #2 undergraduate degree at Idaho State University.

College of Health

The focus of the College of Health is "serving the health care needs of Idahoans through education and clinical practice".

- The College of Health is the largest college at ISU with 12 departments, 41 programs and greater than 10 clinics serving Idahoans.
- The college has developed programs reaching across the state of Idaho from Idaho Falls to Caldwell "the smile of Idaho" serving the critical need for health care providers.
- Physical Therapy, Nursing (RN's), PA's, Dental Hygienists, and NP's are some of the fastest, highest paying and high growth jobs in the state according to the Idaho Dept. of Labor.
- To further meet the critical shortage of physical therapists in Idaho, the DPT program has expanded to Meridian and the first cohort has graduated. This expansion effectively doubles the number of DPT graduates from ISU.
- The MOT program expansion to Meridian is underway with the seating of an initial cohort of 18-20 which effectively doubles the cohort size for MOT. This significant increase further addresses the state-wide shortage of OT's.
- PA program remains in high demand with a 3.4% increase in applications.
- The PA program secured a planned gift of $10,000,000 over 20 years. This will provide $500,000 in scholarships annually.
- Counseling is in the second year of a student training grant that fully or partially funds students in Rehabilitation Counseling. The grant is $1 million over 5 years.
- Faculty in the Sign Language Studies and Sign Language Interpreting program won a $2.1 million dollar grant from the US Department of Education to train health care interpreters and $200,000 from the Idaho Department of Health and Welfare to address health care disparities. Interpreting is considered a high demand field with a critical need for interpreters in Idaho and the US at large.
- COH programs provide significant service to the community. School of Nursing students contributed over 11,000 hours of service in schools, clinics, non-profit organizations, shelters and at community events throughout Idaho.
- Medical Lab Science also contributed hundreds of hours in community service through community health fairs.
- Dental Hygiene students had a high impact on oral health in our community. They provided free care to 2986 community members worth a total of $137,458.

- The PA program students have provided over 875 service learning hours including international service in the Dominican Republic.
- An MSAT/DPT student served as national chair of the Student Leadership Committee
- COH faculty won 2 of the 3 Idaho State University Distinguished faculty awards. Dr. Nancy Devine, Associate Professor of Physical Therapy, has been named the Idaho State University's Distinguished Teacher Award recipient for the 2021-2022 academic year. Mr. Dave Martin, Clinical Associate Professor & Academic Coordinator of the Physician Assistant Studies program, has been named the Idaho State University's Distinguished Service Award recipient for the 2021-2022 academic year. 4 other faculty were finalists
- Dr. Dani Moffit was inducted into the Northwest Athletic Trainers' Association Hall of Fame for her untiring efforts in service to the Athletic Training profession, educational organization, and diversity, equity and inclusion in health care. She is the first woman in Idaho to receive this honor.

College of Pharmacy

- Held a successful 2-day Centennial Celebration (100 + 1 in 2021) of the College of Pharmacy in September 2021, after being postponed in 2020 due to COVID-19.
- Dedicated the Centennial Patio and announcement that the Centennial Celebration Capital Campaign goal of $15,000,000 had been exceeded.
- Celebrated the many academic and community service accomplishments of our student pharmacists, including the ASP Chapter winning the Operation Immunization Region 7 Award.
- Awarded over $500,000 in scholarships to student pharmacists, and provided over $300,000 in financial support for graduate students in the Biomedical and Pharmaceutical Sciences and the Clinical Psychopharmacology graduate programs.
- Invested over $250,000 in start up funding for recently appointed faculty.
- Expanded opportunities for biomedical and pharmaceutical sciences research by expanding the Zebrafish laboratories in Meridian and associated equipment, including 3D printers.
- Achieved continued growth in the enrollment of students in the Biomedical and Pharmaceutical Sciences and the Clinical Psychopharmacology graduate programs
- The Master of Science in Clinical Pyschopharmacology received American Psychological Association Designation and graduated its inaugural cohort.
- Launched "Pharmacy Fusion," a monthly, 30-minute radio broadcast on KISU and designed to cover College of Pharmacy topics of interest to many.
- Completed the ownership transfer of Bengal Pharmacy from the Idaho State University Foundation to the Idaho State University College of Pharmacy.
- Established an integrated mental health clinic and a limited services licensed location for Bengal Pharmacy in the new clinic space on the Meridian campus.
- Finalized the design plans for construction of a Dean's Suite in a shelled space on the second floor of the Meridian campus to provide needed office and graduate student space.

- Restructured the Office of Experiential Education to eliminate an administrative officer line and to move the Office from the Dean's Office to the Department of Pharmacy Practice and Administrative Sciences.

- Conducted regular quarterly meetings of the Alumni Advocacy Board to grow the connection with the alumni, including serving as Ambassadors for Bengal Giving Day. This and other efforts resulted in the College of Pharmacy having a very successful Bengal Giving Day.

- At the time of preparing this PMR narrative, the College of Pharmacy is just days away from what it believes will be finalization of gifts and other funding to support a $20,000,000 renovation of the research labs in Leonard Hall on the Pocatello campus.

Graduate School:

- 8.3% increase in Graduate School enrollment fall 2022 over fall 2021. Graduate enrollment has experienced a total increase of 16% since August 2016.
- Has expanded its service to the university through the development of the DegreeWorks automated audit system for the graduate student population. This involved the encoding of the entire graduate program catalog, over 100 graduate programs, and will allow students to see, at a glance, where they are in their matriculation towards degree.
- Inaugurated summer support initiatives for graduate students intended to facilitate degree completion. This included thesis and dissertation writing workshops as well as summer research grants. In addition to these, summer Graduate Assistantships and Summer Scholarships were offered. In total, nearly $250k of summer support was provided.
- We successfully partnered with Proquest Electronic Thesis and Dissertation, the industry standard archive for these publications, to provide digital archiving of our students' theses and dissertations. This means that ISU students' graduate work will now be accessible globally through the world's largest database of scholarly knowledge.
- Beginning fall 2022, we increased the number of Graduate Teaching Assistantships by 30, which contributed to the overall increase in graduate enrollment realized but also helped us create new pipeline opportunities out of our undergraduate programs. Using a targeted approach, we awarded these GAships to programs with growth potential and paired the award with strategic recruitment funds to draw new students in.
- We inaugurated an institution-wide framework for the establishment of 4+1 accelerated programs that was previously lacking. This allows for a seamless and abbreviated progression from undergraduate education into the graduate experience – saving students time and money at the same time it increases our enrollments.
- The Graduate School leadership played a key role in defining and inaugurating the institution's cluster hire initiative – Issues in Rurality: Disparity and Difference. This research-oriented hiring initiative is primed to recruit a number of faculty doing innovative work in examining the issues and opportunities related to rural spaces and populations into the university. Given our mandate to serve the region, we hope this initiative will increase our ability to do so effectively.

- Conducted a Graduate Student Mental Health and Wellness initiative that created and hosted a series of workshops on graduate student mental health and wellness. This culminated with an inter-institutional panel and workshop with BSU and UI faculty and students examining common challenges experience by graduate students along with common practices for mitigating those challenges.

Library:

- During AY22, the Library continued its work offering digital and in person services to ISU students from Library locations in Pocatello, Meridian and Idaho Falls. Library spaces were open during the entire year, with spaces configured to reflect pandemic related safety considerations. Reference consults were 4,653. Library workshops for individual courses reached 1,603 students. Interlibrary borrowing undertaken on behalf of ISU students and faculty comprised 4,573 transactions. Library faculty taught twelve sections of LLIB 1115, a three-credit general education objective eight course, as well as a section of Hons 3391. The Library provided reservable study rooms and the use of desktop computers, 3D printing, virtual reality equipment and video production lab for student use.

- Library service activities that are relatively new include the completion of the second year Library faculty designed and delivered information literacy unit within 19 sections of the three-credit ROAR 1199. Additionally, Library efforts toward OER support increased considerably during AY22. OER work involves active promotion of the value of OER and assisting faculty in locating existing resources available openly and from within the collection. The Library has this year added OER work to the responsibilities of key Library faculty.

- In ongoing collection activities, the Library collection has been shifting increasingly to licensed digital resources. Today's collections stands as a dynamic, targeted collection of scholarly journals, databases and books in digital and print form. University faculty collaborate with Library faculty in selecting collection materials and the attention given seems to be paying off: ISU retrievals of licensed digital resources is up at 1,866,418 5% over the previous year. Details of the collection are noted in the Library catalog and website and are highlighted in custom reports provided by the Library to specialized program accreditors.

- AY22 also saw Library staff collaborating with ISU Facilities to prepare for the relocation of staff work areas and collection materials in order to prepare for the installation of a Starbucks operation on the first floor of the Pocatello building. Demolition and construction are expected to begin in May 2022. Additionally, the space in Idaho Falls was relocated to a more prominent location within the Tingey building and refurbished as part of a space swap with the Testing Center there.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1: Grow Enrollment – Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.* * full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase new full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).	actual	2,327	2,319	2,255	2,435	----------
	target	*2,401*	*2,485*	*2,499*	*2,601*	*2,702*
Goal 2: Strengthen Retention – Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22. **Benchmark Definition:** A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%).[1]	actual	64%	63%	67%	71%	----------
	Total	1,174	1,073	991	1,140	
	Retained	752	675	660	812	
	Not Retained	422	398	331	328	
	target	*72%*	*72%*	*72%*	*72%*	*74%*
Goal 3: Promote ISU's Identity – Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees.						
3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion)[2]	actual	779.2 m	1,920 b	6.9 b	Available later in Fall 2022	----------
	target	*4.312b*	*4.792b*	*5.271b*		*5.750b*
Idaho State Board Of Education System-Wide Strategic Plan Measures						
1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%)[3] (SBOE system-wide Strategic Plan Measure)	actual	68%	68%	71%	73%	----------
	Total	767	781	776	695	
	Completed Math	525	529	548	509	
	Did Not Complete Math	242	252	228	186	
	target	*37%*	*37%*	*37%*	*37%*	38%

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C-" or higher. (FY 2025 = 45%) [4] (SBOE system-wide Strategic Plan Measure)	Math - actual	23%	22%	29%	38%	----------
	Math - Total	1,007	847	722	633	
	Completed Math	232	187	206	243	
	Did Not Complete Math	775	660	516	390	
	English -actual	74%	68%	60%	64%	----------
	English - Total	567	621	238	194	
	Completed English	420	424	142	124	
	Did Not Complete English	147	197	96	70	
	target	*37%*	*38%*	*39%*	*39%*	*40%*
3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%) [5] (SBOE system-wide Strategic Plan Measure)	actual	24%	26%	24%	25%	----------
	Total	6,000	5,655	5,322	5,519	
	Completed 30+ hours	1,426	1,459	1,261	1,394	
	Did Not Complete 30+ hours	4,574	4,196	4,061	4,125	
	target	*29%*	*29%*	*29%*	*29%*	*30%*
4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%) [6] (SBOE system-wide Strategic Plan Measure)	actual	34%	33%	36%	34%	----------
	Total	1,070	1,360	1,169	1,141	
	Graduated Within 150%	369	443	422	388	
	Did Not Graduate Within 150%	701	917	747	753	
	target	*35%*	*35%*	*35%*	*35%*	*36%*
5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058) (SBOE system-wide Strategic Plan Measure) [7]	actual	1,932	1,800	2,082	1,956	----------
	Certificates of less than 1 academic year	29	6	4	5	
	Certificates of 1 academic year or more	242	219	300	357	
	Associate	428	420	494	521	
	Bachelor	1,233	1,155	1,284	1,073	
	target	*+22*	*+22*	*+22*	*+22*	*+22*

6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%)[6] (SBOE system-wide Strategic Plan Measure)	actual	20%	19%	24%	19%	----------
	Total	1,169	1,141	1,172	1,157	
	Graduated Within 100%	229	220	279	222	
	Did Not Graduate Within 100%	940	921	893	935	
	target	*18%*	*19%*	*20%*	*20%*	*20%*
Performance Measure		**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998) (SBOE system-wide Strategic Plan Measure) 8	actual	1,867	1,739	2,008	1,880	----------
	Certificates of less than 1 academic year	28	6	4	5	
	Certificates of 1 academic year or more	238	218	288	335	
	Associate	427	411	489	509	
	Bachelor	1,174	1,104	1,227	1,031	
	target	*1,887*	*1,896*	*1,905*	*1,910*	*1,915*

Performance Measure Explanatory Notes *(Optional)*

1. The FY 2022 data (Fall 2021 cohort) are those enrolled at ISU as of August 2, 2022. This rate could change by Census Day (October 15, 2022).
2. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
3. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks will be revised in FY 2023. All first-time undergraduate bachelor degree-seeking students in the fall term that are still enrolled for their second year that completed their gateway math course within two years. Transcripted credit from other institutions and secondary coursework is evaluated for this metric.
4. The methodology for this metric was revised by SBOE in 2022 for all years. Benchmarks will be revised in FY 2023. Remedial Math includes courses numbered below a 100 level, Math 1108, 1108P – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Student cohorts are all undergraduate degree-seeking students enrolled in a remedial or co-requisite course. The student has until the end of the next year's semester to successfully complete a college level course. For example, if a student successfully completed a remedial course in Fall 2017, the student would have until the end of Fall 2018 to complete a college level course with a C- or higher. If the student passed a co-requisite course with a C- of higher, the student is counted as completing a college-level course within a year. Data includes college level coursework transferred to ISU after the student's first ISU term enrolled in a remedial course as an undergraduate degree-seeking student.
5. The methodology for this metric was revised by SBOE in 2022 for all years. Students that earn a degree in the academic year are not included. Transfer credits are excluded. Only undergraduate degree-seeking students in the fall term of the academic year are included in the metric.
6.The data reported in the FY 2022 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2022 are posted.
7. Total number of certificates/degrees produced, broken out by award levels.
8. Number of unduplicated graduates, broken out by award levels. IPEDS methodology: Students are counted once per award level. If a student earned an associate's and a bachelor's in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

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Lewis-Clark State College Performance Report

Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields,* with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education; and in 2020 Gov. Brad Little signed a bill [395] that officially amended Idaho Code to allow LCSC to offer graduate-level course work. The College emphasizes teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville, Moscow and Orofino. LCSC's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16th president July 1, 2018. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, as amended in 2020, which directs the College to offer instruction in *"college courses in the sciences, arts and literature, professional, technical, and courses or programs of higher education as are usually included in colleges and universities leading to the granting of appropriate collegiate degrees as approved by the state board of education."*

Mission:
Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity
Expand access to higher education and lifelong learning.

Core Theme Two: Success
Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships
Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Lewis-Clark State College Performance Report

Revenues and Expenditures (includes Career & Technical Education)

Revenue	FY 2019	FY 2020	FY 2021	FY 2022[1]
State Appropriations	$24,687,632	$25,281,256	$25,884,997	
Student Fees	$12,553,544	$12,634,678	$12,328,717	
Federal Grants & Contracts	$7,286,855	$8,374,957	$10,324,583	
State Grants & Contracts	$2,825,307	$3,218,872	$3,175,967	
Private Gifts, Grants & Contracts	$1,857,096	$5,521,221	$2,265,482	
Sales & Services of Education Act	$1,326,814	$913,587	$750,019	
Sales & Services of Aux Ent	$2,177,835	$2,100,998	$1,989,749	
Other	$695,616	$597,259	$514,910	
Total	**$53,410,699**	**$58,642,828**	**$57,234,424**	
Expenditures	**FY 2019**	**FY 2020[1]**	**FY 2021**	**FY 2022[1]**
Instruction	$23,045,531	$22,420,874	$20,909,584	
Research	$410,944	$348,337	$397,847	
Public Service	$917,740	$741,497	$487,869	
Library	$1,209,530	$1,033,312	$836,248	
Student Services	$5,539,887	$5,374,379	$4,331,969	
Physical Operations	$6,298,617	$5,933,200	$7,323,005	
Institutional Support	$5,719,060	$5,436,312	$6,043,718	
Academic Support	$4,038,924	$3,865,516	$3,540,437	
Auxiliary Enterprises	$1,136,513	$2,393,266	$5,180,778	
Scholarships/Fellowships	$5,731,987	$5,180,679	$2,004,484	
Other	$0			
Total	**$54,048,733**	**$52,727,372**	**$51,055,939**	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Annual (unduplicated) enrollment headcount (EOT)	4,912	5,291	4,835	4,632
- Academic	4,496	4,833	4,268	4290
- Career & Technical	416	458	567	342
Annual Enrollment FTE	2,687	2,711	2,542	2482
- Academic	2,334	2,364	2,282	2229
- Career & Technical	353	346	260	253
Annual student credit hour production	80,600	81,318	76,267	74,462
- Academic	70,024	70,926	68,463	66,871
- Career & Technical	10,576	10,392	7,804	7,591
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - **English**	73%	68%	61%	62%
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - **Mathematics**	44%	44%	45%	44%
Percent of new degree-seeking freshmen completing a gateway math course within two years. Goal 2, Objective B, Measure III	53%	36%	44%	52%

Lewis-Clark State College Performance Report

FY 2022 Performance Highlights

RANKINGS & ACCOLADES

RANKED #3 IN THE WEST – LC State was named the No. 3 top public regional college in the West in the 2022 U.S News & World Report rankings. The West region includes colleges as far east as Oklahoma and Texas. LC State also was ranked No. 8 for Best Value in regional colleges in the West, and was named among the top regional private and public colleges in the West for Best Undergraduate Nursing.

NURSING RANKED NATIONALLY, AGAIN – LC State's LPN to BSN program was ranked No. 5 nationally by BestAccreditedCollege.org, and RNtoMSN.org ranked the college's RN to BSN online program as the best in Idaho, along with the best program for earning a BSN and the most affordable program. Additionally, RegisteredNursing.org named LC State's nursing program the best among all four-year institutions in Idaho, and EduMed.org ranked LC State's RN to BSN program as one of the 11 best overall and most affordable in the nation.

AFFORDABILITY LEADER – LC State was named the most affordable public four-year college or university in Idaho, by University Headquarters, an online resource to help students with higher education. In-state tuition is $6,982 per year at LC State, which has remained flat for the past three years.

HIGH PLACEMENT RATES – 98 percent of academic program graduates and 99 percent of career-technical graduates were successfully placed in careers, continuing education, or the military.

AASCU EXCELLENCE AWARD – LC State was awarded the American Association of State Colleges and Universities' Excellence and Innovation Award for Leadership Development and Diversity. The college was honored for its Do More: Leadership Development Program because of its outstanding results and potential to influence and serve as a model for other institutions.

COLLISION REPAIR ACCREDITATION – The LC State collision repair technology program received renewed accreditation from the National Institute for Automotive Service Excellence (ASE) Education Foundation. The accreditation is good for five years through Feb. 1, 2027.

FIRSTS & NEW INITIATIVES

FIRST GRADUATE GRADUATES – Alex Sommerfield and Kevin Baker became the first two LC State students in school history to earn a graduate certificate at the college. Both earned a graduate certificate in Sport Coaching in the spring.

EDUCATING THE INCARCERATED – LC State was one of 73 colleges and universities in the nation invited to participate in the third round of the Second Chance Pell Experiment, an initiative first launched in 2015 to expand access to Federal Pell Grants for incarcerated individuals.

CYBERSECURITY DEGREE – In quick response to Idaho needs and with modest funding, LC State launched a 120-credit fully online Cybersecurity Management degree. Students in the program are able to use the Security Operations Center (SOC) on the LC State campus which is connected through the IRON network to SOCs at each of the eight Idaho institutions of higher education as well as the Idaho National Laboratory.

NEW PORTFOLIO COURSE – As part of its Adult Learner Initiative to help meet the needs of working adults, LC State launched a new portfolio development course to give individuals the opportunity and instruction to successfully document and demonstrate college-level competencies and earn college credits for it.

Lewis-Clark State College Performance Report

MOU WITH WWCC – LC State and Walla Walla Community College entered into an agreement to allow students from the two institutions to enroll concurrently. The memorandum of understanding includes a financial aid consortium agreement.

ENROLLMENT

INTERNATIONAL REBOUND – LC State's international student enrollment was up 53 percent in the fall, with students coming from 32 countries despite continued international complexities.

INCREASE IN FIRST-TIME STUDENTS – The total number of students attending LC State for the first time – whether on campus, online or through dual credit – increased by just over 1 percent compared to the previous year according to census day totals.

FUNDRAISING & GRANTS

$2M DONATION – LC State received a $2 million donation from P1FCU to enter into a 10-year naming agreement for the college's main indoor athletic venue, the P1FCU Activity Center. The facility, opened in 2005, is the home of LC State's volleyball and basketball programs.

WASTEWATER STUDY GRANT – LC State received a grant for $137,700 to study area wastewater treatment plants to measure for levels of SARS-CoV-2, which could help predict outbreaks of COVID-19 in advance to aid local healthcare professionals. The grant is from the state of Idaho through the Center for Disease Control and Prevention.

$1.3M WORKFORCE DEVELOPMENT GRANT – LC State received a grant of nearly $1.3 million, the largest grant issued to the college to date by the Idaho Workforce Development Council, to renovate and repurpose Wittman Complex and the Mechanical Technical Building.

TALENT SEARCH GRANT RENEWED – The LC State hosted Clearwater Valley TRIO Talent Search program will continue for another five years after its grant funding was renewed at more than $1.6 million. The program serves 592 students in grades 6-12 in Grangeville, Kamiah, Kooskia, Orofino, and Pierce/Weippe.

FACILITIES & CAMPUS

RESIDENCE HALL PURCHASED – LC State received permission from the Idaho State Board of Education to purchase College Place to maintain its current residential housing capacity and help meet housing demand. College Place, located adjacent to campus, has been privately owned but managed by the college for more than a decade.

ANOTHER ORCHID AWARD – For the fourth time in the past nine years, LC State received an award for its historic preservation of a campus building through renovation or remodeling. This time for the college's renovation of its historic Center for Arts & History.

AWARD-WINNING CTE CENTER – LC State's three-story, 86,000-square foot Schweitzer CTE Center, officially opened in 2021 thanks to support from the state and private donors, received a Learning by Design magazine's 2022 Outstanding Project Award for its design.

TREE CAMPUS – For the second straight year, LC State was recognized as a Tree Campus Higher Education institution by the Arbor Day Foundation. The award is a recognition of LC State's commitment to effective urban forest management. LC State was the only four-year institution in Idaho to be honored.

Lewis-Clark State College Performance Report

WARRIOR ATHLETICS

STUDENT-ATHLETE ACADEMIC EXCELLENCE – The LC State athletic department earned Presidents' Academic Excellence status in the Cascade Collegiate Conference for the 2021-22 school year. The 203 LC State student-athletes had a combined 3.38 GPA, the second-highest in the conference.

WORLD SERIES RUNNER-UP – The LC State baseball team was the runner-up at the Avista NAIA World Series. The Warriors finished the season with a record of 58-7 after setting records for the best start in program history (20-1) and longest winning streak (28 games) during 2022.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *Sustain and enhance excellence in teaching and learning.*						
1. Number of online programs. Goal 1, Objective A, Measure 1	actual	36	40	42	49	----------
	Target	----------	*37*	*42*	*42*	*42*
Number of evening/weekend programs. Goal 1, Objective A, Measure 1	actual	0	7	7	7	
	Target	----------	*2*	*6*	*7*	*7*
2. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution. Goal 2, Objective B, Measure I	actual	31%	33%	29%	26%	----------
	target	*30*	*32*	*34*	*35*	*36*
Goal 2 *Optimize student enrollment and promote student success*						
3. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of time or less. Goal 2, Objective A, Measure IV	actual	32%	31%	32%	29%[2]	----------
	target	*25*	*33*	*34*	*39*	*39*
4. Total number of degrees/certificates produced. Goal 2, Objective C, Measure XI	actual	988	896	868	847	----------
Certificate	actual	15	26	51	62	----------
	target	*21*	*21*	*28*	*23*	*24*
Associate	actual	347	365	218	204	----------
	target	*430*	*430*	*442*	*256*	*262*
Bachelor	actual	626	505	599	579	----------
	target	*594*	*646*	*666*	*496*	*509*
Graduate Certificate	----------	----------	----------	----------	2	----------
5. Number of unduplicated awards Goal 2, Objective B, Measure II	actual	874	806	756	734	----------
Certificate	actual	15	25	42	35	----------

Lewis-Clark State College Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	target	*20*	*20*	*30*	*23*	*24*
Associate	actual	325	357	206	192	----------
	target	*415*	*420*	*424*	*256*	*262*
Bachelor	actual	616	491	589	571	----------
	target	*580*	*622*	*628*	*496*	*509*
Graduate Certificate	----------	----------	----------	----------	2	----------
6. Percent of first time, full-time freshmen graduating with a baccalaureate degree within 100% of time. Objective B, Measure IX	actual	21%	18%	24%	21%[2]	
	target	*23*	*24*	*23*	*23*	*23*

Performance Measure Explanatory Notes

1. Audited financials available after November 1, 2022.
2. Preliminary percentage – IPEDS graduation rates based on September 1 to August 31-graduation period. Current calculation based on July1, 2021 and June 30, 2022. Updated numbers will be available after September 1, 2022.

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College of Eastern Idaho Performance Report

Part I – Agency Profile

Agency Overview

College of Eastern Idaho (CEI) was, until 2017, Eastern Idaho Technical College (EITC) a public, state, two-year technical college in Idaho Falls, Idaho. The voters of Bonneville County on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho. The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June 2017. Given the new status as an Idaho community college, the SBOE appointed a five-member board of trustees in July 2017 to locally govern CEI. This Board of Trustees went through an election in 2018 and are now the voted in members of the board. CEI established a name change with U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July 2017. CEI opened its doors to academic transfer students in August 2017.

Core Functions/Idaho Code

College of Eastern Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022[i]
General Fund and Misc. Receipts	13,197,120	13,663,244	13,079,571	---[1]
Grants and Contracts	11,017,917	9,990,749	12,141,098	---
Student Fees	2,403,591	2,595,334	3,035,131	---
Capital Grants and Appropriations	0	-	0	-
Sales and Services	875,020	943,106	1,317,346	---
Other	774,702	1,030,218	505,523	---
Total	**$28,268,350**	**$28,222,651**	**30,078,669**	**---**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	13,341,000	15,316,221	17,181,484	---
Operating Expenses	11,034,539	11,700,820	1,249,764	---
Capital Outlay	26,729	49,569	584,776	---
Total		**$27,066,610**	**30,016,024**	**---**

**2021FY financial numbers are preliminary at the time of this report*

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Annual (unduplicated) Enrollment Headcount	2,038	2,402	2,627	3,225
Annual Unduplicated FTE	865	999	1097	1,212
Credit Hours Taught	25,963	29,981	32,919	36,348
Percent of Graduates to Total Unduplicated FTE	28%	27%	30%	30%
Graduates with certificates and degree completions per $100,000 of financials.	1.3	1.24	1.34	Data not available at this time[ii]
Workforce Training Headcount	16,236	14,309	14,582	17,494[iii]

1

College of Eastern Idaho — Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number and percentage of Students successfully completing Remedial Math Courses	1803, 68%	121, 70%	89, 70%	167, 86%
Remediation: Number of first-time freshmen who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	62/217, 29%	25/134, 19%	20/159, 13%	50/157, 32%[iv]
Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).	85/132, 64%	117/209 56%	118/208 57%	92/193 48%[v]
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	1,516/345	3,205/523	4,342/742	7,346/1,318
Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4	94%	93%	93%	79%[vi]
Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1	891	1,117	981	1,049[vii]
Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1	318	294	318	264

College of Eastern Idaho Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *A Well Educated Citizenry*						
1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 3	actual	255/245	278/273	346/328	382/363	-----
	target	*>260 / >245*	*>260/ >245*	*>260/>245*	*>375/>350*	*>300/>280*
Goal 2 *Innovation and Economic Development.*						
2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1	actual	186	182	211	243[viii]	-----
	target	*>225*	*>225*	*>225*	*>225*	*>230*
Goal 3 *Data-Informed Decision Making.*						
3. Number of industry recommendations incorporated into career technical curriculum.[ix]	WFT Courses	*332*	*345*	*478*	*573*	-----
	target	*>440*	*>440*	*>440*	*>440*	*>499*
	Customized Training Courses	*2,926*	*466*	*561*	*549*	-----
	target	*>4,000*	*>4,000*	*>4,000*	*>4,000*	*>605*
	Headcount	*16,461*	*12,140*	*16,768*	*17,494*	-----
	target	*>16,000*	*>16,000*	*>16,000*	*>16,000*	*>16,000*
Goal 5 *Student Centered.*						
4. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1	actual	0.62	0.61	0.48	0.45	-----
	target	*<0.50*	*<0.25*	*<0.25*	*<0.25*	*<0.50*
Statewide Measures *Not included above.*						
5. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)	actual	*58%*	*56%*	*46%*	*47%[x]*	-----
	target	*>55%*	*>65%*	*>65%*	*>55%*	*>60%*
6. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	actual	*8%*	*6%*	*4%*	*10%*	-----
	target	*>15%*	*>10%*	*>10%*	*>10%*	*>10%*
7. Reform Remediation V-English - Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (English)	actual	*78%*	*76%*	74%	*70%*	-----
	target	>78%	>78%	>78%	>78%	>39%
8. Reform Remediation V-Math - Percent of undergraduate, degree-seeking students taking a remediation course	actual	*40%*	*46%*	*49%*	*64%[xi]*	-----
	target	*>35%*	*>30%*	*>30%*	*>30%*	*>39%*

	completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Math)						
9.	Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years.	actual	*39%*	*53%*	*61%*	*53%*[xii]	-----
		target	*>30%*	*>30%*	*>30%*	*>30%*	*>20%*
10.	Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time.	actual	*49%*	*32%*	*41%*	*28%*[xiii]	-----
		target	*>45%*	*>45%*	*>45*	*>45*	*>50%*

Performance Measure Explanatory Notes

[i] We will provide these numbers when the FY 2022 financials have been certified.

[ii] This data is not available until the IPED Financial report is released. Last year's number is updated with the most current information.

[iii] Workforce Training head count number is provided by the WTCE Operations Coordinator.

[iv] Remediation is tracked by course taking behavior.

[v] Past numbers have been recalculated based on our understanding of the PMR Data Document definition revisions and clarifications for State Measure 30 which underlies these results.

[vi] Projected number, scores are still being collected for this reporting year. The decrease in percentage is attributable to the increase in the number of students, number of exams and the industry standards of those exams in the computer cybersecurity and networking programs.

[vii] This is a trailing measure that follows a fall cohort from the FY listed to the next fall; FY2021 is the most recently available update.

[viii] Projected number. Final number is published in the spring when placement follow-up is completed. FY2021 is the most recent update in this measure.

[ix] This metric is more indicative of CEI's mission than the previous choice.

[x] Projected number at the time of the report, data is still being collected. FY2021 represents the most current completed iteration.

[xi] Past years have been recalculated based on our understanding of the PMR Data Document definition revisions and clarifications for State Measure 60 which underlies these results. We believe that changes to a corequisite "Plus" section remediation method, some program changes to math course requirements and subsequent changes to the way we are calculating this measure have improved results versus prior years.

[xii] Past years have been recalculated due to a revision in our method for this measure. That's based in part on our understanding of the PMR Data Document definition revisions and clarifications for State Measure 70 which underlies these results.

[xiii] Projected number at the time of the report, data is still being collected. FY2021 represents the most current completed iteration.

College of Eastern Idaho Performance Report

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College of Southern Idaho Performance Report

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI) represents a shared vision and a collaborative effort of the citizens of south-central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district and the college began offering courses in the fall of 1965.

CSI continues to be funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at its more than 315-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms and laboratories, online (both synchronously and asynchronously), and via other hybrid combinations. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2022.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

College of Southern Idaho — Performance Report

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
Academic Appropriation	$14,264,000	$14,117,900	$13,797,500	$15,303,300
One Time Appropriation	$0	$890,800	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Inventory Phaseout	$678,000	$709,500	$752,500	$820,800
Property Taxes	$6,837,000	$7,355,800	$8,794,600	$9,433,700
Tuition & Fees	$11,604,467	$12,997,900	$13,309,100	$13,551,900
County Tuition	$1,889,931	$1,881,500	$1,811,600	$2,153,000
Other	$1,846,602	$1,750,100	$1,698,700	$1,455,900
Total	**$37,320,000**	**$39,903,500**	**$40,364,000**	**$42,918,600**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$25,421,000	$25,664,000	$25,768,000	$26,804,000
Operating Expenditures	$9,847,000	$11,402,800	$10,640,000	$14,989,000
Capital Outlay	$2,052,000	$2,856,700	$3,956,000	$1,125,600
Total	**$37,320,000**	**$39,903,500**	**$40,364,000**	**$42,918,600**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2019	FY 2021	FY 2022
Annual Enrollment (Undup. Headcount) Career Technical Academic (Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	12,620 958 11,662 (2018-2019)	13,130 1,025 12,105 (2019-2020)	12,944 1,060 11,884 (2020-2021)	14,386 1,140 13,246 (2021-2022)
Annual Enrollment (Full Time Equivalent) Career Technical Transfer (Source: SBOE PSR Annual Enrollment Report)	4,001.2 671.90 3329.00 (2018-2019)	4,133.4 725.56 3407.86 (2019-2020)	4105.0 775.4 3329.6 (2020-2021)	4447.7 815.7 3632.0 (2021-2022)
Dual Credit Enrollment Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report)	6,613 36,904 (2018-2019)	7,648 42,805 (2019-2020)	7,472 42,793 (2020-2021)	8,866 51,879 (2021-2022)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (broken out by math and English) (Source: CSI) (Required for Idaho State Board Strategic Plan)	Math 53.8% (344/639) English 14.1% (90/639) (2018-2019)	Math 44.6% (342/766) English 9.9% (76/766) (2019-2020)	Math 32.9% (223/678) English 9.0% (61/678) (2020-2021)	Math 20.0% (145/724) English 5.1% (37/724) (2021-2022)
Timely Degree Completion-Completions Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees (Source: IPEDS[1] Completions Report) (Statewide Performance Measure)	985 completions 146 certificates 839 degrees (2018-2019)	1,076 completions 129 certificates 947 degrees (2019-2020)	1,094 completions 147 certificates 947 degrees (2020-2021)	1,143 completions 134 certificates 1009 degrees (2021-2022)
Timely Degree Completion-Completers Total number of unduplicated graduates, broken out by certificates of one academic year or more and associate degrees (Source: IPEDS Completions Report) (Statewide Performance Measure)	904 graduates[2] 146 certificates 795 degrees (2018-2019)	962 graduates[2] 129 certificates 861 degrees (2019-2020)	979 graduates[2] 147 certificates 876 degrees (2020-2021)	1,027 graduates[2] 134 certificates 943 degrees (2021-2022)

College of Southern Idaho Performance Report

Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	9,841 (2018-2019)	4,714[3] (2019-2020)	7,367 (2020-2021)	5,948 (2021-2022)
Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report)	96% (2017-2018 graduates)	98% (2018-2019 graduates)	98% (2019-2020 graduates)	99% (2020-2021 graduates)

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 3 Objective 3.2; Measure 3.2.1) (Statewide Performance Measure)	actual	*(2018-19)* 14% (456/3,259)	*(2019-20)* 15% (478/3,208)	*(2020-21)* 13% (467/3,676)	*(2021-22)* 13% (496/3,810)	
	target	*NA (New measure)*	*11%*	*12%*	*15%*	*15%*
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						
2. Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.2) (Statewide Performance Measure)	actual	*Fall 2016 Cohort* 31% (193/629)	*Fall 2017 Cohort* 35% (213/605)	*Fall 2018 Cohort* 36% (210/591)	*Fall 2019 Cohort* 44% (297/677)	
	target	*28%*	*28%*	*30%*	*35%*	*42%*
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						
3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	actual	*Fall 2017 Cohort* 20% (123/605)	*Fall 2018 Cohort* 22% (128/591)	*Fall 2019 Cohort* 31% (208/677)	*Fall 2020 Cohort* 31% (212/686)	
	target	*NA (New measure)*	*16%*	*19%*	*22%*	*33%*
Core Theme/Goal 2: Student Success **Objective C: Support student progress toward achievement of educational goals**						
4. Remediation Reform-Math	actual	*(2018-19)* 48% (435/914)	*(2019-20)* 43% (339/785)	*(2020-21)* 48% (484/1,012)	*(2021-22)* 51% (384/759)	

College of Southern Idaho Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 3; Objective 3.1; Measure 3.1.1) (Statewide Performance Measure)	*target*	*NA (New measure)*	*35%*	*40%*	*48%*	*50%*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 3; Objective 3.1; Measure 3.1.2) (Statewide Performance Measure)	actual	*(2018-19)* 78% (203/261)	*(2019-20)* 73% (185/255)	*(2020-21)* 71% (151/214)	*(2021-22)* 69% (115/168)	
	target	*NA (New measure)*	*72%*	*72%*	*78%*	*75%*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
6. Math Pathways Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: CSI) (Goal 3; Objective 3.2; Measure 3.2.3) (Statewide Performance Measure)	actual	*(2018-19)* 41% (485/1,187)	*(2019-20)* 48% (499/1,044)	*(2020-21)* 50% (517/1,030)	*(2021-22)* 51% (597/1,183)	
	target	*NA (New measure)*	*40%*	*43%*	*50%*	*52%*
Core Theme/Goal 2: Student Success Objective C: Support student progress toward achievement of educational goals						
7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective 2.1; Measure 2.1.3l)	actual	*Fall 2017 Cohort* New Students 59% (355/607) Transfer 59% (121/205)	*Fall 2018 Cohort* New Students 61% (358/591) Transfer 71% (202/285)	*Fall 2019 Cohort* New Students 66% (445/678) Transfer 57% (63/110)	*Fall 2020 Cohort* New Students 60% (412/686) Transfer 62% (73/118)	
	target	*61% (New Students)*	*61% (New Students)*	*60% (New Students)*	*63% (New Students)*	*67% (New Students)*

Performance Measure Explanatory Notes

[1] Integrated Postsecondary Education Data System (IPEDS)

[2] Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

[3] Drop primarily due to COVID restrictions.

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College of Western Idaho Performance Report

Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,447 credit students enrolled at the start of the 2021-2022 academic year, and 16,006 credit students in the spring semester of 2022.

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 60 credit programs and dozens of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures[1,2]

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Funds–Gen Ed	$13,938,900	$14,998,100	$15,168,300	
Liquor Fund	$200,000	$200,000	200,000	
Property Taxes	$8,564,845	$9,166,100	9,804,500	
Tuition and Fees	$23,932,873	$25,754,900	24,557,500	
County Tuition	$949,450	$987,800	954,200	
Misc. Revenue	$1,466,816	$1,530,000	1,115,300	
Total	**$49,052,884**	**$52,636,900**	**$51,799,800**	
General Funds - CTE	$9,255,700	$9,334,300	8,906,300	
Total (with General Funds - CTE)	**$58,308,584**	**$61,971,200**	**$60,706,100**	
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$36,290,100	$38,837,500	$41,367,700	
Operating Expenditures	$12,494,800	$11,607,600	11,667,900	
Capital Outlay[3]	$16,210,900	$3,612,700	1,906,800	
Total	**$64,995,800**	**$54,057,800**	**$54,942,400**	

Footnotes

[1] Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October 2022.

[2] Does not include income or Expense associated with WD class offerings

[3] Capital Outlay in FY2019 includes $13,650,408 for Certificate of Participation (COP) bond financing for CWI Aspen Creek buildings and land.

College of Western Idaho Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Annual Enrollment Headcount Career & Technical Academic *(PSR 1 Annual Enrollment Report, SBOE)*	 1,086 20,103	 1,153 20,752	 1,017 19,762	 1,012 20,120
Annual Enrollment FTE[3] Career & Technical Academic *(PSR 1 Annual Enrollment Report, SBOE)*	 726 5,993	 834 6,163	 690 6,013	 678 5,792
Degree Production Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE *(Completions Survey, Grand total, IPEDS)* *(PSR 1 Annual Enrollment Report, SBOE)*	28%	30%	33%	40%
Dual Credit Headcount (unduplicated)[4] Total Annual Credit Hours Total Annual Student Headcount *(Annual Dual Credit Enrollment Report, SBOE)*	 62,366 11,409	 67,363 12,098	 64,590 11,310	 68,238 12,252
Workforce Training Headcount (duplicated)[5] *Workforce Training Network Report, Idaho Career and Technical Education)*	8,127	6,026	6,131	5,884
AE/ASE/ESL (duplicated)[6] *(Adult Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)*	2,647	2,108	1,965	3,197

Footnotes

[3] Summer, Fall, Spring; Count reflects CTE definition of CTE majors who also complete a CTE course.

[4] CWI, with over 12k dual credit students, is the largest provider of dual credit coursework/credits in the state of Idaho.

[5,6] Non-credit programs (Workforce Training & Adult Education) were partially impacted by COVID-19 in FY20 and FY21. AE: Adult Education, ASE: Adult Secondary Education, ESL: English as a Second Language

FY 2022 Performance Highlights

- Graduation rates have improved since implementing new student advising models and guided pathways. (Noted in performance measures 9 and 10)
- Dual credit continues to be in high demand, allowing CWI to offer college credit to over 12,000 Idaho high school students across the State.
- Math remediation and gateway math completion have improved over the years with an innovative Math Solution Center and co-requisite courses; however, this subject remains a challenge, which CWI is continually addressing to improve student degree completion. (Noted in performance measures 7 and 8)
- COVID-19 partially impacted the FY20 and FY21 enrollments for the Workforce Development and Adult Basic Education non-credit programs.

College of Western Idaho Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Timely Degree III						
1. Total number of certificates/degrees produced. a) Certificates of *one academic year* or more.	actual	***297*** *(508 w/General Education Awards)*	***325*** *(1,264 w/General Education Awards)*	***328*** *(1,158 w/General Education Awards)*	***302*** *(1,327 w/General Education Awards)*	----------
	Target	*>=300*	*>=300*	*>=300*	*>=330*	*>=330*
Timely Degree III						
2. Total number of certificates/degrees produced. b) Associate degrees.	actual	***886***	***949***	***944***	***1,037***	----------
	Target	*>=1000*	*>=1,000*	*>=1,000*	*>=1,000*	*>=1,000*
Timely Degree IV						
3. Number of unduplicated graduates. a) Certificates of *one academic year* or more.	actual	***241*** *(451 w/General Education Awards)*	***268*** *(1,197 w/General Education Awards)*	***259*** *(1,086 w/General Education Awards)*	***241*** *(1,260 w/General Education Awards)*	----------
	Target	*>=275*	*>=275*	*>=275*	*>=275*	*>=275*
Timely Degree IV						
4. Number of unduplicated graduates. *b)* Associate degrees. *(system-wide measure IV. a.)*	actual	***861***	***917***	***913***	***1,009***	----------
	Target	*>=975*	*>=975*	*>=975*	*>=975*	*>=975*
Timely Degree Completion I						
5. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *(system-wide measure I)*	actual	***5%***	***4%***	***4%***	***4%***	----------
	Target	*>=7%*	*>=7%*	*>=8%*	*>=8%*	*>=5%*

College of Western Idaho Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Reform Remediation V						
6. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. a) English *(system-wide measure V.)*	actual	***70%***	**74%**	***70%***	***64%***	----------
	Target	*100%*	*>=72%*	*>=72%*	*>=72%*	*>=72%*
Reform Remediation V						
7. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. b) Math *(system-wide measure V.)*	actual	***23%***	***27%***	***25%***	***25%***	----------
	Target	*>=25%*	*>=25%*	*>=25%*	*>=25%*	*>=27%*
Math Pathways VI						
8. Percent of new degree-seeking freshmen completing a gateway math course within two years *(system-wide measure VI.)*	actual	***24%***	***27%***	***31%***	***30%***	----------
	Target	*>=25%*	*>=25%*	*>=25%*	*>=25%*	*>=33%*
Timely Degree III						
9. Percent of first-time, full-time, freshmen graduating within 150% of time. *(system-wide measure VIII.)*	actual	***22%*** *(Fall 2016 Cohort)*	***23%*** *(Fall 2017 Cohort)*	***25%*** *(Fall 2018 Cohort)*	***27%*** *(Fall 2019 Cohort)*	----------
	Target	*>=16%*	*>=16%*	*>=26%*	*>=26%*	*>=26%*

College of Western Idaho Performance Report

Guided Pathways VII						
10. Percent of first-time, full-time freshmen graduating within 100% of time *(system-wide measure VIII.)*	actual	***13%*** *(Fall 2017 Cohort)*	***14%*** *(Fall 2018 Cohort)*	***16%*** *(Fall 2019 Cohort)*	***14%*** *(Fall 2020 Cohort)*	----------
	Target	*>5%*	*>=5%*	*>=19%*	*>=19%*	*>=19%*

Performance Measure Explanatory Notes

- FY22 values for performance measures 9 and 10 are preliminary at the time of this reporting, as data is still being collected.

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North Idaho College Performance Report

Part I – Agency Profile

History

North Idaho College was first known as Coeur d'Alene Junior College, a private school that was started in 1933 and operated for six years. The state legislature passed the Junior College Act in January 1939, which permitted qualified areas to establish junior college districts by a vote of eligible electors. Coeur d'Alene Junior College became North Idaho Junior College in June of 1939. On July 31, 1971, the college changed its name to North Idaho College. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone, and Boundary Counties.

General Information

North Idaho College is a comprehensive community college established in 1933 on the shores of Lake Coeur d'Alene at the headwaters of the Spokane River. NIC's vibrant college community includes 5,700+ students enrolled annually in credit courses and more than 4,100 students taking workforce training courses. College faculty and staff relentlessly focus on providing a rich, rewarding higher education experience for every student.

NIC offers a broad spectrum of career paths for students to choose from, with more than 80 academic degree, and career and technical education certificate programs. These career pathways at NIC cover various interest areas, including arts, communications and humanities; healthcare; science, technology, engineering and math; business administration and management; manufacturing and trades; and social sciences and human services.

With state-of-the-art facilities, the college's beautiful main campus is in Coeur d'Alene, Idaho, a waterfront city of approximately 55,900 residents. Coeur d'Alene lies within Kootenai County, which is home to approximately 180,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Spokane Valley-Coeur d'Alene metropolitan area, with a population of 720,000+, is the economic and cultural center of the U.S. Inland Northwest.

NIC plays a vital role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents of Idaho's five northern counties with the NIC Sandpoint center in Sandpoint, Idaho, online services and courses, and comprehensive outreach services. The college's regional facilities include the NIC Parker Technical Education Center in Rathdrum and the Workforce Training Center in Post Falls.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

North Idaho College — Performance Report

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Funds	$12,909,900	12,430,200	11,805,400	12,980,400
Economic Recovery	$0	$0	$0	$0
Liquor Fund	$200,000	$200,000	$200,000	$200,000
Property Taxes	$15,299,600	$15,992,700	$16,894,100	$17,309,100
Tuition and Fees	$11,603,600	$11,715,600	$11,002,300	$11,235,000
County Tuition	$824,000	$751,000	$676,400	$583,100
Misc. Revenue	$2,053,795	$3,819,500	$6,799,400	$5,362,400
Total	**$42,890,895**	**$44,909,000**	**$47,377,600**	**$47,670,000**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$28,335,373	$29,856,500	$29,549,800	$29,184,900
Operating Expenditures	$14,250,384	$14,882,600	$17,040,400	$17,827,100
Capital Outlay	$305,139	$169,900	$787,400	$658,000
Total	**$42,890,895**	**$44,909,000**	**$47,377,600**	**$47,670,000**

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY2022 data is preliminary as of August 4, 2022.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
General Studies [1, 2]				
- Annual Unduplicated Headcount	6,106	5,840	5,368	5,085
- Annual Enrollment FTE	2,692	2,554	2,376	2,339
CCM 146/150				
Career & Technical [2]				
- Annual Unduplicated Headcount	794	746	730	632
- Annual Enrollment FTE	534	523	500	445
CCM 146/150				
Dual Credit				
- Annual Unduplicated Headcount	1,983	1,970	1,670	1,636
- Total Credits Earned	19,594	19,658	18,534	18,722
CCM 017/019				
Workforce Training [3]				
- Annual Unduplicated Headcount	5,419	4,471	4,794	4,189
CCM 149				
Adult Basic Education [4]				
- Annual Unduplicated Headcount	289	299	284	316
CCM 147				
GED Credentials Awarded	226	231	197	193
CCM 154				

[1] General Studies includes Dual Credit and Non-Degree Seeking students.

[2] General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

[3] New methodology beginning in FY2022. Workforce Training Center no longer includes Continuing Education.

[4] New methodology beginning in FY2017. Reflects only those students taking 12 hours of instruction or more.

North Idaho College Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Strategic Plan Goal 1: Student Success A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. Timely Degree I[1] Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, Statewide Performance Measure) CCM 195/Metric 50	actual	10.5% (329/3120)	9.9% (288/2920)	10.2% (284/2785)	10.2% (267/2608)	----------
	target	N/A	N/A	N/A	N/A	11%
2. Timely Degree II[2] Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 196/Metric 40	*actual*	25.5% (174/683) Fall 16 Cohort *(IPEDS)*	28.1% (188/668) Fall 17 Cohort *(IPEDS)*	28.3% (194/686) Fall 18 Cohort *(IPEDS)*	25.3% (163/644) Fall 19 Cohort *(Preliminary)*	----------
	target	*Rank of 60% against IPEDS comparator institutions.*			28%	28%
3. Timely Degree III[3] Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year and c) associate degrees. (Goal 1, Objective A, Statewide Performance Measure) CCM 238/Metric 120	*actual*	a) 74 b) 604 c) 681 Total awards 1,359 (IPEDS)	a) 121 b) 620 c) 659 Total awards 1,400 (IPEDS)	a) 96 b) 639 c) 734 Total awards 1,469 (IPEDS)	a) 82 b) 568 c) 717 Total awards 1,367 (Preliminary)	----------
	target	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 125 b) 630 c) 700	a) 97 b) 645 c) 741	a) 97 b) 645 c) 741
4. Guided Pathways VII[4] Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, Statewide Performance Measure) CCM 199/Metric 180	*actual*	20.2% (135/668) Fall 17 Cohort *(IPEDS)*	18.7% (128/686) Fall 18 Cohort *(IPEDS)*	17.4% (112/644) Fall 19 Cohort *(Preliminary)*	23.2% (138/594) Fall 20 Cohort *(Preliminary)*	----------
	target	*Rank of 60% against IPEDS comparator institutions*			17%	19%
5. Timely Degree IV[5] Number of unduplicated graduates, broken out by a) certificates of less than one	*actual*	a) 65 b) 583 c) 650	a) 105 b) 604 c) 619	a) 85 b) 629 c) 676	a) 67 b) 550 c) 665	----------

North Idaho College Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, Statewide Performance Measure) CCM 239/Metric 170		Total overall unduplicated count: 872 *(IPEDS)*	Total overall unduplicated count: 893 *(IPEDS)*	Total overall unduplicated count: 921 *(IPEDS)*	Total overall unduplicated count: 882 *(Preliminary)*	
	target	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 110 b) 610 c) 700	a) 86 b) 635 c) 683	a) 86 b) 635 c) 683
Strategic Plan Goal 2: Educational Excellence High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes						
6. Math Pathways VI [6] Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, Statewide Performance Measure) CCM 198/Metric 70	actual	53.2% (314/590) 16-17 Cohort	59.4% (326/549) 17-18 Cohort	52.5% (294/560) 18-19 Cohort	52.3% (274/524) 19-20 Cohort *(preliminary)*	----------
	target	N/A	N/A	N/A	N/A	55%
7. Reform Remediation V [7] 2a) MATH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, Statewide Performance Measure) CCM 203/Metric 60	actual	27.3% (188/688) 17-18 Cohort	27.5% (145/528) 18-19 Cohort	30.9% (146/473) 19-20 Cohort	30.6% (129/422) 20-21 Cohort	----------
	target	N/A	N/A	N/A	N/A	33%
8. Reform Remediation V [8] 2b) ENGLISH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, Statewide Performance Measure) CCM 204/Metric 60	actual	22.7% (80/352) 17-18 Cohort	29.9% (73/244) 18-19 Cohort	21.1% (51/242) 19-20 Cohort	24.0% (48/200) 20-21 Cohort	----------
	target	N/A	N/A	N/A	N/A	25%

Acronyms Defined:

- CCM: Common Campus Measure (internal tracking system)
- Metric: Tracking number established by the Idaho State Board of Education (ISBOE)
- IPEDS: Integrated Postsecondary Education Data System

Performance Measure Explanatory Notes

Benchmarks based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY2022 and FY2023 benchmarks mirror 2023-2027 Strategic Plan (version revised and submitted on 5-20-2022), unless otherwise noted.

[1] Based on a cohort of Fall students that excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

[2] Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 150% of normal time.

[3] Total awards by award level as reported to IPEDS.

[4] Represents IPEDS cohort of first-time, full-time, degree/certificate-seeking students who complete their program within 100% of normal time. FY2021 and FY2022 numbers (Fall 2019 cohort and Fall 2020) are pre-IPEDS submission and are considered preliminary at this point.

[5] Distinct count of graduates per attainment level, as reported to IPEDS. Counts are unduplicated by award level.

[6] Full year cohort, first-time and new degree-seeking, full- and part-time students who are still enrolled in the second year. Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

[7] Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded.) Math-108 is considered remedial. Includes both full- and part-time students. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

[8] Base population is degree-seeking students at initial attempt of a remedial course (prior attempts of W grade are excluded). Includes both full- and part-time students. Data for all four years have been revised due to a definition change request by ISBOE. Benchmarks were established based on prior methodology and are no longer applicable, as noted. New benchmark established for FY2023.

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2022 Performance Report – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve by ensuring:

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2019[1]	FY 2020[2]	FY 2021[3]	FY 2022[4]
General Fund	1,785,265,900	1,879,414,900	1,886178,500	2,110,235,800
Federal Grant	225,114,408	225,794,800	432,702,200	1,026,804,800
Dedicated Fund	90,236,000	104,924,600	103,282,201	102,154,200
Total	**2,100,616,300**	**2,210,124,300**	**2,422,162,901**	**3,239,194,800**
Expenditure	**FY 2019[5]**	**FY 2020[6]**	**FY 2021[7]**	**FY 2022[8]**
Personnel Costs	0	0	0	9,827,900
Operating Expenditures	12,971,800	11,200,000	10,378,800	15,621,100
Capital Outlay	0	0	0	231,000
Trustee/Benefit Payments	2,087,644,500	2,198,934,300	2,411,784,100	3,213,514,800
Total	**2,100,616,300**	**2,210,134,300**	**2,422,162,900**	**3,239,194,800**

Profile of Cases Managed and/or Key Services Provided *Includes IESDB

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of K-12 school districts, charter schools, and cooperative service agencies (CSA) supported[9]	115 Districts 57 Charters 1 CSA	115 Districts 61 Charters 1 CSA	115 Districts 66 Charters 2 CSA	115 Districts 68 Charters 2 CSA
Number of K-12 Public School Students [10]	303,787	308,285	307,342	312,643
Certificated Instruction Staff FTE	16,572[11]	17,252[11]	17,777[11]	18,097[11]

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Average Pupil to Teacher Ratio	17.29	17.18	16.81	16.88

Cases Managed and/or Key Services Provided		FY 2019	FY 2020	FY 2021	FY 2022
Number of schools participating in the Idaho Mastery Education Network	Cohort 1	32	32	16	15
	Cohort 2	30	30	26	12

Part II – Performance Measures

Performance Measure		FY2019	FY 2020	FY 2021	FY 2022
Goal 1 *All Idaho students persevere in life and are ready for college and careers.* **Objective A** *Fully Implement the Idaho Content Standards*					
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year.		***2018-19 School Yr.***	***2019-20 School Yr***	***2020-21 School Yr.***	***2021-22* School Yr.***
	Actual	70.4%	NA	65.9%	69.1%
	Benchmark	*NA*	*NA**	*80%*	*80%*
II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test[12, 13]		***2018-19 School Yr.***	***2019-20 School Yr.***	***2020-21 School Yr.***	***2021-22 School Yr.***
	3rd Grade ELA Actual	50.34%	NA	47.9%	
	3rd Grade ELA Benchmark	*60.8%*	*63.4%*	*66.1%*	66.2%
	3rd Grade Math Actual	52.81%	NA	48.1%	
	3rd Grade Math Benchmark	*51.3%*	*54.6%*	*57.8%*	68.1%
	8th Grade ELA Actual	53.57%	NA	56.4%	
	8th Grade ELA Benchmark	*60.8%*	*63.4%*	*66.1%*	69.1%
	8th Grade Math Actual	40.64%	NA	36.8%	
	8th Grade Math Benchmark	*51.3%*	*54.6%*	*57.8%*	59.0%
	High School ELA Actual	59.22%	NA	61.0%	
	High School ELA Benchmark	*60.8%*	*63.4%*	*66.1%*	*74.5%*
	High School Math Actual	33.45%	NA	33.6%	
	High School Math Benchmark	*51.3%*	*54.6%*	*57.8%*	*53.9%*
*This data was not available at time of submission					

Goal 1
All Idaho students persevere in life and are ready for college and careers.
Objective B
Provide pathways to success post high school

I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.		***2018-19 School Yr.***	***2019-20 School Yr.***	***2020-21 School Yr.***	***2021-22 School Yr.***
	Actual	*54.19%*	*65%*	*55.77*	*51.74%*
	Benchmark	*60%*	*60%*	*60%*	*60%*
II. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks[14]		***Class of 2019***	***Class of 2020***	***Class of 2021***	***Class of 2022***
	SAT	32%	32%	32%	
	SAT Benchmark	*60%*	*60%*	*60%*	*60%*
III. High School Cohort Graduation Rate[15,16]		***Class of 2019***	***Class of 2020***	***Class of 2021***	***Class of 2022***
	Graduation Rate Actual	80.7%	82.1%	80.1%[17]	
	Graduation Rate Benchmark	87.3%	89.9%	92.4%	94.9%

Goal 3
Recruit and retain effective teachers
Objective A
Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

		2018-19 School Yr.	***2019-20 School Yr.***	***2020-21 School Yr.***	***2021-22 School Yr.***
I. Teacher Retention Rate[18]	**Actual**	88.23% [14]	89.29%[14]	90.8%[14]	90.8%[14]
	Benchmark	92.%	92.%	92.%	92%

Notes
NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.
Values in bold are the accountability calculations restricted to students continuously enrolled in Idaho in the listed year. Non-bold values are for all students.

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[1] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2019/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2019 Actual by Fund Source
[2] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2020/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2020 Actual by Fund Source
[3] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2021/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2021 Actual by Fund Source
[4] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2022/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2022 Total Appr by Fund Source
[5]https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2019/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2019 Actual by Expenditure Classification
[6] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2020/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2020 Actual by Expenditure Classification
[7] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2021/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2021 Actual by Expenditure Classification
[8] https://legislature.idaho.gov/wp-content/uploads/budget/publications/Legislative-Fiscal-Report/2022/Legislative%20Fiscal%20Report.pdf, page 1-3, FY2022 Total Appr Expenditure Classification
[9] https://www.sde.idaho.gov/finance/Historical Fall Enrollment of Charter Schools by Grade by Year
[10] https://www.sde.idaho.gov/finance/Historical Fall Enrollment/Membership by Grade for Idaho Public Schools (excludes preschool)
[11] https://www.sde.idaho.gov/finance/, Staff Salary Summaries
[12] Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at https://idahoschools.org/.
[13] https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf Appendix A Goals are not set at specific grades but derived using the same methodology.
[14] https://reports.collegeboard.org/sat-suite-program-results, SAT Suit Annual Report
[15] https://idahoschools.org/state/ID/graduation, Four-Year Graduation Rate
[16] https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf Appendix A
[17] https://sde.idaho.gov/assessment/accountability/results.html, Graduation Rates Class of 2021 Four-Year Graduation Rate
[18] https://idahoschools.org/state/ID/teacher-quality, Teacher Retention Rate

Idaho Division of Career Technical Education Performance Report

Part I – Agency Profile

Agency Overview

The mission of the Idaho Division of Career Technical Education (IDCTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines in section (2) "career technical education" as "secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master's or doctoral degree." As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Section (3) states "the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges."

IDCTE is an agency under the State Board of Education (SBOE) for career technical education (CTE) that provides leadership and technical assistance for CTE in Idaho, from secondary students through adults, as well as CTE teacher development. In addition to robust programs within secondary and postsecondary education, IDCTE also administers related programs that include GED, Centers for New Directions, Workforce Training Centers, apprenticeships, fire service training, hazardous materials transportation enforcement education and motorcycle safety training.

IDCTE is responsible for preparing and submitting an annual budget for career technical education to the SBOE, Governor and Legislature. Appropriations to IDCTE include state general funds, federal funds, miscellaneous revenue funds and other dedicated funds.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges and universities. IDCTE provides the focus for career technical education programs and training within existing schools and institutions by using a statewide system approach with an emphasis on student learning, program quality and industry engagement.

Secondary career technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career technical schools, and through cooperative programs with the Idaho technical college system.

Postsecondary career technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campuses of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho technical college system delivers certificate and A.A.S. degree occupational programs on a full- or part-time basis; workforce/short-term training; adult education; displaced homemaker services; and fire service training.

IDCTE was appropriated 48.0 full-time positions (FTP) for agency staff in fiscal year 2022 of which 36.75 were funded with state general funds and 11.25 with federal grants. The appropriation also included 538.01 FTP for career technical education staff within the six technical colleges.

Idaho Division of Career Technical Education Performance Report

Core Functions/Idaho Code

Statutory authority for IDCTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career technical schools and §39-5009 established the displaced homemaker account for appropriation to the SBOE. The role of IDCTE (IDAPA 55) is to coordinate career technical education in Idaho. Specifically, IDCTE:

- Provides statewide leadership and coordination for career technical education;
- Assists local educational agencies in program planning, development and evaluation;
- Promotes the availability and accessibility of career technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to SBOE, Governor and the Legislature;
- Provides a state finance and accountability system for career technical education;
- Evaluates career technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career technical education related activities with other agencies, officials and organizations.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
0001 General Fund	$65,618,951	$67,785,271	$64,566,256	$72,422,609
0218 Displaced Homemaker	170,000	170,000	144,947	170,000
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	778,949	670,229	573,645	584,891
0345 CARES Act			1,570,528	210,000
0348 Federal Grants	8,930,500	9,751,900	9,085,603	10,425,300
0349 Miscellaneous Revenue	397,000	315,000	45,226	315,000
Total	**$75,963,200**	**$78,760,200**	**$76,635,198**	**$84,195,600**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
4000 Personnel Costs	$3,306,576	$3,349,802	$3,580,841	$3,901,271
5000 Operating Expenditures	1,100,955	1,008,203	2,498,129	1,726,543
6000 Capital Outlay	148,270	181,419	174,404	164,717
7000 Trustee/Benefit Payments	72,264,278	72,503,422	70,381,824	78,300,122
Total	**$76,820,079**	**$77,042,847**	**$76,635,198**	**$84,092,653**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Students Enrolled in High School CTE Programs (headcount)	114,142	114,606	117,003	120,829
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,234	5,402	5,363*	5,559
Number of Technical College FTE enrollments	3,321	3,302	2,934*	3,013
Number of Workforce Training Network (WTN) enrollments (headcount)	54,032	39,898**	46,458*	45,114
Number of enrollments for Fire and Emergency Services Training (headcount)	5,098	3,182**	2,832	3,712

Idaho Division of Career Technical Education Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of clients served in the Adult Education program (headcount)	5,141	4,187	2,939	Reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	389	453	598	315
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)	1,694	1,425	1,931	1,538
Number of SkillStack® Badges Awarded (Secondary)***	5,368*	10,007*	19,192*	32,390
Number of SkillStack® Badges Awarded (Postsecondary) **	737*	1,144*	281*	2,829

*After submission of our report, updated numbers were provided. For SkillStack®, updated numbers were provided due to system enhancements.

**Many training events were canceled in FY 2020 due to the pandemic. Programmatic changes also impacted the number of postsecondary badges in FY 2021.

***Badges increased in FY 2020 with new assessment badges, increased teacher activity and more aligned programs. In FY 2021, the Workforce Readiness Incentive was implemented. In FY2022, the Workforce Readiness and CTE Diploma was implemented.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Board Goal 1 *EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.* CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. *Performance Measures I – III, V (see pages 3 – 4)* **Board Goal 2** *EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.* CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. *Performance Measures I – III (see pages 4 – 5)*						
1. *Secondary student pass rate for Technical Skills Assessment (TSA)*	actual	67.2	n/a	65.6	67.6	----------
	benchmark	*67.0*	*n/a*	*67.3*	*67.6*	*68.0*
2. *Positive placement rate of secondary concentrators*	actual	95.0	97.0	87.9	95.0	----------
	benchmark	*94.3*	*n/a*	*95.0*	*95.0*	*95.0*
3. *Number of program standards and outcomes that align with industry standards and outcomes*	actual	100% (52 of 52)	96% (52 of 54)	100% (54 of 54)	100% (54 of 54)	----------
	benchmark	*100%*	*100%*	*100%*	*100%*	*100%*

4. Placement rate of postsecondary program completers in jobs related to their training.	actual	62.3	69.7	89.9	74.5	----------
	benchmark	*65*	*65*	*65*	*65*	*65*
5. Positive placement rate of postsecondary program completers	actual	94.7	94.9	91.0	92.0	----------
	benchmark	95.6	n/a	*95.0*	*95.0*	*95.0*
6. The percent of secondary CTE concentrators who transition to postsecondary education	actual	41.0	44.4	49.0	47.4	----------
	benchmark	*60*	*60*	*60*	*60*	*60*

Performance Measure Explanatory Notes

Performance Measure 1):
In FY 2020, assessment data was not required due to the pandemic. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 2):
A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military or continue their education.

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 3):
Due to the pandemic, alignment efforts were stalled.

Performance Measures 4, 5, and 6):
A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military or continue their education within six months of completing.

Historical trends for positive placement show that job related training employment declines when additional education increases. After submission of our FY 2021 report, updated numbers were provided. (Measure 4)

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020. After submission of our FY 2021 report, updated numbers were provided. (Measure 5)

Performance Measures 6):
Students are identified using National Clearinghouse data to match OSBE methodology. Numbers reflect students from the prior year (ex. 20/21 students are followed up in 21/22).

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Part I – Agency Profile

Agency Overview
The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). Under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve individuals who are blind and/or visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and/or visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful State/Federal programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to their employment. In FY2022, the average time needed for a person to complete a rehabilitation plan and become employed was 25 months. Furthermore, employment of individuals with disabilities resulted in a 428% increase in customer weekly earnings and significantly decreases the need for public support.

The structure of the Vocational Rehabilitation program includes Field Services, Planning and Evaluation, Fiscal, Pre-Employment Transition Services, Business Engagement units, as well a general Administrative unit. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Treasure Valley East, Treasure Valley Central, Treasure Valley West, Twin Falls, Pocatello, and Idaho Falls.

The VR program is comprised of 147 employees, of which 138 are full-time positions in nineteen (19) offices throughout the state. Offices are located in Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Twin Falls, Burley, Pocatello, Blackfoot, Preston, two (2) offices in Idaho Falls, Rexburg, and Nampa. There is one (1) Central Office, eight (8) regional offices, seven (7) general Sub-Offices, and three (3) Corrections Sub-Offices.

Core Functions/Idaho Code
Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth in 34 CFR §§ 361, 363, and 397.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic, and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The EES program operates with three full-time employees and is a State of Idaho appropriations program that provides needed long-term employment supports to individuals with disabilities in a competitive integrated employment setting or provides training services to individuals in a nonintegrated employment setting. The program contracts with providers to deliver the services on an individual basis. Effective July 1, 2022, Senate Bill No. 1399 transferred the administration of the Extended Employment Services (EES) program from the Idaho Division of Vocational Rehabilitation to the Idaho Department of Health and Welfare. This action warrants the removal of the EES program from future Division Performance Measure Reports.

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 program is comprised of four employees, of which three are full-time positions. The Council's vision is 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 (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

Vocational Rehabilitation, Idaho Division of Performance Report

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$8,648,300	$7,550,130	$7,719,300	$8,207,401
Rehab Rev & Refunds	$1,137,838	$891,200	$1,425,847	$1,243,920
Federal Grant	$14,431,087	$15,153,542	$13,572,235	$13,608,811
Miscellaneous Revenue	$686,992	$681,692	$533,797	$414,596
Total	**$24,904,217**	**$24,276,564**	**$23,251,179**	**$23,474,728**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$10,328,411	$10,319,069	$10,294,796	$10,812,408
Operating Expenditures	$1,558,712	$2,155,746	$2,128,335	$1,788,619
Capital Outlay	$107,304	$96,148	$42,017	$378,777
Trustee/Benefit Payments	$11,811,060	$10,392,458	$9,055,033	$10,109,156
Total	**$23,805,487**	**$22,963,421**	**$21,520,181**	**$23,088,960**

The Extended Employment Services program was moved to the Dept. of Health and Welfare at the end of Fiscal Year 2022. Next year's Revenue and Expenditures report will reflect that change.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Individuals Served by Vocational Rehabilitation	9,368	5,878	5,056	4,479
Number of Individuals Who Went to Work After Receiving VR Services	1,281	808	658	773

All VR program performance reporting is based upon the state year reporting (July 1-June 30).

Beginning FY2020, the definition of 'individuals served' changed to match the federal definition of 'participants served': Individuals who received at least one service under an Individualized Plan for Employment (IPE).

COVID-19 has continued to impact the Division's performance; however, performance is in the early phases of rebounding as seen by the increase in the number of individuals who went to work after receiving services.

FY2021 Performance Highlights

The Division continues to transition with the changes required by the Workforce Innovation and Opportunity Act (WIOA), including the transition to the Primary Performance Indicators (formerly referred to as Common Performance Measures). The Division formally negotiated federal performance targets with Rehabilitation Services Administration (RSA) in Spring 2022. The negotiated targets will be adjusted year-over-year based upon prior year performance and application of the federal Statistical Adjustment Module, used by the U.S. Departments of Education and Labor.

Median Earnings 2nd Quarter After Exit is a federal Primary Performance Indicator which data to calculate the indicator is lagging.

Part II – Performance Measures

Performance Measures		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.*						
1. Number of students receiving Pre-employment Transition Services (Pre-ETS) Goal 1 Objective 1	actual	947	*1027	*1216	*1945	
	target	*≥ 1,180*	*≥ 947*	*≥ 1027*	*>1216*	*>1945*
Goal 2 *Improve VR program efficiency through continuous quality improvement activities.*						
2. Primary Performance Indicator: Median Earnings 2nd Quarter after Exit	actual	$4063	$4121	$4242	*$4446*	
	target	*≥(P)$4680*	*≥(P)$4680*	*≥(P)$4680*	*≥(P)$4680*	*≥$4400*
3. Customer satisfaction rate (as demonstrated by "agree' and "strongly agree' responses Goal 2 Objective 2.2	actual	81.3%	81.4%	80.91%	*80.95%*	
	target	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
4. Of those cases using CRP employment services, the percentage which contributed to successful case closure Goal 2 Objective 2.4	actual	42%	43.5%	44.3%	51.1%	
	target	*≥ 30%*	*≥ 30%*	*≥ 30%*	*≥ 30%*	*≥ 30%*

Performance Measure Explanatory Notes

The Division is aligning federal Primary Performance Indicator (PPI) data for SY2021 forward with Rehabilitation Service Administration (RSA) defined cohort periods for the respective state years, which allows the Division to report complete data versus preliminary data.

Performance measure two (2) is a federal PPI. Targets were formally negotiated with RSA for FY 2023 and the new target is below the previous year's preliminary (P) estimated target. Data for FY2021 and FY2022 reflect RSA's cohort periods 7/1/2019-6/30/2020 and 7/1/2020 – 6/30/2021 respectively.

Data for performance measure three (3) for FY2021 and FY2022 is based on the cohort periods 4/1/2020 – 3/31/2021 and 4/1/2021 – 3/31/2022.

*Includes services purchased from vendors and services provided by VR counselors.

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Idaho Public Television Performance Report

Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 57 years, IdahoPTV has worked to provide universal over-the-air broadcast coverage to Idahoans, now at nearly 99% of Idaho's population, and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 46 translators (41 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV's broadcast reach is limited by the fact that the FCC is not accepting low power transmitter license applications that would allow us to further cover our state's mountainous landscape.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated statewide network television station in Idaho.

IdahoPTV's statewide broadcast infrastructure allows a close working collaboration with the Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in an area of mutual interest, emergency communication. 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 pool coverage of disaster related events; transmission of mandatory national alerts; Emergency Alert System (EAS) alerts including Amber Alerts; weather and emergency information distributed to all four EAS zones within all broadcast markets in the state; and the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA). IdahoPTV also works with Idaho Military Division in helping to fund the purchase of some of the state's digital backbone microwave responsible for carrying IP-based data and communication for the Idaho State Police, other first responders, and state agencies.

IdahoPTV received an original appropriation for FY 2022 of $9,552,700 in the following allocations: 65% Dedicated Funding, 29% State General Funding, and 6% Federal Funding. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., whose mission is to support IdahoPTV's commitment to local production and education efforts. The Friends typically receives more than $4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series and services, including:

- Outdoor Idaho
- Idaho Experience (documentaries on Idaho history)
- Science Trek (educational science program for grade school students)
- The Idaho Debates (primary and statewide election coverage)
- PBS LearningMedia (online educational resources)
- Governor's State of the State/State of the Budget Address (live)
- Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
- Dialogue (arts, humanities and public affairs program)
- Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
- American Graduate: Getting to Work (workforce development)
- Professional Development Courses through Idaho State University

Also produced are other special programs including:

Spud Country Special
The Next Chapter: Idaho's Future
Ahead of Her Time: Women's Suffrage in Idaho
The Color of Conscience
Journey to Education-Work Force Development
Tracks of Time
Into Africa: The Idaho-Gorongosa Connection
Capitol of Light: The People's House
Off the Beaten Path
Resilience: Hope Lives Here
Idaho's Constitution Revealed
Caxton: An American Press

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, parent workshops, online book clubs, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom. It also has a major work force development initiative to connect high school graduates with high skilled careers by way of associate degrees, apprenticeship programs and certifications. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful, including mothers incarcerated in Idaho prisons. During FY 2022, IdahoPTV's Education team visited over 14,000 people in communities all across the state bringing high quality educational content to kids, parents, and teachers.

The staff is led by Jeff Tucker, general manager; Dave Taylor, director of financial affairs; Craig Koster, director of technology; Jenifer Johnson, director of marketing (development); Sandy McBride, director of communications; and Bill Manny, interim executive producer.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's 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.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$2,985,300	$3,263,300	$2,562,600	$2,799,200
Dedicated Fund	$5,377,900	$5,841,100	$6,009,500	$6,342,200
Federal	$166,400	$247,900	$461,300	$104,400
Total	**$8,529,600**	**$9,352,300**	**$9,033,400**	**$9,245,800**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$4,568,100	$4,813,100	$5,053,600	$5,296,400
Operating Exp.	$3,088,700	$3,348,600	$3,658,800	$3,512,800
Capital Outlay	$872,800	$1,190,600	$321,000	$436,600
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$8,529,600**	**$9,352,300**	**$9,033,400**	**$9,245,800**

Idaho Public Television — Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Broadcast Hours for Children (under the age of 12)	12,386	12,666	13,057	11,831
Broadcast Hours for Ethnic Minorities	5,261	5,240	4,969	5,283
Broadcast Hours for Learners	13,094	12,187	11,861	12,004
Number of Visitors to idahoptv.org	2,263,398	1,635,238	1,979,811	857,687
Broadcast Hours of News, Public Affairs and Documentaries	11,755	11,947	12,329	11,876

FY 2021 Performance Highlights *(Optional)*

- 10 presentations attended by a total of 634 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 15 literacy presentations attended by a total of 1,041 participants throughout the state.
- 45 STEM presentations attended by a total of 5,857 participants throughout the state.
- 3 professional development courses attended by a total of 189 teachers throughout the state.
- 359 students in K-3rd Grade submitted stories for the 28th Annual Writers Contest.
- Idaho In Session was viewed over 245,764 times online.
- 75,462 users utilized online Learning Media local and national resources.
- 2,023,901 page views on the Idaho Public Television website by 857,687 visitors.
- 43,800 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- Nearly 830,000 unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in 7,294,222 monthly views.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1: A WELL-EDUCATED CITIZENRY *Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.*						
1. Number of DTV translators. Goal 1 Objective A	actual	47	46	46	46	----------
	target	*47*	*47*	*46*	*46*	*46*
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	98.8%	98.8%	98.8%	98.9%	----------
	target	*98.4%*	*98.4%*	*98.4%*	*98.4%*	*98.9%*
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	49	41	55	68	----------
	target	*32*	*34*	*40*	*40*	*45*
4. Number of visitors to IdahoPTV/PBS video player. Goal 1 Objective D	actual	230,522	504,332	915,331	1,900,128	----------
	target	*100,000*	*100,000*	*100,000*	*100,000*	*1,200,000*
5. Number of broadcast hours of educational programming. Goal 1 Objective E	actual	25,480	24,853	24,918	23,835	----------
	target	*37,260*	*37,760*	*25,000*	*25,000*	*25,000*
6. Number of broadcast hours	actual	1,986	1,393	2,431	1,592	----------

Idaho Public Television Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
of Idaho-specific educational and informational programming. Goal 1 Objective G	*target*	*2,000*	*2,000*	*2,000*	*2,000*	*2,000*
7. Number of awards for IdahoPTV media and services. Goal 1 Objective H	actual	57	68	81	67	----------
	target	*50*	*50*	*55*	*55*	*60*
8. Total FTE in content delivery and distribution. Goal 1 Objective I	actual	21	18	18	16.8	----------
	target	*<25*	*<24*	*<24*	*<24*	*<24*
9. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines. Goal 1 Objective I	actual	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	----------
	target	*Yes/Yes/Yes*	*Yes/Yes/Yes*	*Yes/Yes/Yes*	*Yes/Yes/Yes*	*Yes/Yes/Yes*
10. Average number per month during the school year of local unique users utilizing PBS learning media.* Goal 2 Objective	actual		7,137	9,997	7,567	----------
	target		*4,200*	*4,200*	*8,000*	*8,200*

*New performance measure beginning FY 2020

Performance Measure Explanatory Notes *(Optional)*

Goal 1, Objective D, Performance Measure II
Number of visitors to IdahoPTV/PBS video player.
FY22 actual is the total of visitors who have viewed at least one video. The total includes all online viewing via all platforms. The numbers have increased this year based on how they are captured.

For More Information Contact

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Part I – Agency Profile

Agency Overview

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work. The IPCSC maintains a chair and vice chair as well as three standing committees: finance, new petitions, and renewals.

Because charter schools are not managed by a district office, the authorizer's role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school's use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC's mission is to cultivate exemplary public charter schools.

Vision - The IPCSC envisions that living our mission will result in:
- Quality - Idaho families have exemplary charter school options.
- Autonomy - Charter schools design and implement unique educational programs.
- Accountability - Charter schools meet standards defined in the performance framework.
- Compliance - Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy - The IPCSC advocates for student and public interests.

Values – The IPCSC values the following approach to executing our work:
- Professionalism – The IPCSC acts with respect and decorum.
- Efficiency – The IPCSC provides service with efficiency.
- Credibility – The IPCSC is a source of accurate information.
- Integrity – The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication – the IPCSC communicates with and listens to stakeholders.

Core Functions/Idaho Code

The IPCSC is tasked with making approval and renewal decisions for the schools in its portfolio. When a new charter school petition is determined likely to be successful and the IPCSC approves the school to operate, a performance certificate that outlines the terms and conditions under which the school is allowed to operate for the next five years is executed. At the end of the five (5) year term, the school applies for a renewal of that contract, and the IPCSC reviews the school's performance outcomes to determine whether a next five (5) year term is warranted.

In between those decision points, the IPCSC staff engages in day-to-day oversight. This work includes compliance monitoring as well as evaluation of each school's operational, financial, and academic outcomes. The IPCSC's philosophy is to educate and inform a school before engaging in oversight and enforcement of consequences. This means that a significant amount of staff's time is spent in communication and facilitation of resources with the goal of supporting charter school governing boards in making informed decisions. This also means that the IPCSC is obligated to investigate concerns and to inform entities responsible for administration of a law if there is reason to believe that a provision of law has been violated. The oversight work across each school's operational term is reported in a performance report each year. These reports inform IPCSC renewal decisions.

Idaho Public Charter School Commission Performance Measurement Report

Revenue and Expenditures:

Revenue	FY 2019	FY2020	FY2021	FY2022
General Fund	The Public Charter School Commission was part of the Office of the State Board of Education during this time and as such has no revenue history.			$174,100.00
Dedicated Fund				$458,700.00
Total				**$632,800.00**
Expenditure	**FY 2019**	**FY2020**	**FY2021**	**FY2022**
Personnel Costs	The Public Charter School Commission was part of the Office of the State Board of Education during this time and as such has no revenue history.			$440,729.00
Operating Expenditures				$86,360.29
Capital Outlay				$15,416.09
Total				**$542,505.38**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Number of schools for which the IPCSC provides academic, operational, and financial oversight, including site visits, performance reports, and ops support.	*41*	*44*	*49*	*52*	*56*
Number of legal compliance investigations that required more than 30 days to resolve.	*1*	*1*	*2*	*1*	-----
Number of new petitions considered through a 12 week cycle.	*5*	*8*	*5*	*5*	-----
Number of renewal petitions considered through a portfolio evaluation process.	*12*	*13*	*0**	**0*	-----

*Renewals are considered on a five-year cycle. No schools came due in 2020 or 2021, this number will not be 0 in any future year.

Performance Highlights:

In the 2021 Legislative Session, S1115 was passed and signed into law, making IPCSC a standalone agency under the State Board of Education.

As a part of this process, the IPCSC identified the goals that have been set forth in the Strategic Plan and this report. Because the IPCSC has operated as a program that served as the sole provider of key services, data for these key services are included in this report. However, as the IPCSC adopted a strategic plan for the first time in June of 2021, data points for performance measures outlined below are not available.

Part II – Performance Measures

Performance Measure		FY 2019	FY2020	FY2021	FY2022	FY2023
Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.						
Objective A: The IPCSC will make data-driven decisions.						
Measure 1: Petition Evaluation Reports and Meeting Minutes	Target 1: % unconditional approval + met all standards	T: NA	T: NA	T: NA	T: 100%	T: 100%
		-----	-----	-----	100% (1/1)	-----
	Target 2: % approved amendments + met all standards	T: NA	T: NA	T: NA	T: 100%	
		-----	-----	-----	100% (13/13)	-----
Measure ii: Annual School Performance Reports and Final Orders	Target 1: % renewal no conditions + met all standards	T: NA	T: NA	T: NA	T: 100%	T: 100%
		-----	-----	-----	A: 100% (4/4)	-----
	Target 2: % conditional renewals with conditions for each measure unmet (or non-renewed)	-----	-----	-----	T: 100%	T: 100%
		-----	-----	-----	A: 100% (8/8)	-----
Measure III: Meeting Minutes	Target 1: # of commission training opportunities engaged annually.	T: NA	T: NA	T: NA	T: 5	5
		-----	-----	-----	A: 5	-----
Objective B: The IPCSC will provide effective oversight.						
Measure i: Performance Framework*	Target 1: Operational - % schools met all standards*	T: NA	T: NA	T: NA	T: 95%	95%
		-----	-----	-----	A: 86%	-----
	Target 2: Financial - % schools met all standards*	T: NA	T: NA	T: NA	T: 90%	90%
		-----	-----	-----	A: 72%	-----
	Target 3: Academic - % schools met all standards*	T: NA	T: NA	T: NA	T: 75%	45%
		-----	-----	-----	A: 38%	-----
Measure ii: Complaint and Concern Log	Target 1: % concerns/ complaints resolved w/in 30 days.	T: NA	T: NA	T: NA	95%	T: 95%
		-----	-----	-----	A: 96% (47/49)	
Measure iii: Courtesy Letters	Target 1: % of unresolved issues later resolved via investigation.	T: NA	T: NA	T: NA	T: 95%	T: 95%
		-----	-----	-----	A: 100% (2/2)	-----
Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.						
Objective A: The IPCSC will contribute to effective charter school law.						
Measure i: Maintenance of Effort Record	Target 1: % of Director time dedicated to charter advocacy	T: NA	T: NA	T: NA	T: Baseline	10%
		-----	-----	-----	A: 4%	-----

*Re. 1.B.i: The IPCSC's Performance Framework evaluates six (6) operational measures, seven (7) financial measures, and seven (7) academic measures that are monitored for strategic planning purposes. The % of schools that met standard all measures in each section is represented above. Measure by measure data is included in Table 1, Table 2, and Table 3.

Objective B: The IPCSC will execute an effective communication plan.						
Measure i: Newsletter and Social Media Data	Target 1: % open rate on monthly newsletter	T: NA	T: NA	T: NA	T: Baseline	70%
		-----	-----	-----	A: 60% (213/355)	-----
	Target 2: % participation in annual stakeholder survey	T: NA	T: NA	T: NA	T: Baseline	55%
		-----	-----	-----	A: 29% (40/136)	-----
Objective C: The IPCSC will provide technical assistance to schools.						
Measure i: Network Event Attendance Rosters	Target 1: # of stakeholders engaged at network events/ # of events hosted	T: NA	T: NA	T: NA	T: Baseline	100/4
		-----	-----	-----	A: 50 people / 0 events	-----
Measure ii: Annual Performance Reports	Target 1: % of schools not meeting one or more framework measure who received direct outreach w/in 30 days of annual report.	T: NA	T: NA	T: NA	T: 65%	75%
		-----	-----	-----	A: 65%	-----

Performance Measure Explanatory Note:

In the 2021 Legislative Session, S1115 was passed and signed into law, making IPCSC a standalone agency under the State Board of Education.

As a part of this process, IPCSC identified the goals that have been set forth in the Strategic Plan and this report. Since IPCSC has not had a full year to evaluate, this report does not provide data for the Measures identified above.

For More Information Contact

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Special Programs – Small Business Development Centers Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University – Boise and Nampa
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

Special Programs – Small Business Development Centers Performance Report

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
Revenue	$673,000	$686,700	$647,300	$698,000
Total	**$673,000**	**$686,700**	**$647,300**	**$698,000**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs*	$661,300	$678,700	$639,500	$687,878
Operating Expenditures	$8,000	$8,000	$7,800	$10,122
Capital Outlay	$3,700	$0	$0	$0
Trustee/Benefit Payments	$0	$0	$0	$0
Total	**$673,000**	**$686,700**	**$647,300**	**$698,000**

*Includes personnel costs under subcontracts with other host universities and colleges

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Small Businesses Receiving Consulting	1,791	2,057	2,120	1,995
Average Hours of Consulting Per Client	10.2	11.8	11.5	10.26
Number of Small Businesses Trained	3,066	3,400	4,209	3,945
Number of Consulting Hours (annual)	20,923	24,294	24,354	20,469

FY 2020 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 – Network Reach Focus time on clients with the highest potential for creating economic impact. **Objective:** Develop long-term relationships with potential and existing growth and impact clients.						
1. Capital raised by clients in millions	actual	$49.5	$79.9	$55.8	$28.2	---------
	target	*$33*	*$36*	*$44*	*$53*	*$34*
2. Client sales growth in millions	actual	$60.0	$47.3	$67.7	$59.8	---------
	target	*$33*	*$36*	*$41*	*$53*	*$34*
3. Jobs created by clients	actual	1,021	649	872	666	----------
	target	*675*	*742*	*853*	*892*	*700*
Goal 2 – Network Sustainability Increase funding and consulting hours to create economic impact through increased client performance. **Objective:** Increase overall network funding and assist regional offices in pursuit of local opportunities.						
4. Amount of funding increase	actual	$74,000	$1,366,503[1]	$122,701	$68,154	---------
	target	*50,000*	*$150,000*	*$225,000*	*$250.000*	*$100,000*

The Idaho SBDC continues to align the strategic plan and metrics with other funder requirements. Going forward, we will be using client verified data from the MIS system as consistent with SBA.

Performance Measure Explanatory Notes *(Optional)*

Special Programs – Small Business Development Centers Performance Report

[1] Includes one-time funding of $1,280,000 from CARES Act to support pandemic response in 2020.

For More Information Contact

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Special Programs – TechHelp Performance Report

Part I – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and the Idaho Manufacturers' Alliance (IMA). The center is an affiliate of the NIST MEP national network. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1,300 manufacturing specialists through 51 centers in the MEP National Network.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers and processors through product and process innovation. TechHelp partners with Boise State's Colleges of Engineering and Business and Economics to provide customer-focused learning opportunities to transdisciplinary students at studio\Blu. Employment at and participation in studio\Blu gives university students the opportunity to gain real world experience with innovative Idaho researchers and companies and simultaneously exposes companies to talented young professionals who will soon enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director and its Advisory Board report to the Dean of the College of Business & Economics at Boise State. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least 50% of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center for Idaho	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support the state priority to "Enhance Economic Opportunity" by helping to create career-paths to manufacturing jobs by enhancing manufacturing company competitiveness and providing a bridge for students to employment in manufacturers across the state.

Special Programs – TechHelp Performance Report

Partnership	Center Role	Required/Desired of Center
Idaho State Universities – Host: Boise State, – Sub Recipients: University of Idaho, and Idaho State University	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through expert consulting, technical assistance and training, and student engagement.
IMA – Sub Recipient	Manufacturing association, education, networking	Assist association to expand its reach and membership statewide to offer programs to all Idaho manufacturers.
Idaho SBDC	Informal Partnership	Cross-referrals, marketing and delivery services support
Idaho Department of Commerce	Idaho District Export Council, Export Excellence	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance.
Idaho Department of Labor	Workforce Development Training, apprenticeships	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide.
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Programs	Cross-referrals and delivery of services for statewide programs related to export, lean manufacturing and operational excellence, and food safety.
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Lean Six Sigma Greenbelt) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers and engineering firms with projects at of their companies, primarily through one-on-one training and technical assistance services. This customer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact manufacturing in Idaho.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product & Market Development**
  Export Excellence
  New Product Development
  - Product Design, Prototyping & Testing
  - Design for Manufacturability
  Engineering, business student experiential learning

- **Operational Excellence**
  Lean Manufacturing and Six Sigma
  - Lean Six Sigma Green Belt
  - Lean Manufacturing for the Food Industry
  - Lean Office, Lean Enterprise
  - Lean Leadership
  Quality Systems, ISO, Six Sigma
  Business student work experience

- **Food & Dairy Processing**
  Food Safety Programs and Assistance
  - Training and technical assistance
  - Food Safety Prerequisite Programs
  - HACCP Systems and Training
  Product & Process Development
  - Commissioning equipment and processing lines
  - Scale-up assistance, benchtop – pilot plant – factory
  - Shelf life, setting and extending
  - Ingredient sourcing
  - Market research, sensory and consumer science
  - New product development
  - Setting specifications
  - Quality Improvements
  Engineering student experiential learning

Special Programs – TechHelp Performance Report

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$356,500	$357,800	$362,800	$371,501
Total	**$356,500**	**$357,800**	**$362,800**	**$371,501**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$221,653	$254,066	$284,772	$292,520
Operating Expenditures	$62,201	$21,972	$0	$0
Capital Outlay	$0	$0	$0	$0
Trustee/Benefit Payments	$72,646	$81,762	$78,028	$78,981
Total	**$356,500**	**$357,800**	**$362,800**	**371,501**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
State dollars expended per project/event	$1,992	$837	$1230	$1290
Manufacturers Served	179	426	295	288
Geography of Idaho Served (Mfg. Co.) North Idaho Southwest Idaho Southeast Idaho	 23 (13%) 121 (67%) 35 (20%)	 32 (8%) 343 (80%) 51 (12%)	 21 (9%) 241 (80%) 33 (11%)	 28 (10%) 197 (68%) 63 (22%)
Size of Companies 1-19 employees 20-49 employees 50-249 employees >249 employees	 81 (45%) 54 (30%) 29 (16%) 15 (9%)	 281 (66%) 88 (21%) 39 (9%) 18 (4%)	 150 (51%) 100(34%) 32 (11%) 13 (4%)	 155 (54%) 97 (34%) 28 (10%) 8 (3%)

The above data is associated with **Goal 1, Objective B** and **Goal 2, Objective A** of TechHelp's Strategic Plan.

Special Programs – TechHelp Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
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.						
1. Number of New and Retained Jobs ***Objective A***	actual	785	885[3]	1144[3]	497	
	target[1]	*180*	*190*	*200*	*500*	*500*
2. Client reported sales, cost savings, and investments	actual	$166.7M	$182.9M	$114.4M	$207.4M	
Objective A	*target*[1]	*$100M*	*$105M*	*$120M*	*$120M*	*$120M*
Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
3. Services to Idaho manufacturers: Clients Surveyed ***Objective B***	actual	93	60	94	106	----------
	target[1]	*80*	*85*	*100*	*100*	*100*
Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
4. Net Revenue from Client Projects ***Objective A***	actual	$253K	$322K	$416K	$455K	
	target[2]	*$375K*	*$425K*	*$400K*	*$425K*	*$400K*
5. External funding (e.g., grants) for operations client services. ***Objective B***	actual	$885K	$1,104K	$1,676K	$1,586K	
	target[2]	*$1,300K*	*$1,300K*	*$1,300K*	*$1,300K*	*$1,300K*
Performance Measure		**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**

Performance Measure Explanatory Notes

[1]Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY22 goals.
[2]Net Revenue and External funding benchmarks established based on projected center FY22 funding needs.
[3]New Jobs data does not yet reflect the impact of the COVID-19 crisis. Client survey data for Jan-June 2020 was not collected due to the pandemic. Data presented is for Jan-Dec 2019. Future PR's will reflect accurate FY20 data.

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Health Programs-Full Circle Health Performance Report

Part I – Agency Profile

Agency Overview

There are four distinct family medicine residencies in Idaho that comprise eight accredited programs. These three distinct programs are Full Circle Health (formally The Family Medicine Residency of Idaho)(FCH) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, the Kootenai Family Medicine Residency in Coeur d'Alene and the HCA/EIRMC Family Medicine Residency in Idaho Falls. All four programs are partially funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. Full Circle Health(FCH) was founded in 1975 as a non-profit, independent, corporate entity. FCH consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise (1975), the most recent is in Nampa (2019) and the other two programs are Rural Training Programs in Caldwell (1995) and Magic Valley (2008). FCH is a Federally Qualified Health Center (FQHC) and one of the first 11 federally designated Teaching Health Centers in the United States. FCH is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD, the Nampa Program Director is Kim Stutzman, MD, the Caldwell RTT Program Director is Samantha Portenier, MD and the Magic Valley Rural Program Director is Josh Kern, MD. FCHI is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FCH:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FCH, including its Boise, Nampa, Caldwell, and Magic Valley Rural Training Tracks, will have up to 69 residents in training at any one time and now graduates 23 new family physicians each June. Idaho ranks 45th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FCHI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FCH's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Since 1975 FCH had graduated 430 family medicine physicians of the 425 practicing FCH graduates, 52% of family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9th best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 45% have chosen to practice in rural, underserved or health professional shortage areas for primary care.

Health Programs-Full Circle Health Performance Report

2. Provision of services to underserved populations in Boise. Over the last five decades, FCH has become the leading medical provider to the underserved population of Ada County. The FCH is the largest provider of care to the Medicaid population in the State of Idaho. FCH provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FCH residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$2,770,000	$3,010,000	$2,859,500	$3,010,000
Total	**$2,770,000**	**$3,010,000**	**$2,859,500**	**$3,010,000**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$2,493,000	$2,709,000	$2,573,550	$2,709,000
Operating Expenditures	$277,000	$301,000	$285,950	$301,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
Total	**$2,770,000**	**$3,010,000**	**$2,859,500**	**$3,010,000**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Residents in Training	48	56	63	70
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	$57,708	$53,750	$45,389	$43,000
Number of Health Profession Students (non-physician) Receiving Clinical Training at FCH Facilities	167	167	170	160

FY 2021 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency as Idaho Family Physicians.						
1. Track students who annually match for residency training in family medicine at FCH *Goal 1, Objective A*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*
	actual	100%	100%	100%	100%	

Health Programs-Full Circle Health Performance Report

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
2. Track the ABFM board certification rates of the number of graduates per year from FCH. *Goal 1, Objective B*	*target*	*>95%*	*>95%*	*>95%*	*>95%*	*>95%*
3. Encourage all graduates of the FCH(residents and fellows) to practice in Idaho and track how many remain in Idaho. *Goal 1, Objective C*	actual	73%	63%	38%	52%	
	target	*>50%*	*>50%*	*>50%*	*>50%*	*>50%*
4. Of those graduates staying in Idaho, FCH will track how many stay in rural or underserved Idaho. *Goal 1, Objective D*	actual	45%	45%	67%	45%	
	target	*40%*	*40%*	*40%*	*40%*	*40%*
Goal 2: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. FCH will track its accreditation status and potential citations. *Goal 3, Objective A*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*
6. FCH will track its Next Accreditation System (NAS) Clinical Competency Committee (CCC), Annual Program Evaluation (APE), Annual Institutional Report (AIR) and Clinical Learning Environment Review (CLER) goals. *Goal 3, Objective B*	actual	100%	100%	100%	100%	
	target	*100%*	*100%*	*100%*	*100%*	*100%*

Performance Measure Explanatory Notes *(Optional)*

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Health Programs – ISU Family Medicine Residency Performance Report

Part I – Agency Profile

Agency Overview

There are now six family medicine residencies in Idaho located in Boise, Nampa, Idaho Falls, Coeur d'Alene, Twin Falls, and our program at ISU. All six programs are funded from State allocations, grants, local hospitals, and Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. **Training family physicians to provide care to populations throughout Idaho, both rural and urban.**
   Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 24 family medicine residents, 3 pharmacotherapy residents, 1 hospitalist fellow, and 1 psychology intern in training, and graduates eight new family physicians each June. Eighty of ISU FMR's 159 graduates have stayed in Idaho.

2. **Provision of services to underserved populations in Idaho:**
   The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the residency clinic within Health West, a Federally Qualified Community Health Center, ISU is further able to serve the indigent and uninsured of Southeast Idaho.

   Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

Revenue and Expenditures

Revenue	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$1,350,900	$1,580,900	$2,049,600	$ 2,115,000	$ 2,273,700
Total	**$1,350,900**	**$1,580,900**	**$2,049,600**	**$ 2,115,000**	**$ 2,273,700**
Expenditures	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$1,005,600	$1,259,300	$1,721,000	$ 1,793,400	1,952,100
Operating Expenditures	$321,600	$321,600	$321,600	$ 321,600	321,600
Capital Outlay	$23,700	----------	$7,000	----------	----------
Total	**$1,350,900**	**$1,580,900**	**$2,049,600**	**$ 2,115,000**	**$ 2,273,700**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Number of Residents in Training	21	21	22	23	24
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	20.5%	21.4%	25.3%	25.7%	28.9%

Health Programs – ISU Family Medicine Residency Performance Report

Cases Managed and/or Key	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	1NP, 1PA, 3psychology, 18pharmacy (23)	1NP, 2PA, 3psychology, 20pharmacy (26)	1NP, 2PA, 3psychology, 27pharmacy (33)	1NP, 2PA, 2psychology, 27pharmacy (32)	1NP, 2PA, 2psychology, 27pharmacy (32)
Percentage of Physician Residents Graduating[1]	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination[1]	100%	100%	100%	100%	100%

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is $180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is $40,000 per resident for 24 residents or $960,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The ISU DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the ISU DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The ISU DFM also houses the Division of Clinical Research, the collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the $2,273,700 state allocation.

Health Programs – ISU Family Medicine Residency Performance Report

Part II – Performance Measures

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1: Expand to a new Facility							
1. By the end of FY 2021, the clinic site is identified.	actual	Not Avail.	Not Avail.	Not Avail.	Completed	Completed	-----
	target				*Identify a site for a new clinic*	*Identify a site for a new clinic*	*Complete (Benchmark 2021)*
2. By the end of FY 2023, 10% past graduates are donors	actual	0	0	Not Avail.	0%	0%	----
	target	10%	10%	10%	10%	10%	10% *(Benchmark 2022)*
3. By the end of FY 2024, 5 new non-graduate donors are identified	actual	0	0	Not Avail.	0	0	-----
	target	*5*	*5*	*5*	*5*	*5*	*5 (Benchmark 2023)*
Goal 2: Recruit and Retain Faculty and Staff							
4. By the end of FY 2024 80% of employees report feeling "satisfied"	actual	Not Avail.	Not Avail.	66%	66%	66%	-----
	target			80%	80%	80%	80% *(Benchmark 2023*
5. By the end of FY 2024, the Department reduces by 25%, 5 year avg. employee turnover	actual	Not Avail.	Not Avail.	4%	0%	0%	-----
	target			*>3%*	*>3%*	*>3%*	3% *(Benchmark 2023)*
6. By the end of FY 2024, all programs have adequate, dedicated support	actual	Not Avail.	Not Avail.	60%	100%	100%	----
	target			*100%*	100%	*100%*	100% *(Benchmark 2023*
Goal 3: Establish a Culture of Diversity							
7. By the end of FY 2026, improve by 50% learner diversity that reflects community diversity	actual	Not Avail.	Not Avail.	24% (86)	28% (102)	28% (102)	----
	target			>36%	>36%	>36%	36% *(Benchmark 2025)*
8. By the end of FY 2026, increase by 50% learners and employees feeling that there is a culture of diversity	actual	Not Avail.	Not Avail.	20%	20%	29%	----
	target			*>30%*	>30%	*>30%*	30% *(Benchmark 2025*
Goal 4: Cultivate Community Relationships							
9. By the end of FY 2023, establish four new contacts in graduate medical education in eastern Idaho	actual	Not Avail.	Not Avail.	2	4	5	----
	target			4	4	4	4 *(Benchmark 2021)*
10. By the end of FY2023, in collaboration with Portneuf Medical Center establish a medical education task force	actual	Not Avail.	Not Avail.	25%	25%	100%	-----
	target			*100%*	100%	*100%*	100% *(Benchmark 2022*

Health Programs – ISU Family Medicine Residency Performance Report

Performance Measure Explanatory Notes *(Optional)*

1. The new clinic site was found and plans where moving forward, the landlord of the building where we were going to place the new clinic then declined to sign the HRSA contract making the expansion grant unable to be used at that location, leading to a new search which is currently ongoing with a goal to have a new site identified in the next few months.
2. Currently, the Department of Family Medicine does not have any past graduates that donate funds we have been unable to move forward with this until a new clinic site is identified as the goal of donors was to help with new location costs.
3. See answer to #2
4. No comments
5. No comments
6. No comments
7. No comments
8. No comments
9. No comments
10. A medical education task force called “The Working Group” focusing on psychiatry graduate medical education has been established and meets internally weekly and meets with the PMC C Suite on a quarterly basis.

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Health Programs – IDEP Dental Education Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$1,607,400	$1,670,100	$1,637,200	$1,760,500
Unrestricted Current	$768,900	$859,700	$939,300	$947,600
Total	**$2,376,300**	**$2,529,800**	**$2,576,500**	**$2,708,100**
Expenditure	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$338,000	$358,600	$348,400	$370,000
Operating Expenditures	$51,800	$68,600	$69,200	$63,300
Capital Outlay	$1,900	$0	$1,900	$0
Trustee/Benefit Payments	$1,252,400	$1,355,200	$1,419,800	$1,532,900
Total	**$1,644,100**	**$1,782,400**	**$1,839,300**	**$1,966,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Program Applicants	36	33	28	57
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	255	263	270	279

Health Programs – IDEP Dental Education Performance Report

FY 2021 Performance Highlights *(Optional)*

Six previous IDEP graduates that completed residency programs or initially began working outside Idaho returned to Idaho to practice during the reporting period.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *Provide access to a quality dental education for qualified Idaho Residents*						
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	8	8	8	8	----------
	target	*8*	*8*	*≥8*	*≥8*	10
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	87.5%	100%	100%	----------
	target	*>90%*	*>90%*	*>85%*	*>85%*	*>85%*
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	----------
	target	*>90%*	*>90%*	*>85%*	*>85%*	*>85%*
4. 1st time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)*	actual	100%	100%	100%	100%	----------
	target	*>90%*	*>90%*	*>85%*	*>85%*	*>85%*
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	----------
	target	*Increase number of students per year from 8 to 10*	*Increase number of students per year from 8 to 10*	*Increase number of students per year from 8 to 10*	*Increase the number of students in the program per year to 10.*	*Increase the number of students in the program per year to 10.*
Goal 2 *Maintain some control over the rising costs of dental education*						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	actual	35%	40%	40%	41%	----------
	target	*<50% national average*	*<50% national average*	*<50% national average*	*<50% national average*	*<50% national average*
Goal 3 *Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.*						
7. Return Rate –Graduates returning to Idaho****	actual	100%	25%	20%	63%	----------
	target	*>50%*	*>50%*	*>50%*	*>50%*	*>50%*

Performance Measure Explanatory Notes *(Optional)*

* Historically we have always seen a 100% pass rate.

** Our goal has been to expand the program to facilitate ten students per year. We currently have eight students per year in the program.

Health Programs – IDEP Dental Education Performance Report

*** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is $148,083 in 2022. The IDEP cost per student for 2022 was $61,444 (41% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

**** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. Two of the nine graduates in 2022 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. Five of the nine graduates in 2022 returned to Idaho. One student who entered with the 2021 graduating class graduated in 2022 after taking approved personal leave. Six previous IDEP graduates that completed residency programs or initially began working outside Idaho returned to Idaho to practice during the reporting period. The majority of IDEP graduates ultimately return to Idaho.

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Special Programs – Idaho Museum of Natural History Performance Report

Part I – Agency Profile

Agency Overview

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:
1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$616,200	$642,135	$593,500	$637,200
Total	**$616,200**	**$642,135**	**$593,500**	**$637,200**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$599,400	$567,200	$589,300	$633,000
Operating Expenditures	$16,800	$61,803	$4,200	$4,200
Capital Outlay	$0	$13,132	$0	$0
Total	**$616,200**	**$642,135**	**$593,500**	**$637,200**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of educational programs for public audiences	100	49	10	28
Number of students attending museum for school group programming	2,296	1,262	775	1,892
Number of K-12 (Child 4-17 years old) visiting exhibits at museum	5,174	1,887	2,194	2,400
Number of people reached digitally	66,385	73,307	259,160	324,600
Number of physical collections by catalog #	322,476	331,592	334,391	336,801
Number of traveling exhibit visitors (shows)	130,000 (2)	~100,000 (1)	~97,000 (2)	~30,000 (2)
Number of Volunteer Hours	1,374	362	232	400

Special Programs – Idaho Museum of Natural History Performance Report

*Education Coordinator position in transition FY21. Permanent hire made 8/2/2021.
†COVID closures meant 216 open days in FY20, compared to 300 open days in FY19.

FY 2022 Performance Highlights *(Optional)*

1) K-12 Education Impact at the Museum tops ten thousand learners, far beyond our target goal.
2) Gallery Attendance exceeds 8,000 people for first time in a decade, accompanied by significant year-to-year growth in members.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *Demonstrate the IMNH's essential value*						
1. By 2025, Increase number of visitors by 25% (10,000 total) *Performance Measure 1.1*	actual	7,088	5,191†	6,575	8,117	----------
	target	*8889*	*9111*	*9333*	*8000*	*8240*
2. By 2025, Increase number of K-12 student interactions by 50% (7,500 total) *Performance Measure 1.2*	actual	7,470	7,359†	4,275*	10,201	----------
	target	*5472*	*5694*	*5917*	*7500*	*10500*
3. By 2025, Establish 500 members *Performance Measure 1.3*	actual	85	86	76	107	----------
	target	--	*100*	*200*	*200*	*200*
4. By 2025, 20% members are donors *Performance Measure 1.4*	actual	--	17 (20%)	33 (43%)	21 (20%)	----------
	target	--	*20%*	*20%*	*20%*	*20%*
Goal 2 *Build capacity to support sustainable growth*						
1. By 2025, Increase annual donations to $75,000 *Performance Measure 2.1*	actual	$29,304	$34,785	$11,467	$20,241	----------
	target	*$28,816*	*$36,514*	*$44,211*	*$44,211*	*$40,000*
2. By 2025, Increase annual sponsorship to $300,000 *Performance Measure 2.2*	actual	$74,150	$54,995	$31,670	$12,500	----------
	target	*$86,550*	*$122,125*	*$157,700*	*$157,700*	*$157,700*
3. By 2025, Grow staffing FTE in Education and Collections *Performance Measure 2.3*	actual	10.1	10.1	10.1	10.1	----------
	target	--	--	*10.2*	*10.1*	*10.1*
4. By 2025, Grow Leadership Board to 15 *Performance Measure 2.4*	actual	4	4	6	7	----------
	target	--	*5*	*15*	*10*	*10*
Goal 3 *Serve a statewide mission for education and research*						
1. By 2025, Increase statewide audience to all 44 counties *Performance Measure 3.1*	actual	20	20	10*	12	----------
	target	--	--	*30*	*20*	*20*
2. By 2025, Increase total Idaho audience by 50% *Performance Measure 3.2*	actual	297,076	314,628	364,695	249,879	----------
	target	*212,085*	*247,433*	*282,780*	*375,000*	*375,000*

Performance Measure Explanatory Notes *(Optional)*

This PMR reflects metrics under a new 5-year strategic plan that started in FY20 with the 3 Goals of (1) Demonstrate the Museums' Essential Value; (2) Build Capacity to Support Sustainable Growth; and (3) Serve a Statewide Mission for Research and Education.

Special Programs – Idaho Museum of Natural History Performance Report

Definitions for Metric benchmarks

1.1 Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.
1.2 Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.
1.3 Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.
1.4 Benchmark: 20% is development standard.
2.1 Benchmark: Basis of FY 2017
2.2 Benchmark: Basis of 300% of FY 2018
2.3 Benchmark: To be decided after evaluation. This is a new metric.
2.4 Benchmark: Final Leadership Board size of 15
3.1 Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).
3.2 Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

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Agricultural Research & Extension Performance Report

Part I – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

Core Functions/Idaho Code

The College of Agriculture (now the College of Agricultural and Life Sciences) in connection with the University of Idaho was established through Idaho Code **§33-2813**. The agricultural research station as a part of the college was created by legislative assent to the Hatch Act via Idaho Code **§33-9902**. The legislative assent to the Smith-Lever Act for cooperative agricultural extension work was created through legislative assent indicated in Idaho Code **§33-2904**. Lastly, Idaho Code **§33-2908** sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$31,307,100	$32,530,700	$32,108,400	$32,695,100
Federal Grant	$5,699,743	$5,957,235	$5,949,491	$5,949,491
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
Total	**$37,006,843**	**$38,487,935**	**$38,057,891**	**$38,644,591**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$30,465,306	$31,645,772	$30,703,497	$30,474,135
Operating Expenditures	$4,550,633	$4,304,211	$4,082,754	$6,561,390
Capital Outlay	$2,576,260	$1,319,569	$1,316,000	$1,871,533
Trustee/Benefit Payments	0	0	0	0
Total	**$37,592,199**	**$37,269,552**	**$36,102,251**	**$38,907,059**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	72,688	73,478	51,846*	74,411
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	425,128	440,793	220,402*	265,661
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	147	157	176	226

Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	707,267	832,352	840,362*	1,028,862

* COVID-19 deterred direct participation in 4-H and other Outreach programs.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
1. Amount of grant funding received per year Objective A, Measure I	actual	$17.4M	$17.2M	$36.1M	$39.9M	---------
	target	*$34.3M*	*$34.3M*	*$34.3M*	*$34.3M*	*$34.3M*

Performance Measure Explanatory Notes *(Optional)*

Performance Measure Alignment with ARES Strategic Plan

(1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
(2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I

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Special Programs – Forest Utilization Research Performance Report

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, forage and rangeland resources and effects of fire on these systems. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$1,281,100	$1,435,500	$1,421,000	$1,447,700
Total	**$1,281,100**	**$1,435,500**	**$1, 421,100**	**$1,447,700**
Expenditures	**FY 2019**			
Personnel Costs	$1,121,800	$1,244,200	$1,258,400	$1,274,320
Operating Expenditures	$159,300	$191,300	$162,600	$173,380
Capital Outlay	$0	$0		
Trustee/Benefit Payments	$0	$0		
FY20 1% Rescission/1% COVID/HB557	N/A	$31,200		
FY21 5% General Fund Holdback			$71,100	
Total	**$1,281,100**	**$1,435,500**	**$1,349,900**	**$1,447,700**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY2021	FY 2022
Number of Private Landowners Assisted:				
Pitkin Forest Nursery	2082	2093	2898	2975
Number of Seedling Industry Research Projects:				
Pitkin Forest Nursery	7	6	6	5
Number of:				
• Research Projects:				
Experimental Forest	15	14	15	18
Policy Analysis Group	12	13	5	7
Pitkin Forest Nursery	12	11	11	9
Rangeland Center	27	21	19	22
Mica Creek	N/A	5	3	5
• Teaching Projects:				
Experimental Forest	25	14	19	16
Policy Analysis Group	8	6	6	7
Pitkin Forest Nursery	4	5	3	3
Rangeland Center	14	15	10	20
Mica Creek	N/A	3	4	5

Special Programs – Forest Utilization Research Performance Report

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY2021	FY 2022
• Service Projects:				
Experimental Forest	12	13	14	12
Policy Analysis Group	11	4	3	8
Pitkin Forest Nursery	10	9	9	11
Rangeland Center	17	12	9	11
Mica Creek	N/A	1	1	4

FY 2022 Performance Highlights *(Optional)*

Policy Analysis Group (PAG)
FY22 was a year in which the hard work of the Policy Analysis Group (PAG) focusing on climate policy within the context of market dynamics really paid off. Within the larger context of national policy, PAG modeling provided one of three forest sector projections used by the White House for our national communications to the United Nations Framework Convention on Climate Change (UNFCCC) as the U.S. completed the required actions rejoining global mitigation efforts under the Paris Agreement. At the state level, PAG coauthored the Lands chapter of the Idaho Climate-Economy Impacts Assessment to finish off a broad multi-year effort sponsored by many Idaho corporate and non-governmental organization partners. From getting new funding support from companies as prominent as Amazon and Microsoft to taking the message on the road through climate policy talks with Idaho's loggers through the Loggers Education for Advancement and Professionalism, the PAG approach of market-based climate solutions for Idaho was developed. This led the submission of a 27-million-dollar proposal for a Climate-Smart Forestry Pilot in Idaho for the Intermountain West proposal in Spring of 2022. The PAG-led proposal brough together a wide range of partners including the University of Idaho, Idaho Forest Group, The Nature Conservancy, American Forest Foundation, Northwest Management Inc., TerraCarbon LLC, L&C Carbon, Associated Logging Contractors of Idaho, Idaho Department of Land, Idaho Forest Owners Association, Idaho Forest Products Commission, USDA Natural Resources Conservation Service, and the USDA Forest Service. If awarded, the concept could be pivotal for forest management efforts in the Inland Northwest. Beyond climate, we explored putting out shorter issue briefs discussing timely Idaho topics. And our undergraduate researchers traveled to Lewiston to present forest density and fire risk information to the Clearwater basin Collaborative. The coming year will see a series of county-level Fact Sheets disaggregating our popular Idaho Forest Economics annual reports for a more localized Idaho audience as we continue to meet our legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho citizens. The number and scope of our research effort highlights our commitment to this mandate, the impact of which is to provide timely information to inform critical land management decisions at multiple levels of government.

Pitkin Forest Nursery (Nursery)
The Pitkin Forest Nursery continued furthering its mission to advance the science, education, and application of native plant regeneration in Idaho in FY22. Progress was made on the construction of two new state-of-the-art greenhouses by securing bids and starting the planning process. The new greenhouses will increase our nursery capacity to fulfill our mission including production of high-quality plants for Idahoans. The greenhouses are expected to be completed in FY23. The surge in seedling demand continued in FY22, with the sale of 418,500 seedlings to 1,400 customers. Demand for seedling and planting information also continued to increase with the Nursery providing information to 4,588 stakeholders. We published 6 journal articles on a range of topics relevant to forestry and seedling propagation. Two papers focused on innovative techniques testing drought conditioning in the nursery to improve drought resistance and survival of native tree species following planting. Improving seedling drought resistance is a major challenge for Idaho as the frequency and intensity of droughts continue to hinder successful reforestation following wildfire and harvesting. We had a resurgence in demand for educational programming where we engaged with 95 K-12 students with presentations and hands-on planting demonstrations and 58 college students through nursery tours. The Nursery employed 28 college students to assist with growing the operational seedling crop, most in natural resource majors that will use planting stock in their future careers. We also started an intensive internship program with 7 interns from across the United States, who came to the Nursery to gain hands-on experience in tree propagation relevant to future nursery careers. The Nursery is the only facility in the US able to offer this type of training and help address the backlog of skilled workers entering the nursery industry. To further strengthen the pipeline for skilled nursery workers, an Associate of Science degree in

nursery management and technology was approved in FY22, which will integrate the Nursery's resources into educational programming.

University of Idaho Experimental Forest (UIEF)
In FY22, the University of Idaho Experimental Forest (UIEF) was the basis for several initiatives at the forefront of CNR growth in research, teaching and demonstration to benefit forestry stakeholders and the people of the State of Idaho. Over $12 million in new proposals were submitted to several agencies and sources with more than $1 million successful. More than 35 students gained forestry experience working on the UIEF and over 450 participated in field-based classes. The UIEF leads the nation as the first University research forest with a complete, lidar-based individual-tree inventory (STI) map of all trees on our main, 8,300-acre timberlands on Moscow Mountain, leading to several new papers, grants, and industry donations related to use of STI in precision forestry. A new, $628,000 research grant using wearable technology to improve forestry efficiency and safety based on the UIEF was successfully funded. A new Senior Forest Utilization Research Associate to conduct applied, hands-on research of interest to forestry stakeholders was created and filled. In 2022 the UIEF began use of modern, mechanized logging equipment with our Student Logging Crew, now it's 50th year. This equipment also supports our new Forest Operations and Technology, A.A.S. degree, which is based on the UIEF and one of three 2-year degrees being offered for the first time in the University's history. This new degree will help train the logging workforce that is the foundation of Idaho's forest products economy. We worked with the Idaho Forest Products Commission, Idaho FFA, Idaho State Tax Commission, Idaho Dept. of Lands and Idaho Forest Owners Association to host several new field tours, workshops, and student competitions, presenting to over 600 Idahoans at events through the year.

Rangeland Center (Center)
In FY22, the UI Rangeland Center built partnerships to advance our knowledge of rangelands, brought in external funding sources, and conducted outreach to groups across the state and the Western US. The vacant Communications Manager position was filled, adding to our capacity and ability to reach our audiences. Center staff led and participated in both in-person and virtual outreach events, including the Idaho Rangeland Fall Forum that focused on resiliency to drought and brought in 197 participants. The UI Rinker Rock Creek Ranch continues to be a cornerstone for Center research and outreach projects, including a monitoring blitz that brought together 40 individuals from multiple agencies and non-profit groups to practice monitoring techniques and learn together. Center publications, including the Field Guide to Grasses and Grass-like Plants continue to be popular items for amateur and professional plant enthusiasts alike, with nearly 150 copies sold. Center staff completed a multi-year project with the UI McClure Center with the publication of the Idaho Climate-Economy Impacts Assessment. Another multi-year project, one taken in collaboration with the Rangelands Partnership, launched an online searchable science tool called RangeDocs. Center faculty wrote 17 peer-reviewed journal articles during FY22, showing our strength in topics ranging from sage-grouse biology, to livestock nutrition, to the use of drones for monitoring. Center members brought in over $3 million dollars of external funding to the university to fund research projects on topics like drought and wildlife interactions and virtual fence technologies.

Mica Creek Experimental Watershed (MCEW)
In FY22, the MCEW continued to build on long-term research designed to assess the effects of Idaho forest Best Management Practices on water quantity, quality, streamflow regime, aquatic macroinvertebrates, and fish populations. A highlight in FY22 was site selection and preparation for the installation of a new meteorological station in the Mica Creek headwaters. The addition of the new meteorological station will further position Mica Creek to become a prime location for climate and forestry research in the rain-snow transition zone. Personnel are continuing to synthesize long-term fish monitoring data and prepare manuscripts on the fish community response to contemporary forest management practices. Preliminary results suggest that water temperatures never exceeded thresholds stressful to cold-water species and fish populations were not adversely impacted by timber harvest operations. MCEW personnel are also continuing to collect fish population information during ongoing harvest activities in the upper watershed. Project personnel designed a study to assess the effects of current Idaho forest management practices on water temperatures in non-fish bearing streams and downstream effects in fish-bearing reaches and are planning to install water temperature sensors in the upper watershed The project also purchased a new water level monitoring system in 2022 and plan to test it at one of the flume sites in the watershed. Development of an internet accessible relational database with the University of Idaho's Research Computing and Data Services (RCDS) is ongoing. MCEW personnel are continuing to collect phosphorus and nitrogen species samples across the watershed in a collaborative study with the National Council on Air and Stream Improvement

(NCASI). Project personnel conducted outreach and scholarly presentations for approximately 350 attendees at an NCASI-sponsored international meeting, for the EPA Region 10 Forest Practices Group (15 attendees), and at the AGU Frontiers in Hydrology Conference (~30 attendees).

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*						
1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	actual	64	54	62	61	----------
	target	*51*	*52*	*52*	*54*	*55*
2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	actual	43	41	38	41	----------
	target	*25*	*26*	*26*	*28*	*28*
3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).	actual	37	35	23	22	----------
	target	*33*	*34*	*34*	*34*	*36*
4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	24	40	32	40	----------
	target	*15 refereed articles*	*15 refereed articles*	*16 refereed articles*	*16 refereed articles*	*17 refereed articles*
Goal 2 *Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.*						
5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts	actual	2,839	2,842	3,150	3,257	----------
	target	*1,750*	*1,850*	*1,850*	*1,850*	*1,850*
Goal 3 *Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.*						
6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	14	22	18	16	----------
	target	*15*	*16*	*16*	*17*	*17*

Special Programs – Forest Utilization Research Performance Report

Performance Measure Explanatory Notes *(Optional)*

Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.

Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.

Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.

Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.

Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.

Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

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Part I – Agency Profile

Agency Overview

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is currently staffed by 11.24 state-funded FTEs and 16 externally funded temporary full and part-time employees.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the 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, geologic hazards, hydrogeology, geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. 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.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions, and duties of the IGS.

- **Section 47-201**: Creates the IGS to be administered as a special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.

- **Section 47-202**: Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the IGS report to the President of the University through the Vice President for Research and Economic Development. Specifies for the appointment of a state geologist.

- **Section 47-203**: Defines the duties of the IGS to conduct statewide studies in the field and in the laboratory and to prepare and publish reports on the geology, hydrology, geologic hazards, and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from and to cooperate with other agencies. Allows satellite offices at Boise State University and Idaho State University.

- **Section 47-204**: Specifies the preparation, contents, and delivery of a Survey Annual Report.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$1,085,100	$1,123,500	$1,105,200	$1,128,300
Total	**$1,085,100**	**$1,123,500**	**$1,105,200**	**$1,128,300**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$974,400	$896,832	$516,492	$569,376
Operating Expenditures	$105,336	$140,456	$368,667	$475,581
Capital Outlay	$5,364	$8,590	$164,741	$83,343
Trustee/Benefit Payments	0	0	0	0
Furlough Deduction	N/A	N/A	$55,300	NA
State Cut (1%)	N/A	$11,200	N/A	N/A
COVID-19 State Cut (1%)	N/A	$11,200	N/A	N/A
State Benefits Reduction	N/A	$2,200	N/A	N/A
Return to State	N/A	$53,022	N/A	N/A
Operations/Equipment Funding from Reserves	N/A	$58,447	N/A	N/A
Total	**$1,085,100**	**$1,181,947**	**$1,105,200**	**$1,128,300**
BALANCE		**-$58,447**		

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Square Miles of Geological Mapping	269	269	428	526
Number of Geologic Reports	14	13	15	12
Number of Geologic Presentations	26	25	28	48
Number of Grants and Contracts	10	15	16	13

FY 2022 Performance Highlights

Externally Funded Grant and Contract Dollars

IGS was funded and supported through 13 grants in FY 22 which consisted of a mix from federal, state, and private industry. Grant and contract dollars increased from $662,366 in FY 21 to $930,195 in FY 22. The USGS funding represents the principal source of external support for IGS with seven concurrent awards in FY 22. In addition, funding from state agency partners (Idaho Department of Water Resources, Idaho Department of Lands, and Idaho Department of Commerce IGEM) has enabled hydrogeologic projects in the Big Lost River Valley and Raft River Valley, research on Idaho-sourced rare earth elements, and continuation of abandoned mines/data preservation efforts (in association with USGS). IGS has also received funding from the University of Neveda, Reno to assist with a U.S. Department of Energy initiative focusing on geothermal energy exploration. Non-government support from the private sector includes Electra Battery Materials Corporation to study magnetite in the Iron Creak area.

In FY 22 IGS also initiated and directed a partnership between the USGS and three private mining exploration companies to support a large airborne geophysical investigation in the Salmon Mountains area to address Critical Mineral exploration. The effort by the IGS and its partners allowed to expand the scope and area of the investigation by over 20%. This kind of partnership is not captured by any of the performance measures included in this report but constitutes a fundamental part of the IGS mission in support of Idaho industry and economy.

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 1 Achieve excellence in collecting and disseminating geologic information and mineral data to the public, governmental agencies, elected officials, educational institutions, civic and professional organizations, and the mining, energy, agriculture, utility, construction, insurance, and banking industries. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Statute 33-2505).						
1. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources Goal 1. Objective A, Measure I	actual	11	11	18	14	----------
	target	*20*	*25*	*11*	*11*	*11*
2. Number of Website Viewers Goal 1. Objective B, Measure I	actual	137,863[1]	278,919	21,388[3]	116,017	----------
	target	*NA*	*NA*	*140,000*	*279,000*	*120,000*
3. Number of Website Products Used or Downloaded Goal 1. Objective B, Measure II	actual	-------[2]	-------[2]	5,621[3]	35,851	----------
	target	*215,000*	*252,882*	*40,000*	*40,000*	*32,000*
4. Percentage of Survey documents available through these programs Goal 1. Objective C, Measure I	actual	~99%	~99%	~99%	~99%	----------
	target	*~99%*	*~99%*	*~99%*	*~99%*	*~99%*
5. Percentage of published Geologic Maps that are uploaded to the national website depicting detailed geologic mapping in Idaho Goal 1. Objective D, Measure I	actual	100%	100%	100%	100%	----------
	target	*100%*	*100%*	*100%*	*100%*	*100%*

[1]Due to the implementation of a different web statistic tool, the actual measure for FY 19 may be different than what was reported in previous Performance Reports.
[2] We did not have the data to calculate this measure due to the ongoing implementation of a different web statistic tool on our website. An estimate for this measure for FY 19 was reported in the FY 21 Strategic Plan in error.
[3] We launched our new website and started collecting web stats on April 29, 2021, so these measures are only for the period between April 29, 2021 and June 30, 2021. Caution should be used when comparing FY 21 web stats to previous years as we started using a new web statistic tool on April 29, 2021. The number of website viewers extrapolated over the entire fiscal year would be 123,622, and the number of website products used or downloaded would be 32,489.

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Goal 2 Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.						
6. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards. Goal 2. Objective A, Measure I	actual	38.2%	38.2%	38.7%	39.3%	----------
	target	*40.5%*	*39.1%*	*38.6%*	*38.6%*	*39.2%*
7. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector. Goal 2. Objective B, Measure I	actual	$396,556	$639,902	$662,366	$930,195	----------
	target	*$467,923*	*$485,000*	*$500,000*	*$500,000*	*$500,000*
Goal 3 Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.						
8. Number of educational programs provided to public and private schools and the public at large. Goal 3. Objective A, Measure I	actual	18	48	30	33	----------
	target	*15*	*19*	*18*	*18*	*18*

Performance Measure Explanatory Notes

IGS maintains several live databases. Some of the updates to the databases are not captured in the number of publications but constitute a continued baseline effort of the Survey in the fulfillment of its mission.

FY 22 Grants and Contracts

Abandoned Mine Lands Project, Task 6: R.S. Lewis (Idaho Department of Lands, April 2021-March 2023, $169,445).

Data Preservation 14: R.S. Lewis and V.S. Gillerman (U.S. Geological Survey Data Preservation Program, July 2021-July 2022, $68,505).

Development of Idaho-sourced Rare Earth Elements Drilling and Extraction: Award to University of Idaho, A. Mirkouei, PI, with Idaho Geological Survey co-PIs, C. Berti and V.S. Gillerman (Idaho Department of Commerce IGEM Program, March 2022 – March 2023, IGS portion is $64,264 of UI award of $348,241).

Geologic mapping in the Idaho cobalt belt I: R.S. Lewis (U.S. Geological Survey Earth-MRI Program, August 2019-January 2022, $100,000).

Geologic mapping in the Idaho cobalt belt II: R.S. Lewis (U.S. Geological Survey Earth-MRI Program, September 2021-August 2023, $100,000).

FY 22 Grants and Contracts (continued)

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas and GeMS-compliant database work: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, July 2020-October 2021, $318,392).

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas and GeMS-compliant database work: R.S. Lewis, D.M. Feeney, and R.V. Di Fiori (U.S. Geological Survey STATEMAP Program, July 2021-July 2022, $427,233).

Groundwater Budget for the Big Lost River Valley: A.L. Clark (Idaho Department of Water Resources, December 2018 – October 2021, $125,000).

Innovative Geothermal Exploration through Novel Investigations of Undiscovered Systems (INGENIOUS): C. Berti (University of Nevada, Reno, February 2022-June 2022, $196,112).

Mapping and Neotectonic Investigation of the Sawtooth Fault, Central Idaho: Collaborative Research with Idaho Geological Survey, Idaho State University, and BGC Engineering, Inc.: Z.M. Lifton (U.S. Geological Survey NEHRP Program, June 2021-May 2022, $23,528.60).

Mapping and Preliminary Geochronology of the Quaternary-Active Halfway Gulch Fault, SW Idaho: Collaborative Research with Idaho Geological Survey and Lettis Consultants International: Z.M. Lifton (U.S. Geological Survey NEHRP Program, July 2021-June 2022, $41,369.33).

Petrochemical Study of Magnetite in the Iron Creek Co-Cu Area, Lemhi County: V.S. Gillerman (Electra Battery Materials Corporation, December 1, 2021–December 31, 2022, $16,459).

Raft River Basin Hydrogeologic Investigation – Phase 2 (Hydrogeologic Framework and Water Budget): A.L. Clark (Idaho Department of Water Resources, January 2021-December 2023, $375,000).

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Health Programs – WI Veterinary Medicine Performance Report

Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal, Veterinary, and Food Sciences, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. The University of Idaho provides experiential learning opportunities for most of the veterinary students who have an expressed interest in production agriculture and who elect food animal production medicine rotations offered by U of I faculty throughout the state. The program includes partners at Montana State University and Utah State University creating the Washington-Idaho-Montana-Utah (WIMU) regional program in veterinary medicine.

Core Functions/Idaho Code

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for students in their 4th year of veterinary school to participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine offered by University of Idaho faculty. Faculty members interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

Core Functions include:

1. Providing access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.

2. Assisting Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.

3. Providing hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round throughout Idaho.

4. Providing access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases through conduct of on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$2,116,500	$2,159,900	$2,100,200	$2,258,800
Total	**$2,116,500**	**$2,159,900**	**$2,100,200**	**$2,258,800**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$485,157	$ 505,015	$543,700	$448,900
Operating Expenditures	$1,513,833	$1,554,085	$1,456,500	$1,709,900
Capital Outlay	$17,510			
Trustee/Benefit Payments	$100,000	$100,000	$100,000	$100,000
Total	**$2,116,500**	**$2,159,100**	**$2,100,200**	**$2,258,800**

Health Programs – WI Veterinary Medicine Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Idaho Resident Students Enrolled Each Year	44	44	47	45
Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU	32	31	11	15

FY 2021 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY2022	FY 2023
1. Offer elective rotations in food animal medicine for experiential learning opportunities. *(Goal 1, Objective A, Measure I)*	actual	38	36	22	15	----------
	target	*40*	*40*	*40*	*40*	*40*
2. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP). *(Goal 1, Objective B, Measure I)*	actual	11	11	0*	6	----------
	target	*12*	*12*	*12*	*12*	*12*
3. Number and (percentage) of Idaho resident graduates licensed to practice veterinary medicine in Idaho. *(Goal 1, Objective C, Measure I)*	actual	7 (64%)	6 (55%**)	4 (50%)***	4 (31%)	----------
	target	*7 (64%)*	*7 (64%)*	*7 (64%)*	*7 (64%)*	*7 (64%)*
4. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty. *(Goal 2, Objective A, Measure I)*	actual	3/ $120,500	2/ $112,000	3/ $311,897	2/ $112,000	----------
	target	*4/$200,000*	*4/$200,000*	*4/$200,000*	*4/$200,000*	*4/$200,000*

*The program was cancelled in FY 2021 due to COVID-19.
**The percentage was corrected from the previous year's performance report.
***Only 8 Idaho residents graduated in FY 2021.

Performance Measure Explanatory Notes *(Optional)*

Performance Measure 1 was modified to include all rotations offered by the University of Idaho as the Caine Center has been decommissioned with veterinary rotations offered at other locations.

Goal 1, Measure I FY 2019 reflects rotations offered by the University of Idaho at locations throughout the state.

Health Programs – WI Veterinary Medicine Performance Report

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Health Programs – WWAMI Medical Education Performance Report

Part I – Agency Profile

Agency Overview

WWAMI is Idaho's state supported medical school and is under the leadership and institutional mission of the University of Idaho (UI), in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience, intensively learning the clinical skills and professional habits to serve them throughout their careers. Students spend a full day each week learning and practicing clinical skills for their first 18 months in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend most of all four years of medical education in the State of Idaho. WWAMI enrolls 40 students per class with the first 18 months on the Moscow Campus, followed by the third- and four-year clinical rotations in Idaho and the five state WWAMI region.

The Director for the Foundation Phase of WWAMI reports to the Provost and Executive Vice President at the University of Idaho, and functions as an Assistant Dean of the UWSOM. Two Assistant Deans for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) are located in Boise and report to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics), five administrative staff and 12 employees involved in the rural medical research programs (ECHO and AHEC). Idaho students admitted to WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of Idaho physicians appointed by the Idaho State Board of Education and UWSOM. They work in cooperation with the University of Washington School of Medicine Admissions Committee to admit students. All applicant interviews have been conducted through a web conferencing platform since the Covid-19 pandemic of 2020.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. In FY22, WWAMI-affiliated faculty at UI has successfully brought in $1.57M of research funding into Idaho from agencies such as the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In 2018, the University of Idaho WWAMI launched its ECHO Idaho program (Extension for Community Healthcare Outcomes) and is growing this evidence-based learning model that develops knowledge and capacity among healthcare providers. Over the past five years, the ECHO Idaho program has been successful in bringing in over $4.5M in grant funding to be used to expand the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This $385,000, five-year grant continues to help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, first generation-college student, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into

Health Programs – WWAMI Medical Education Performance Report

contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

Revenue and Expenditure

Revenue	FY 2019	FY 2020	FY 2021	FY 2022
General Fund	$6,399,500	$6,830,600	$6,575,600	$6,879,400
Unrestricted Current	2,252,380	2,055,775	2,417,850	2,427,059
Total	**$8,651,880**	**$8,886,375**	**$8,993,450**	**$9,306,459**
Expenditures	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
Personnel Costs	$2,107,967	$2,249,561	$2,484,288	$2,906,831
Operating Expenditures	1,624,360	770,193	2,121,764	1,018,643
Capital Outlay	106,774	66,746	92,220	163,528
Trustee/Benefit Payments	4,174,734	4,436,674	4,566,008	4,621,000
Total	**$8,013,835**	**$7,523,174**	**9,264,280**	**$8,710,001**

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2019	FY 2020	FY 2021	FY 2022
Number of Idaho Students Applying to UW Medical School (WWAMI)	183	184	182	206
Number of Idaho Students Enrolled Each Year	40	40	40	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	51%	51%	50%	51%

FY 2022 Performance Highlights

For FY 2022, WWAMI was able to meet or exceed all our performance measures as evidence from our medical student performance and medical curriculum. WWAMI has a strong applicant pool for the 40 positions in each class, and the Idaho WWAMI retention rate far exceeds the national average. Students are able to complete the majority of all four years of medical school within Idaho, and this increases students' exposure to medical practice and residency programs within our state.

A critical program in WWAMI is ECHO Idaho. Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality health care for complex medical conditions throughout Idaho. The ECHO Idaho project uses videoconferencing technology to leverage scarce resources that build the capacity of rural and frontier healthcare teams to treat complicated patients they would otherwise refer to one of Idaho's more populous areas. The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho's practicing health care providers. ECHO Idaho began in March of 2018 offering two programs in Opioid Addiction and Treatment and Behavioral Health/Mental Health. Since opening ECHO Idaho, we have had tremendous statewide participation and support. The program has grown to include a podcast and thirteen series (Opioids, Pain, and Substance Use Disorders; Behavioral Health in Primary Care; Counseling Techniques for Substance Use Disorders; Perinatal Substance Use Disorders; COVID-19; COVID-19 Safety for Post-Acute and Long-Term Care; Pediatric Autism and a Pediatric Autism Quality Improvement cohort; Pediatric Behavioral Health; Medications for Opioid Use Disorders Office Hours; Viral Hepatitis and Liver Care; Syphilis in Pregnancy; and X-Waiver trainings). Participants join from across the country, representing 35 states (including Washington DC and Puerto Rico), 140 counties, 202 cities, and 987 organizations including hospitals and clinics, Federally Qualified Health Centers, Idaho Department of Health and Welfare, and universities. Collectively, over 3,500 participants have received 26,256 hours of free continuing medical education.

Health Programs – WWAMI Medical Education Performance Report

Part II – Performance Measures

Performance Measure		FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
GOAL 1: A WELL, EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho. *(334 returning physicians/655 total residency graduates).*	actual	51%	51%	51%	51%	----
	target	*41%[1]*	*55%[1]*	*55%[1]*	*55%[1]*	*55%[1]*
GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.						
2. WWAMI faculty funding from competitive federally funded grants.	actual	$2M	$2.5M	$2.2M	$1.57M	----
	target	*$1.4M[2]*	*$1.4M[2]*	*$1.4M[2]*	*$1.4M[2]*	*$1.4M[2]*
3. Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health). **Reduction as a result of COVID-19 and graduation research requirement being waived.*	actual	100%	87%*	75%*	90%	
	target	*100%[3]*	*100%[3]*	*100%[3]*	*100%[3]*	*100%[3]*
GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.						
4. The number of WWAMI rural summer training placements in Idaho each year.	actual	24	20	20	17	----
	target	*20[4]*	*20[4]*	*20[4]*	*20[4]*	*20[4]*
5. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	61%	68%	58%	69%	----
	target	*50%[5]*	*50%[5]*	*50%[5]*	*50%5*	*50%[5]*
6. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	96%	98%	98%	98%	----
	target	*94%[6]*	*94%[6]*	*97%[6]*	*97%*	*97%[6]*

Performance Measure Explanatory Notes

Association of American Medical Colleges (AAMC) Applicants and Matriculate Data:
https://www.aamc.org/data/facts/applicantmatriculant/

1. Target rate is 55% – national average or better. The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51%. (356 returning physicians/702 residency graduates). (Reference: 2018 State Physician Workforce Book), https://www.aamc.org/what-we-do/mission-areas/patient-care/workforce-studies/reports
2. This target rate is per WWAMI mission.
3. This target rate is per WWAMI mission.
4. The target is 50% interest in rural training experiences in the Rural Underserved Opportunities Program (RUOP). (50% of 40 students is 20 students)
5. Based on national standards for workforce specialties.
6. U.S. Pass Rate (reference: USMLE Performance Data, https://www.usmle.org/performance-data/ (National Pass rate has increased from 91% to 97%).

Health Programs – WWAMI Medical Education Performance Report

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HIGHER EDUCATION RESEARCH - PERFORMANCE MEASURES

Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$154,989,123	$163,093,485	$171,052,983	$166,564,099	$170,635,458	$165,912,523	NA	10% annual increase

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$8,561,218	$9,489,612	$11,022,015	$11,724,216	$13,187,742	$13,559,863	NA	10% annual increase

Objective 1.C: Expand joint research ventures among the state universities.

Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	92	119	100	82	94	82	50	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	58	70	76	69	50	34	26	30% annual increase
Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.	NA	NA	NA	UI*/BSU/ISU - Dr. Karen Humes - Integrated Water, Energy and Waste Management				1 per year

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of new sponsored projects involving the private sector.	165	163	172	202	206	193	98	50% annual increase

Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	44	33	29	29	28	37	37	15% annual increase
Number of invention disclosures (including biomic varieties)	40	38	45	46	58	49	17	1 for every $2M of research expenditures
Amount of licensing revenues.	$724,316	$1,271,819	$ 1,869,718	$ 2,607,055	$ 3,450,773	$ 2,626,859	$ 14,506	10% annual increase
Number of startup companies.	8	1	1	1	0	0	1	10% annual increase

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of undergraduate students paid from sponsored projects.	1,683	1,811	2,100	1,926	1,993	2,050	1,651	20% annual increase
Number of graduate students paid from sponsored projects.	636	716	656	592	536	530	176	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 60.4%, BSU: N/A, ISU: 13%	UI: 66.0%, BSU: N/A, ISU: 12.1%	UI: 62.7%, BSU: N/A, ISU: 19.6%	UI: 64.4% BSU: N/A ISU: 12.7%	UI: 58.1% BSU: N/A ISU: 19.1%	UI: 57.6% BSU: N/A ISU: 19.0%	UI: 0.0% BSU: N/A ISU: 14.1%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,272	2,383	2,418	2,446	2,484	2,563	1,455	20% annual increase

K-20 Statewide Stratgic Plan Performance Measures	FY 2016	FY 2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Percentage of students participating in undergraduate research.	48%	51%	UI: 61%, BSU: 37% ISU: 45%	UI: 58.4% BSU: 43.0% ISU: 37.7%	UI: 59.6% BSU: 43.0% ISU: 36.2%	UI: 55.5% BSU: 34.0% ISU: 37.0%	UI: 52.7% BSU: 36.3% ISU: Note:	30%
Number of student internships	2,294	2,177	2,156	2,127	2,174	2,020	2,038	

Idaho State University

Performance Measure	FY 2016	FY 2017	FY 2018	FY2019	FY2020	FY2021	FY2022
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$20,447,000	$18,564,000	$18,081,000	$14,972,000	$14,478,000	$13,953,000	
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$3,122,000	$3,290,000	$3,383,000	$2,255,000	$3,310,000	$2,810,000	
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	30	29	27	30	43	38	23
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	27	32	35	41	18	17	20
Number of new sponsored projects involving the private sector.	65	65	78	86	96	82	69
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	2	0	0	0	0	0	0
Number of invention disclosures (including plant varieties)	6	3	7	0	2	3	4
Amount of licensing revenues.	$100,000	$0	$0	$0	$0	$0	$50
Number of startup companies.	3	1	0	0	0	0	
Number of undergraduate students paid from sponsored projects.	150	169	199	158	150	176	217
Number of graduate students supported by sponsored projects	173	172	156	125	118	140	176
Number of baccalaureate students who graduated in STEM disciplines and had a research experience.				325	211	228	145
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	13.00%	12.10%	19.56%	12.70%	19.11%	19.00%	14.06%
Number of faculty and staff paid from sponsored projects.	257	247	192	170	163	187	221
K-20 Statewide Stratgic Plan Performance Measures							
Percentage of students participating in undergraduate research.	43%	42%	41%	38%	36%	37%	37%
Total amount of research expenditures	$27,670,658	$20,447,000	$11,990,499	$9,679,295	$10,373,549	$8,718,443	$10,761,064
Institution expenditures from competitive Federally funded grants	$22,215,191	$19,557,131	$17,798,317	$15,344,558	$13,185,550	$26,853,236	$15,566,020
Institution expenditures from competitive industry funded grants	$1,411,000	$1,940,336	$1,911,606	$1,846,551	$2,450,614	$1,815,117	$2,069,761
Measure of production of intellectual property:							
Number of startups	3	1	0	0	0	0	0
Number of patents	11	0	1	1	1	2	1
Number of Student internships	896	904	898	877	831	926	835
Percentage of students participating in internships	7.1%	7.6%	7.9%	8.0%	7.7%	8.8%	7.9%

University of Idaho

Performance Measure	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey (See Note B below)	$102,457,123	$109,537,485	$111,589,983	$111,766,099	$112,850,458	$105,894,523	
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$3,694,218	$4,128,612	$3,926,015	$5,065,216	$5,309,742	$5,408,863	
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	18	30	23	17	16	18	
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	12	12	14	9	11	6	
Number of new sponsored projects involving the private sector (see Note A below).	65	65	66	82	77	76	
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	13	5	5	4	6	15	
Number of invention disclosures (including plant varieties)	18	21	24	26	35	30	
Amount of licensing revenues.	$570,469	$1,232,588	$1,844,878	$2,549,919	$3,434,777	$2,621,175	
Number of startup companies.	0	0	0	0	0	0	
Number of undergraduate students paid from sponsored projects.	697	696	765	660	657	660	
Number of graduate students supported by sponsored projects	463	544	500	467	418	390	
Number of baccalaureate students who graduated in STEM disciplines and had a research experience (Note B)	366/606	403/611	360/574	386/599	387/666	339/589	
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience. (***Note B***)	60.40%	65.95%	62.71%	64.44%	58.11%	57.56%	
Number of faculty and staff paid from sponsored projects.	1,231	1,269	1263	1293	1268	1276	
K-20 Statewide Strategic Plan Performance Measures							
Percentage of students participating in undergraduate research. (***Note B***)	58.80%	64.58%	61.07%	58.36%	59.57%	55.53%	52.68%
Total amount of research expenditures	$55,893,584	$57,114,745	$57,082,023	$57,612,801	$57,934,326	$55,878,740	
Institution expenditures from competitive Federally funded grants	$63,328,954	$64,092,411	$65,309,507	$65,138,101	$69,162,654	$68,022,683	
Institution expenditures from competitive industry funded grants (see Note A below).	$5,300,451	$4,801,296	$5,225,755	$5,580,184	$6,610,854	$5,579,950	
private sector	$1,825,722	$1,804,800	$1,758,830	$1,742,295	$2,662,227	$2,004,386	
private sector federal flow through	$3,474,729	$2,996,496	$3,466,925	$3,837,889	$3,948,627	$3,575,564	
Measure of production of intellectual property:							
Number of startups	0	0	0	0	0	0	
Number of patents	3	1	1	0	4	1	
Number of student internships	909	879	812	789	854	691	709
Percent of student internships	6.64% (909 of 13700)	6.42% (879 of 13700)	5.65%	5.62%	6.17%	5.54%	5.68%
Number of students participating in undergraduate research (Note B)	992	1,001	812	789	854	691	709

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

Note B - Due to process improvement, previous years have been corrected to reflect correct figures.

	2016	2017					
Institution expenditures from competitive industry funded grants (Note A)	$1,825,722 (a); $3,474,729 (b)	$1,804,800 (a); $2,996,496 (b)					

	2016	2017					
Number of new sponsored projects involving the private sector (See Note A above)	47 (a); 18 (b)	47 (a); 19 (b)					

Boise State University

Performance Measure	FY 2016	FY 2017	FY 2018	FY2019	FY2020	FY2021	FY2022
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$32,085,000	$34,992,000	$41,382,000	$39,826,000	$ 43,307,000.00	$ 46,065,000.00	
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$1,745,000	$2,071,000	$3,713,000	$4,404,000	$ 4,568,000.00	$ 5,341,000.00	
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [1]	44	60	50	35	35	26	27
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).[2]	19	26	27	19	21	11	6
Number of new sponsored projects involving the private sector. [3]	35	33	28	34	33	35	29
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	29	28	24	25	22	22	37
Number of invention disclosures (including plant varieties)	16	14	14	20	21	16	13
Amount of licensing revenues.*	$53,847	$39,231	$24,840	$57,136	$15,996	$5,684	$14,456
Number of startup companies.	5	0	1	1	0	0	1
Number of undergraduate students paid from sponsored projects.	836	946	1136	1108	1186	1214	1434
Number of graduate students supported by sponsored projects. **							
Number of baccalaureate students who graduated in STEM disciplines and had a research experience (Note B)							
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.**							
Number of faculty and staff paid from sponsored projects.	784	867	963	983	1053	1100	1234
K-20 Statewide Stratgic Plan Performance Measures							
Percentage of students participating in undergraduate research.	35.20%	37.40%	37.00%	43.00%	43.00%	34.00%	36.30%
Total amount of research expenditures	$18,865,799	$21,094,099	$27,718,837	$27,011,840	$29,828,258	$34,718,954	$35,272,900
Institution expenditures from competitive Federally funded grants	$19,306,479	$21,172,738	$26,311,205	$26,190,711	$28,502,836	$35,423,892	$42,021,306
Institution expenditures from competitive industry funded grants	$2,020,959	$2,939,578	$3,836,908	$3,620,844	$3,577,275	a. $666,167.25 b. $2,866,041.31	a. $652,559.69 b. $1,983,532.61
private sector	$562,457	$681,147	$674,882	$259,884	$441,074	$666,167	652,559.69
private sector federal flow through	$1,458,501	$2,258,432	$3,162,027	$3,360,960	$3,136,201	$2,866,041	$1,983,533
Measure of production of intellectual property:							
Number of startups	5	0	1	1	0	0	1
Number of patents	4	3	3	2	5	1	8
Number of disclosures	16	14	14	20	21	16	13
Number of Student internships [4]	489	394	446	461	489	403	494
Number of students participating in undergraduate research	490	567	494	459	459	352	400

[1] Represents the number of full proposal submissions that involved a financial relationship with another Idaho institution of higher education.
[2] Represents the number of new awards that involved a financial relationship with another Idaho institution of higher education.
[3] Represents the number of new awards that involved a financial relationship with the private sector.
[4] Internship information is based on estimates by academic year (e.g., FY09=Academic year Summer 2008 through Spring 2009).
* 2013, 2014 - Licensing revenue includes $30k/year for Micron Licensing Restriction Agreement and is not considered net for OTT.
**Undergraduate and Graduate student totals have been combined into one line as BSU does not have the ability to break this information out.
**Undergraduate and Graduate student totals have been combined into one line as BSU does not have the ability to break this information out.
***FY20 data reflects the prior year. Boise State did not administer the Graduating Student Survey in FY20 because of disruptions due to COVID-19.
****Number includes non-profit DOE national laboratory contractors.

	2016	2017
Institution expenditures from competitive industry funded grants	a. $562,457.27 b. $1,458,502.01	a. $681,146.82 b. $2,258,431.54

	2016	2016
Number of new sponsored projects involving the private sector. [3]	a) 22; b) 13	a) 17; b) 16

Definitions - Approved FY16		
Performance Measure	**How collected/reported**	**Benchmark**
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey		10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.		10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	Collaborative new full proposal submissions that include subawards to or awards from other Higher Education institution in Idaho (excludes private higher education institutions).	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	Collaborative new awards that include subawards to or awards from other Higher Education institutions in Idaho (excludes private higher education institutions).	30% annual increase
Number of new sponsored projects involving the private sector.	New awards with Private Sector – to include those that will be awarded from or has subawards to private sector entities, which includes all for profit companies whether domestic or foreign. Number will be broken out as follows: (a) is funding from private sector, and (b) is federal flow through funding passing through a private sector entity.	50% annual increase
by AUTM [Association of University Technology Managers]).		15% annual increase
varieties)	Self explanatory	1 for every $2M of research expenditures
Amount of licensing revenues.	Self explanatory	10% annual increase
Number of startup companies.	Self explanitory	10% annual increase
Number of undergraduate and graduate students paid from sponsored projects.	Represents the number of students (undergraduate & graduate) paid salary, or receiving tuition from sponsored projects.	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	Raw numbers and percentages	20% annual increase
Number of faculty and staff paid from sponsored projects.	Represents the number of faculty and staff paid salary from sponsored projects.	20% annual increase
K-20 Statewide Stratgic Plan Performance Measures		
Percentage of students participating in undergraduate research.	Raw numbers and percentages	30%
Total amount of research expenditures		
Institution expenditures from competitive Federally funded grants		$112M annually
Institution expenditures from competitive industry funded grants	New awards with Private Sector – to include those that will be awarded from or has subawards to private sector entities, which includes all for profit companies whether domestic or foreign. Number will be broken out as follows: (a) is funding from private sector, and (b) is federal flow through funding passing through a private sector entity. (same as above)	$7.2M annually
Measure of production of intellectual property:		
Number of startups	Same as above	10% annual increase
Number of patents	Same as above	10% annual increase
Number of disclosures	Same as above	10% annual increase
Number of internships	Internship information is based on estimates by academic year (e.g., FY09=Academic year Summer 2008 through Spring 2009) and includes all student internships with private industry where the student received university academic credit.	

SYSTEMWIDE POSTSECONDARY PERFORMANCE MEASURES

	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Number of degrees produced	**14,269**	**14,551**	**15,356**	**15,620**	**16,838**	**17,410**	**18,030**
Four-year institution	**10,238**	**10,542**	**10,974**	**11,132**	**11,395**	**11,975**	**12,263**
[1] Certificates of less than 1 academic year	**161**	**268**	**331**	**457**	**520**	**637**	**794**
BSU	127	200	248	360	411	515	628
ISU	1	19	26	29	6	4	5
LCSC			2	3	12	26	43
UI	33	49	55	65	91	92	118
[2] Certificates of 1 academic year or more	**228**	**212**	**250**	**254**	**233**	**325**	**376**
BSU							
ISU	206	194	231	242	219	300	357
LCSC	22	18	19	12	14	25	19
UI							
[3] Associate's degree	**858**	**935**	**1,017**	**908**	**896**	**844**	**852**
BSU	145	116	119	133	111	132	127
ISU	362	405	473	428	420	494	521
LCSC	351	414	425	347	365	218	204
UI							
[5] Bachelor's degree	**6,702**	**6,746**	**6,796**	**7,033**	**7,101**	**7,443**	**7,309**
BSU	3,174	3,317	3,373	3,472	3,680	3,929	4,078
ISU	1,228	1,168	1,166	1,233	1,155	1,284	1,073
LCSC	541	528	587	626	505	599	579
UI	1,759	1,733	1,670	1,702	1,761	1,631	1,579
[6] Certificate – Graduate	**241**	**297**	**315**	**275**	**253**	**229**	**228**
BSU	178	220	248	221	189	170	185
ISU	7	21	31	14	27	23	17
LCSC							2
UI	56	56	36	40	37	36	24
[7] Master's Degree	**1,609**	**1,667**	**1,860**	**1,781**	**1,968**	**1,990**	**2,149**
BSU	670	776	917	861	954	1,074	1,062
ISU	421	382	456	430	464	452	556
LCSC							
UI	518	509	487	490	550	464	531
[8] Education Specialist Degree	**41**	**56**	**43**	**52**	**45**	**39**	**37**
BSU	10	15	16	19	24	23	16
ISU	10	7	3	11	8	6	12
LCSC							
UI	21	34	24	22	13	10	9
Doctoral Degree	**398**	**361**	**362**	**372**	**379**	**468**	**518**
BSU	18	36	32	45	53	50	58
ISU	175	160	154	167	163	193	196
LCSC							
UI	205	165	176	160	163	225	264
Two-year Institution	**4,031**	**4,009**	**4,382**	**4,488**	**5,443**	**5,435**	**5,767**
[1] Certificates of less than 1 academic year	**457**	**475**	**593**	**577**	**605**	**542**	**616**
CEI	8		10	8	8	23	26
CSI	56	86	149	134	164	156	280
CWI	319	315	336	361	312	267	228
NIC	74	74	98	74	121	96	82
[2] Certificates of 1 academic year or more	**792**	**931**	**1,222**	**1,359**	**2,117**	**2,040**	**2,109**
CEI	112	109	110	101	104	96	80
CSI	192	151	154	146	129	147	134
CWI	229	240	402	508	1,264	1,158	1,327
NIC	259	431	556	604	620	639	568
[3] Associate's degree	**2,782**	**2,603**	**2,567**	**2,552**	**2,721**	**2,852**	**3,039**
CEI	118	121	93	146	166	227	276
CSI	919	816	800	839	947	947	1,009
CWI	996	979	984	886	949	944	1,037
NIC	749	687	690	681	659	734	717
[5] Bachelor's degree						**1**	**3**
CSI						1	3
Number of Graduates, Distinct per Attainment Level	**13,732**	**13,788**	**14,623**	**14,967**	**16,174**	**16,739**	**17,406**
Four-year institution	**9,923**	**10,008**	**10,608**	**10,780**	**11,048**	**11,613**	**11,928**
[1] Certificates of less than 1 academic year	**160**	**267**	**323**	**455**	**513**	**624**	**779**
BSU	127	200	248	360	411	515	628
ISU	1	19	21	28	6	4	5
LCSC			2	3	12	23	35
UI	32	48	52	64	84	82	111
[2] Certificates of 1 academic year or more	**224**	**203**	**245**	**253**	**231**	**307**	**354**
BSU							

ISU	202	189	227	238	218	288	335
LCSC	22	14	18	15	13	19	19
UI							
[3] Associate's degree	**844**	**816**	**1,000**	**883**	**877**	**827**	**828**
BSU	141	114	118	131	109	132	127
ISU	358	402	472	427	411	489	509
LCSC	345	300	410	325	357	206	192
UI							
[5] Bachelor's degree	**6,410**	**6,459**	**6,470**	**6,718**	**6,795**	**7,138**	**7,055**
BSU	2,998	3,141	3,196	3,289	3,525	3,754	3,946
ISU	1,196	1,139	1,131	1,174	1,104	1,227	1,031
LCSC	529	528	573	616	491	589	571
UI	1,687	1,651	1,570	1,639	1,675	1,568	1,507
[6] Certificate – Graduate	**237**	**288**	**308**	**269**	**248**	**225**	**217**
BSU	173	212	241	219	184	166	174
ISU	8	21	31	14	27	23	17
LCSC							2
UI	56	55	36	36	37	36	24
[7] Master's Degree	**1,600**	**1,558**	**1,857**	**1,778**	**1,960**	**1,982**	**2,140**
BSU	670	670	917	862	954	1,075	1,062
ISU	414	380	453	426	456	445	548
LCSC							
UI	516	508	487	490	550	462	530
[8] Education Specialist Degree	**40**	**56**	**43**	**52**	**45**	**39**	**37**
BSU	10	15	16	19	24	23	16
ISU	9	7	3	11	8	6	12
LCSC							
UI	21	34	24	22	13	10	9
Doctoral Degree	**408**	**361**	**362**	**372**	**379**	**471**	**518**
BSU	28	36	32	45	53	53	58
ISU	175	160	154	167	163	193	196
LCSC							
UI	205	165	176	160	163	225	264
Two-year Institution	**3,809**	**3,780**	**4,015**	**4,187**	**5,126**	**5,126**	**5,478**
[1] Certificates of less than 1 academic year	**410**	**398**	**503**	**459**	**531**	**482**	**571**
CEI	8		10	8	8	21	26
CSI	49	82	142	133	162	154	272
CWI	285	259	274	253	256	222	206
NIC	68	57	77	65	105	85	67
[2] Certificates of 1 academic year or more	**786**	**919**	**1,133**	**1,281**	**2,034**	**1,958**	**2,024**
CEI	112	109	110	101	104	96	80
CSI	189	148	152	146	129	147	134
CWI	226	240	337	451	1,197	1,086	1,260
NIC	259	422	534	583	604	629	550
[3] Associate's degree	**2,613**	**2,463**	**2,379**	**2,447**	**2,561**	**2,685**	**2,880**
CEI	117	121	93	141	164	220	263
CSI	853	774	736	795	861	876	943
CWI	910	893	891	861	917	913	1,009
NIC	733	675	659	650	619	676	665
[5] Bachelor's degree						**1**	**3**
CSI						1	3
Percent of first-time, full-time freshman graduating within 100% of time	**20.37%**	**23.33%**	**24.76%**	**27.44%**	**31.63%**	**33.64%**	**33.29%**
Four-year institution	**22.51%**	**25.88%**	**27.49%**	**29.94%**	**35.05%**	**37.03%**	**36.14%**
Bachelor's or equivalent seeking subcohort (Comp	**23.09%**	**25.97%**	**27.00%**	**29.69%**	**33.68%**	**35.79%**	**34.58%**
BSU	21.07%	25.58%	28.71%	30.63%	38.15%	39.68%	39.33%
ISU	14.01%	15.97%	16.31%	19.59%	19.28%	23.81%	19.19%
LCSC	16.84%	16.39%	15.14%	21.07%	18.14%	24.21%	21.43%
UI	34.11%	35.41%	37.13%	38.17%	40.63%	41.13%	41.04%
Degree/certificate-seeking cohort (Completers wi	**21.13%**	**25.67%**	**28.73%**	**30.56%**	**38.14%**	**39.68%**	**39.31%**
BSU	21.13%	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%
Two-year Institution	**12.07%**	**14.29%**	**15.28%**	**19.03%**	**18.62%**	**22.06%**	**22.67%**
Degree/certificate-seeking cohort (Completers wi	**12.07%**	**14.29%**	**15.28%**	**19.03%**	**18.62%**	**22.06%**	**22.67%**
CEI	37.78%	46.27%	58.33%	48.51%	31.67%	40.80%	28.19%
CSI	13.10%	14.52%	15.42%	20.33%	21.66%	30.72%	30.90%
CWI	5.81%	9.03%	10.55%	12.17%	14.17%	15.70%	14.48%
NIC	14.85%	16.80%	16.40%	20.21%	18.66%	17.39%	23.23%
Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).	**34.70%**	**36.72%**	**39.97%**	**41.12%**	**43.14%**	**44.01%**	**46.42%**
Four-year institution	**41.15%**	**42.23%**	**45.91%**	**47.67%**	**48.66%**	**49.75%**	**52.51%**
Bachelor's or equivalent seeking subcohort	**41.15%**	**42.23%**	**45.91%**	**47.67%**	**48.66%**	**49.75%**	**52.51%**

BSU	38.66%	43.42%	45.77%	50.30%	53.75%	53.00%	58.81%
ISU	27.67%	28.85%	31.77%	34.49%	32.65%	36.10%	34.01%
LCSC	29.87%	28.17%	34.49%	35.25%	34.13%	35.79%	29.41%
UI	56.11%	54.86%	59.30%	55.97%	59.40%	59.06%	60.78%
Two-year Institution	**20.23%**	**21.60%**	**25.05%**	**26.06%**	**29.64%**	**29.96%**	**32.40%**
Degree/certificate-seeking cohort	**20.23%**	**21.60%**	**25.05%**	**26.06%**	**29.64%**	**29.96%**	**32.40%**
CEI	53.85%	53.33%	53.73%	58.33%	55.97%	46.15%	46.55%
CSI	21.47%	26.49%	26.73%	30.68%	35.21%	35.53%	43.87%
CWI	12.91%	11.82%	20.02%	20.26%	22.71%	24.67%	26.51%
NIC	24.60%	23.12%	27.04%	25.48%	28.14%	28.28%	25.31%
Percent of new degree-seeking freshmen completing a gateway math course within two years.	**45.30%**	**49.61%**	**53.29%**	**60.38%**	**62.42%**	**65.19%**	**64.40%**
Four-year institution	**67.48%**	**69.38%**	**72.28%**	**80.99%**	**80.24%**	**81.23%**	**83.38%**
Math	**67.48%**	**69.38%**	**72.28%**	**80.99%**	**80.24%**	**81.23%**	**83.38%**
BSU	75.05%	77.14%	79.83%	86.59%	86.79%	85.93%	85.68%
ISU	68.64%	66.45%	65.97%	68.45%	67.73%	70.62%	73.24%
LCSC	49.61%	48.24%	52.08%	48.63%	36.48%	44.42%	52.43%
UI	63.13%	69.70%	70.79%	88.83%	89.81%	93.30%	91.72%
Two-year Institution	**23.59%**	**25.59%**	**27.74%**	**33.61%**	**38.28%**	**41.34%**	**39.94%**
Math	**23.59%**	**25.59%**	**27.74%**	**33.61%**	**38.28%**	**41.34%**	**39.94%**
CEI	30.43%	29.32%	43.30%	39.02%	52.78%	60.80%	52.63%
CSI	27.92%	29.42%	33.91%	40.86%	47.80%	50.19%	50.46%
CWI	15.90%	17.31%	18.37%	24.42%	26.83%	31.30%	29.52%
NIC	48.48%	50.09%	53.73%	53.22%	59.38%	52.50%	52.29%
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	**21.22%**	**21.33%**	**22.05%**	**23.90%**	**23.34%**	**22.48%**	**23.01%**
Four-year institution	**26.18%**	**27.52%**	**28.48%**	**30.12%**	**31.32%**	**30.31%**	**29.55%**
None	**26.18%**	**27.52%**	**28.48%**	**30.12%**	**31.32%**	**30.31%**	**29.55%**
BSU	23.94%	23.94%	23.86%	26.50%	28.68%	28.30%	27.88%
ISU	20.30%	24.32%	23.90%	23.77%	25.80%	23.69%	25.26%
LCSC	22.99%	25.03%	38.02%	30.58%	32.53%	28.66%	26.25%
UI	36.49%	37.67%	37.18%	43.69%	41.97%	41.84%	38.55%
Two-year Institution	**8.40%**	**7.40%**	**7.84%**	**8.75%**	**7.46%**	**7.17%**	**8.09%**
None	**8.40%**	**7.40%**	**7.84%**	**8.75%**	**7.46%**	**7.17%**	**8.09%**
CEI	13.24%	12.10%	7.99%	8.12%	5.89%	3.62%	9.80%
CSI	10.61%	10.67%	13.17%	13.99%	14.90%	12.70%	13.02%
CWI	3.75%	3.09%	3.89%	4.78%	4.05%	4.11%	3.48%
NIC	9.74%	9.94%	10.28%	10.54%	9.86%	10.20%	10.24%
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher.	**38.82%**	**44.00%**	**44.73%**	**45.61%**	**47.00%**	**46.63%**	**48.29%**
Four-year institution	**49.45%**	**51.68%**	**52.80%**	**53.02%**	**54.06%**	**53.99%**	**56.87%**
English	**66.64%**	**68.89%**	**73.76%**	**74.98%**	**73.12%**	**69.38%**	**69.57%**
BSU	83.22%	83.03%	87.46%	87.27%	87.13%	84.83%	78.93%
ISU	62.29%	77.19%	72.95%	74.07%	68.28%	59.66%	63.92%
LCSC	52.17%	43.01%	63.18%	71.98%	67.77%	60.52%	62.45%
UI	72.18%	69.64%	70.09%	63.25%	74.24%	68.95%	71.01%
Math	**43.34%**	**46.16%**	**45.48%**	**43.51%**	**44.37%**	**48.37%**	**50.51%**
BSU	55.11%	58.41%	57.42%	55.80%	56.69%	59.64%	65.08%
ISU	25.67%	28.76%	20.28%	23.04%	22.08%	28.53%	38.39%
LCSC	41.31%	39.95%	47.48%	44.35%	44.02%	45.22%	43.56%
UI	51.54%	47.31%	52.88%	52.83%	57.28%	52.36%	56.60%
Two-year Institution	**28.71%**	**36.71%**	**36.70%**	**38.84%**	**40.04%**	**40.43%**	**41.61%**
English	**60.39%**	**63.13%**	**56.89%**	**60.50%**	**63.30%**	**59.43%**	**56.74%**
CEI	80.95%	69.23%	85.71%	78.13%	75.95%	74.29%	70.00%
CSI	70.77%	79.49%	71.74%	77.78%	72.55%	70.56%	68.45%
CWI	70.18%	70.47%	66.96%	73.32%	73.65%	69.58%	64.20%
NIC	22.89%	30.92%	30.51%	22.73%	29.92%	21.07%	24.00%
Math	**17.80%**	**25.85%**	**30.35%**	**31.14%**	**32.35%**	**34.32%**	**36.86%**
CEI	42.22%	50.00%	39.04%	39.66%	45.69%	48.65%	64.50%
CSI	31.66%	41.30%	47.95%	47.59%	43.18%	47.83%	50.59%
CWI	9.77%	16.83%	22.00%	23.08%	26.73%	25.24%	25.04%
NIC	17.41%	22.77%	27.96%	27.33%	27.46%	30.87%	30.57%
Percent of dual credit students who graduate high school with an Associate's Degree	**0.84%**	**1.90%**	**1.43%**	**1.40%**	**1.70%**	**2.28%**	

TRANSFER CREDIT REPORT - PURSUANT TO SECTION 33-3729, IDAHO CODE

	Sum of Submitted Degrees				Sum of CreditRate				Total Sum of Submitted	Degrees	Total Sum of CreditRate
Row Labels	**2022**	**2021**	**2020**	**2019**	**2022**	**2021**	**2020**	**2019**			
BSU	295,852.0	291,240.0	278,670.1	254,946.8	92.94%	87.96%	88.95%	81.81%	1,120,708.9		88.12%
ISU	81,891.0	80,753.5	73,605.8	77,261.1	93.00%	93.00%	93.00%	74.00%	313,511.5		88.32%
LCSC	144,353.9	53,342.1	63,474.0	58,514.9	58.93%	70.53%	63.59%	59.08%	319,684.9		61.82%
UI	63,492.2	58,488.0	63,380.5	70,505.5	75.15%	77.93%	72.48%	0.00%	255,866.2		54.42%
CEI	24,207.1	37,995.5	30,292.0	0.0	32.11%	34.45%	32.02%	0.00%	92,494.5		40.76%
CSI	25,445.0	25,729.0	25,071.0	37,380.0	52.10%	61.47%	62.09%	44.01%	113,625.0		53.76%
CWI	39,201.0	43,781.0	48,384.0	53,328.0	80.57%	76.37%	73.07%	45.28%	184,694.0		67.42%
NIC	44,045.3	53,488.5	51,427.9	0.0	55.51%	48.80%	44.12%	0.00%	146,249.9		50.08%
Grand Total	**718,487.4**	**644,817.6**	**634,305.3**	**549,224.5**	**78.08%**	**77.99%**	**76.61%**	**63.37%**	**2,546,834.9**		**74.52%**

Pursuant to Section 33-3729(5), Idaho Code, Institutions shall report annually to the state board of education the number of credits that were requested to be transferred, the number of credits transferred, the number of credits that were not applied toward certificate or degree progress, including those credits that transferred as electives over the amount needed for certificate or degree progress, and such other information requested by the state board of education.

Some of the numbers provided are based on a representative sampling of students. The statutory language requires actual credits transfered be reported. Board staff are attempting to resolve this issue.

Idaho State Board of Education

FY2022-2027

Idaho K-20 Public Education - Strategic Plan

MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – 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 work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment –** Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

FY2022-2027
Idaho K-20 Public Education - Strategic Plan
(Approved February 2021)

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT
To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT
A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES
- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline for implementation.**
   Benchmark: Completed by FY2022

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

I. **Percent of Idaho community college transfers who graduate from four-year institutions.**
Benchmark: 25% or more

II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
Benchmark: 2 year – less than 55%[3]
4 year – less than 20%[3]

GOAL 2: 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 for the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

I. **Percentage of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark:

	Fall	Spring
Kindergarten	50%	60%
1st Grade	60%	65%
2nd Grade	65%	70%
3rd Grade	70%	75%

II. **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark:

Kindergarten	30%
1st Grade	10%
2nd Grade	20%
3rd Grade	20%

III. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Idaho Standards Achievement Test	
Math	
5th Grade	60%
8th Grade	58%
High School	54%
ELA	
5th Grade	69%
8th Grade	68%
High School	74%
Science	
5th Grade	90%
High School	75%

IV. High School Cohort Graduation rate.
Benchmark: 95%[3] or more

V. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60%[1] or more
ACT – 60%[1] or more

VI. Percent of high school graduates who participated in one or more advanced opportunities.
Benchmark: 80%[1] or more

VII. Percent of dual credit students who graduate high school with an Associates Degree.
Benchmark: 3%[2] or more

VIII. Percent of high school graduates who enroll in a postsecondary institution:
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months of high school graduation.
Benchmark: 80%[4] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.
Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
Benchmark: 60%[5] or more

II. Total number of certificates/degrees conferred, by institution per year:
a) Certificates
b) Associate degrees
c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Benchmark
Work Force Certificates	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD

Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Graduate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.
(Distinguish between new freshmen and transfers)
Benchmark: (2 year Institutions) 75%[3] or more
(4 year Institutions) 85%[3] or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50%[3] or more (2yr/4yr)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
Benchmark: 50% or more

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: 60% or more

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollar amount.
Benchmark: 3,000[6] or more, $16M[7] or more

II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less[8]

III. **Percent of high school graduates who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

IV. **Percent cost of attendance** (to the student)
Benchmark: 96%[4] or less of average cost of peer institutions

V. **Average net cost to attend public institution.**
Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. **Expense per student FTE**
Benchmark: $20,000[4] or less

VII. **Number of degrees produced**
Benchmark: 15,000[3] or more

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. **Percentage of students participating in internships.**
Benchmark: 10%[4] or more

II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution[4]

III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark:

IV. **Increase in postsecondary programs tied to workforce needs per year.**
Benchmark: 10[9] or more

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100[9] or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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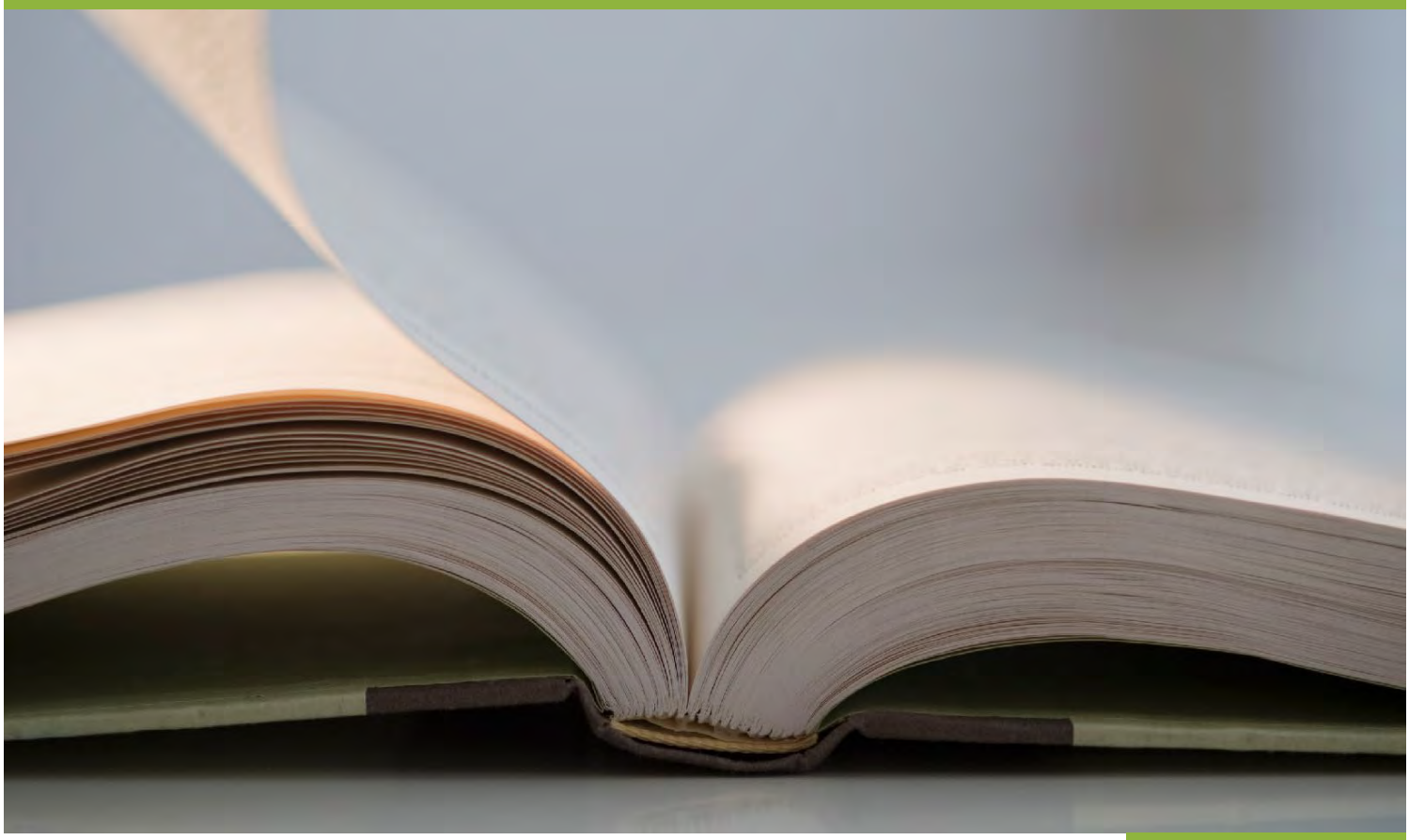
[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.
[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.
[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.
[9] New measure.
[10] Benchmark is set based on projected and currently available state resources.
[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

SAS® EVAAS

An Analysis of Unfinished Teaching and Learning Resulting from the COVID-19 Pandemic

Prepared for the Idaho State Board of Education



Contents

1 Executive Summary

1.1 Background

During the 2019-20 and 2020-21 school years, the COVID-19 pandemic dramatically impacted traditional methods of student learning. Understanding the extent of the impact of students' lost instructional time and how it can vary among student groups is critical to understanding current education needs and developing recovery plans to meet those needs.

To further this understanding about the impact of students' lost instructional time, the Idaho State Board of Education (OSBE) and SAS collaborated to leverage existing student assessment data and yield insight into one way that the pandemic disrupted student learning.

This analysis uses student projections to the 2020-21 school year, which represent their expected performance based on the average schooling experience across the state prior to the pandemic and then compares these projections to students' actual performance on the 2020-21 statewide assessments (2020-21 ISAT assessments in grades 5-8 and 10 and Fall 2020 IRI assessments in grades 1-3).

This analysis investigates unfinished teaching and learning in the following ways:

- Across subjects and grades
- Across schools and districts
- Across student groups such as those with different levels of prior achievement or those with specific demographic characteristics such as socioeconomic status and English Learner status
- Across schools with different characteristics

Using these strategies offers OSBE empirical results to realistically assess the impact of lost instructional time and more effectively monitor students' recovery.

Results are sometimes summarized using effect sizes; positive effect sizes indicate the magnitude by which a group of students exceeded their pre-pandemic trajectory, whereas negative effect sizes indicate the magnitude by which a group of students fell short of their pre-pandemic trajectory or experienced unfinished teaching and learning. Each student is compared to their own expected score based on their assessment data from prior to the pandemic. Any effect size comparisons between student groups do not represent the size of any achievement gaps between the groups; as a result, even if the reported effect sizes representing the impact of the pandemic are similar for two groups, any pre-existing achievement gaps between the groups would largely persist. More information about interpreting effect sizes is included at the end of the executive summary following a summary of the findings.

The sections of the report following the executive summary provide more detail about the analysis.

1.2 Findings

1.2.1 Across Subjects and Grades

- Table 1 below summarizes the effect sizes observed for ISAT ELA and Math assessments in grades 5-8 and 10 and IRI assessments in grades 1-3.

Table 1: Statewide Effect Sizes Across Subjects and Grades

Assessment	Grade	Effect Size
ISAT ELA	5	-0.02
ISAT ELA	6	-0.06
ISAT ELA	7	-0.01
ISAT ELA	8	0.01
ISAT ELA	10	-0.05
ISAT Math	5	-0.12
ISAT Math	6	-0.17
ISAT Math	7	-0.15
ISAT Math	8	-0.13
ISAT Math	10	-0.07
IRI	1	-0.15
IRI	2	-0.18
IRI	3	-0.14

- **In grades 5-8 and 10 ISAT English Language Arts (ELA), students tended to score close to the pre-pandemic expectation, with effect sizes ranging from -0.06 to 0.01, representing little to no impact.** The magnitude of this impact was less than what has been reported in research in other states and national studies. For example, similar analysis in another state found effect sizes ranging from -0.20 to -0.16 for Reading assessments in grades 5–8.[1,2]
- **In grades 5–8 and 10 ISAT Math, there was an observable amount of unfinished teaching and learning represented by effect sizes of -0.17 to -0.07.** The magnitude of this impact was less than what has been reported in research in other states and national studies. For example,

[1] North Carolina State Board of Education and North Carolina Department of Public Instruction (2022). Report to the North Carolina General Assembly: An Impact Analysis of Student Learning During the COVID-19 Pandemic. https://content.govdelivery.com/attachments/NCSBE/2022/03/02/file_attachments/2091616/JLEOC%20Report%20HB196.%20Impact%20on%20Lost%20Instructional%20Time%20for%20SBE%20March.pdf

[2] For examples of other research reporting effect sizes across grades and subjects, see:

Storey, N., & Zhang, Q. (2021, September 10). A Meta-analysis of COVID Learning Loss. https://doi.org/10.35542/osf.io/qekw2

Locke, V., & Patarapichayatham, C. Learning Loss in Reading and Math in U.S. Schools Due to the COVID-19 Pandemic. Istation. https://www.istation.com/Content/downloads/studies/COVID-19_Learning_Loss_USA.pdf

analyses in two other states found effect sizes ranging from -0.31 to -0.27 and -0.52 to -0.38 for Math assessments in grades 5–8[3].

- **Students who took IRI assessments in Fall 2020 fell short of expectations based on the pre-pandemic average schooling experience with effect sizes ranging from -0.18 to -0.14.** The impacts on those assessments were measured over a different time period (Fall 2019 to Fall 2020)[4] and were less than what has been observed in other research and national studies. For example, an analysis spanning a similar time period in another state reported an effect size of -0.23 on a grade 3 ELA assessment.[5]

1.2.2 Across Districts and Schools

- Students in many schools and districts across Idaho met or exceeded the pre-pandemic expectations, suggesting there are many exemplars that could offer valuable lessons learned. About 50 percent of schools and districts met or exceeded the pre-pandemic expectation in ISAT ELA, about 25 percent of schools and districts met or exceeded in ISAT Math, and over 10 percent met or exceeded in IRI.

1.2.3 Differences According to Student-Level Characteristics

- Some student groups exhibited more unfinished teaching and learning than other students, illustrating widening achievement gaps relative to their peers:
  - Students who are economically disadvantaged
  - Students learning English
  - Students who were chronically absent
- For some student groups, there were differences in the observed unfinished teaching and learning compared to their peers, but these differences mirrored those observed prior to the pandemic. In these cases, the observed differences might instead be indicative of ongoing factors independent of the pandemic. These student groups include:
  - Students with the lowest prior achievement in some subjects
  - Students with disabilities
  - Race/ethnicity groups

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[3] North Carolina State Board of Education and North Carolina Department of Public Instruction (2022). Report to the North Carolina General Assembly: An Impact Analysis of Student Learning During the COVID-19 Pandemic. https://content.govdelivery.com/attachments/NCSBE/2022/03/02/file_attachments/2091616/JLEOC%20Report%20HB196.%20Impact%20on%20Lost%20Instructional%20Time%20for%20SBE%20March.pdf

Kogan, V., & Lavertu, S. (2021). How the COVID-19 Pandemic Affected Student Learning in Ohio: Analysis of Spring 2021 Ohio State Tests. The Ohio State University. https://glenn.osu.edu/sites/default/files/2021-10/210828_KL_OST_Final_0.pdf

[4] Due to the different time periods measured for IRI in comparison to ISAT, any differences in the results between the two could be driven in part by differences in students' experience – including any additional impacts or recovery – that occurred during the 2020-21 school year. Students' experience during the 2020-21 school year is reflected in the results for ISAT assessments, whereas it is not in the results for IRI assessments.

[5] Kogan, V., & Lavertu, S. (2021). The COVID-19 Pandemic and Student Achievement on Ohio's Third-Grade English Language Arts Assessment. The Ohio State University. https://glenn.osu.edu/sites/default/files/2021-09/ODE_ThirdGradeELA_KL_1-27-2021.pdf

- Male and female students experienced similar levels of unfinished teaching and learning across all assessments included in the analysis.

1.2.4 Across Different Types of Schools

- Overall, students in virtual schools[6] experienced similar levels of unfinished teaching and learning compared to students not served in virtual schools, but students served in virtual schools tended to experience more unfinished teaching and learning for ISAT assessments and less unfinished teaching and learning for IRI assessments.
- Overall, students in schools classified as "City" and "Rural" tended to experience slightly less unfinished teaching and learning than students in schools classified as "Suburban" and "Town."[7]

1.3 Interpreting Effect Sizes

Interpreting Effect Sizes

Effect sizes are sometimes classified as small, medium, or large to assist with interpretation and whether any differences in student performance are meaningful. Various researchers have offered thoughts on what defines a small, medium, and large effect size.

- Cohen describes +/- 0.20 as small, +/- 0.50 as medium, and +/- 0.80 as large (Cohen, Jacob. *Statistical Power Analysis for the Behavioral Sciences.* 2nd ed. Mahwah, NJ: Lawrence Erlbaum, 1988).
- Hattie describes an effect size of +/- 0.40 as the average seen across all interventions, and +/- 0.40 as the "hinge point" (Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* London: Routledge, 2008).
- Kraft suggested 0.05/-0.05 as small, +/- 0.05 to 0.20 as medium, and > 0.20 or <-0.20 as large based on the distributions of effect sizes and changes in achievement (Kraft, MA. "Interpreting Effect Sizes of Education Interventions." *Educational Researcher*. 2020; 49 (4):241-253).

All of the researchers agree that it is important to interpret results within the distribution of actual results. In other words, what constitutes a small, medium, or large effect size is determined by what is observed in the actual results. For more information about effect sizes observed in Idaho across ISAT assessments prior to the pandemic, see Table 3 on page 15. This table enables interpretations about how effect sizes compare to percentiles in the observed data prior to the pandemic. For example, for grade 5 ELA an effect size of -0.15 corresponds to the 20th percentile in a "typical" year while an effect size of 0.14 corresponds to the 80th percentile in a "typical" year.

[6] For the purposes of this analysis, virtual schools are identified using a flag provided by OSBE. That flag defines virtual schools as "public charter school or a traditional public school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management."

[7] For detailed definitions, see https://nces.ed.gov/surveys/ruraled/definitions.asp

2 Data

2.1 Assessment data

The analysis in this report leveraged student-level assessment data, where available, from 2015-16 through the 2020-21 school year in order to compile a longitudinal data set based on the following assessments:

- ISAT English Language Arts/Literacy in grades 3–8 and 10
- ISAT Mathematics in grades 3-8 and 10
- ISAT Science in grades 5 and 7
- IRI in grades K-3

The ISAT assessments in grades 3-8 and 10 were administered in the spring semester. The IRI assessment is administered in both the fall and the spring.

For each administration, SAS used the following student identifiers, assessment data, and district/school/student flags:

- Student Identifiers
  - Student Last Name
  - Student First Name
  - Student Date of Birth
  - Student Identification Number
- Assessment Information
  - Scale Score
  - Test Taken
  - Tested Grade
  - Test Semester
  - School Number
  - District Number
  - Administration Window
- Student Flags
  - Gender (M, F)
  - Students Learning English (Y, N)
  - Students Who are Economically Disadvantaged (Y, N)
  - Students with Disabilities (Y, N)
  - Students Who are Homeless (Y, N)
  - Students from Military Families (Y, N)
  - Students who are Chronically Absent (Y, N)
  - Students in Foster Care (Y, N)
  - Students from Migrant Families (Y, N)
  - Students Who are At Risk (Y, N)
  - Title I (Y, N)
  - Students Who are Continuously Enrolled
  - Race
    - Asian
    - Black/African American
    - Hispanic or Latino

- Native American or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Multiracial
- White

SAS merged the individual student records over time to create a longitudinal database that tracks individual students' performance across grade levels on state assessments each year. As explained in Section 3, student flags were not included in the analysis for determining students' projected performance but were used to aggregate students into different student groups for comparison.

2.2 Business rules

In creating the longitudinal database, the following business rules were applied regarding student scores. Based on the business rules in this section and the analytic criteria outlined in the next section, 3,001,317 test records out of a total 3,003,248 were included in this analysis, which is about 99.9%.

2.2.1 Students with Records at Multiple Schools in the Same Test Period

If a student is tested at two different schools in a given testing period, then the student's records are examined to determine whether two separate students were inadvertently combined. If this is the case, then the student data is adjusted so that each unique student is associated with only the appropriate scores. When students have valid scores at multiple schools in different subjects, all valid scores are used at the appropriate school.

2.2.2 Outliers

Student assessment scores are checked each year to determine whether they are outliers in context with all the other scores in a reference group of scores from the individual student. These reference scores are weighted differently depending on proximity in time to the score in question. Scores are checked for outliers using related subjects as the reference group. For example, when searching for outliers for Math test scores, all Math subjects are examined simultaneously, and any scores that appear inconsistent, given the other scores for the student, are flagged. IRI data are used solely for outlier identification with IRI.

Scores are flagged in a conservative way to avoid excluding any student scores that should not be excluded. Scores can be flagged as either high or low outliers. It should also be noted that each year, subject, and grade is normalized before checking begins. This helps mitigate any unnecessary flagging of outliers due to a year of assessments shifting across the state as might happen in 2020-21.

This process is part of a data quality procedure to ensure that no scores are used if they were, in fact, errors in the data, and the approach for flagging a student score as an outlier is fairly conservative. Again, students were expected to score lower in 2020-21 due to the pandemic, and this process is more about flagging data that might be erroneous.

Considerations included in outlier detection are:

- Is the score in the tails of the distribution of scores? Is the score very high or low achieving?
- Is the score "significantly different" from the other scores as indicated by a statistical analysis that compares each score to the other scores?
- Is the score also "practically different" from the other scores? Statistical significance can sometimes be associated with numerical differences that are too small to be meaningful.
- Are there enough scores to make a meaningful decision?

To decide whether student scores are considered outliers, all student scores are first converted into a standardized normal Z-score. Then each individual score is compared to the weighted combination of all the reference scores described above. The difference of these two scores provides a t-value of each comparison. Using this t-value, the growth models can flag individual scores as outliers.

There are different business rules for the low outliers and the high outliers, and this approach is more conservative when removing a very high-achieving score.

For low-end outliers, the rules are:

- The percentile of the score must be below 50.
- The t-value must be below -3.5 when determining the difference between the score in question and the weighted combination of reference scores (otherwise known as the comparison score). In other words, the score in question must be at least 3.5 standard deviations below the comparison score.
- The percentile of the comparison score must be above a certain value. This value depends on the position of the individual score in question but will range from 10 to 90 with the ranges of the individual percentile score.

For high-end outliers, the rules are:

- The percentile of the score must be above 50.
- The t-value must be above 4.5 when determining the difference between the score in question and the reference group of scores. In other words, the score in question must be at least 4.5 standard deviations above the comparison score. The percentile of the comparison score must be below a certain value. This value depends on the position of the individual score in question but will need to be at least 30 to 50 percentiles below the individual percentile score.
- There must be at least three scores in the comparison score average.

3 Methods of Analysis

3.1 Overview

This report focuses on a comparison between students' projected 2020-21 performance prior to the pandemic with their actual 2020-21 performance as a viable method to assess lost instructional time. In order to provide this assessment, this analysis engaged in five key steps:

1. **The most recent cohort of students to take assessments prior to the pandemic is used to establish the pre-pandemic experience.** A model is constructed with this cohort of students where the response variables are each individual subject and grade (2018-19 for ISAT, Fall 2019 for IRI) regressed on the prior testing histories of that students. Establishing the relationships of past tests determines the pre-pandemic experience or, in other words, an expected score on the response given a specific set of prior testing data.
2. **Students' prior assessment data (through 2018-19 for ISAT and Fall 2020 for IRI) is used to establish a projected or expected score on a future assessment from the 2020-21 school year (2020-21 ISAT or Fall 2020 IRI).** This projection is based on the students' own prior testing history as well as how the cohort of students who just took the assessment prior to the pandemic performed. In other words, the students with testing data in 2020-21 use their previous tests (2018-19 and earlier for ISAT and Fall 2019 and earlier for IRI) as independent variables in the model established in the step above. For example, a student who last tested as a fourth grader in 2018-19 might have a projected score of 2535 on the next summative assessment as a sixth grader in 2020-21.
3. **Projected scores represent students' expected or average growth trajectories prior to the pandemic.** Each student receives a projected score based on their prior testing history, which assumes that each student had an "average" schooling experience. An average schooling experience in this study is determined by the observed growth of students who took the assessment prior to the pandemic.
4. **With assessment data available during the 2020-2021 school year, it is possible to compare a student's trajectory prior to the pandemic to the student's current performance.** The student's projected score is compared to the current score for the same tested content area. Although the projected score is based on the average pre-pandemic schooling experience, the schooling experience since the beginning of the pandemic is likely to be different. This comparison will indicate the extent to which students have experienced unfinished teaching and learning and diverged from their projected trajectory established prior to the pandemic. Because of the differences in available data, the ISAT comparisons measure the impact of the pandemic from the 2018-19 ISAT administration to the 2020-21 ISAT administration, whereas IRI comparisons measure the impact of the pandemic from the Fall 2019 administration to the Fall 2020 administration.
5. **The individual student scores can be aggregated among students to assess the pandemic's impact on specific student groups.** This aggregation might yield insights into patterns among student subpopulations, subjects, and grades.

This approach was conducted for the most recent year of assessment data (2020-21 ISAT and Fall 2020 IRI) as well as using historical years to provide context for interpreting results for ISAT assessments in grades 5–8. The historical analysis for ISAT assessments in grades 5–8 made projections to the 2017-18 school year using prior test scores from 2016-17 and earlier school years to define the average schooling

experience. The historical analysis considered multiple years as a comparison due to changes in the assessments' content standards and state administration policies.

The sections below provide a more technical explanation of the analytic approach as well as business rules. The Results section summarizes these differences and provides a few ways to contextualize and interpret them.

3.2 Determining Students' Projected Scores

As part of EVAAS web reporting, SAS provides student projections to future statewide assessments, such as ISAT or IRI. This information indicates students' likely performance on future tests based on their prior performance given an "average" schooling experience, and the projections are a resource for educators to plan for students' future success.

The analysis for this report uses a similar methodology to provide student projections to their 2020-21 state assessments. The model provides a projected score for each student based on that student's prior testing performance and assuming the average schooling experience of the most recent cohort of test takers, which was defined prior to the pandemic.

This modeling approach offers the following statistical advantages:

- Projected scores based on multiple scores are more reliable estimates of where students might perform than just a single prior test score. They include more predictive information about students' future performance than the prior year's single score by incorporating multiple subjects, grades, and years of data.[8] This mitigates challenges with measurement error.
- The model does not require students to have all predictors or the same set of predictors as long as a student has at least three prior test scores in any subject and grade. This flexibility is critical in avoiding selection bias as more students can be included in the model itself, even if they have missing data.

These advantages are important features for creating reasonable expectations of student performance for the purposes of this analysis.

It should be noted that, historically in Idaho and in the other states that use the SAS projection model, it is not necessary to add demographic or socioeconomic indicators into the projection model because, to the extent that these factors influence student performance, they are captured indirectly in the students' prior test scores.

For this analysis, there is indication that specific student groups had different experiences during the pandemic that are related to their student characteristics. To investigate these differences, the projection model in this analysis does not include demographic or socioeconomic indicators. However, the aggregation of student residuals based on student characteristics will indicate their potential impact or relationship to unfinished teaching and learning.

More specifically, the projection model is an analysis of covariance (ANCOVA) model. The model parameters are established using the most recent cohort of test takers of that assessment prior to the pandemic. The response variable (y) is the observed score of students from the 2018-19 year (ISAT) or Fall 2019 (IRI), the covariates (x's) are scores on tests the student has already taken up to that point, and the categorical variable is the school at which the student received instruction in the subject, grade,

[8] See, for example, data and results from Ohio's Growth Model Application and Information available at: https://www2.ed.gov/admins/lead/account/growthmodel/oh/index.html.

and year of the response variable (y). Algebraically, the model can be represented as follows for the i^{th} student.

$$y_i = \mu_y + \alpha_j + \beta_1(x_{i1} - \mu_1) + \beta_2(x_{i2} - \mu_2) + \cdots + \epsilon_i \quad (1)$$

The μ terms are means for the response and the predictor variables. α_j is the school effect for the j^{th} school, the school attended by the i^{th} student. The β terms are regression coefficients. Projections to the future are made by using this equation with estimates for the unknown parameters (μs, βs, sometimes α_j). The parameter estimates (denoted with carets or "hats," e.g., $\hat{\mu}$, $\hat{\beta}$) are obtained using the cohort of test takers in the 2018-19 school year (ISAT) or Fall 2019 (IRI) with their observed tests as the response variables. These estimates are then used to establish a projection for students based on the experiences of students prior to the pandemic. The resulting projection equation for the i^{th} student is as follows:

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \cdots + \epsilon_i \quad (2)$$

The corresponding $\hat{\alpha}_j$ term from equation (1) is omitted to assume the "average schooling experience" such that the average schooling experience equates to the average growth observed among the population of test-takers with the average school across the state from the 2018-19 school year for each tested content area (ISAT) or from Fall 2018 to Fall 2019 (IRI).

Two difficulties must be addressed to implement the estimation and use of this model. First, not all students will have the same set of predictor variables due to missing test scores. Second, because this is an ANCOVA model with school as a random effect, the regression coefficients must be "pooled-within-school" regression coefficients. The strategy for dealing with missing predictors is to estimate the joint covariance matrix (C) of the response and the predictors. Let C be partitioned into response (y) and predictor (x) partitions, that is,

$$C = \begin{bmatrix} c_{yy} & c_{yx} \\ c_{xy} & C_{xx} \end{bmatrix} \quad (3)$$

This matrix is estimated using the Expectation Maximization algorithm for estimating covariance matrices in the presence of missing data provided by the Multiple Imputation procedure in SAS/STAT® (although no imputation is actually used). It should also be noted that, because this model is an ANCOVA model, *C* is a pooled-within school covariance matrix. This is accomplished by providing scores to the EM algorithm that are centered around group means (i.e., the group means are subtracted from the scores) rather than around grand means. Obtaining *C* is an iterative process since group means are estimated within the EM algorithm to accommodate missing data. Once new group means are obtained, another set of scores is fed into the EM algorithm again until *C* converges. This overall iterative EM algorithm is what accommodates the two difficulties mentioned above. The estimation only includes students who had a test score for the response variable in the most recent administration *and* who had at least three predictor variables. Given such a matrix, the vector of estimated regression coefficients for the projection equation (2) can be obtained as:

$$\hat{\beta} = C_{xx}^{-1} c_{xy} \quad (4)$$

This allows one to use whichever predictors a student has to get that student's projected y-value ($\hat{y}_i$). Specifically, the C_{xx} matrix used to obtain the regression coefficients *for a particular student* is that subset of the overall C matrix that corresponds to the set of predictors for which this student has scores. Once the parameter estimates for the projection equation have been obtained, projections can be made for any student with any set of predictor values. Again, to protect against bias due to measurement

error in the predictors, projections are typically made only for students who have at least three available predictor scores.

The table below summarizes the data used to generate projections representing a pre-pandemic average schooling experience.

Table 2: Data Used to Determine Students' Projected Score

Projected score in SY20-21 on…	Prior years' data through SY18-19 (ISAT) or through Fall 2019 (IRI) used to calculate projected score
ISAT ELA and Math for grades 5-8	ELA and Math in grades 3-6*
ISAT ELA and Math for grade 10	ELA and Math in grades 7 and 8
IRI for grades 1-3	IRI Subcomponents (Letter Knowledge, Listening Comprehension, Phonemic Awareness, Vocabulary, Alphabetic Decoding, Reading Comprehension, Spelling, Text Fluency) in grades K-3

***Note: Due to suspended assessments in the SY19-20, ELA and Math scores were not available from grade 7 to make projections to SY20-21 ELA and Math in grade 8.**

In this analysis, student scores from the 2018-19 school year (ISAT) and Fall 2019 (IRI) were used as the response to create the underlying parameter estimates in the projection equations. These parameter estimates define the relationships between prior tests or predictors and the response subject and grade. In other words, these relationships indicate how one test can provide information about where students are likely to score on another test. The set of predictors that were considered in each of these models are listed above in Table 1. Once these parameter estimates were obtained, these models were used to create projected scores for the 2020-21 school year using predictor test scores through the 2018-19 school year (ISAT) or Fall 2020 (IRI). This creates a projected score for students who tested during the 2020-21 school year that was based on experiences or relationships defined prior to the pandemic and their own individual set of prior testing history.

3.3 Students' Actual Scores

In this analysis, a student's actual score is the scale score that they obtained on the state summative assessment in the 2020-21 school year, either from the 2020-21 ISAT administration or Fall 2020 IRI.

3.4 Difference Between Students' Projected and Actual Scores

Because the projected scores and actual scores are in the same scaling units, the difference between them is a simple subtraction problem. *For each student, the difference is calculated as the actual score minus the projected score*.

A difference of zero indicates that a student scored where they were projected to score. A positive difference indicates that a student exceeded their projected score or, in other words, that the student made more growth than the average pre-pandemic schooling experience given their set of prior testing data. A negative difference indicates that a student fell short of their projected score or, in other words, that the student made less growth than the average pre-pandemic schooling experience given their set

of prior testing data. The average schooling experience was defined by the most recent cohort of test-takers who took the test prior to the pandemic.

As previously noted, the impact of the pandemic and resulting unfinished teaching and learning is measured over slightly different time periods for ISAT assessments and IRI. For ISAT, unfinished teaching and learning is measured from the 2018-19 ISAT administration to the 2020-21 ISAT administration. For IRI, unfinished teaching and learning is measured from the Fall 2019 IRI administration to the Fall 2020 IRI administration.

No conclusions should be drawn for individual students, but an aggregation of student results does provide a more robust indicator of how students' observed performance differed from their pre-pandemic projected scores. Typically and in non-pandemic years, the average schooling experience does not vary significantly from one year to the next. As a result, in a "normal" school year, the students in a state will, on average, score close to where they were projected to score, although this might not hold true for students in specific schools or student groups.

However, in this analysis the projected scores were based on the pre-pandemic average schooling experience. Thus, it is possible that some students fell short of their projected scores due the pandemic's impact and the resulting unfinished teaching and learning.

3.5 Conversion of Differences to Effect Sizes

In order to standardize the differences across grades and provide a more meaningful interpretation, the residual that is in the scaling units of the test is then divided by the standard deviation of the student-level achievement distribution based on the statewide distribution of student scores in a specific tested content area (like 2018-19 ISAT Math in grade 7) to create an effect size. This effect size or "standardized residual" is helpful in interpreting results across grades.

With this standardized residual, it is possible to assess whether certain grades, schools, or student groups were disproportionately impacted. All of the results are expressed in terms of the effect size.

The effect size can be classified as small, medium, or large to assist with interpretation and whether any differences in student performance are meaningful. Various researchers have offered thoughts on what defines a small, medium, and large effect size.

- Cohen describes 0.20 as small, 0.50 as medium, and 0.80 as large (Cohen, Jacob. *Statistical Power Analysis for the Behavioral Sciences.* 2nd ed. Mahwah, NJ: Lawrence Erlbaum, 1988).
- Hattie describes an effect size of 0.40 as the average seen across all interventions, and 0.40 as the "hinge point" (Hattie, John, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* London: Routledge, 2008).
- Kraft suggested < 0.05 as small, 0.05 to 0.20 as medium, and > 0.20 as large based on the distributions of effect sizes and changes in achievement (Kraft MA. "Interpreting Effect Sizes of Education Interventions." *Educational Researcher*. 2020; 49 (4):241-253).

All of the researchers agree that it is important to interpret results within the distribution of actual results. In other words, what constitutes a small, medium, or large effect size is determined by what is observed in the actual results.

For a comparison, Table 3 provides school-level effect sizes for a "typical" pre-pandemic school year for ISAT ELA and Math in grades 5–8 and 10 using results from the 2018-19 school year. The values in the table represent the school-level effect sizes that can be used to put effect sizes reported in the analysis

into the context of how they compare to schools at different percentiles in the most recent pre-pandemic year. For example, for grade 5 ELA an effect size of -0.15 corresponds to the 20th percentile in a "typical" year while an effect size of 0.14 corresponds to the 80th percentile in a "typical" year.

Table 3: Pre-Pandemic School-Level Effect Size Percentiles

	Percentile										
Assessment	5	10	20	30	40	50	60	70	80	90	95
Grade 5 ELA	-0.27	-0.22	-0.15	-0.08	-0.03	0	0.03	0.07	0.14	0.22	0.31
Grade 6 ELA	-0.26	-0.21	-0.13	-0.08	-0.04	0	0.04	0.08	0.13	0.21	0.29
Grade 7 ELA	-0.27	-0.22	-0.14	-0.08	-0.04	-0.01	0.04	0.09	0.14	0.19	0.26
Grade 8 ELA	-0.26	-0.19	-0.12	-0.07	-0.03	-0.01	0.03	0.07	0.12	0.21	0.29
Grade 10 ELA	-0.25	-0.21	-0.14	-0.09	-0.05	0	0.03	0.09	0.13	0.23	0.32
Grade 5 Math	-0.47	-0.31	-0.16	-0.09	-0.05	0.01	0.05	0.1	0.2	0.34	0.44
Grade 6 Math	-0.34	-0.26	-0.17	-0.11	-0.06	-0.01	0.04	0.09	0.16	0.26	0.38
Grade 7 Math	-0.33	-0.23	-0.16	-0.12	-0.07	0	0.04	0.1	0.16	0.25	0.36
Grade 8 Math	-0.33	-0.29	-0.16	-0.11	-0.06	0	0.04	0.1	0.16	0.26	0.35
Grade 10 Math	-0.27	-0.2	-0.11	-0.07	-0.04	0	0.03	0.07	0.13	0.19	0.26

The analysis does not report statistical significance. This is a common statistical metric used to establish a confidence band around the likely range of values for an effect size. It is related to the number of students included in the analysis as well as other factors. Given the number of students included in the analysis, almost all differences in student performance are classified as statistically significant. Given the purpose of this research, the effect size is a more useful measure for determining the relevance of any differences in student performance.

3.6 Historical comparisons

The analysis compares students' projected performance to their actual performance based on a prior cohort of students for ISAT assessments in grades 5–8. Actual performance on 2017-18 assessments is compared to projections based on prior performance in the 2015-16 and 2016-17 school years. The

method of analysis for the historical comparisons is similar to what is described for the 2020-21 comparison above.

4 Results

A brief description of the information provided in the results is below, and results are provided in a separate document. This description will assist with interpretation. With the exception of correlations, actual results based on effect sizes are provided separately.

4.1 Student-Level Effect Size Distributions

The "Distribution Shift" plots are histograms displaying the distribution of student-level effect sizes of residuals (actual score minus expected score). The plots are available for both groups of assessments and individual assessments. Comparisons to 2018 results for ISAT assessments in grades 5–8 are included to illustrate how the residuals have shifted.

4.2 Effect Size by Subject Grade

The "Effect Size by Subject Grade" bar charts provide the average state-level effect size by assessed content area.

The Y axis lists the available subjects and grades as well as two overall "All Subjects" categories, one with all available assessments ("All Subjects (ISAT and IRI)") and one with only the assessments for which a prior year comparison is available ("All Subjects (ISAT 5–8").

The X axis shows the average effect size based on all student residuals for that subject/grade. As a reminder, the effect size is the standardized residual between students' actual and projected score for a specific assessment. Each bar chart shows the average standardized residual for all students who took the assessment in the 2020-21 school year (2020-21 for ISAT and Fall 2020 for IRI).

For context in interpretation, the 2021 results are shown alongside the 2018 results where available. This enables comparisons of any trends evident in the 2021 data to trends evident in the 2018 data. In addition to the effect sizes, the charts include columns reporting the average achievement (in scale score points) and the percentage of students scoring at or above Proficient.

Similar information is provided in tables, with the addition of student counts. In these tables, the Count column represents the number of student records that were used in the analysis, i.e., the scores met all analytic criteria for inclusion, and there was sufficient data for an individual student to calculate the difference between the student's actual and projected score. In the "All Subjects" rows an individual student can be included more than once if that student has records in multiple assessments, such as ISAT Math grade 5 and ISAT ELA grade 5.

4.3 Effect Size by Subject Grade for Specific Groups

The "Effect Size by Subject Grade" bar charts are also provided based on whether a student has a specific student, school, or district flag. The interpretation is similar to what is described above; however, rather than present one bar chart per assessment, these graphics have two or more bar charts per assessment. For example, for a given assessment, there is an effect size based on all students who are considered students who are learning English next to an effect size based on all students who are not considered students who are learning English. Similar data is available for other student-level flags. There are also results available for school-level characteristics, such as virtual schools or charter schools.

4.4 School and District Scatterplots

To illustrate the level of school- and district-level variation the "School Effect Size versus % Economically Disadvantaged" and "District Effect Size versus % Economically Disadvantaged" display one point for each school or district. Effect sizes are plotted on the vertical axis and the percentage of a school or district's students that are economically disadvantaged are plotted on the horizontal axis. Points at or above the line represent schools or districts that on average met or exceeded pre-pandemic expectations for a given set of assessments, whereas those below the line fell short of the pre-pandemic expectations. The percentage of schools and districts exceeding the pre-pandemic expectation for each group of assessments is reported in each plot.

4.5 Correlations between Observed and Projected Scores

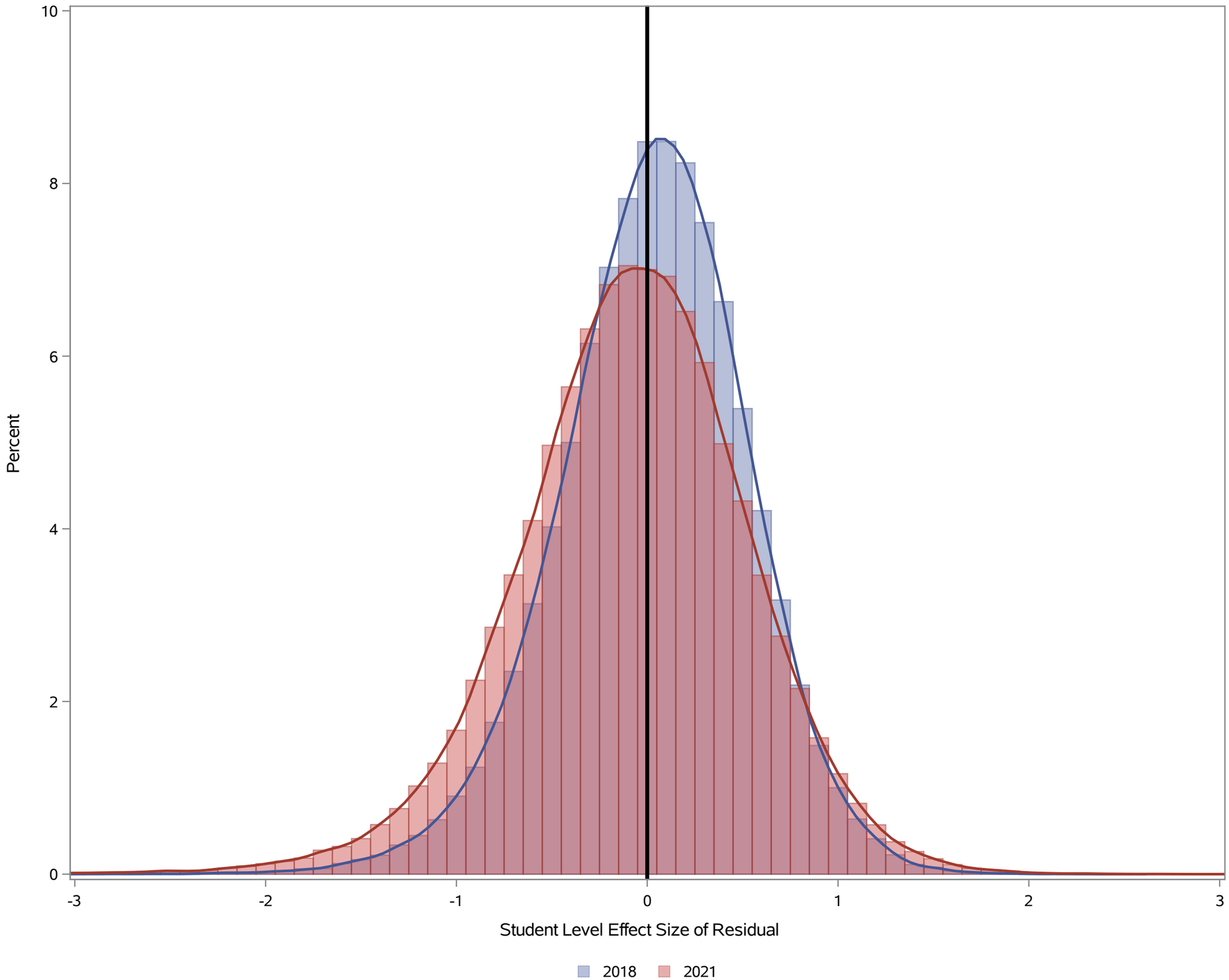
The correlation table below reports the correlation value between students' observed and projected scores for a given school year. For example, in the column "Correlation 2018," the correlation is based on students' actual scores from the 2017-18 school year and their projected scores to the 2017-18 school year.

The purpose of this information is to provide context about the predictive relationship between students' projected and observed scores in a given year. Correlations in 2018, where available, were made one year out using the experience of the 2016-17 school year's test takers. Correlations for 2021 are made two years out using the experience of the 2018-19 test takers. For some assessments, the correlation is slightly lower in 2021. This is not only due to the projections being two years out but due to the experience during and before the pandemic being different as well as more volatility in individual student scores during the pandemic. Regardless, the correlations tend to be very strong across all years and subjects

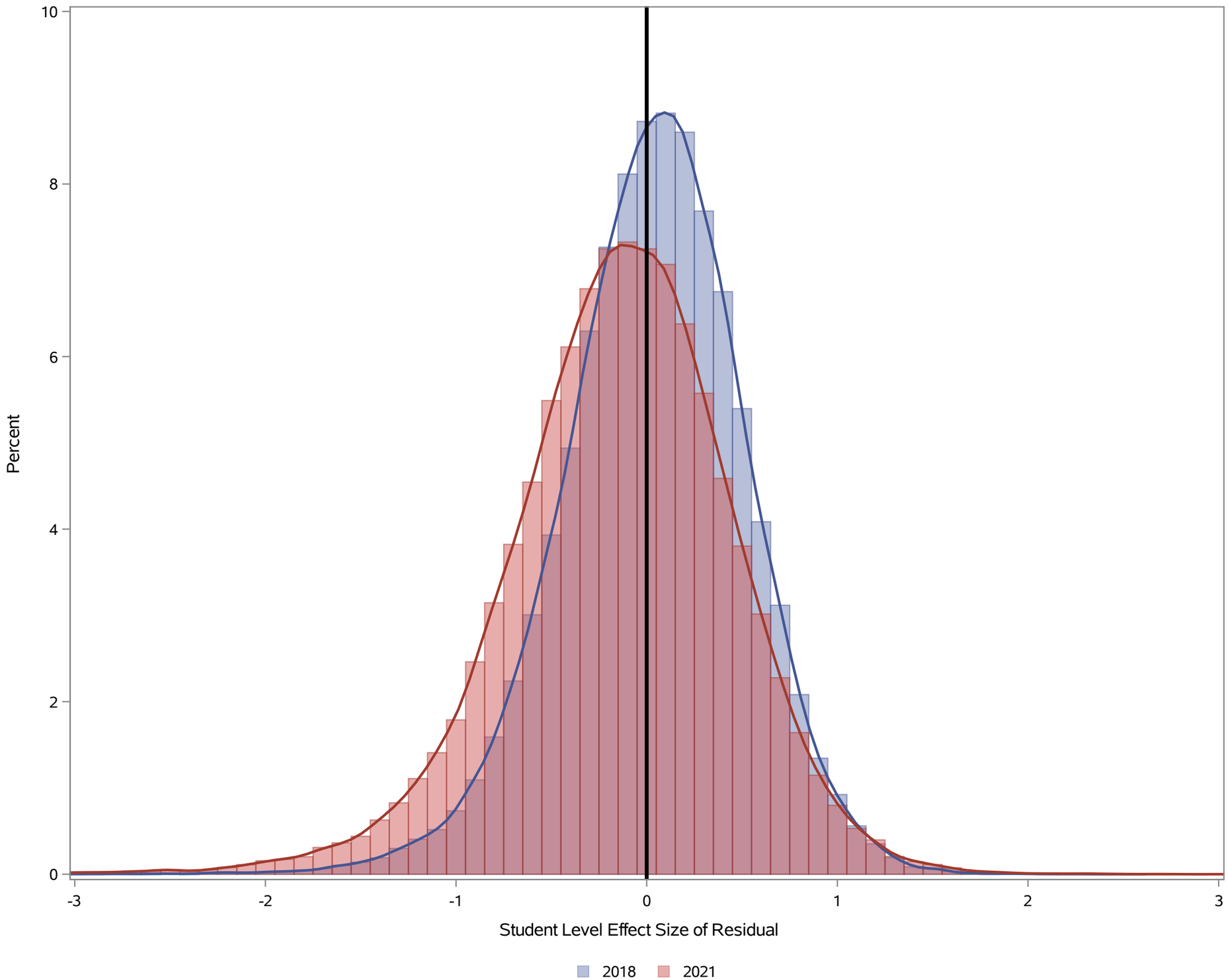
Table 4: Correlations between Students' Projected and Actual Scores in 2018 and 2021

Subject	Correlation 2018	Correlation 2021
Grade 5 ELA	0.8457	0.7828
Grade 6 ELA	0.8516	0.8000
Grade 7 ELA	0.8504	0.8010
Grade 8 ELA	0.8572	0.8152
Grade 10 ELA	N/A	0.8041
Grade 5 Math	0.8648	0.7998
Grade 6 Math	0.8655	0.8215
Grade 7 Math	0.8770	0.8322
Grade 8 Math	0.8819	0.8271
Grade 10 Math	N/A	0.8069
Grade 1 IRI	N/A	0.7177
Grade 2 IRI	N/A	0.7894
Grade 3 IRI	N/A	0.8596

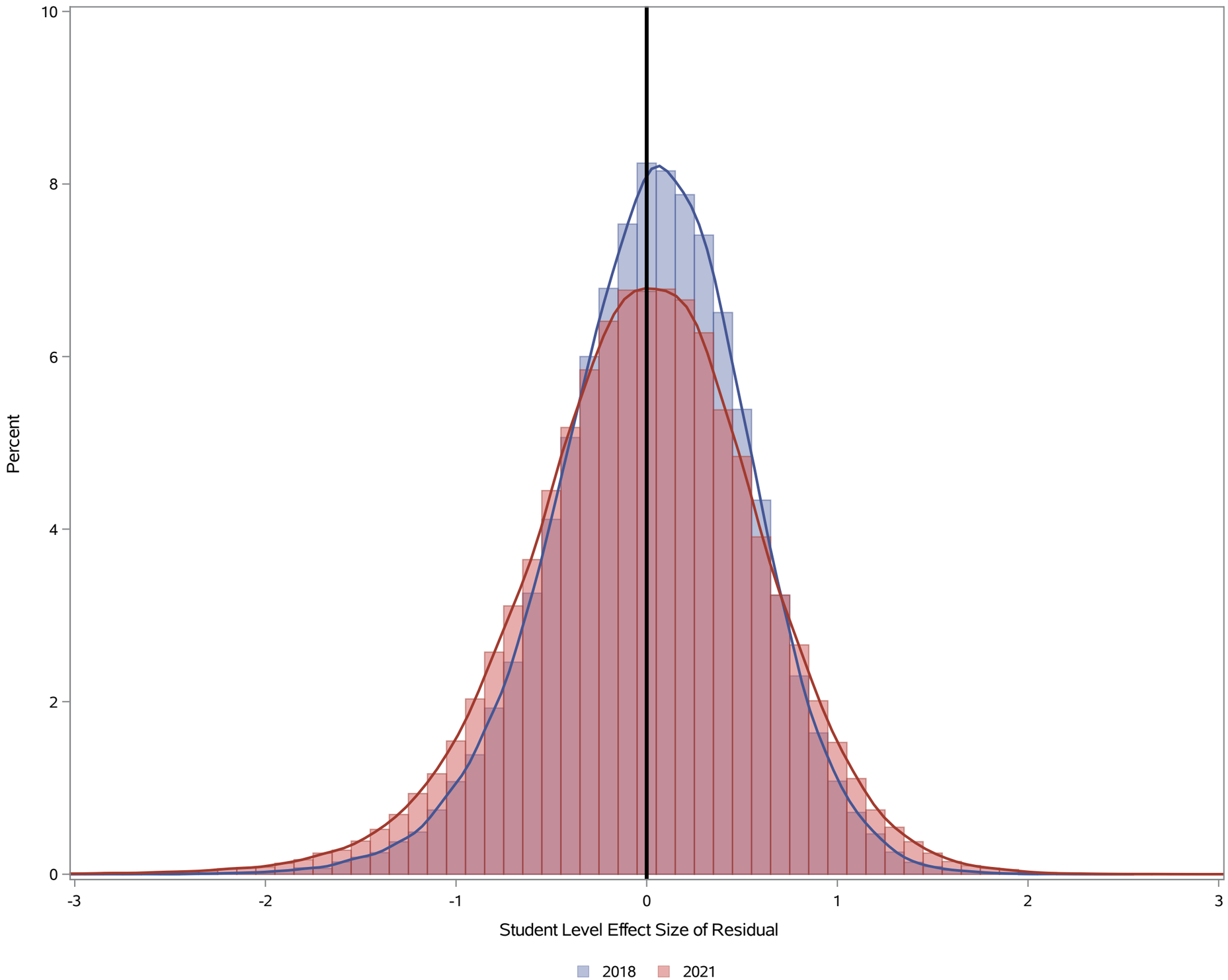
Distribution Shift of Difference Between Actual and Projected by Year
All Subjects (ISAT 5-8)



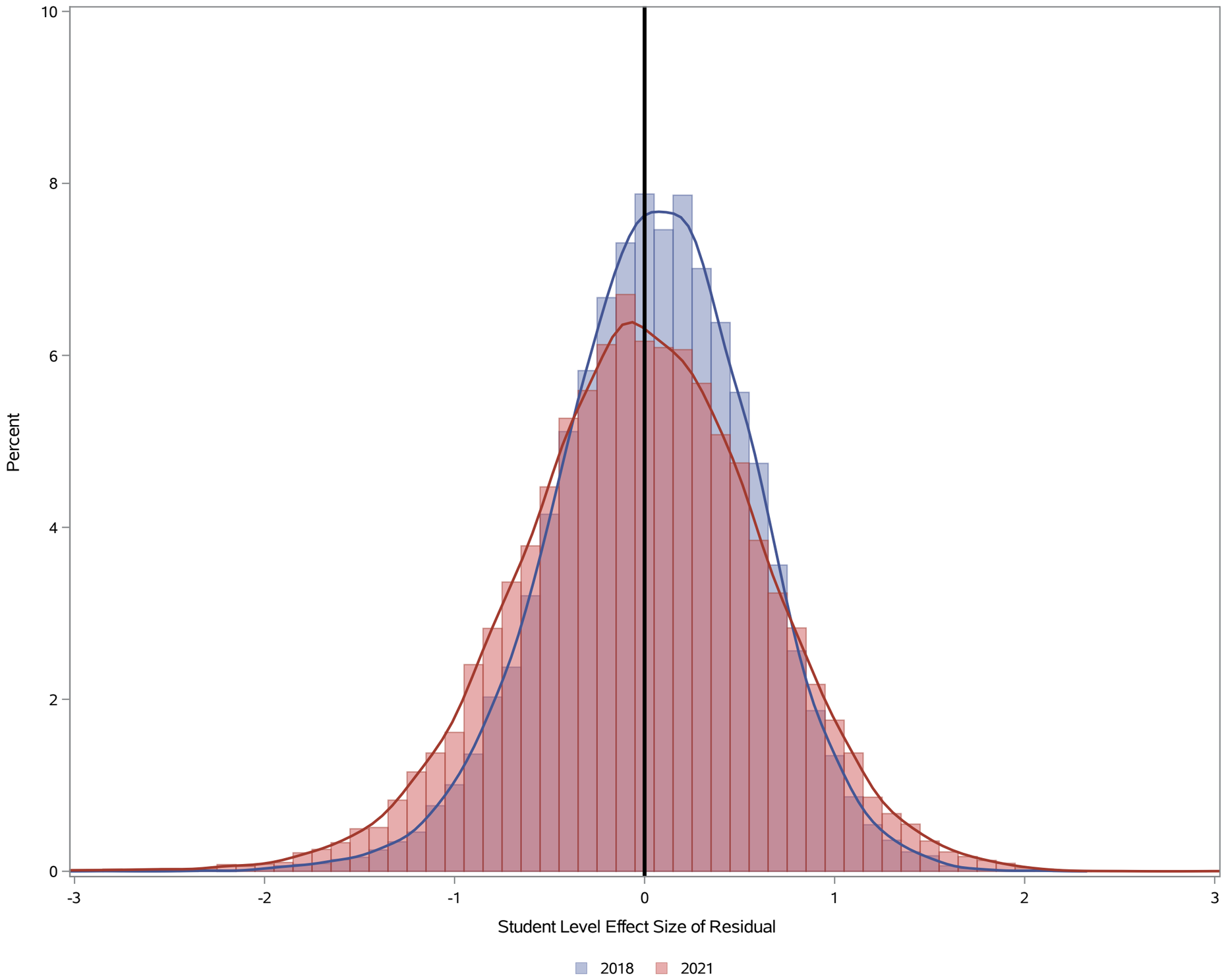
Distribution Shift of Difference Between Actual and Projected by Year
ISAT Math 5-8



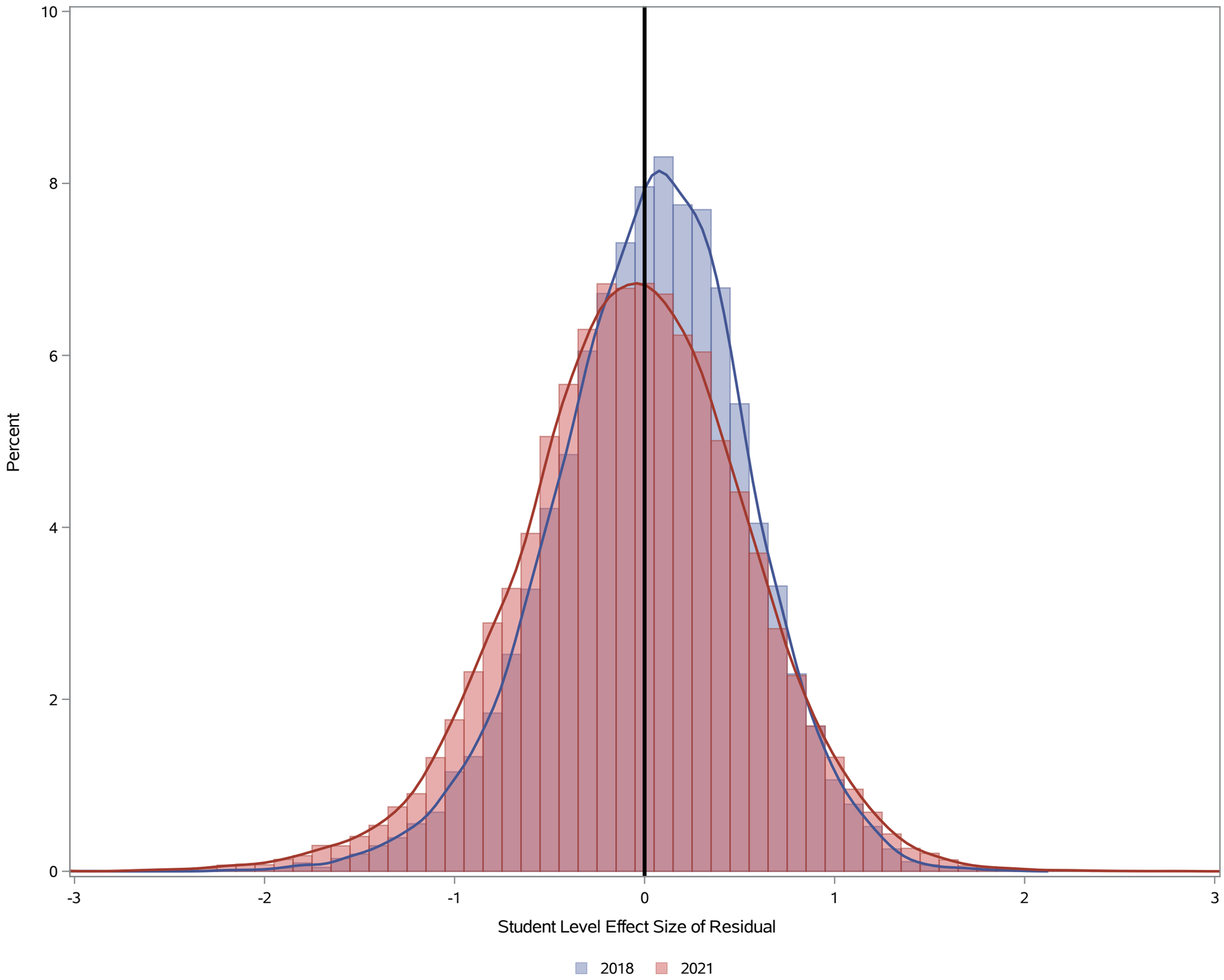
Distribution Shift of Difference Between Actual and Projected by Year
ISAT ELA 5-8



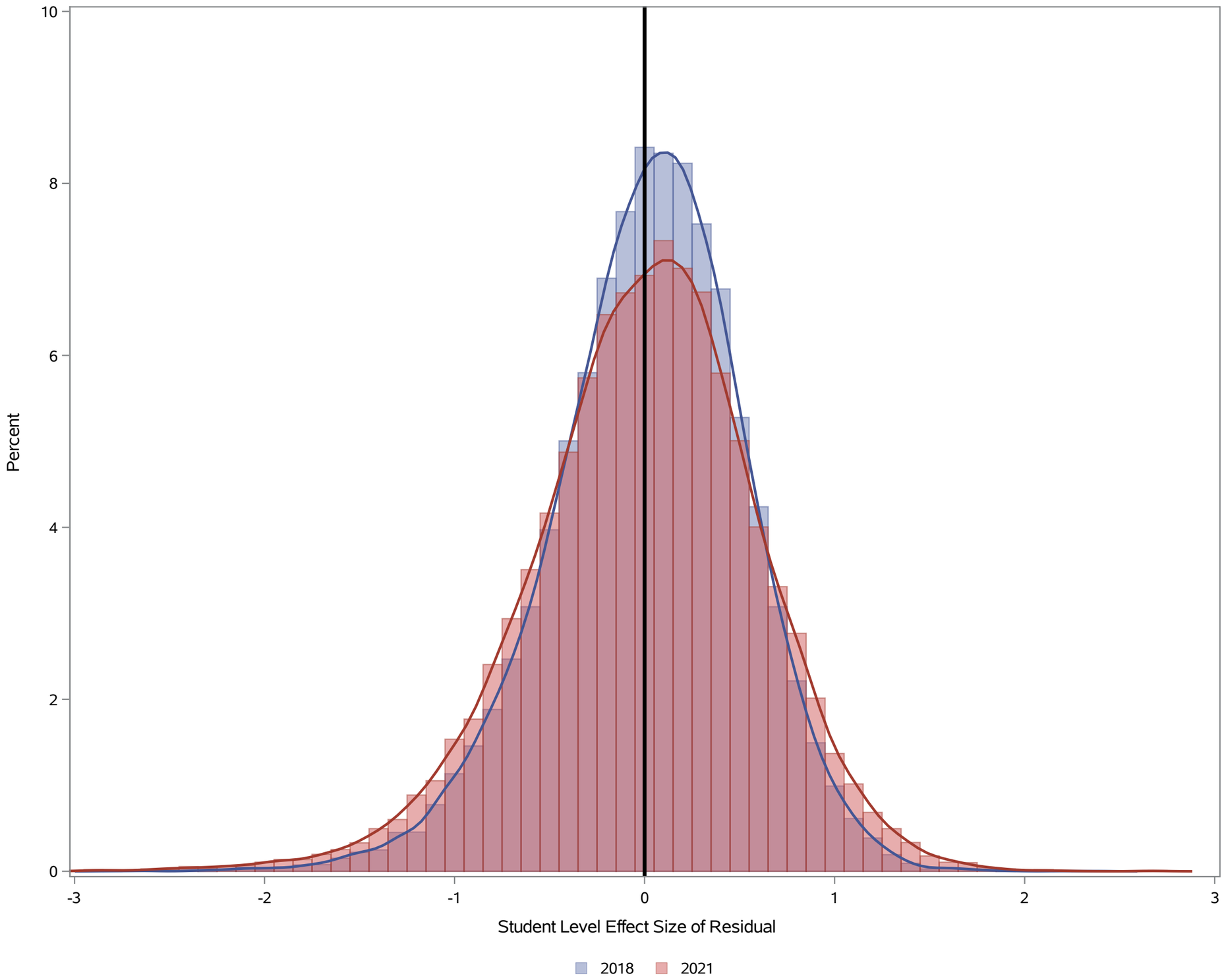
Distribution Shift of Difference Between Actual and Projected by Year
ELA Grade 5



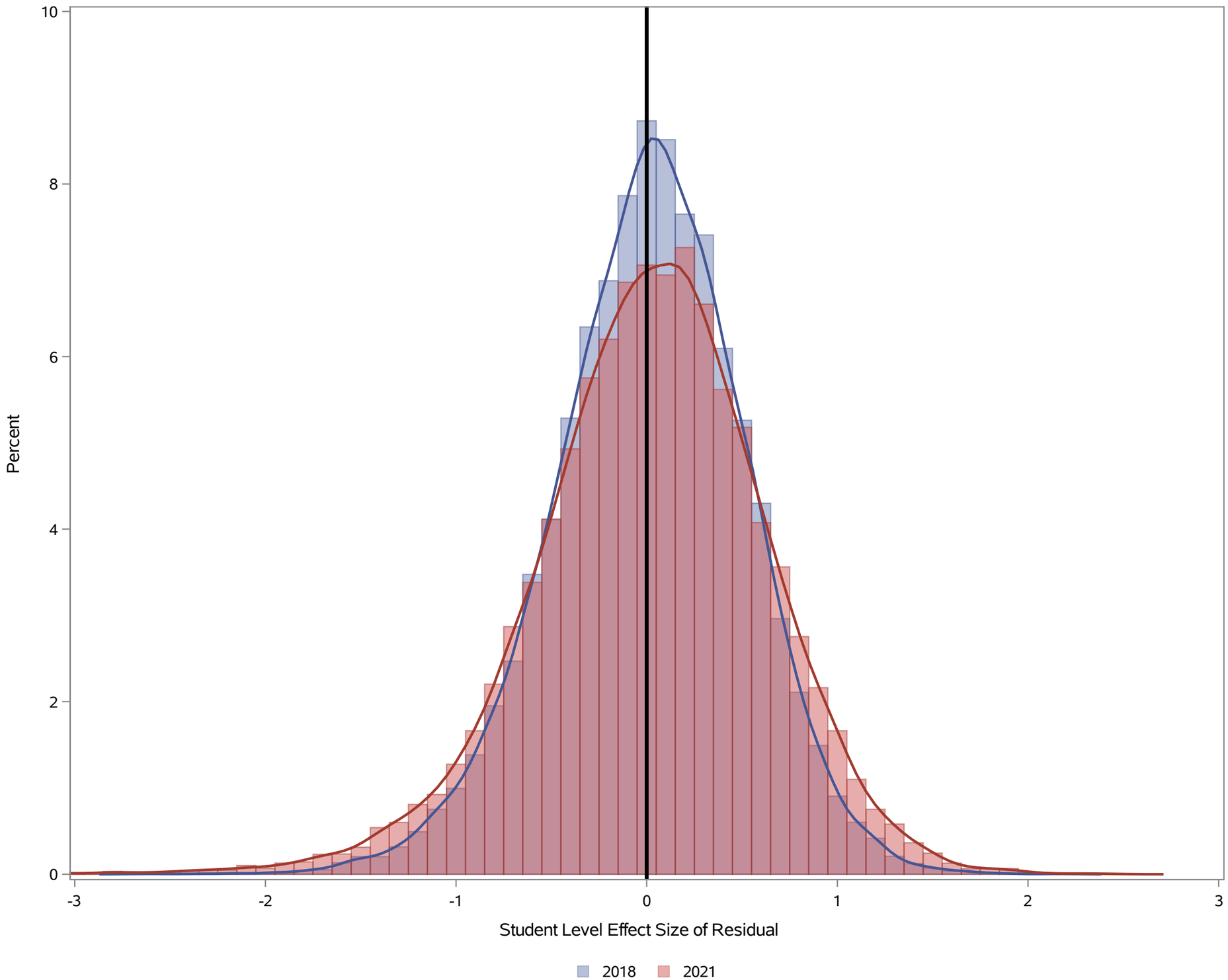
Distribution Shift of Difference Between Actual and Projected by Year
ELA Grade 6



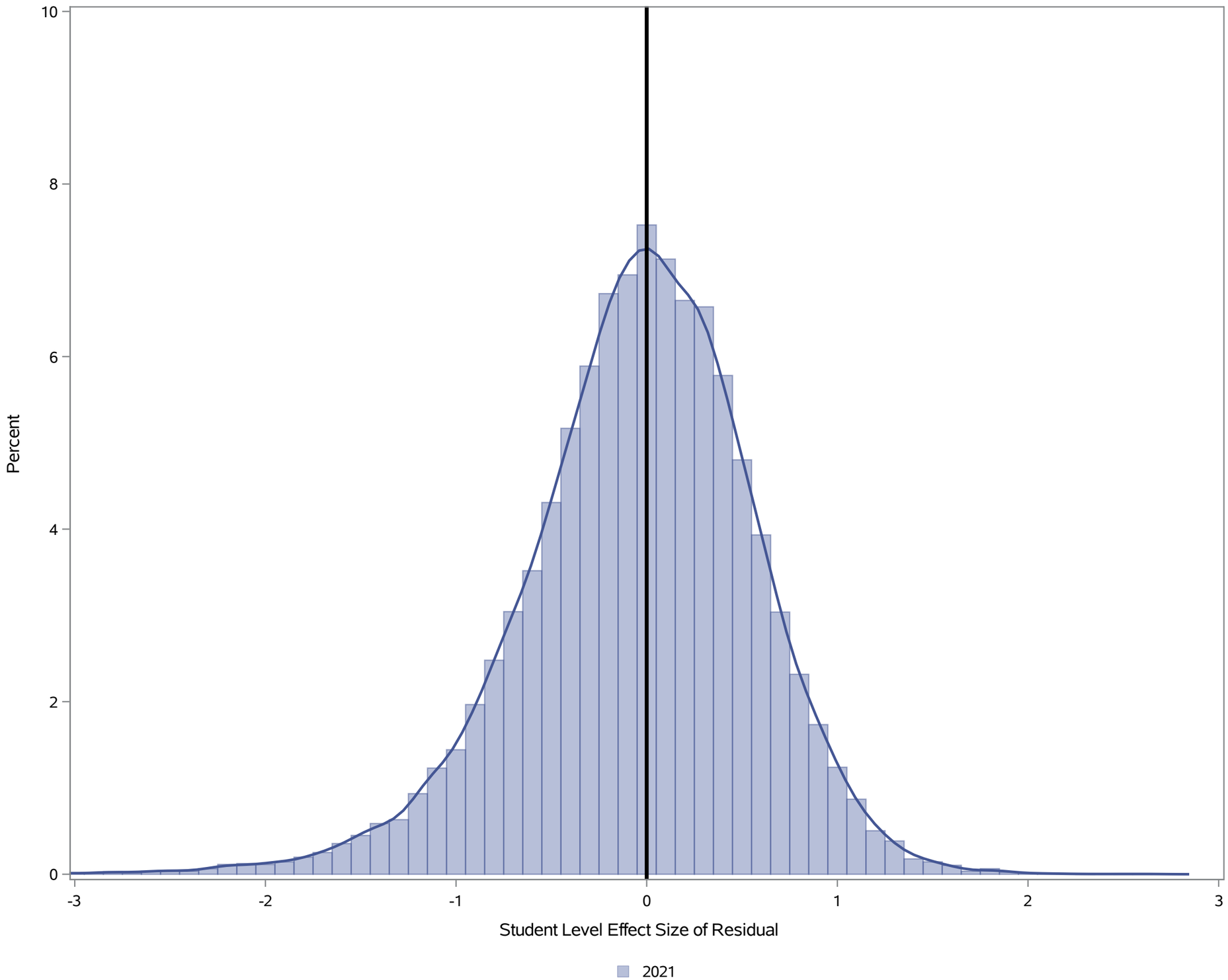
Distribution Shift of Difference Between Actual and Projected by Year
ELA Grade 7



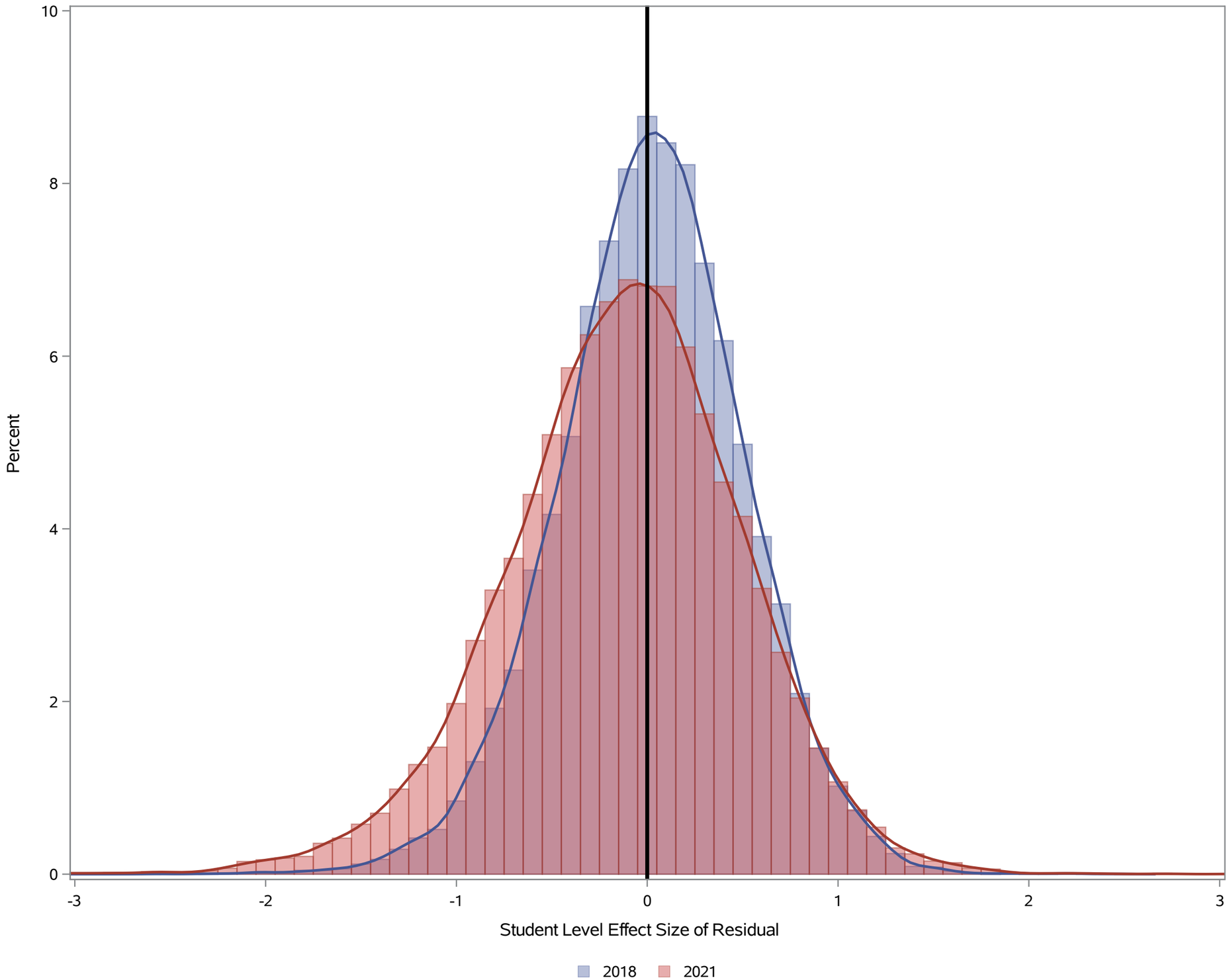
Distribution Shift of Difference Between Actual and Projected by Year
ELA Grade 8



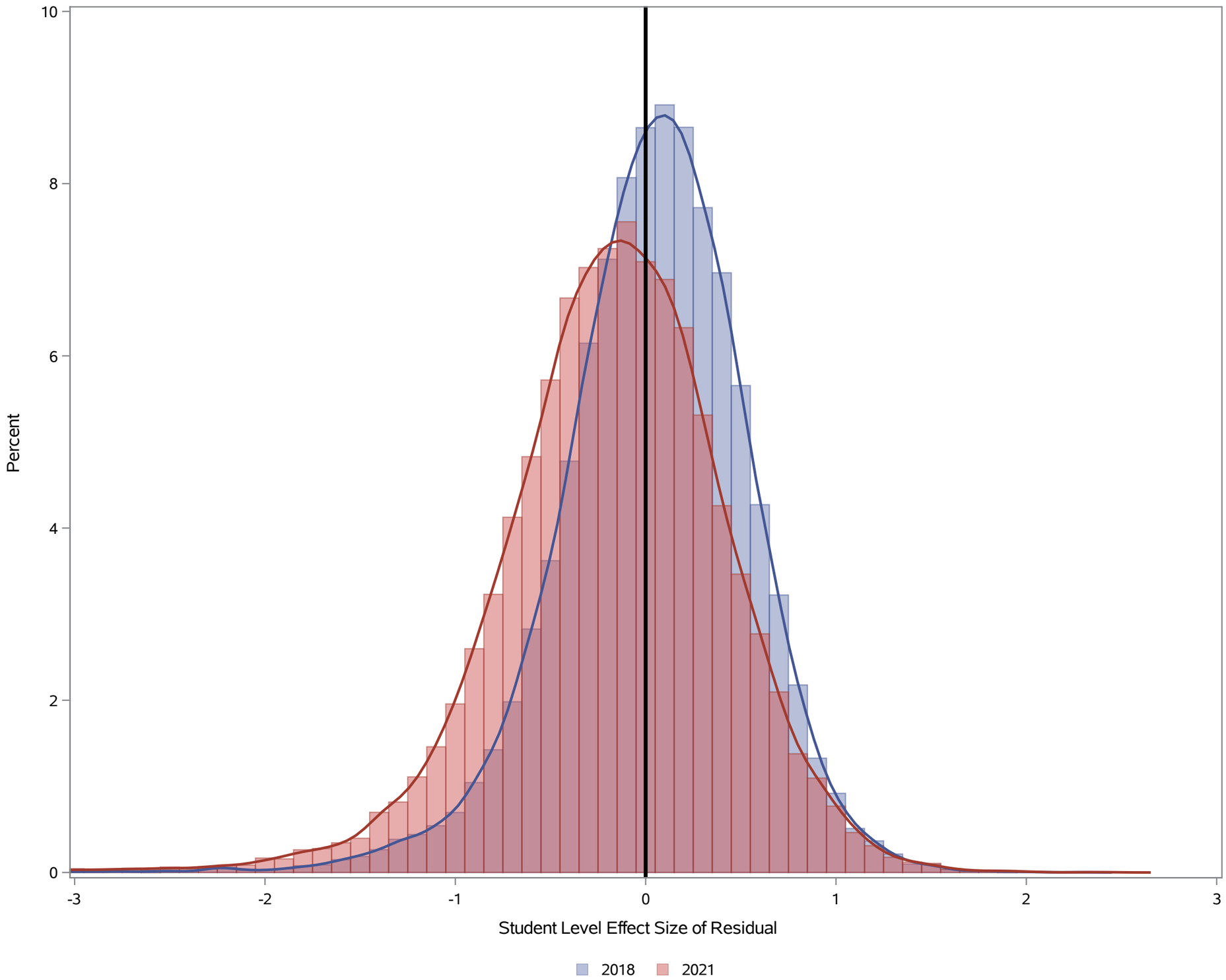
Distribution Shift of Difference Between Actual and Projected by Year
ELA Grade 10



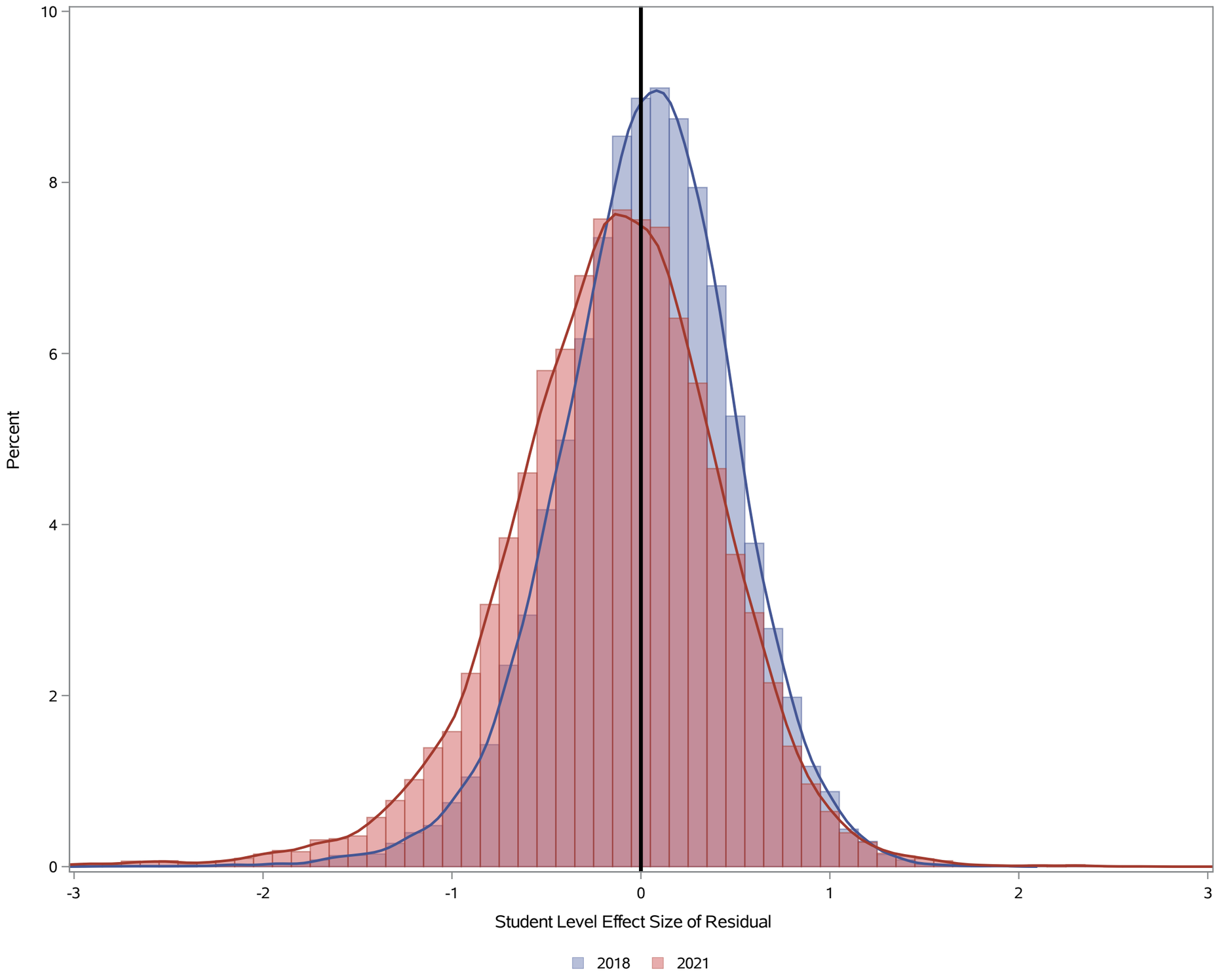
Distribution Shift of Difference Between Actual and Projected by Year
Math Grade 5



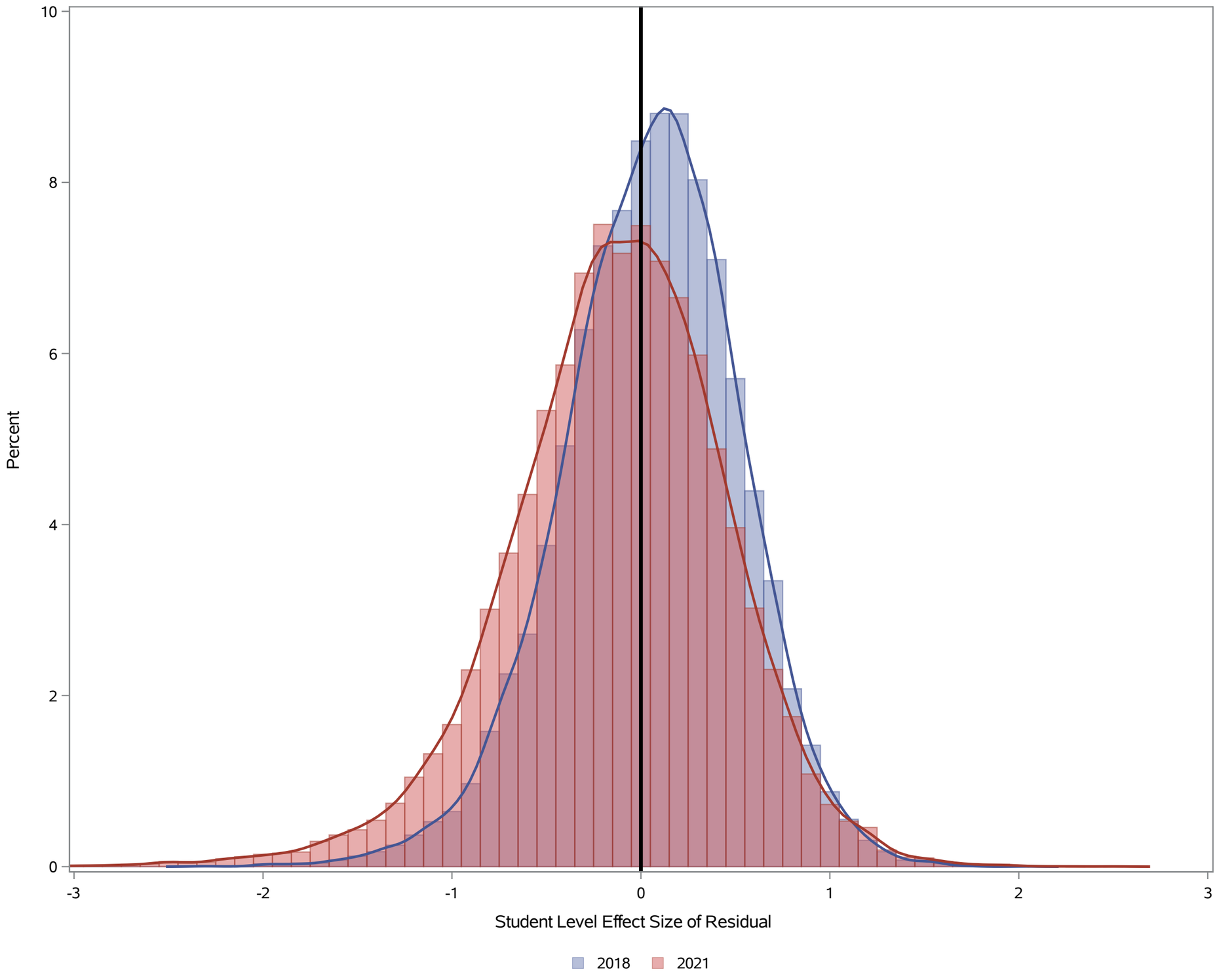
Distribution Shift of Difference Between Actual and Projected by Year
Math Grade 6



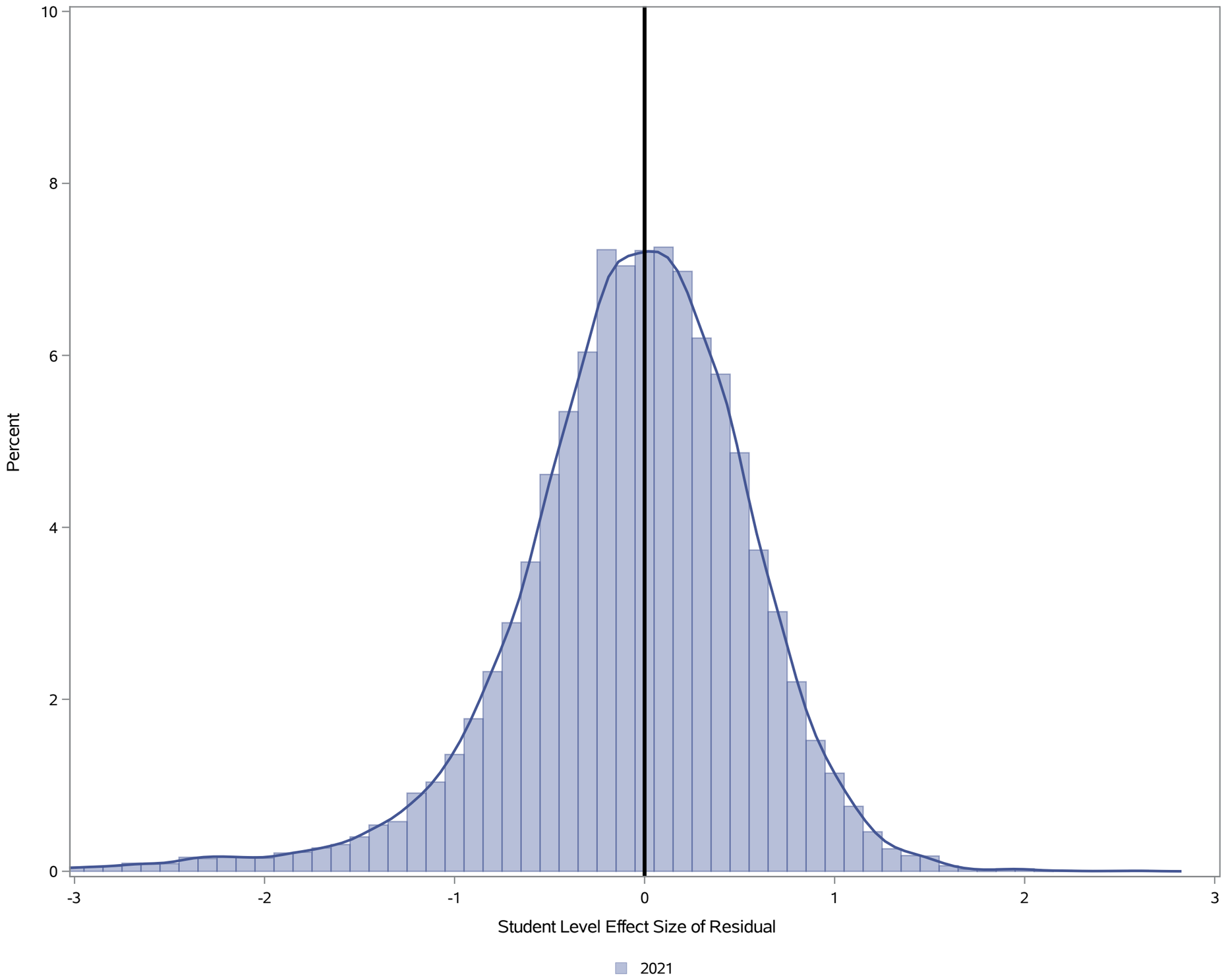
Distribution Shift of Difference Between Actual and Projected by Year
Math Grade 7



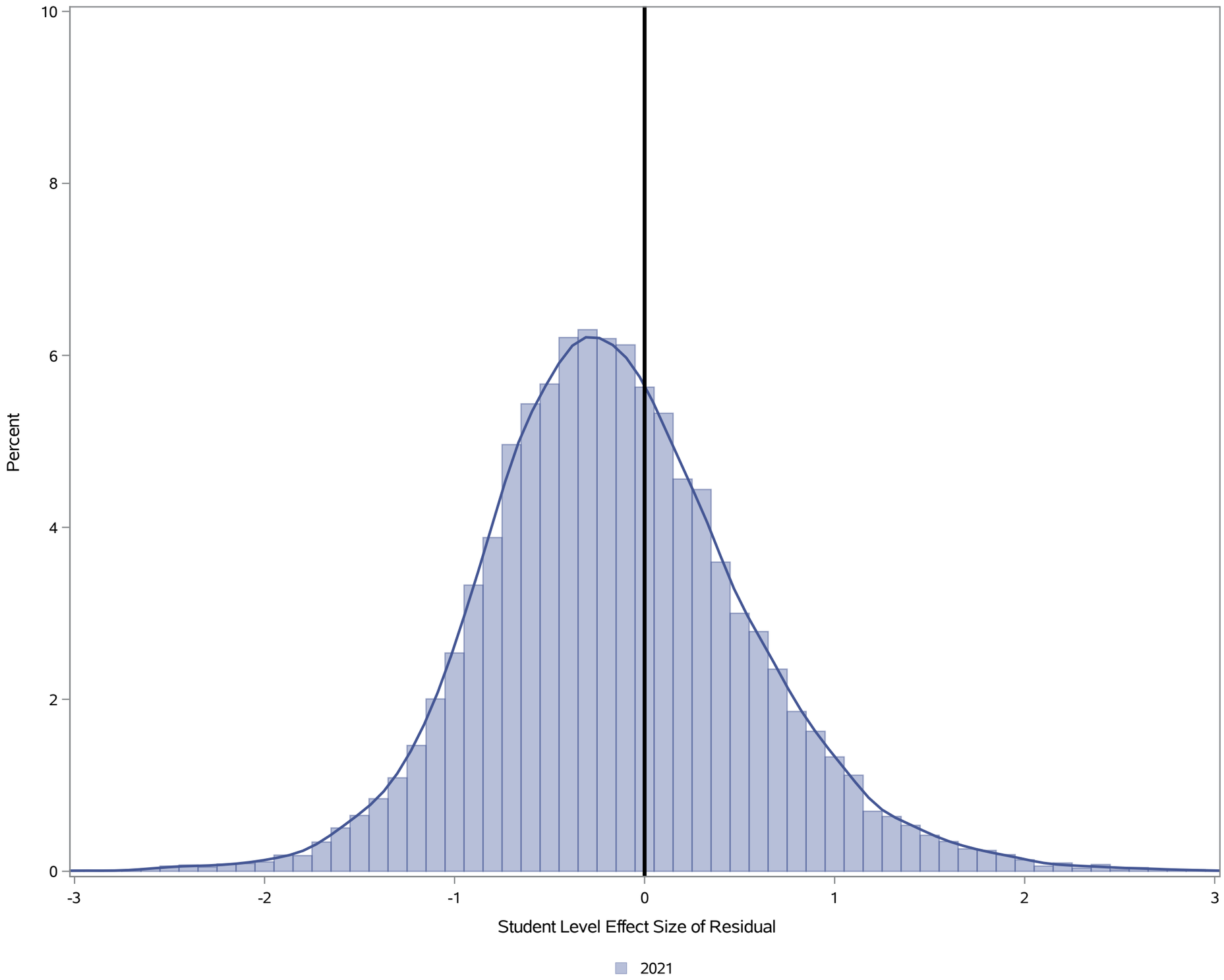
Distribution Shift of Difference Between Actual and Projected by Year
Math Grade 8



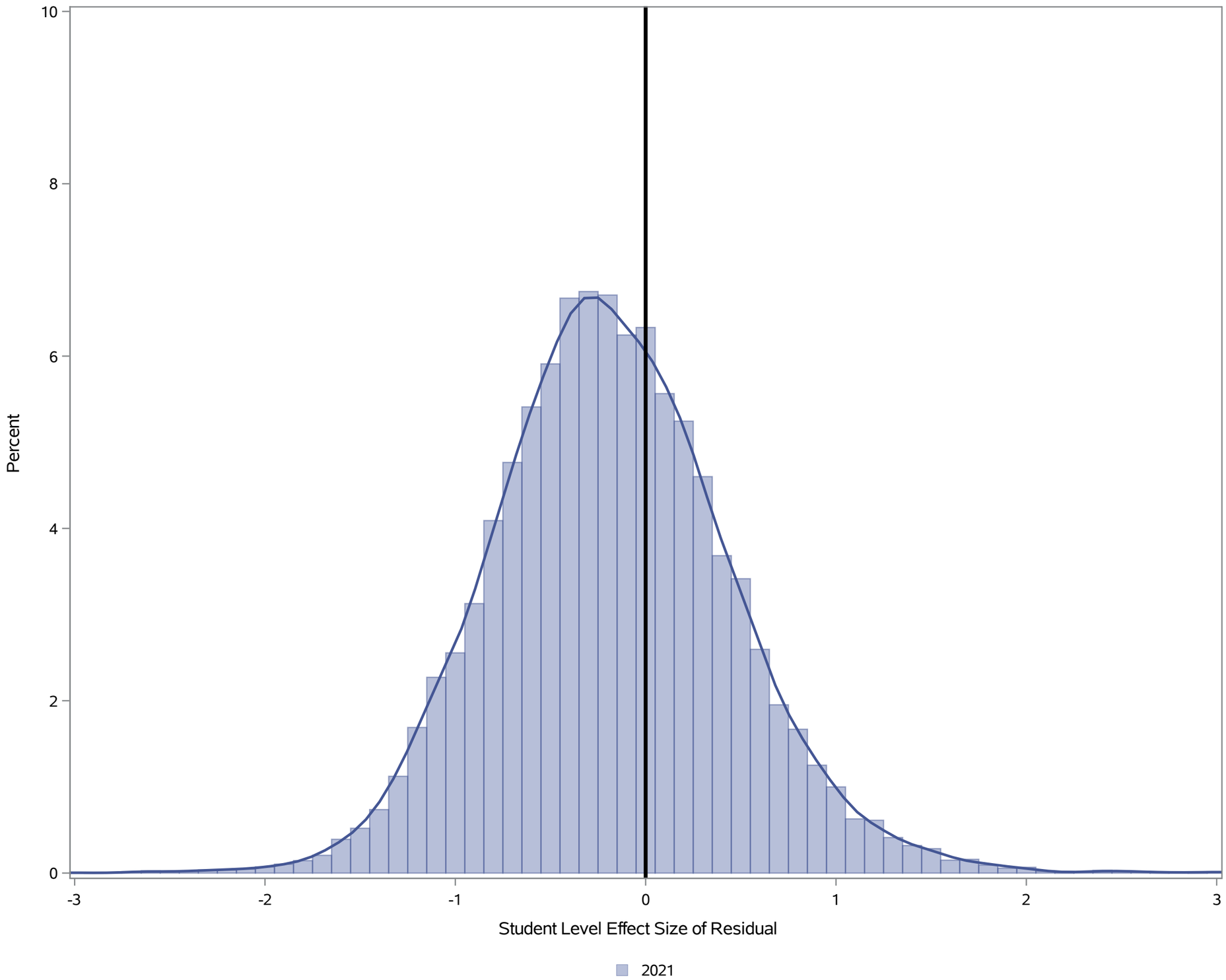
Distribution Shift of Difference Between Actual and Projected by Year
Math Grade 10



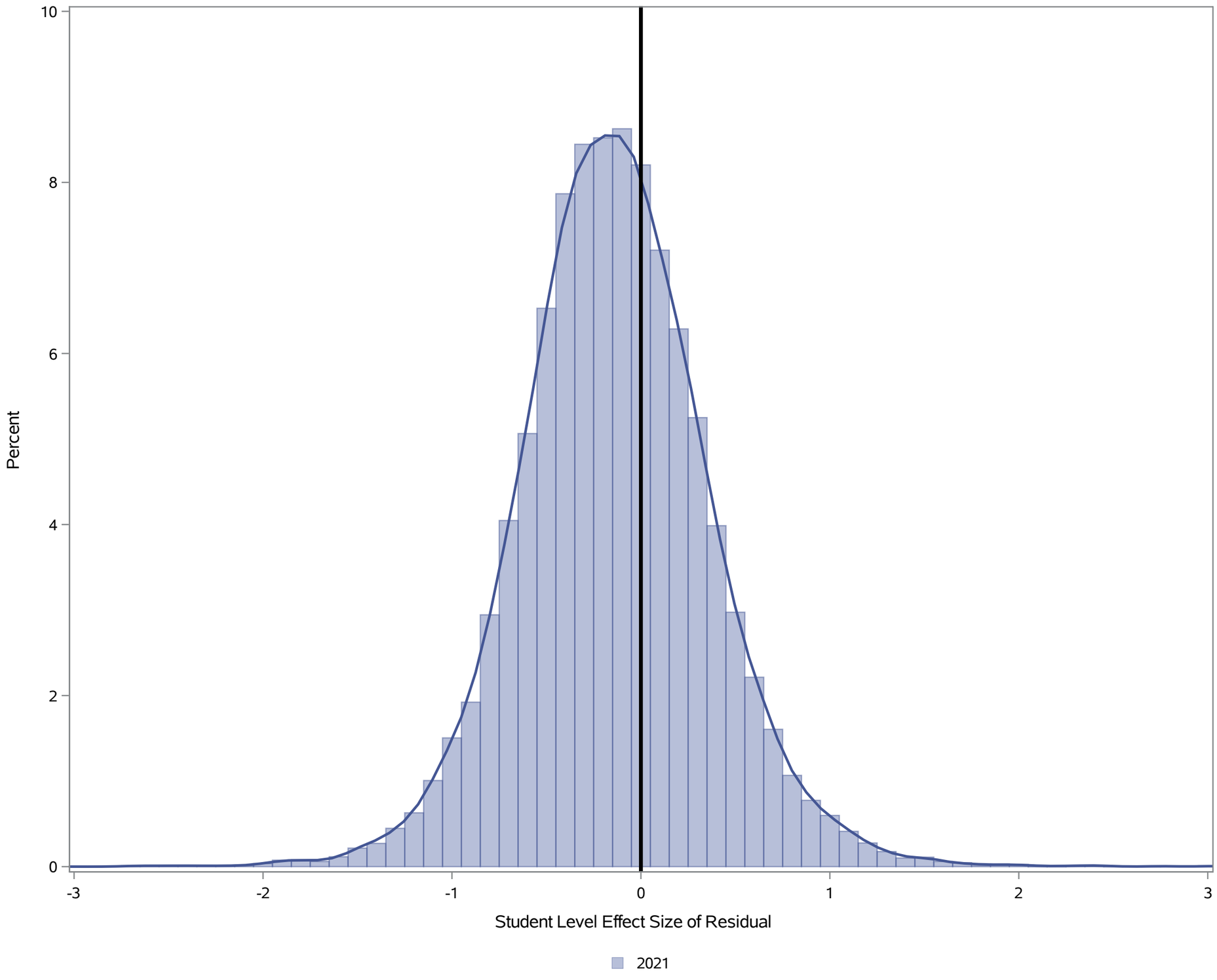
Distribution Shift of Difference Between Actual and Projected by Year
IRI Composite 1



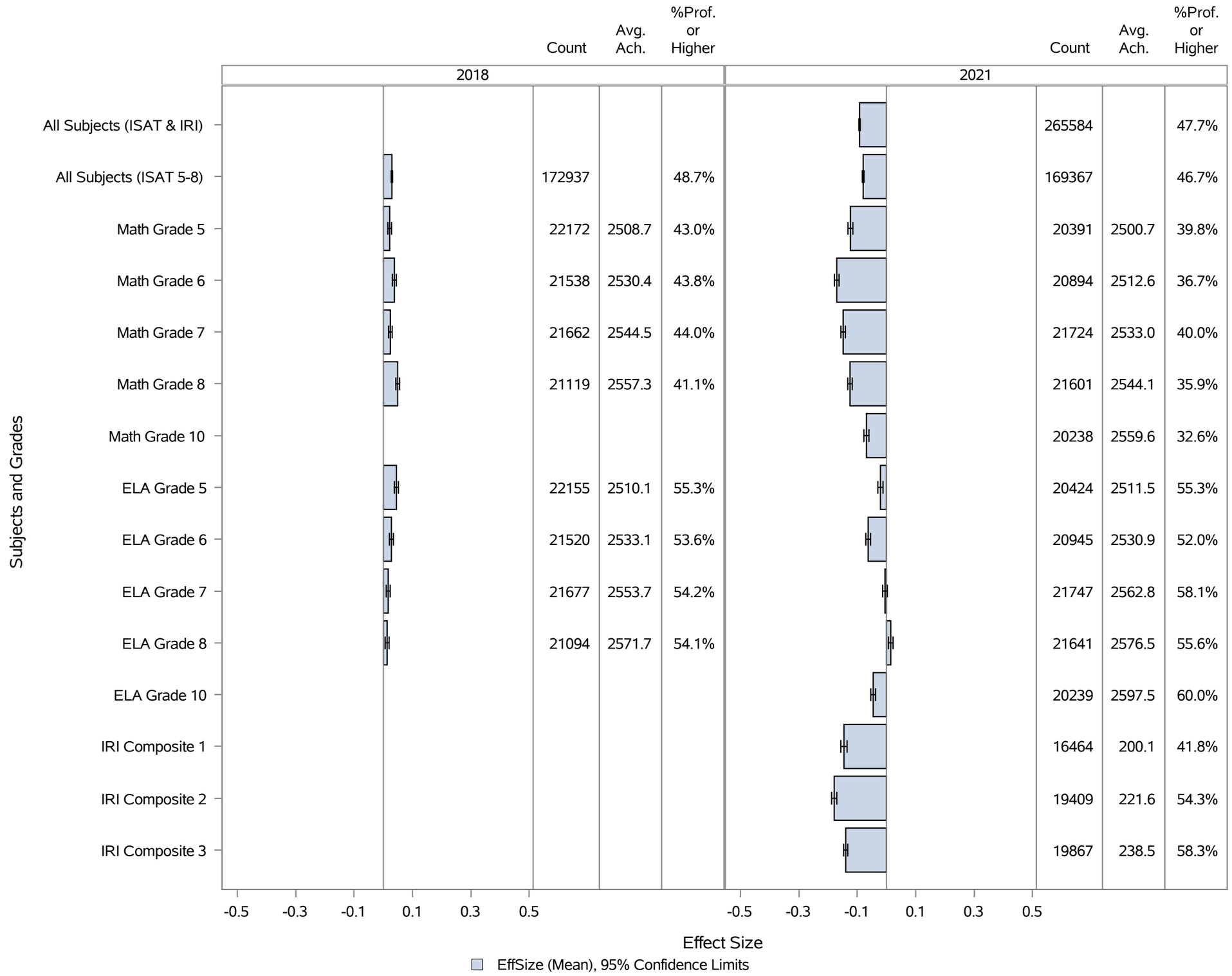
Distribution Shift of Difference Between Actual and Projected by Year
IRI Composite 2



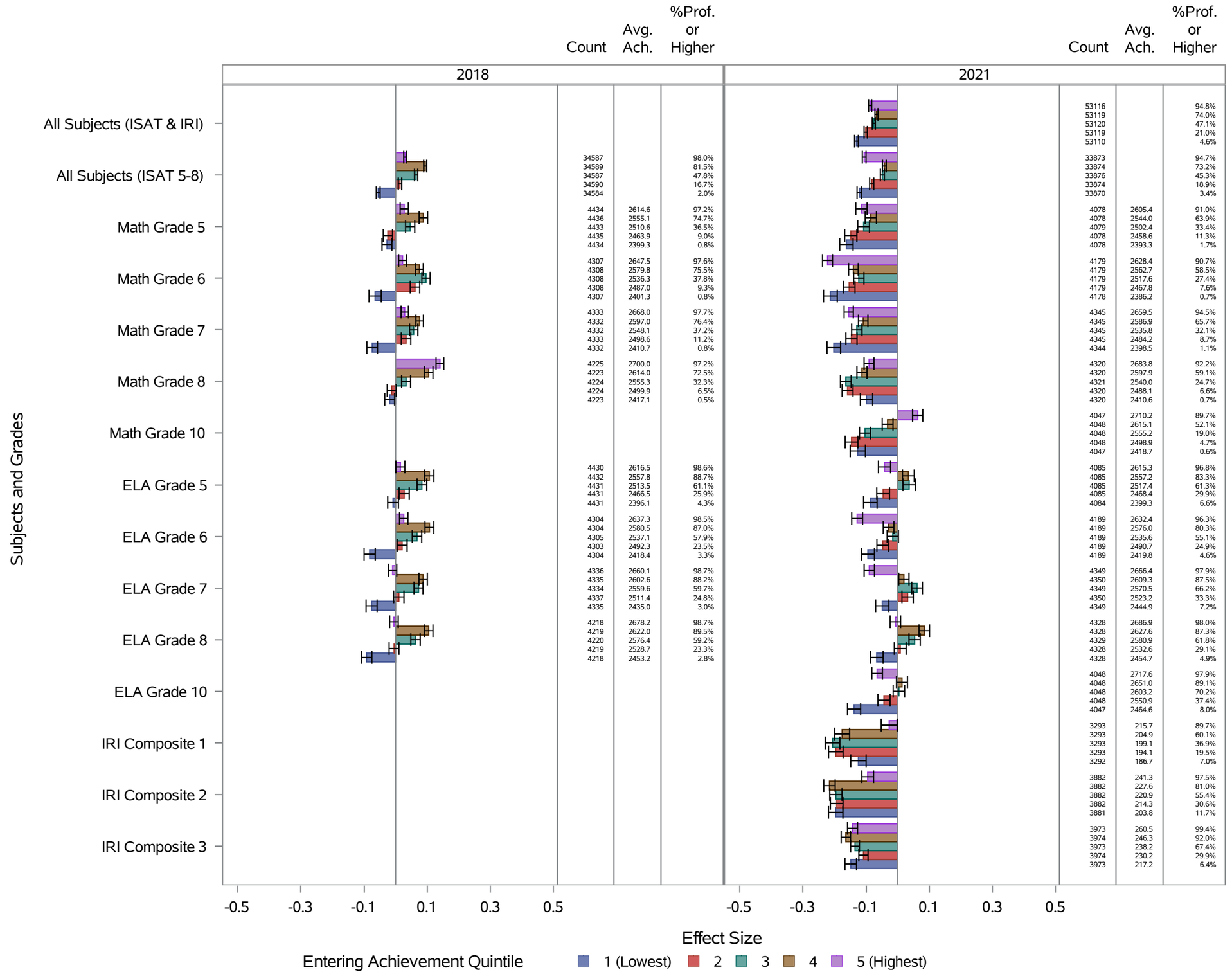
Distribution Shift of Difference Between Actual and Projected by Year
IRI Composite 3



Effect Size by Subject Grade



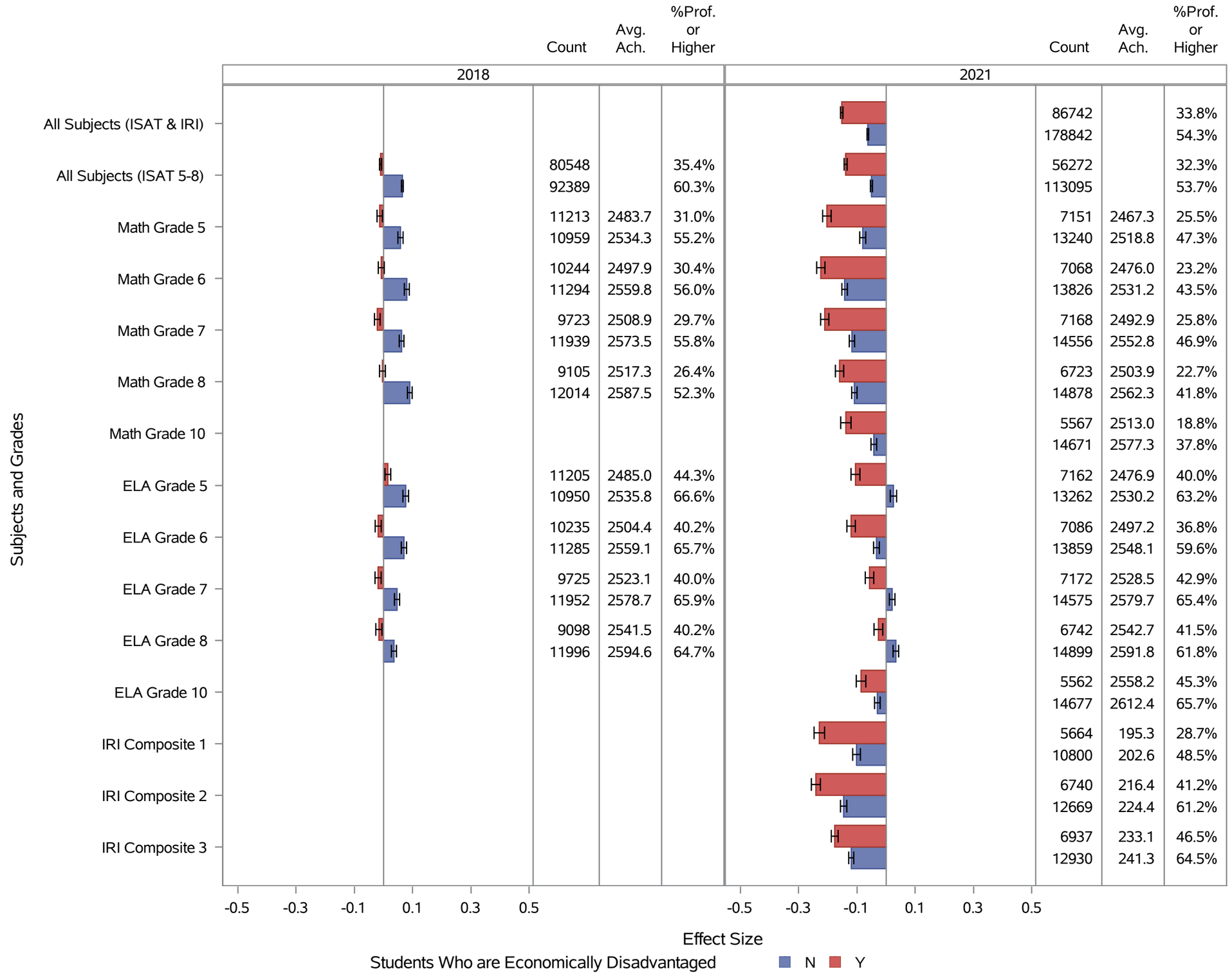
Effect Size by Subject Grade - Entering Achievement Quintile



Effect Size by Subject Grade - Entering Achievement Quintile

		Entering Achievement Quintile														
		1 (Lowest)			2			3			4			5 (Highest)		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.13	0.0030	53110	-0.10	0.0027	53119	-0.08	0.0026	53120	-0.07	0.0024	53119	-0.09	0.0025	53116
	All Subjects (ISAT 5-8)	-0.12	0.0038	33870	-0.08	0.0034	33874	-0.05	0.0032	33876	-0.04	0.0030	33874	-0.11	0.0030	33873
	Math Grade 5	-0.16	0.0108	4078	-0.15	0.0098	4078	-0.11	0.0095	4079	-0.09	0.0091	4078	-0.11	0.0091	4078
	Math Grade 6	-0.21	0.0111	4178	-0.15	0.0094	4179	-0.12	0.0083	4179	-0.14	0.0078	4179	-0.22	0.0081	4179
	Math Grade 7	-0.20	0.0109	4344	-0.15	0.0090	4345	-0.13	0.0083	4345	-0.11	0.0076	4345	-0.16	0.0074	4345
	Math Grade 8	-0.10	0.0100	4320	-0.16	0.0088	4320	-0.16	0.0087	4321	-0.11	0.0081	4320	-0.09	0.0080	4320
	Math Grade 10	-0.13	0.0122	4047	-0.15	0.0103	4048	-0.10	0.0089	4048	-0.03	0.0087	4048	0.06	0.0083	4047
	ELA Grade 5	-0.09	0.0110	4084	-0.05	0.0103	4085	0.04	0.0100	4085	0.03	0.0095	4085	-0.04	0.0097	4085
	ELA Grade 6	-0.09	0.0105	4189	-0.05	0.0096	4189	-0.02	0.0091	4189	-0.03	0.0086	4189	-0.13	0.0088	4189
	ELA Grade 7	-0.05	0.0107	4349	0.03	0.0092	4350	0.06	0.0086	4349	0.02	0.0082	4350	-0.09	0.0083	4349
	ELA Grade 8	-0.07	0.0103	4328	0.01	0.0095	4328	0.05	0.0091	4329	0.08	0.0086	4328	-0.01	0.0084	4328
	ELA Grade 10	-0.14	0.0106	4047	-0.04	0.0099	4048	0.00	0.0093	4048	0.01	0.0088	4048	-0.07	0.0085	4048
	IRI Composite 1	-0.12	0.0124	3292	-0.20	0.0117	3293	-0.21	0.0118	3293	-0.18	0.0120	3293	-0.03	0.0129	3293
	IRI Composite 2	-0.20	0.0117	3881	-0.19	0.0102	3882	-0.20	0.0099	3882	-0.22	0.0092	3882	-0.09	0.0095	3882
	IRI Composite 3	-0.15	0.0094	3973	-0.11	0.0074	3974	-0.14	0.0071	3973	-0.16	0.0075	3974	-0.14	0.0081	3973
2018	All Subjects (ISAT 5-8)	-0.06	0.0031	34584	0.01	0.0028	34590	0.06	0.0026	34587	0.09	0.0024	34589	0.03	0.0024	34587
	Math Grade 5	-0.03	0.0080	4434	-0.02	0.0075	4435	0.05	0.0074	4433	0.09	0.0069	4436	0.03	0.0066	4434
	Math Grade 6	-0.06	0.0098	4307	0.06	0.0076	4308	0.10	0.0066	4308	0.08	0.0063	4308	0.02	0.0065	4307
	Math Grade 7	-0.07	0.0086	4332	0.03	0.0076	4333	0.06	0.0067	4332	0.08	0.0061	4332	0.03	0.0059	4333
	Math Grade 8	-0.02	0.0080	4223	-0.01	0.0072	4224	0.03	0.0072	4224	0.10	0.0069	4223	0.14	0.0063	4225
	ELA Grade 5	-0.01	0.0087	4431	0.03	0.0082	4431	0.08	0.0078	4431	0.11	0.0074	4432	0.02	0.0072	4430
	ELA Grade 6	-0.08	0.0090	4304	0.02	0.0080	4303	0.07	0.0076	4305	0.11	0.0071	4304	0.03	0.0068	4304
	ELA Grade 7	-0.08	0.0089	4335	0.01	0.0083	4337	0.07	0.0073	4334	0.09	0.0067	4335	-0.01	0.0067	4336
	ELA Grade 8	-0.09	0.0085	4218	-0.00	0.0080	4219	0.06	0.0076	4220	0.10	0.0069	4219	-0.01	0.0069	4218

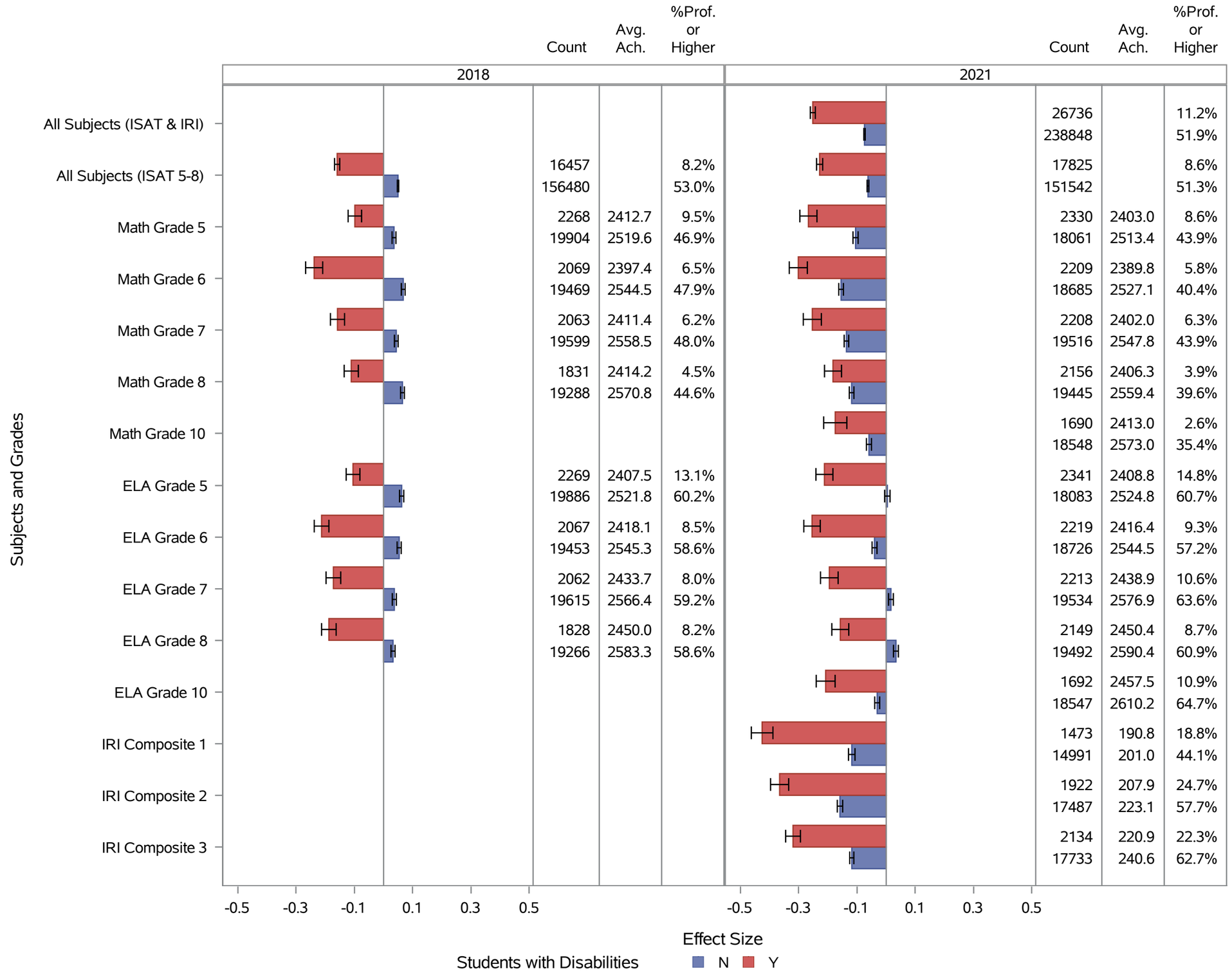
Effect Size by Subject Grade - Students Who are Economically Disadvantaged



Effect Size by Subject Grade - Students Who are Economically Disadvantaged

		Students Who are Economically Disadvantaged					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.06	0.0014	178842	-0.15	0.0021	86742
	All Subjects (ISAT 5-8)	-0.05	0.0018	113095	-0.14	0.0026	56272
	Math Grade 5	-0.08	0.0053	13240	-0.20	0.0075	7151
	Math Grade 6	-0.14	0.0048	13826	-0.22	0.0072	7068
	Math Grade 7	-0.12	0.0046	14556	-0.21	0.0072	7168
	Math Grade 8	-0.11	0.0046	14878	-0.16	0.0073	6723
	Math Grade 10	-0.04	0.0050	14671	-0.14	0.0091	5567
	ELA Grade 5	0.02	0.0055	13262	-0.11	0.0078	7162
	ELA Grade 6	-0.03	0.0050	13859	-0.12	0.0074	7086
	ELA Grade 7	0.02	0.0048	14575	-0.06	0.0074	7172
	ELA Grade 8	0.03	0.0049	14899	-0.03	0.0077	6742
	ELA Grade 10	-0.03	0.0049	14677	-0.09	0.0084	5562
	IRI Composite 1	-0.10	0.0068	10800	-0.23	0.0092	5664
	IRI Composite 2	-0.15	0.0055	12669	-0.24	0.0079	6740
	IRI Composite 3	-0.12	0.0044	12930	-0.18	0.0060	6937
2018	All Subjects (ISAT 5-8)	0.06	0.0016	92389	-0.01	0.0018	80548
	Math Grade 5	0.06	0.0045	10959	-0.01	0.0047	11213
	Math Grade 6	0.08	0.0043	11294	-0.01	0.0052	10244
	Math Grade 7	0.06	0.0041	11939	-0.02	0.0050	9723
	Math Grade 8	0.09	0.0041	12014	-0.00	0.0051	9105
	ELA Grade 5	0.08	0.0049	10950	0.01	0.0050	11205
	ELA Grade 6	0.07	0.0046	11285	-0.02	0.0053	10235
	ELA Grade 7	0.05	0.0045	11952	-0.02	0.0053	9725
	ELA Grade 8	0.04	0.0044	11996	-0.02	0.0054	9098

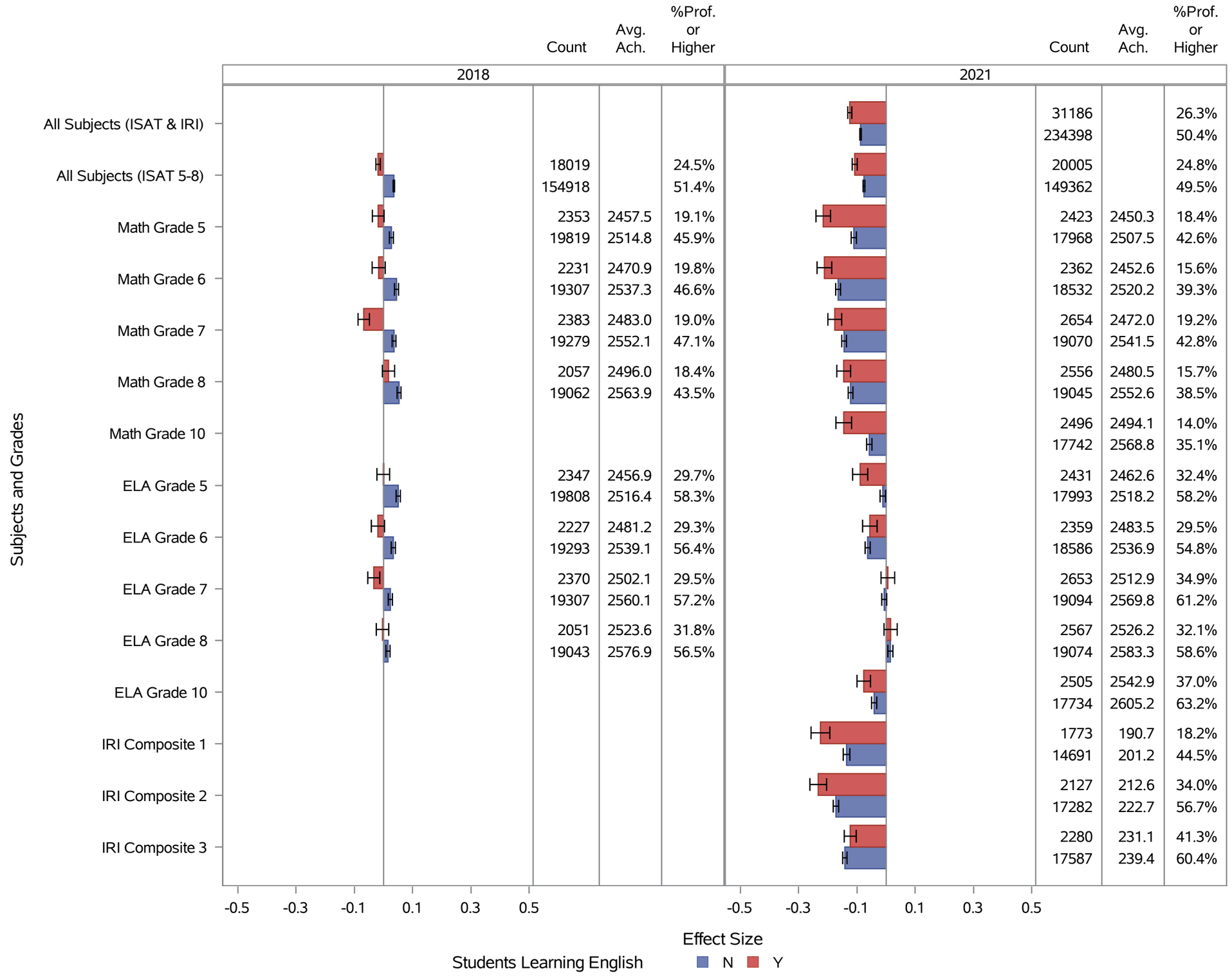
Effect Size by Subject Grade - Students with Disabilities



Effect Size by Subject Grade - Students with Disabilities

		Students with Disabilities					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.07	0.0012	238848	-0.25	0.0044	26736
	All Subjects (ISAT 5-8)	-0.06	0.0015	151542	-0.23	0.0054	17825
	Math Grade 5	-0.11	0.0045	18061	-0.27	0.0150	2330
	Math Grade 6	-0.15	0.0041	18685	-0.30	0.0158	2209
	Math Grade 7	-0.14	0.0040	19516	-0.25	0.0158	2208
	Math Grade 8	-0.12	0.0040	19445	-0.18	0.0149	2156
	Math Grade 10	-0.06	0.0044	18548	-0.17	0.0203	1690
	ELA Grade 5	0.00	0.0047	18083	-0.21	0.0149	2341
	ELA Grade 6	-0.04	0.0043	18726	-0.25	0.0144	2219
	ELA Grade 7	0.02	0.0042	19534	-0.20	0.0154	2213
	ELA Grade 8	0.03	0.0043	19492	-0.16	0.0148	2149
	ELA Grade 10	-0.03	0.0044	18547	-0.21	0.0165	1692
	IRI Composite 1	-0.12	0.0057	14991	-0.43	0.0189	1473
	IRI Composite 2	-0.16	0.0047	17487	-0.37	0.0158	1922
	IRI Composite 3	-0.12	0.0036	17733	-0.32	0.0130	2134
2018	All Subjects (ISAT 5-8)	0.05	0.0012	156480	-0.16	0.0045	16457
	Math Grade 5	0.04	0.0034	19904	-0.10	0.0118	2268
	Math Grade 6	0.07	0.0033	19469	-0.24	0.0149	2069
	Math Grade 7	0.04	0.0032	19599	-0.16	0.0123	2063
	Math Grade 8	0.06	0.0033	19288	-0.11	0.0124	1831
	ELA Grade 5	0.06	0.0037	19886	-0.10	0.0120	2269
	ELA Grade 6	0.05	0.0036	19453	-0.21	0.0128	2067
	ELA Grade 7	0.04	0.0035	19615	-0.17	0.0128	2062
	ELA Grade 8	0.03	0.0035	19266	-0.19	0.0127	1828

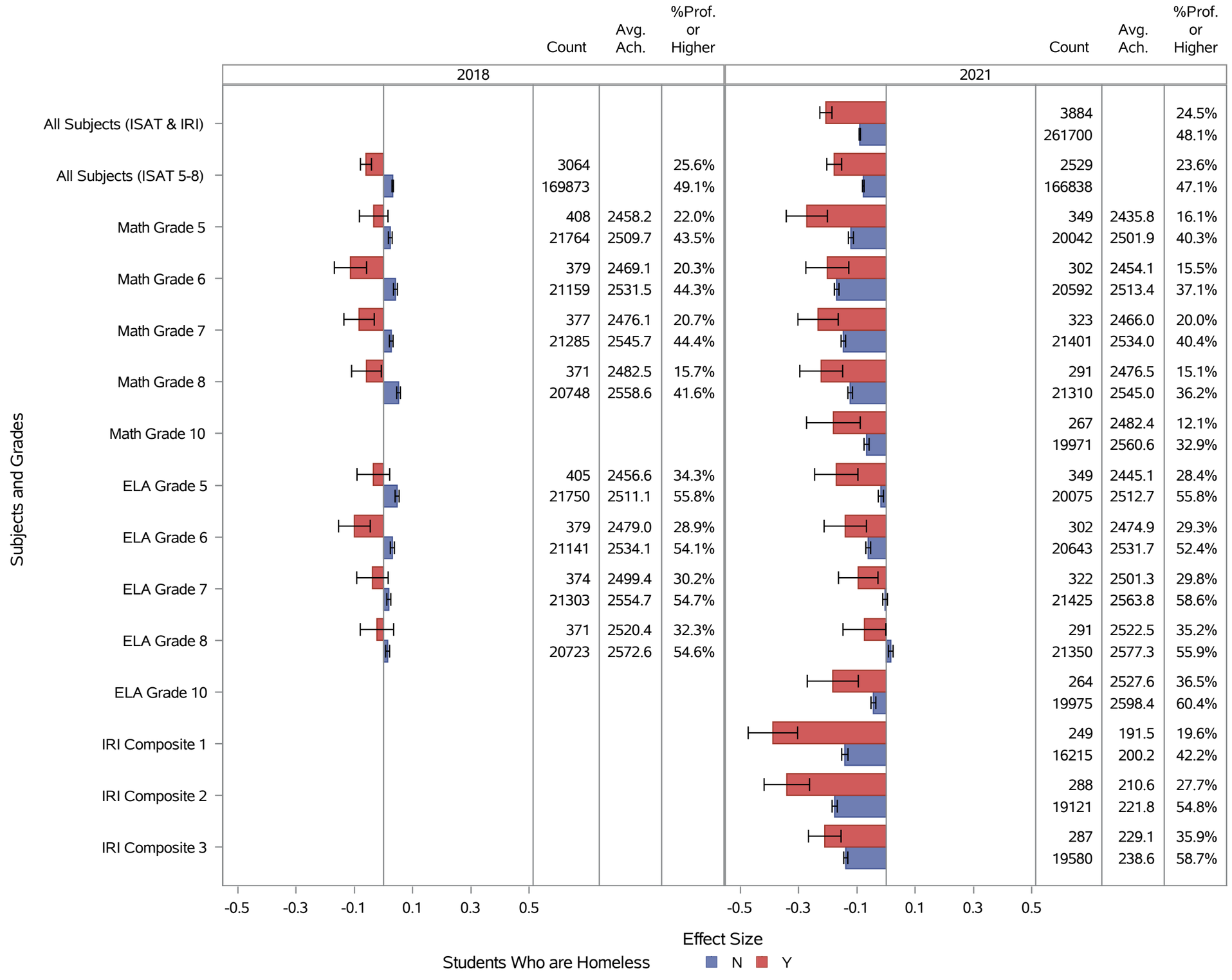
Effect Size by Subject Grade - Students Learning English



Effect Size by Subject Grade - Students Learning English

		Students Learning English					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0013	234398	-0.12	0.0036	31186
	All Subjects (ISAT 5-8)	-0.08	0.0016	149362	-0.11	0.0044	20005
	Math Grade 5	-0.11	0.0046	17968	-0.22	0.0127	2423
	Math Grade 6	-0.17	0.0042	18532	-0.21	0.0128	2362
	Math Grade 7	-0.14	0.0041	19070	-0.18	0.0121	2654
	Math Grade 8	-0.12	0.0041	19045	-0.15	0.0121	2556
	Math Grade 10	-0.06	0.0046	17742	-0.15	0.0138	2496
	ELA Grade 5	-0.01	0.0048	17993	-0.09	0.0133	2431
	ELA Grade 6	-0.06	0.0044	18586	-0.06	0.0127	2359
	ELA Grade 7	-0.01	0.0043	19094	0.01	0.0119	2653
	ELA Grade 8	0.01	0.0044	19074	0.02	0.0115	2567
	ELA Grade 10	-0.04	0.0045	17734	-0.08	0.0118	2505
	IRI Composite 1	-0.14	0.0058	14691	-0.23	0.0164	1773
	IRI Composite 2	-0.17	0.0048	17282	-0.23	0.0146	2127
	IRI Composite 3	-0.14	0.0038	17587	-0.12	0.0105	2280
2018	All Subjects (ISAT 5-8)	0.04	0.0013	154918	-0.02	0.0038	18019
	Math Grade 5	0.03	0.0035	19819	-0.02	0.0102	2353
	Math Grade 6	0.04	0.0035	19307	-0.02	0.0115	2231
	Math Grade 7	0.04	0.0033	19279	-0.07	0.0100	2383
	Math Grade 8	0.05	0.0034	19062	0.02	0.0107	2057
	ELA Grade 5	0.05	0.0037	19808	-0.00	0.0111	2347
	ELA Grade 6	0.03	0.0037	19293	-0.02	0.0115	2227
	ELA Grade 7	0.02	0.0036	19307	-0.03	0.0105	2370
	ELA Grade 8	0.02	0.0036	19043	-0.00	0.0109	2051

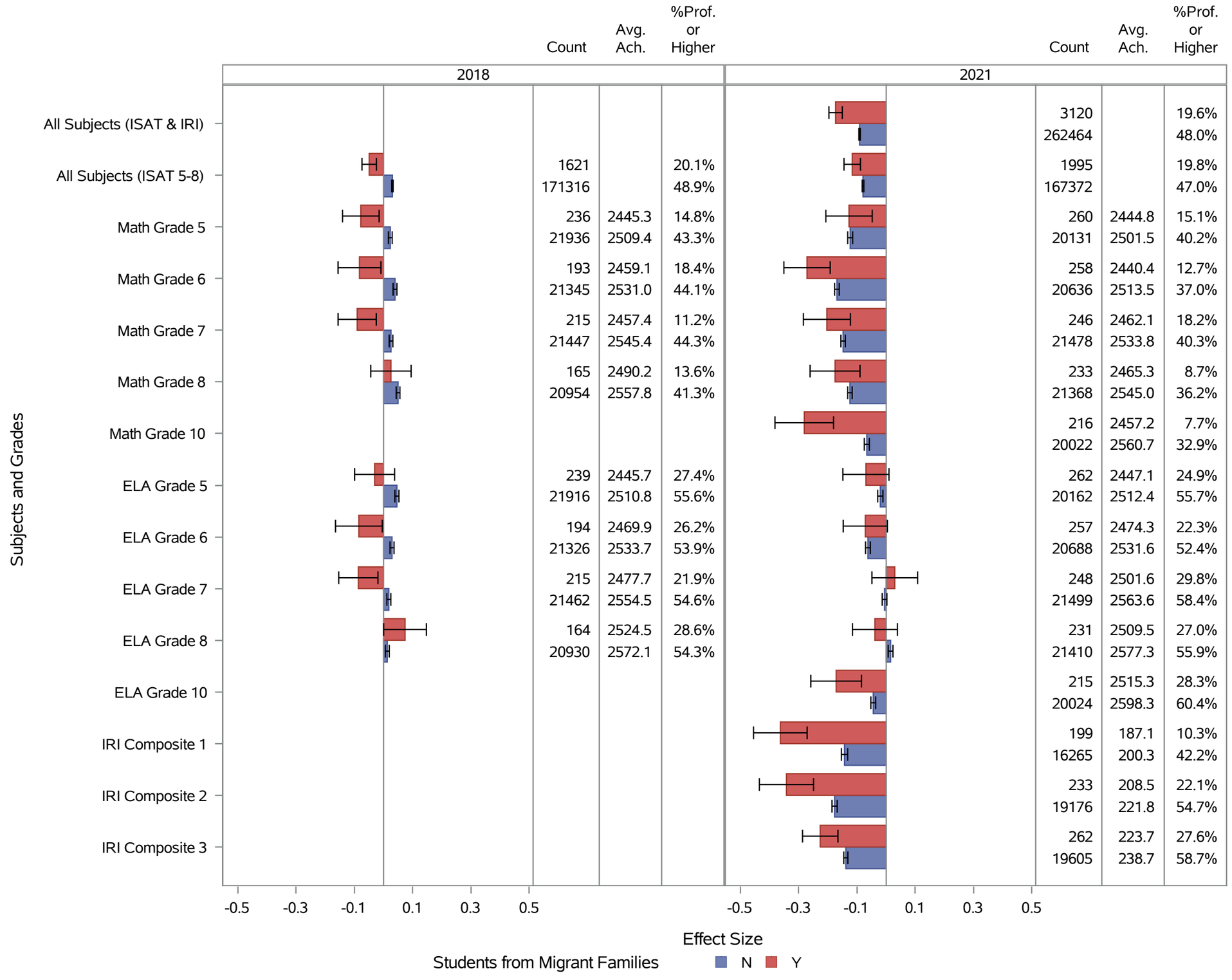
Effect Size by Subject Grade - Students Who are Homeless



Effect Size by Subject Grade - Students Who are Homeless

		Students Who are Homeless					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	261700	-0.21	0.0106	3884
	All Subjects (ISAT 5-8)	-0.08	0.0015	166838	-0.18	0.0130	2529
	Math Grade 5	-0.12	0.0044	20042	-0.27	0.0359	349
	Math Grade 6	-0.17	0.0041	20592	-0.20	0.0374	302
	Math Grade 7	-0.15	0.0039	21401	-0.23	0.0351	323
	Math Grade 8	-0.12	0.0039	21310	-0.22	0.0374	291
	Math Grade 10	-0.07	0.0044	19971	-0.18	0.0468	267
	ELA Grade 5	-0.02	0.0046	20075	-0.17	0.0377	349
	ELA Grade 6	-0.06	0.0042	20643	-0.14	0.0369	302
	ELA Grade 7	-0.00	0.0041	21425	-0.10	0.0344	322
	ELA Grade 8	0.02	0.0042	21350	-0.07	0.0374	291
	ELA Grade 10	-0.04	0.0043	19975	-0.18	0.0445	264
	IRI Composite 1	-0.14	0.0055	16215	-0.39	0.0430	249
	IRI Composite 2	-0.18	0.0046	19121	-0.34	0.0396	288
	IRI Composite 3	-0.14	0.0036	19580	-0.21	0.0284	287
2018	All Subjects (ISAT 5-8)	0.03	0.0012	169873	-0.06	0.0097	3064
	Math Grade 5	0.02	0.0033	21764	-0.03	0.0249	408
	Math Grade 6	0.04	0.0034	21159	-0.11	0.0281	379
	Math Grade 7	0.03	0.0032	21285	-0.08	0.0265	377
	Math Grade 8	0.05	0.0032	20748	-0.06	0.0260	371
	ELA Grade 5	0.05	0.0036	21750	-0.04	0.0286	405
	ELA Grade 6	0.03	0.0035	21141	-0.10	0.0277	379
	ELA Grade 7	0.02	0.0035	21303	-0.04	0.0274	374
	ELA Grade 8	0.01	0.0034	20723	-0.02	0.0291	371

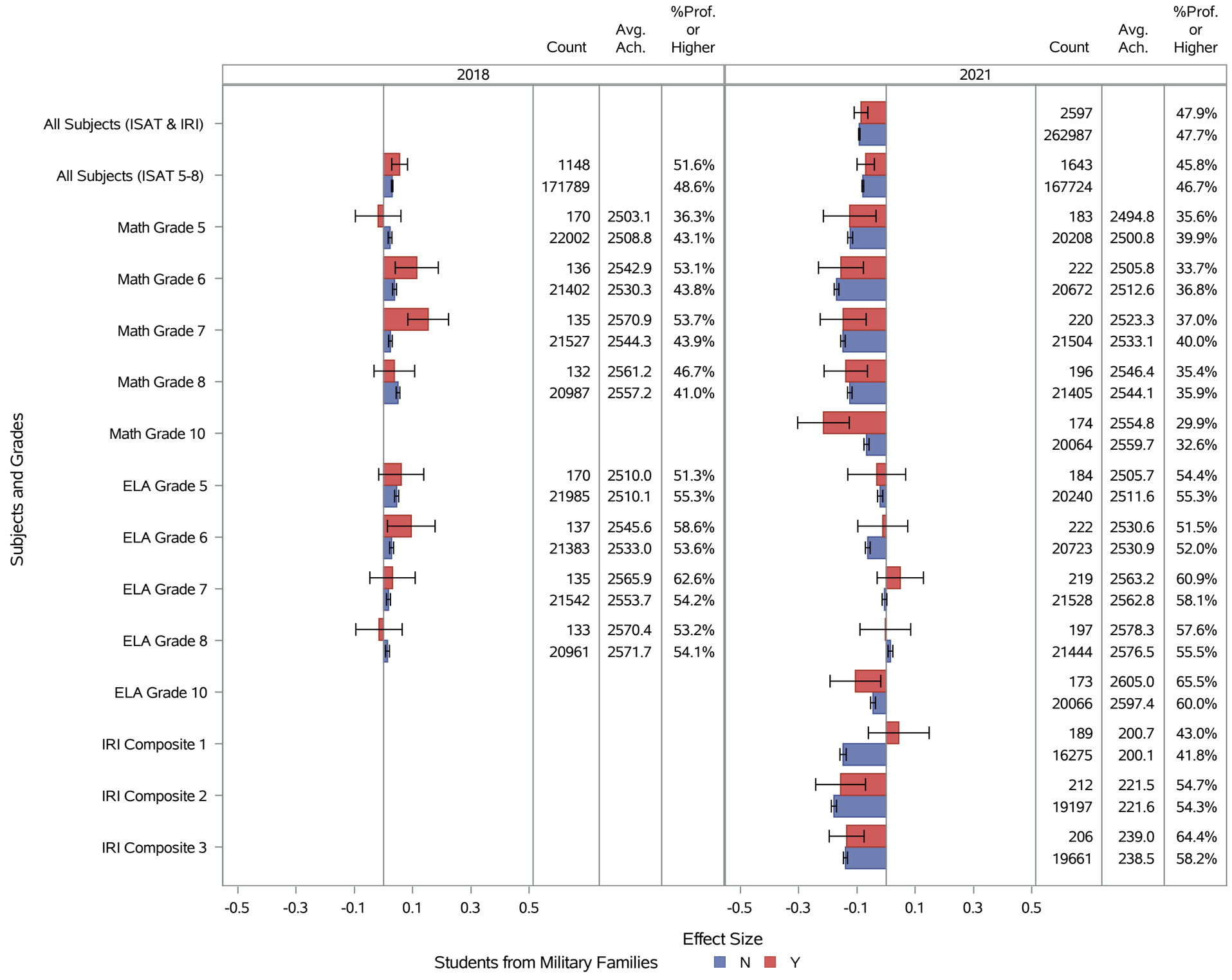
Effect Size by Subject Grade - Students from Migrant Families



Effect Size by Subject Grade - Students from Migrant Families

		Students from Migrant Families					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	262464	-0.17	0.0117	3120
	All Subjects (ISAT 5-8)	-0.08	0.0015	167372	-0.12	0.0144	1995
	Math Grade 5	-0.12	0.0044	20131	-0.13	0.0404	260
	Math Grade 6	-0.17	0.0041	20636	-0.27	0.0404	258
	Math Grade 7	-0.15	0.0039	21478	-0.20	0.0410	246
	Math Grade 8	-0.12	0.0039	21368	-0.18	0.0435	233
	Math Grade 10	-0.07	0.0044	20022	-0.28	0.0510	216
	ELA Grade 5	-0.02	0.0046	20162	-0.07	0.0402	262
	ELA Grade 6	-0.06	0.0042	20688	-0.07	0.0385	257
	ELA Grade 7	-0.01	0.0041	21499	0.03	0.0398	248
	ELA Grade 8	0.02	0.0042	21410	-0.04	0.0392	231
	ELA Grade 10	-0.04	0.0043	20024	-0.17	0.0441	215
	IRI Composite 1	-0.14	0.0055	16265	-0.36	0.0467	199
	IRI Composite 2	-0.18	0.0046	19176	-0.34	0.0472	233
	IRI Composite 3	-0.14	0.0036	19605	-0.23	0.0309	262
2018	All Subjects (ISAT 5-8)	0.03	0.0012	171316	-0.05	0.0126	1621
	Math Grade 5	0.02	0.0033	21936	-0.08	0.0319	236
	Math Grade 6	0.04	0.0034	21345	-0.08	0.0373	193
	Math Grade 7	0.03	0.0032	21447	-0.09	0.0333	215
	Math Grade 8	0.05	0.0032	20954	0.03	0.0351	165
	ELA Grade 5	0.05	0.0035	21916	-0.03	0.0348	239
	ELA Grade 6	0.03	0.0035	21326	-0.08	0.0407	194
	ELA Grade 7	0.02	0.0035	21462	-0.09	0.0342	215
	ELA Grade 8	0.01	0.0034	20930	0.07	0.0371	164

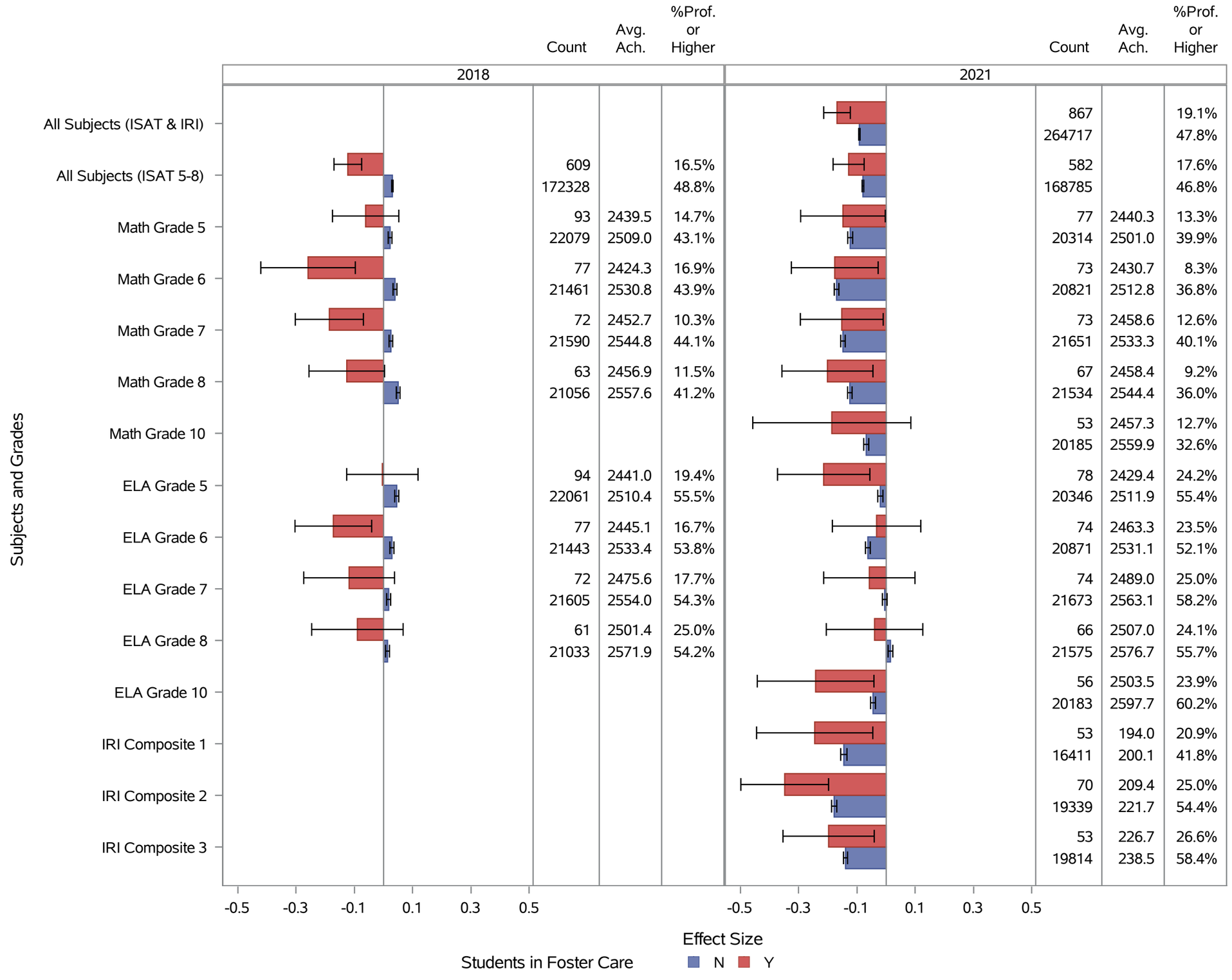
Effect Size by Subject Grade - Students from Military Families



Effect Size by Subject Grade - Students from Military Families

		Students from Military Families					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	262987	-0.09	0.0120	2597
	All Subjects (ISAT 5-8)	-0.08	0.0015	167724	-0.07	0.0151	1643
	Math Grade 5	-0.12	0.0043	20208	-0.13	0.0458	183
	Math Grade 6	-0.17	0.0041	20672	-0.16	0.0391	222
	Math Grade 7	-0.15	0.0039	21504	-0.15	0.0400	220
	Math Grade 8	-0.12	0.0039	21405	-0.14	0.0377	196
	Math Grade 10	-0.07	0.0044	20064	-0.22	0.0449	174
	ELA Grade 5	-0.02	0.0046	20240	-0.03	0.0503	184
	ELA Grade 6	-0.06	0.0042	20723	-0.01	0.0435	222
	ELA Grade 7	-0.01	0.0041	21528	0.05	0.0403	219
	ELA Grade 8	0.01	0.0041	21444	-0.00	0.0441	197
	ELA Grade 10	-0.05	0.0043	20066	-0.11	0.0441	173
	IRI Composite 1	-0.15	0.0055	16275	0.04	0.0529	189
	IRI Composite 2	-0.18	0.0046	19197	-0.16	0.0433	212
	IRI Composite 3	-0.14	0.0036	19661	-0.14	0.0304	206
2018	All Subjects (ISAT 5-8)	0.03	0.0012	171789	0.05	0.0138	1148
	Math Grade 5	0.02	0.0033	22002	-0.02	0.0396	170
	Math Grade 6	0.04	0.0034	21402	0.11	0.0374	136
	Math Grade 7	0.02	0.0032	21527	0.15	0.0354	135
	Math Grade 8	0.05	0.0032	20987	0.04	0.0353	132
	ELA Grade 5	0.04	0.0035	21985	0.06	0.0391	170
	ELA Grade 6	0.03	0.0035	21383	0.09	0.0413	137
	ELA Grade 7	0.02	0.0035	21542	0.03	0.0393	135
	ELA Grade 8	0.01	0.0034	20961	-0.02	0.0402	133

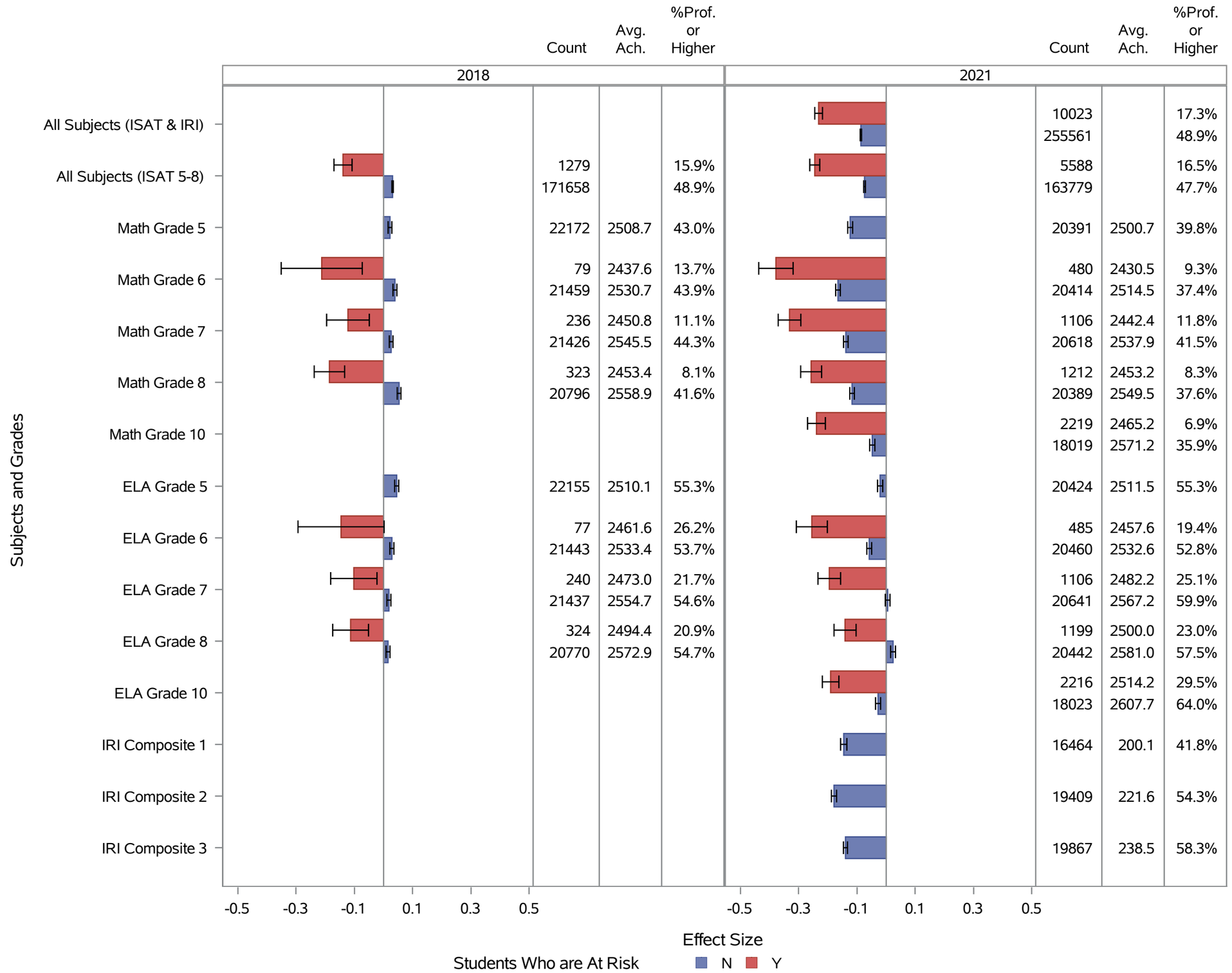
Effect Size by Subject Grade - Students in Foster Care



Effect Size by Subject Grade - Students in Foster Care

		Students in Foster Care					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	264717	-0.17	0.0232	867
	All Subjects (ISAT 5-8)	-0.08	0.0015	168785	-0.13	0.0271	582
	Math Grade 5	-0.12	0.0043	20314	-0.15	0.0729	77
	Math Grade 6	-0.17	0.0040	20821	-0.18	0.0747	73
	Math Grade 7	-0.15	0.0039	21651	-0.15	0.0713	73
	Math Grade 8	-0.12	0.0039	21534	-0.20	0.0782	67
	Math Grade 10	-0.07	0.0044	20185	-0.19	0.1352	53
	ELA Grade 5	-0.02	0.0045	20346	-0.21	0.0796	78
	ELA Grade 6	-0.06	0.0042	20871	-0.03	0.0761	74
	ELA Grade 7	-0.01	0.0041	21673	-0.06	0.0786	74
	ELA Grade 8	0.01	0.0041	21575	-0.04	0.0829	66
	ELA Grade 10	-0.05	0.0042	20183	-0.24	0.0999	56
	IRI Composite 1	-0.15	0.0055	16411	-0.25	0.0994	53
	IRI Composite 2	-0.18	0.0045	19339	-0.35	0.0755	70
	IRI Composite 3	-0.14	0.0036	19814	-0.20	0.0780	53
2018	All Subjects (ISAT 5-8)	0.03	0.0012	172328	-0.12	0.0242	609
	Math Grade 5	0.02	0.0033	22079	-0.06	0.0573	93
	Math Grade 6	0.04	0.0034	21461	-0.26	0.0814	77
	Math Grade 7	0.02	0.0032	21590	-0.19	0.0586	72
	Math Grade 8	0.05	0.0032	21056	-0.13	0.0648	63
	ELA Grade 5	0.05	0.0035	22061	-0.00	0.0616	94
	ELA Grade 6	0.03	0.0035	21443	-0.17	0.0661	77
	ELA Grade 7	0.02	0.0034	21605	-0.12	0.0781	72
	ELA Grade 8	0.01	0.0034	21033	-0.09	0.0784	61

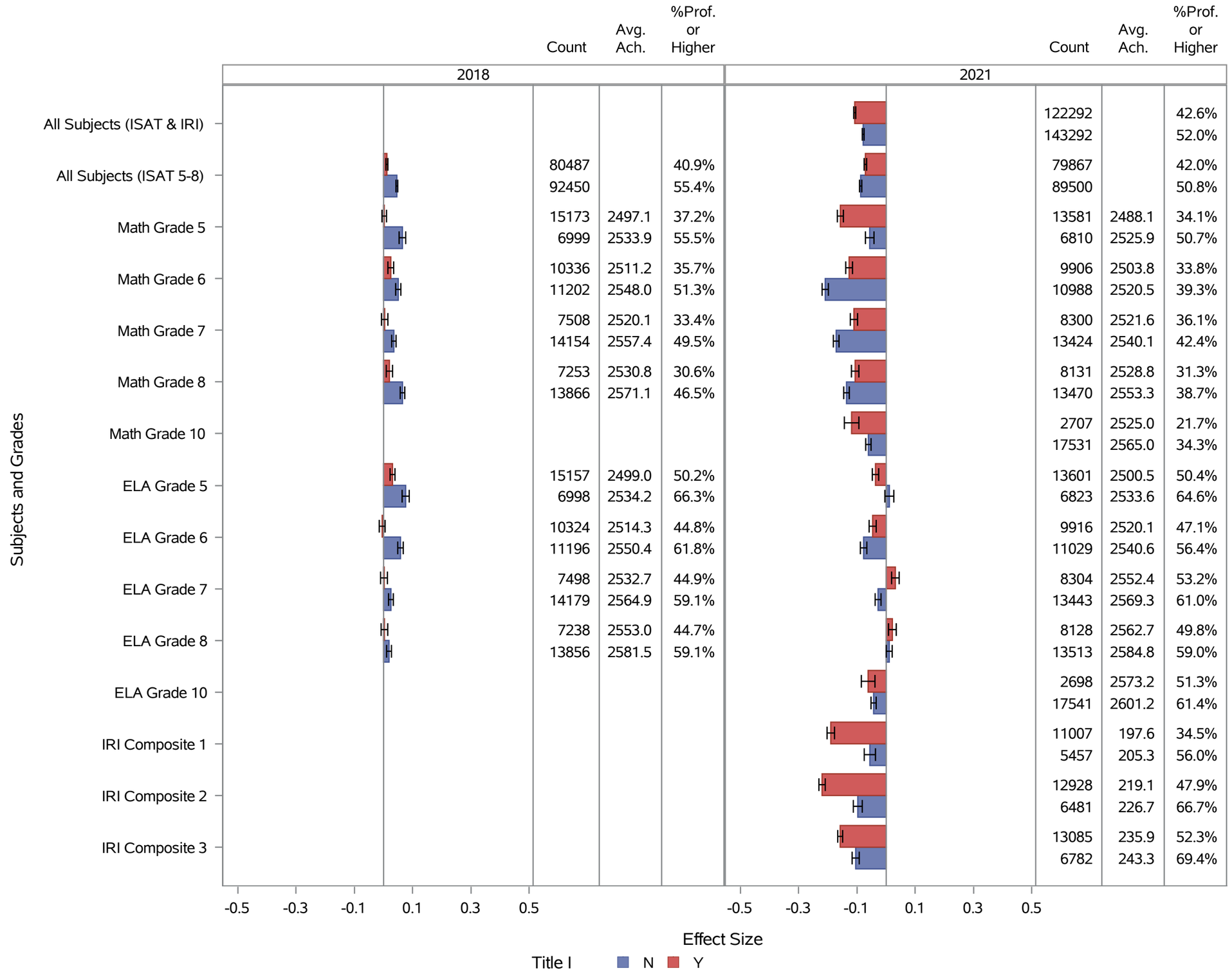
Effect Size by Subject Grade - Students Who are At Risk



Effect Size by Subject Grade - Students Who are At Risk

		Students Who are At Risk					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	255561	-0.23	0.0068	10023
	All Subjects (ISAT 5-8)	-0.07	0.0015	163779	-0.25	0.0088	5588
	Math Grade 5	-0.12	0.0043	20391			
	Math Grade 6	-0.17	0.0041	20414	-0.38	0.0300	480
	Math Grade 7	-0.14	0.0040	20618	-0.33	0.0198	1106
	Math Grade 8	-0.12	0.0040	20389	-0.26	0.0183	1212
	Math Grade 10	-0.05	0.0045	18019	-0.24	0.0156	2219
	ELA Grade 5	-0.02	0.0045	20424			
	ELA Grade 6	-0.06	0.0042	20460	-0.26	0.0271	485
	ELA Grade 7	0.00	0.0041	20641	-0.20	0.0198	1106
	ELA Grade 8	0.02	0.0042	20442	-0.14	0.0193	1199
	ELA Grade 10	-0.03	0.0044	18023	-0.19	0.0145	2216
	IRI Composite 1	-0.15	0.0055	16464			
	IRI Composite 2	-0.18	0.0045	19409			
	IRI Composite 3	-0.14	0.0036	19867			
2018	All Subjects (ISAT 5-8)	0.03	0.0012	171658	-0.14	0.0158	1279
	Math Grade 5	0.02	0.0033	22172			
	Math Grade 6	0.04	0.0034	21459	-0.21	0.0699	79
	Math Grade 7	0.03	0.0032	21426	-0.12	0.0372	236
	Math Grade 8	0.05	0.0032	20796	-0.19	0.0265	323
	ELA Grade 5	0.04	0.0035	22155			
	ELA Grade 6	0.03	0.0035	21443	-0.15	0.0742	77
	ELA Grade 7	0.02	0.0034	21437	-0.10	0.0403	240
	ELA Grade 8	0.02	0.0034	20770	-0.11	0.0312	324

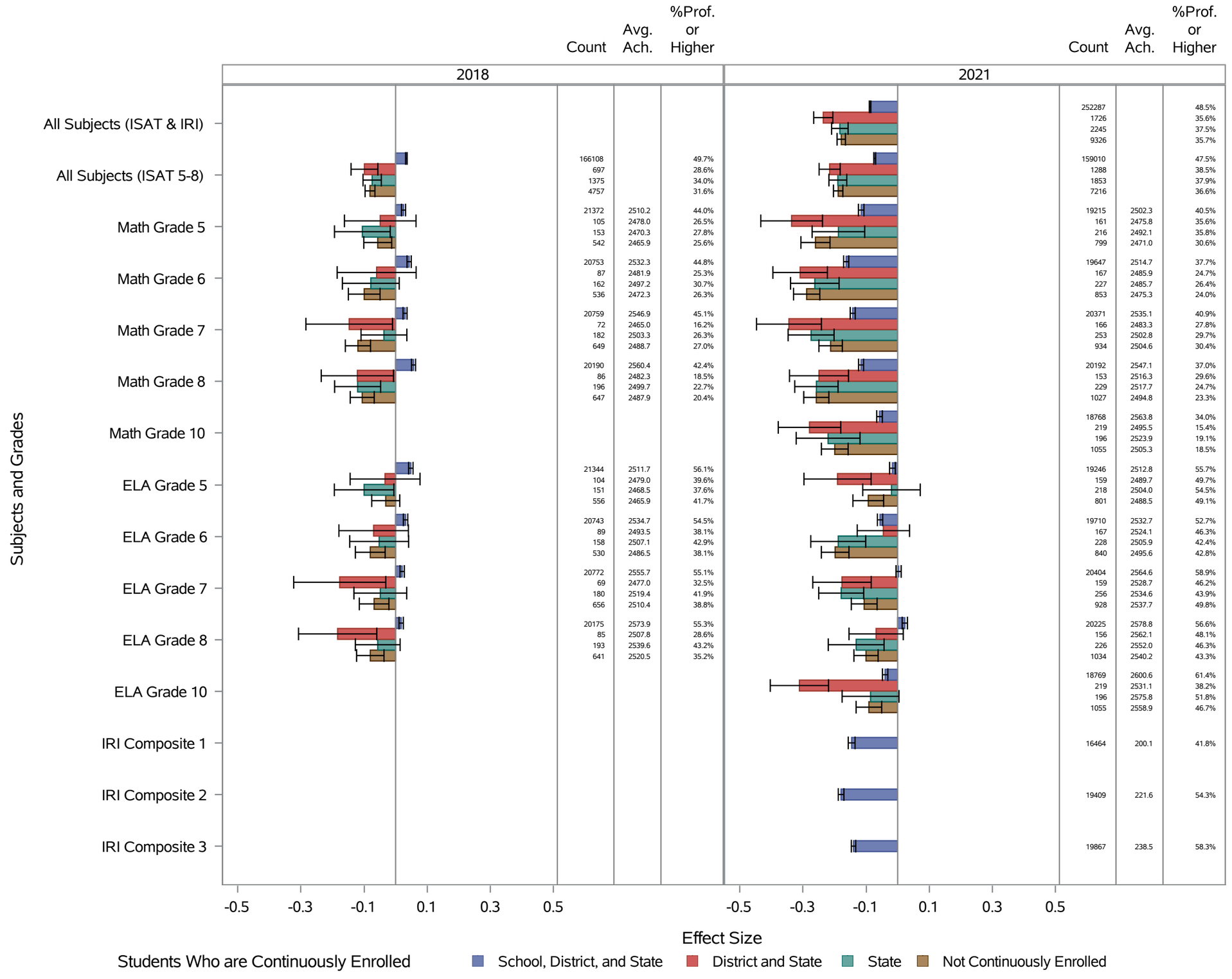
Effect Size by Subject Grade - Title I



Effect Size by Subject Grade - Title I

		Title I					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.08	0.0016	143292	-0.11	0.0018	122292
	All Subjects (ISAT 5-8)	-0.09	0.0020	89500	-0.07	0.0022	79867
	Math Grade 5	-0.06	0.0075	6810	-0.16	0.0053	13581
	Math Grade 6	-0.21	0.0055	10988	-0.13	0.0059	9906
	Math Grade 7	-0.17	0.0050	13424	-0.11	0.0063	8300
	Math Grade 8	-0.14	0.0049	13470	-0.11	0.0065	8131
	Math Grade 10	-0.06	0.0047	17531	-0.12	0.0127	2707
	ELA Grade 5	0.01	0.0078	6823	-0.04	0.0056	13601
	ELA Grade 6	-0.08	0.0057	11029	-0.05	0.0062	9916
	ELA Grade 7	-0.03	0.0052	13443	0.03	0.0066	8304
	ELA Grade 8	0.01	0.0052	13513	0.02	0.0068	8128
	ELA Grade 10	-0.04	0.0045	17541	-0.06	0.0119	2698
	IRI Composite 1	-0.06	0.0098	5457	-0.19	0.0065	11007
	IRI Composite 2	-0.10	0.0078	6481	-0.22	0.0055	12928
	IRI Composite 3	-0.10	0.0062	6782	-0.16	0.0043	13085
2018	All Subjects (ISAT 5-8)	0.05	0.0016	92450	0.01	0.0018	80487
	Math Grade 5	0.06	0.0058	6999	0.00	0.0040	15173
	Math Grade 6	0.05	0.0045	11202	0.02	0.0050	10336
	Math Grade 7	0.04	0.0038	14154	0.00	0.0056	7508
	Math Grade 8	0.06	0.0040	13866	0.02	0.0055	7253
	ELA Grade 5	0.08	0.0062	6998	0.03	0.0043	15157
	ELA Grade 6	0.06	0.0048	11196	-0.00	0.0051	10324
	ELA Grade 7	0.03	0.0042	14179	0.00	0.0060	7498
	ELA Grade 8	0.02	0.0042	13856	0.00	0.0058	7238

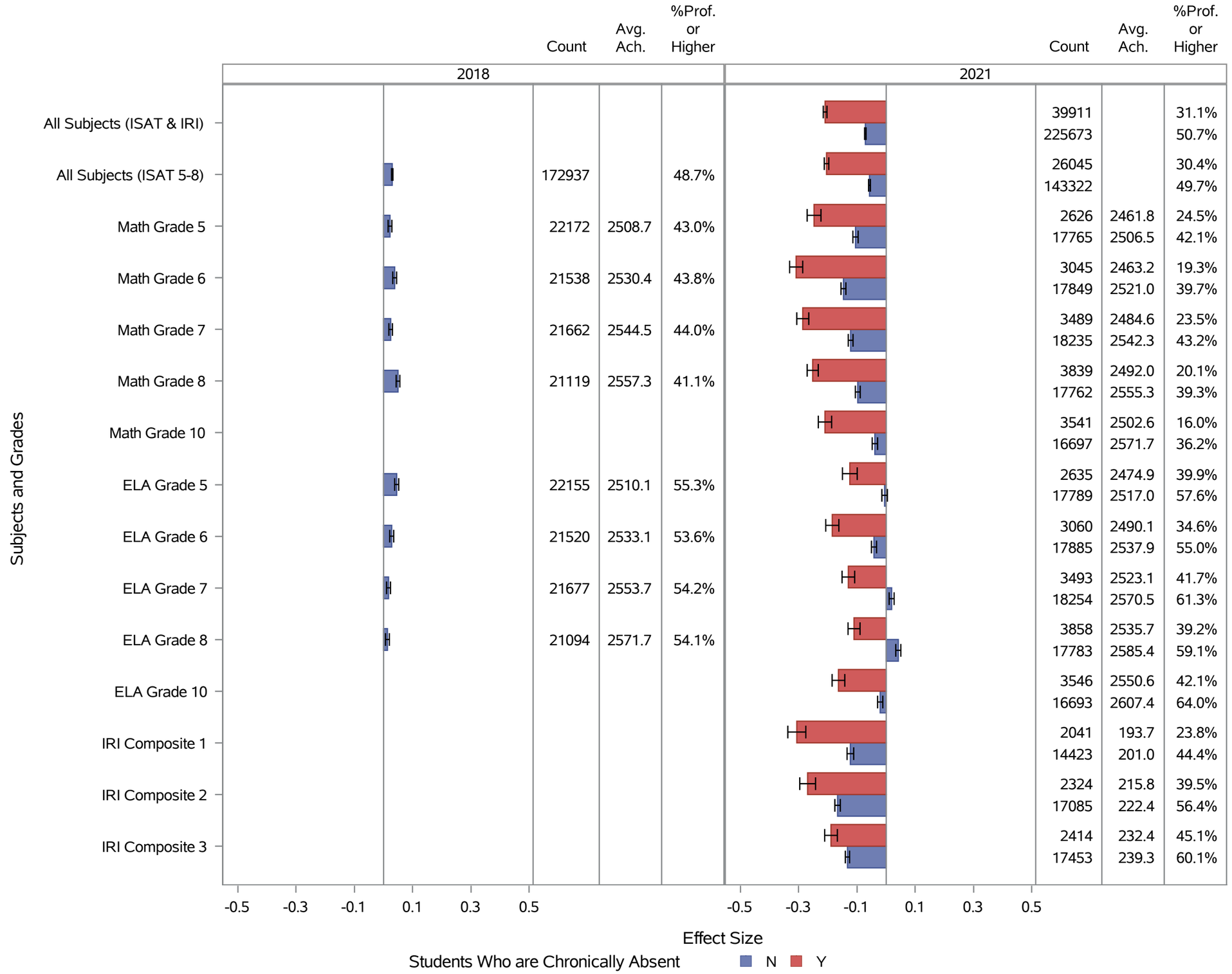
Effect Size by Subject Grade - Students Who are Continuously Enrolled



Effect Size by Subject Grade - Students Who are Continuously Enrolled

		Students Who are Continuously Enrolled											
		School, District, and State			District and State			State			Not Continuously Enrolled		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	252287	-0.24	0.0154	1726	-0.18	0.0133	2245	-0.18	0.0068	9326
	All Subjects (ISAT 5-8)	-0.07	0.0015	159010	-0.22	0.0170	1288	-0.19	0.0144	1853	-0.19	0.0076	7216
	Math Grade 5	-0.12	0.0044	19215	-0.34	0.0494	161	-0.19	0.0422	216	-0.26	0.0235	799
	Math Grade 6	-0.16	0.0042	19647	-0.31	0.0437	167	-0.26	0.0390	227	-0.29	0.0212	853
	Math Grade 7	-0.14	0.0040	20371	-0.34	0.0520	166	-0.27	0.0369	253	-0.21	0.0189	934
	Math Grade 8	-0.12	0.0040	20192	-0.25	0.0472	153	-0.26	0.0348	229	-0.26	0.0203	1027
	Math Grade 10	-0.06	0.0045	18768	-0.28	0.0502	219	-0.22	0.0512	196	-0.20	0.0216	1055
	ELA Grade 5	-0.02	0.0046	19246	-0.19	0.0538	159	-0.02	0.0462	218	-0.09	0.0248	801
	ELA Grade 6	-0.06	0.0043	19710	-0.05	0.0420	167	-0.19	0.0441	228	-0.20	0.0223	840
	ELA Grade 7	0.00	0.0042	20404	-0.18	0.0468	159	-0.18	0.0361	256	-0.11	0.0208	928
	ELA Grade 8	0.02	0.0043	20225	-0.07	0.0435	156	-0.13	0.0448	226	-0.10	0.0195	1034
	ELA Grade 10	-0.04	0.0044	18769	-0.31	0.0468	219	-0.09	0.0457	196	-0.09	0.0206	1055
	IRI Composite 1	-0.15	0.0055	16464									
	IRI Composite 2	-0.18	0.0045	19409									
	IRI Composite 3	-0.14	0.0036	19867									
2018	All Subjects (ISAT 5-8)	0.03	0.0012	166108	-0.10	0.0216	697	-0.07	0.0147	1375	-0.08	0.0080	4757
	Math Grade 5	0.03	0.0033	21372	-0.05	0.0571	105	-0.11	0.0446	153	-0.06	0.0225	542
	Math Grade 6	0.04	0.0034	20753	-0.06	0.0629	87	-0.08	0.0455	162	-0.10	0.0255	536
	Math Grade 7	0.03	0.0032	20759	-0.15	0.0688	72	-0.04	0.0368	182	-0.12	0.0203	649
	Math Grade 8	0.06	0.0033	20190	-0.12	0.0575	86	-0.12	0.0369	196	-0.11	0.0193	647
	ELA Grade 5	0.05	0.0036	21344	-0.03	0.0558	104	-0.10	0.0477	151	-0.03	0.0226	556
	ELA Grade 6	0.03	0.0035	20743	-0.07	0.0553	89	-0.05	0.0472	158	-0.08	0.0240	530
	ELA Grade 7	0.02	0.0035	20772	-0.18	0.0731	69	-0.05	0.0423	180	-0.07	0.0239	656
	ELA Grade 8	0.02	0.0035	20175	-0.18	0.0623	85	-0.06	0.0359	193	-0.08	0.0221	641

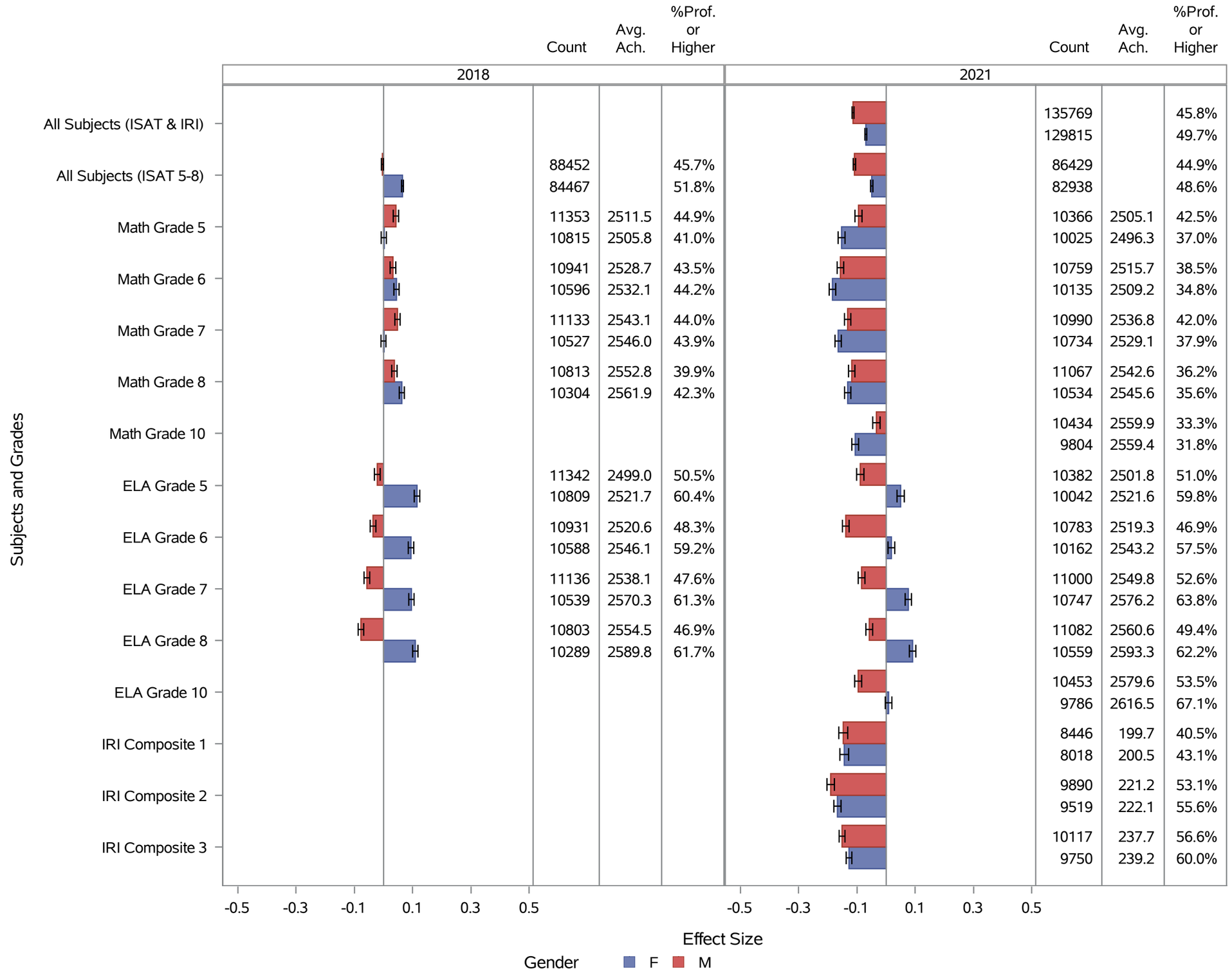
Effect Size by Subject Grade - Students Who are Chronically Absent



Effect Size by Subject Grade - Students Who are Chronically Absent

		Students Who are Chronically Absent					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.07	0.0013	225673	-0.21	0.0032	39911
	All Subjects (ISAT 5-8)	-0.06	0.0016	143322	-0.20	0.0040	26045
	Math Grade 5	-0.11	0.0046	17765	-0.25	0.0121	2626
	Math Grade 6	-0.15	0.0043	17849	-0.31	0.0115	3045
	Math Grade 7	-0.12	0.0042	18235	-0.29	0.0105	3489
	Math Grade 8	-0.10	0.0043	17762	-0.25	0.0097	3839
	Math Grade 10	-0.04	0.0047	16697	-0.21	0.0116	3541
	ELA Grade 5	-0.01	0.0048	17789	-0.12	0.0129	2635
	ELA Grade 6	-0.04	0.0045	17885	-0.19	0.0115	3060
	ELA Grade 7	0.02	0.0043	18254	-0.13	0.0110	3493
	ELA Grade 8	0.04	0.0045	17783	-0.11	0.0105	3858
	ELA Grade 10	-0.02	0.0046	16693	-0.16	0.0111	3546
	IRI Composite 1	-0.12	0.0058	14423	-0.31	0.0157	2041
	IRI Composite 2	-0.17	0.0048	17085	-0.27	0.0138	2324
	IRI Composite 3	-0.13	0.0037	17453	-0.19	0.0111	2414
2018	All Subjects (ISAT 5-8)	0.03	0.0012	172937			
	Math Grade 5	0.02	0.0033	22172			
	Math Grade 6	0.04	0.0034	21538			
	Math Grade 7	0.02	0.0032	21662			
	Math Grade 8	0.05	0.0032	21119			
	ELA Grade 5	0.04	0.0035	22155			
	ELA Grade 6	0.03	0.0035	21520			
	ELA Grade 7	0.02	0.0034	21677			
	ELA Grade 8	0.01	0.0034	21094			

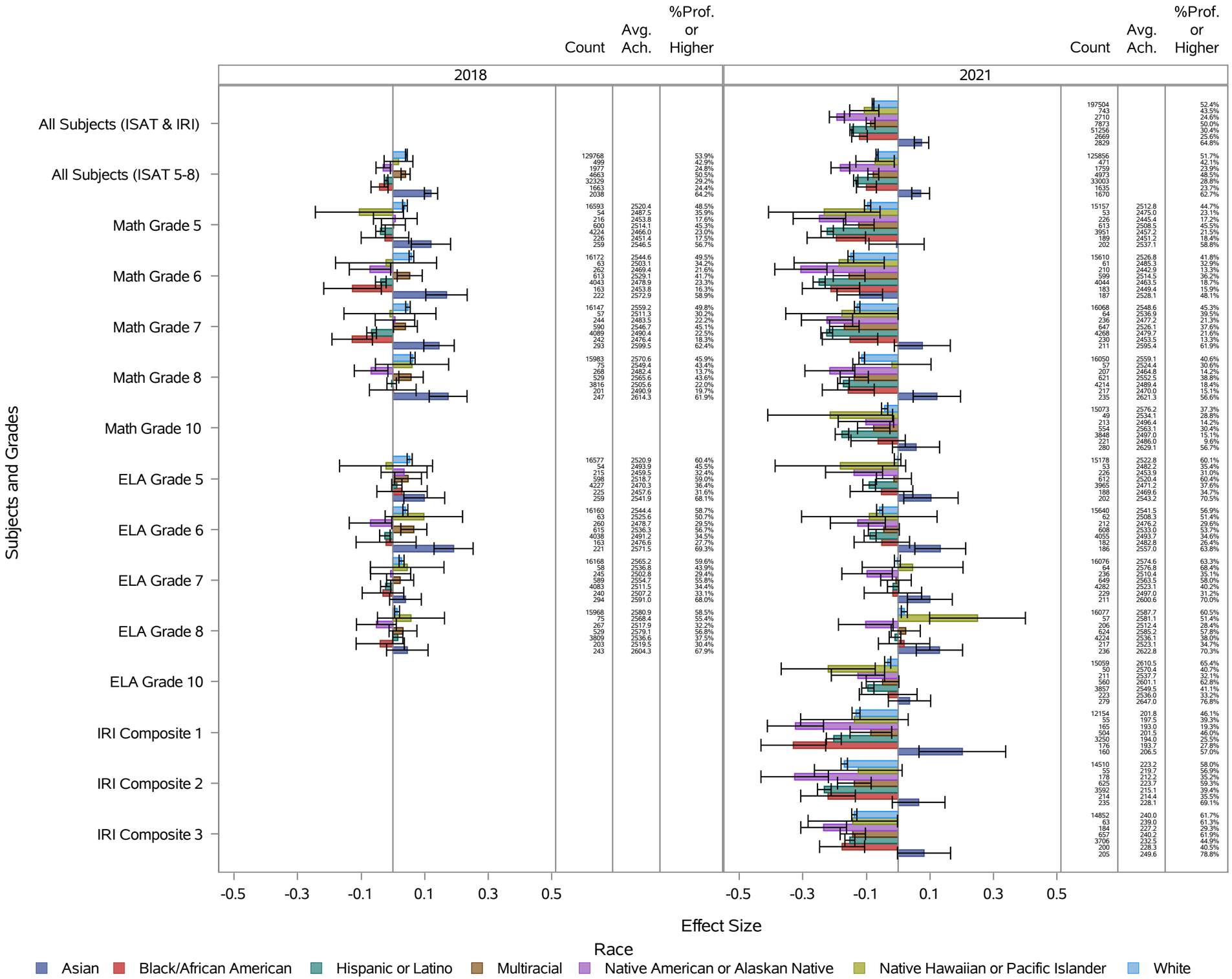
Effect Size by Subject Grade - Gender



Effect Size by Subject Grade - Gender

		Gender					
		F			M		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.07	0.0017	129815	-0.11	0.0017	135769
	All Subjects (ISAT 5-8)	-0.05	0.0021	82938	-0.11	0.0021	86429
	Math Grade 5	-0.15	0.0060	10025	-0.10	0.0062	10366
	Math Grade 6	-0.18	0.0057	10135	-0.16	0.0057	10759
	Math Grade 7	-0.16	0.0055	10734	-0.13	0.0056	10990
	Math Grade 8	-0.13	0.0055	10534	-0.12	0.0056	11067
	Math Grade 10	-0.11	0.0060	9804	-0.03	0.0065	10434
	ELA Grade 5	0.05	0.0064	10042	-0.09	0.0064	10382
	ELA Grade 6	0.02	0.0059	10162	-0.14	0.0058	10783
	ELA Grade 7	0.08	0.0055	10747	-0.08	0.0059	11000
	ELA Grade 8	0.09	0.0056	10559	-0.06	0.0059	11082
	ELA Grade 10	0.01	0.0058	9786	-0.10	0.0061	10453
	IRI Composite 1	-0.14	0.0077	8018	-0.15	0.0078	8446
	IRI Composite 2	-0.17	0.0063	9519	-0.19	0.0065	9890
	IRI Composite 3	-0.13	0.0050	9750	-0.15	0.0051	10117
2018	All Subjects (ISAT 5-8)	0.06	0.0016	84467	-0.00	0.0017	88452
	Math Grade 5	0.00	0.0045	10815	0.04	0.0047	11353
	Math Grade 6	0.04	0.0046	10596	0.03	0.0050	10941
	Math Grade 7	-0.00	0.0043	10527	0.05	0.0046	11133
	Math Grade 8	0.06	0.0044	10304	0.04	0.0047	10813
	ELA Grade 5	0.11	0.0048	10809	-0.02	0.0051	11342
	ELA Grade 6	0.09	0.0048	10588	-0.04	0.0050	10931
	ELA Grade 7	0.10	0.0046	10539	-0.06	0.0050	11136
	ELA Grade 8	0.11	0.0047	10289	-0.08	0.0048	10803

Effect Size by Subject Grade - Race



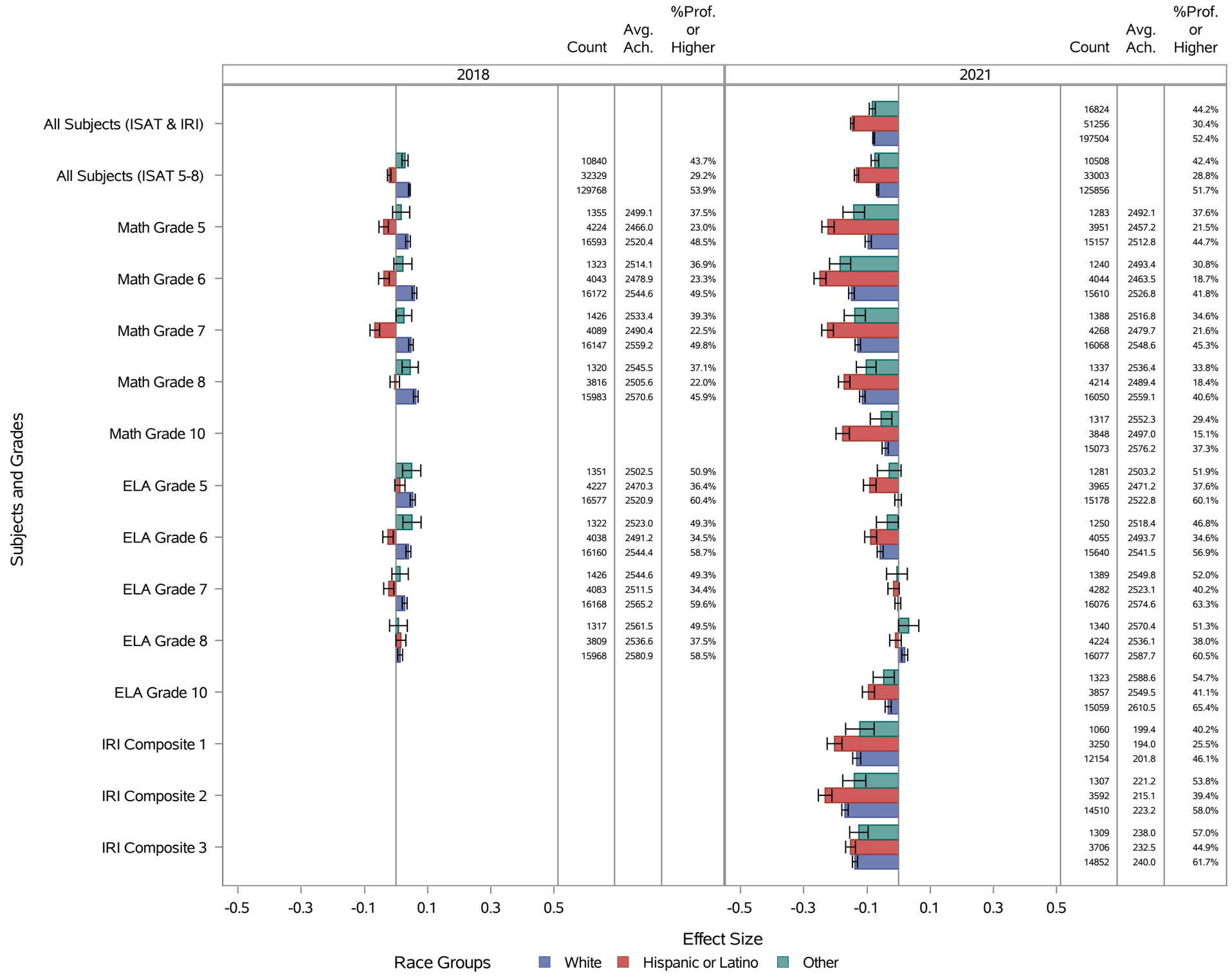
Effect Size by Subject Grade - Race

		Race											
		Asian			Black/African American			Hispanic or Latino			Multiracial		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	0.07	0.0115	2829	-0.12	0.0125	2669	-0.15	0.0027	51256	-0.09	0.0070	7873
	All Subjects (ISAT 5-8)	0.07	0.0143	1670	-0.10	0.0160	1635	-0.13	0.0034	33003	-0.08	0.0088	4973
	Math Grade 5	-0.01	0.0440	202	-0.19	0.0466	189	-0.22	0.0099	3951	-0.12	0.0245	613
	Math Grade 6	-0.12	0.0363	187	-0.21	0.0457	183	-0.25	0.0097	4044	-0.15	0.0254	599
	Math Grade 7	0.08	0.0447	211	-0.15	0.0443	230	-0.22	0.0094	4268	-0.17	0.0236	647
	Math Grade 8	0.12	0.0378	235	-0.16	0.0414	217	-0.17	0.0092	4214	-0.14	0.0226	621
	Math Grade 10	0.06	0.0377	280	-0.06	0.0434	221	-0.18	0.0108	3848	-0.08	0.0259	554
	ELA Grade 5	0.10	0.0433	202	-0.05	0.0500	188	-0.09	0.0102	3965	-0.01	0.0280	612
	ELA Grade 6	0.13	0.0405	186	-0.05	0.0442	182	-0.09	0.0096	4055	-0.05	0.0248	608
	ELA Grade 7	0.10	0.0358	211	-0.02	0.0459	229	-0.02	0.0091	4282	-0.01	0.0245	649
	ELA Grade 8	0.13	0.0370	236	0.02	0.0410	217	-0.01	0.0093	4224	0.02	0.0233	624
	ELA Grade 10	0.04	0.0338	279	-0.03	0.0461	223	-0.10	0.0098	3857	-0.05	0.0262	560
	IRI Composite 1	0.20	0.0691	160	-0.33	0.0516	176	-0.20	0.0119	3250	-0.09	0.0333	504
	IRI Composite 2	0.06	0.0421	235	-0.22	0.0436	214	-0.23	0.0110	3592	-0.14	0.0269	625
	IRI Composite 3	0.08	0.0423	205	-0.18	0.0359	200	-0.15	0.0079	3706	-0.14	0.0202	657
2018	All Subjects (ISAT 5-8)	0.12	0.0106	2038	-0.04	0.0137	1663	-0.02	0.0028	32329	0.04	0.0073	4663
	Math Grade 5	0.12	0.0314	259	-0.02	0.0380	226	-0.04	0.0076	4224	0.00	0.0191	600
	Math Grade 6	0.17	0.0330	222	-0.13	0.0459	163	-0.04	0.0086	4043	0.05	0.0201	613
	Math Grade 7	0.15	0.0243	293	-0.13	0.0324	242	-0.07	0.0077	4089	0.04	0.0191	590
	Math Grade 8	0.17	0.0302	247	-0.00	0.0373	201	-0.00	0.0076	3816	0.06	0.0195	529
	ELA Grade 5	0.10	0.0326	259	0.03	0.0402	225	0.01	0.0082	4227	0.05	0.0214	598
	ELA Grade 6	0.19	0.0312	221	-0.02	0.0478	163	-0.03	0.0084	4038	0.07	0.0209	615
	ELA Grade 7	0.04	0.0253	294	-0.03	0.0332	240	-0.02	0.0082	4083	0.02	0.0217	589
	ELA Grade 8	0.05	0.0331	243	-0.04	0.0384	203	0.02	0.0080	3809	0.03	0.0223	529

Effect Size by Subject Grade - Race

		Race								
		Native American or Alaskan Native			Native Hawaiian or Pacific Islander			White		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.19	0.0120	2710	-0.11	0.0234	743	-0.08	0.0014	197504
	All Subjects (ISAT 5-8)	-0.18	0.0150	1759	-0.07	0.0307	471	-0.07	0.0017	125856
	Math Grade 5	-0.25	0.0419	226	-0.23	0.0874	53	-0.10	0.0050	15157
	Math Grade 6	-0.31	0.0416	210	-0.19	0.0709	61	-0.15	0.0046	15610
	Math Grade 7	-0.22	0.0409	236	-0.18	0.0884	64	-0.13	0.0044	16068
	Math Grade 8	-0.21	0.0398	207	-0.02	0.0614	57	-0.11	0.0045	16050
	Math Grade 10	-0.10	0.0442	213	-0.21	0.0976	49	-0.04	0.0050	15073
	ELA Grade 5	-0.14	0.0455	226	-0.18	0.1024	53	-0.00	0.0052	15178
	ELA Grade 6	-0.13	0.0438	212	-0.09	0.1066	62	-0.06	0.0048	15640
	ELA Grade 7	-0.10	0.0403	236	0.05	0.0794	64	-0.00	0.0047	16076
	ELA Grade 8	-0.10	0.0436	206	0.25	0.0752	57	0.02	0.0048	16077
	ELA Grade 10	-0.13	0.0425	211	-0.22	0.0736	50	-0.03	0.0049	15059
	IRI Composite 1	-0.32	0.0447	165	-0.14	0.0844	55	-0.13	0.0064	12154
	IRI Composite 2	-0.33	0.0537	178	-0.13	0.0688	55	-0.17	0.0052	14510
	IRI Composite 3	-0.23	0.0364	184	-0.14	0.0703	63	-0.14	0.0041	14852
2018	All Subjects (ISAT 5-8)	-0.03	0.0115	1977	0.02	0.0230	499	0.04	0.0014	129768
	Math Grade 5	0.01	0.0349	216	-0.11	0.0691	54	0.04	0.0038	16593
	Math Grade 6	-0.07	0.0331	262	-0.02	0.0795	63	0.06	0.0038	16172
	Math Grade 7	0.01	0.0315	244	-0.01	0.0722	57	0.05	0.0036	16147
	Math Grade 8	-0.07	0.0268	268	0.06	0.0578	75	0.06	0.0037	15983
	ELA Grade 5	0.04	0.0367	215	-0.02	0.0729	54	0.05	0.0041	16577
	ELA Grade 6	-0.07	0.0340	260	0.10	0.0609	63	0.04	0.0040	16160
	ELA Grade 7	-0.01	0.0320	245	0.04	0.0578	58	0.03	0.0040	16168
	ELA Grade 8	-0.05	0.0318	267	0.06	0.0529	75	0.01	0.0039	15968

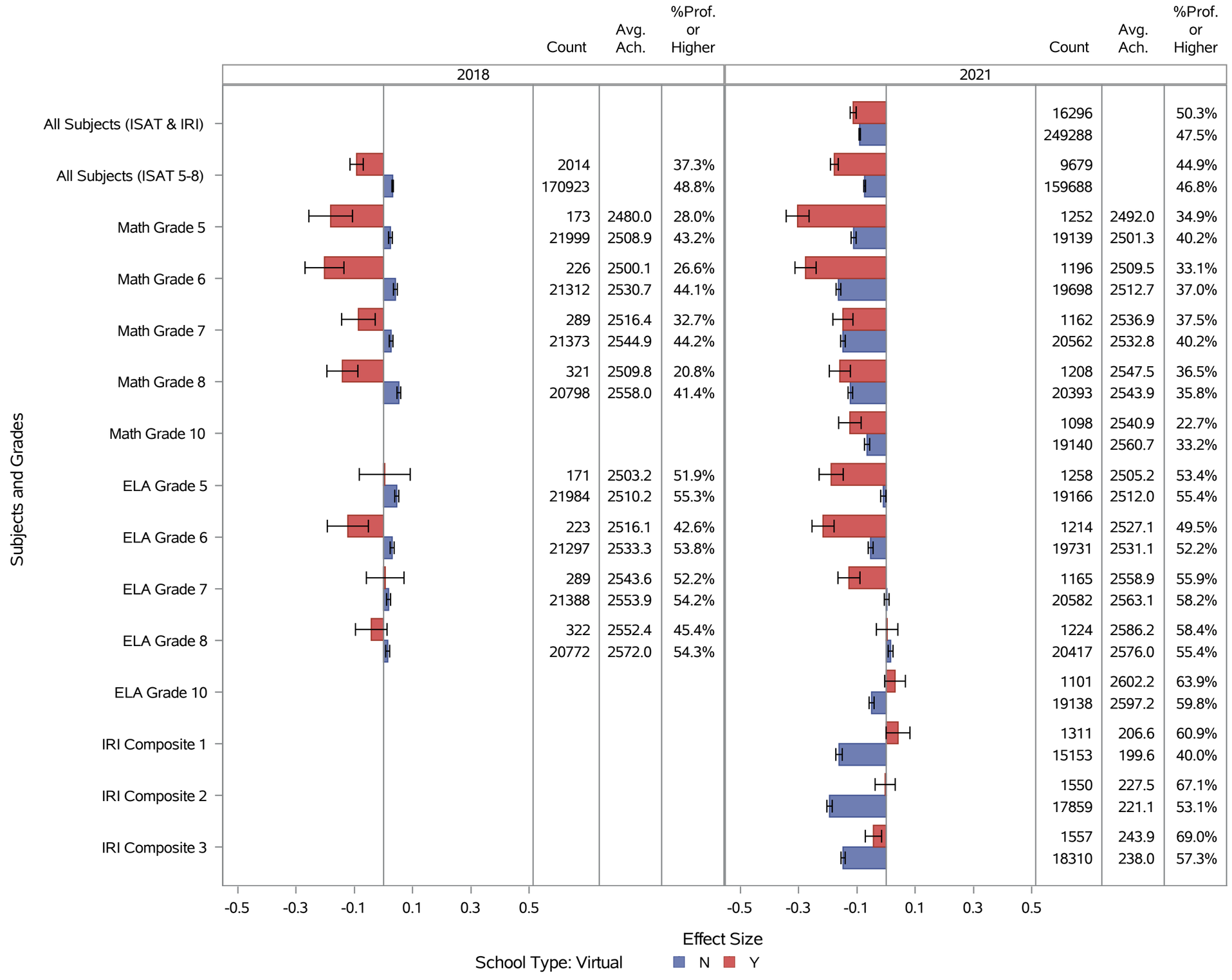
Effect Size by Subject Grade - Race Groups



Effect Size by Subject Grade - Race Groups

		Race Groups								
		White			Hispanic or Latino			Other		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.08	0.0014	197504	-0.15	0.0027	51256	-0.08	0.0049	16824
	All Subjects (ISAT 5-8)	-0.07	0.0017	125856	-0.13	0.0034	33003	-0.07	0.0061	10508
	Math Grade 5	-0.10	0.0050	15157	-0.22	0.0099	3951	-0.14	0.0174	1283
	Math Grade 6	-0.15	0.0046	15610	-0.25	0.0097	4044	-0.18	0.0170	1240
	Math Grade 7	-0.13	0.0044	16068	-0.22	0.0094	4268	-0.14	0.0171	1388
	Math Grade 8	-0.11	0.0045	16050	-0.17	0.0092	4214	-0.10	0.0159	1337
	Math Grade 10	-0.04	0.0050	15073	-0.18	0.0108	3848	-0.06	0.0174	1317
	ELA Grade 5	-0.00	0.0052	15178	-0.09	0.0102	3965	-0.03	0.0191	1281
	ELA Grade 6	-0.06	0.0048	15640	-0.09	0.0096	4055	-0.04	0.0176	1250
	ELA Grade 7	-0.00	0.0047	16076	-0.02	0.0091	4282	-0.01	0.0167	1389
	ELA Grade 8	0.02	0.0048	16077	-0.01	0.0093	4224	0.03	0.0162	1340
	ELA Grade 10	-0.03	0.0049	15059	-0.10	0.0098	3857	-0.05	0.0170	1323
	IRI Composite 1	-0.13	0.0064	12154	-0.20	0.0119	3250	-0.12	0.0230	1060
	IRI Composite 2	-0.17	0.0052	14510	-0.23	0.0110	3592	-0.14	0.0186	1307
	IRI Composite 3	-0.14	0.0041	14852	-0.15	0.0079	3706	-0.13	0.0149	1309
2018	All Subjects (ISAT 5-8)	0.04	0.0014	129768	-0.02	0.0028	32329	0.03	0.0049	10840
	Math Grade 5	0.04	0.0038	16593	-0.04	0.0076	4224	0.02	0.0137	1355
	Math Grade 6	0.06	0.0038	16172	-0.04	0.0086	4043	0.02	0.0146	1323
	Math Grade 7	0.05	0.0036	16147	-0.07	0.0077	4089	0.03	0.0126	1426
	Math Grade 8	0.06	0.0037	15983	-0.00	0.0076	3816	0.04	0.0130	1320
	ELA Grade 5	0.05	0.0041	16577	0.01	0.0082	4227	0.05	0.0147	1351
	ELA Grade 6	0.04	0.0040	16160	-0.03	0.0084	4038	0.05	0.0146	1322
	ELA Grade 7	0.03	0.0040	16168	-0.02	0.0082	4083	0.01	0.0132	1426
	ELA Grade 8	0.01	0.0039	15968	0.02	0.0080	3809	0.01	0.0143	1317

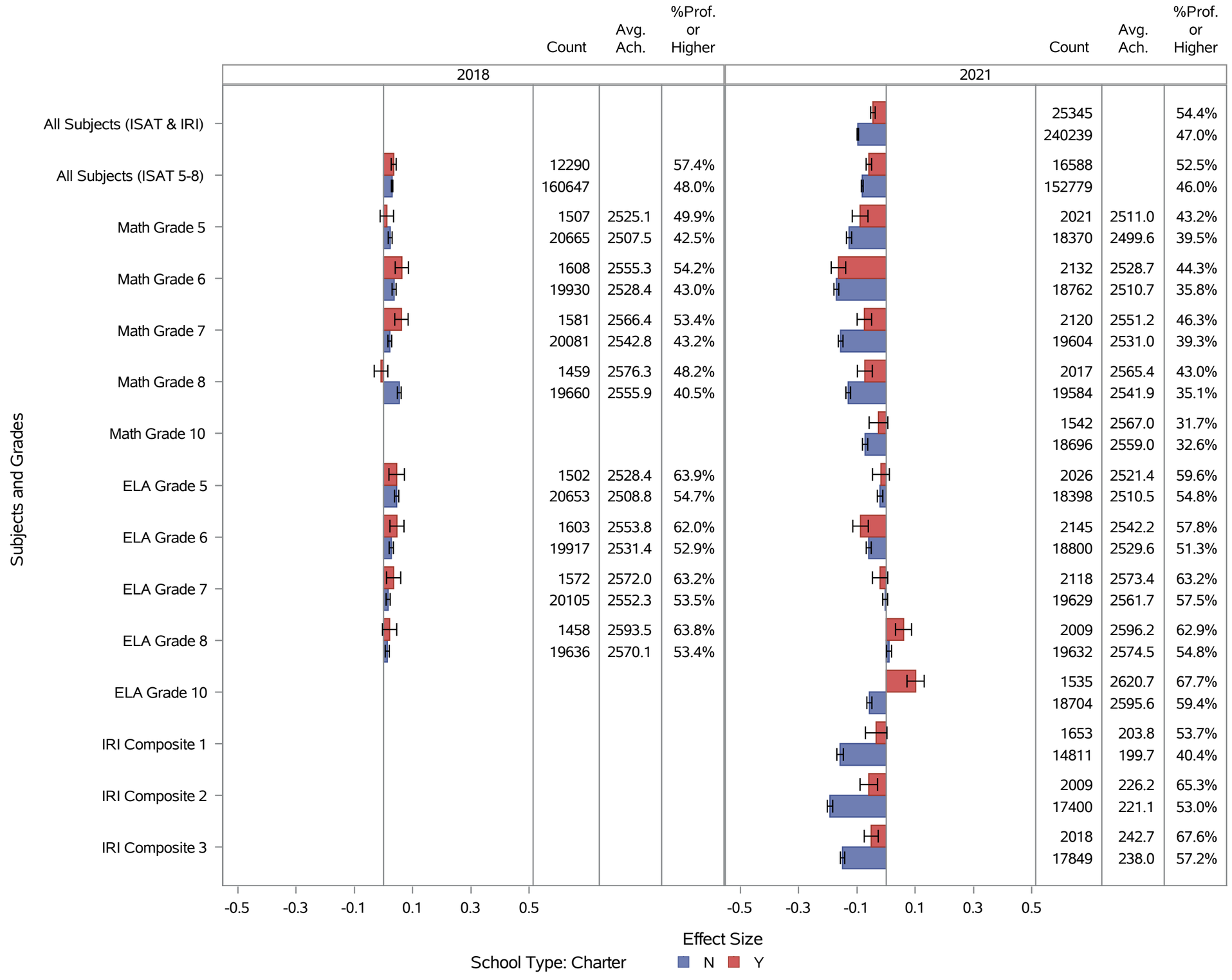
Effect Size by Subject Grade - School Type: Virtual



Effect Size by Subject Grade - School Type: Virtual

		School Type: Virtual					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	249288	-0.11	0.0053	16296
	All Subjects (ISAT 5-8)	-0.07	0.0015	159688	-0.18	0.0068	9679
	Math Grade 5	-0.11	0.0044	19139	-0.30	0.0200	1252
	Math Grade 6	-0.16	0.0041	19698	-0.28	0.0185	1196
	Math Grade 7	-0.15	0.0040	20562	-0.15	0.0176	1162
	Math Grade 8	-0.12	0.0040	20393	-0.16	0.0184	1208
	Math Grade 10	-0.07	0.0045	19140	-0.12	0.0197	1098
	ELA Grade 5	-0.01	0.0046	19166	-0.19	0.0211	1258
	ELA Grade 6	-0.05	0.0043	19731	-0.22	0.0193	1214
	ELA Grade 7	0.00	0.0042	20582	-0.13	0.0192	1165
	ELA Grade 8	0.02	0.0042	20417	0.00	0.0188	1224
	ELA Grade 10	-0.05	0.0044	19138	0.03	0.0181	1101
	IRI Composite 1	-0.16	0.0057	15153	0.04	0.0208	1311
	IRI Composite 2	-0.19	0.0047	17859	-0.00	0.0176	1550
	IRI Composite 3	-0.15	0.0037	18310	-0.04	0.0142	1557
2018	All Subjects (ISAT 5-8)	0.03	0.0012	170923	-0.09	0.0116	2014
	Math Grade 5	0.02	0.0033	21999	-0.18	0.0379	173
	Math Grade 6	0.04	0.0034	21312	-0.20	0.0339	226
	Math Grade 7	0.03	0.0032	21373	-0.09	0.0293	289
	Math Grade 8	0.05	0.0032	20798	-0.14	0.0270	321
	ELA Grade 5	0.05	0.0035	21984	0.00	0.0442	171
	ELA Grade 6	0.03	0.0035	21297	-0.12	0.0358	223
	ELA Grade 7	0.02	0.0035	21388	0.01	0.0328	289
	ELA Grade 8	0.01	0.0034	20772	-0.04	0.0275	322

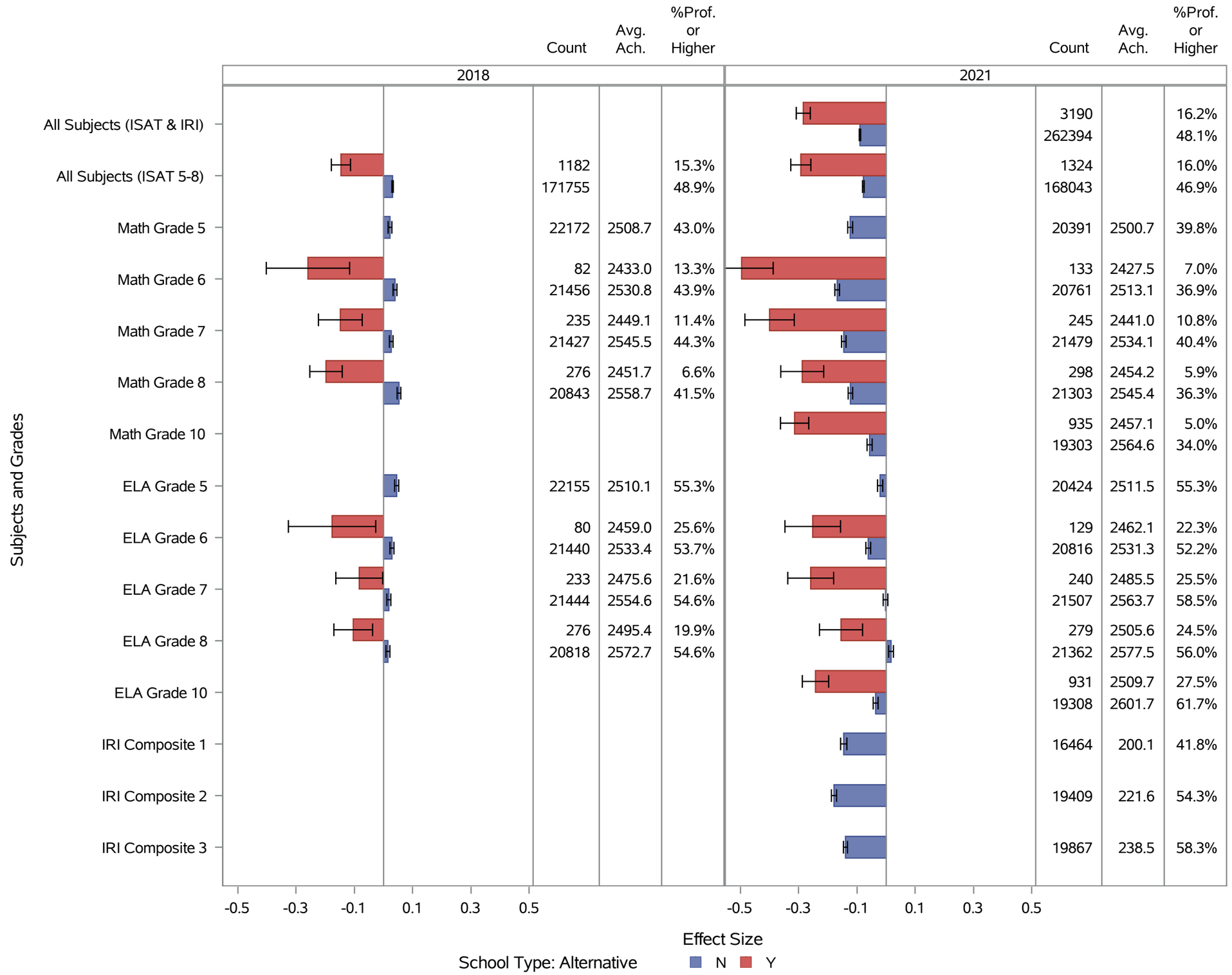
Effect Size by Subject Grade - School Type: Charter



Effect Size by Subject Grade - School Type: Charter

		School Type: Charter					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.10	0.0012	240239	-0.05	0.0040	25345
	All Subjects (ISAT 5-8)	-0.08	0.0015	152779	-0.06	0.0048	16588
	Math Grade 5	-0.13	0.0046	18370	-0.09	0.0137	2021
	Math Grade 6	-0.17	0.0043	18762	-0.16	0.0126	2132
	Math Grade 7	-0.16	0.0041	19604	-0.07	0.0126	2120
	Math Grade 8	-0.13	0.0041	19584	-0.07	0.0130	2017
	Math Grade 10	-0.07	0.0046	18696	-0.03	0.0163	1542
	ELA Grade 5	-0.02	0.0048	18398	-0.02	0.0147	2026
	ELA Grade 6	-0.06	0.0044	18800	-0.09	0.0136	2145
	ELA Grade 7	-0.00	0.0043	19629	-0.02	0.0134	2118
	ELA Grade 8	0.01	0.0043	19632	0.06	0.0141	2009
	ELA Grade 10	-0.06	0.0044	18704	0.10	0.0150	1535
	IRI Composite 1	-0.16	0.0057	14811	-0.03	0.0188	1653
	IRI Composite 2	-0.19	0.0047	17400	-0.06	0.0153	2009
	IRI Composite 3	-0.15	0.0037	17849	-0.05	0.0122	2018
2018	All Subjects (ISAT 5-8)	0.03	0.0012	160647	0.03	0.0043	12290
	Math Grade 5	0.02	0.0034	20665	0.01	0.0118	1507
	Math Grade 6	0.04	0.0035	19930	0.06	0.0115	1608
	Math Grade 7	0.02	0.0033	20081	0.06	0.0117	1581
	Math Grade 8	0.05	0.0033	19660	-0.01	0.0119	1459
	ELA Grade 5	0.04	0.0037	20653	0.04	0.0136	1502
	ELA Grade 6	0.03	0.0036	19917	0.05	0.0123	1603
	ELA Grade 7	0.02	0.0036	20105	0.03	0.0124	1572
	ELA Grade 8	0.01	0.0036	19636	0.02	0.0125	1458

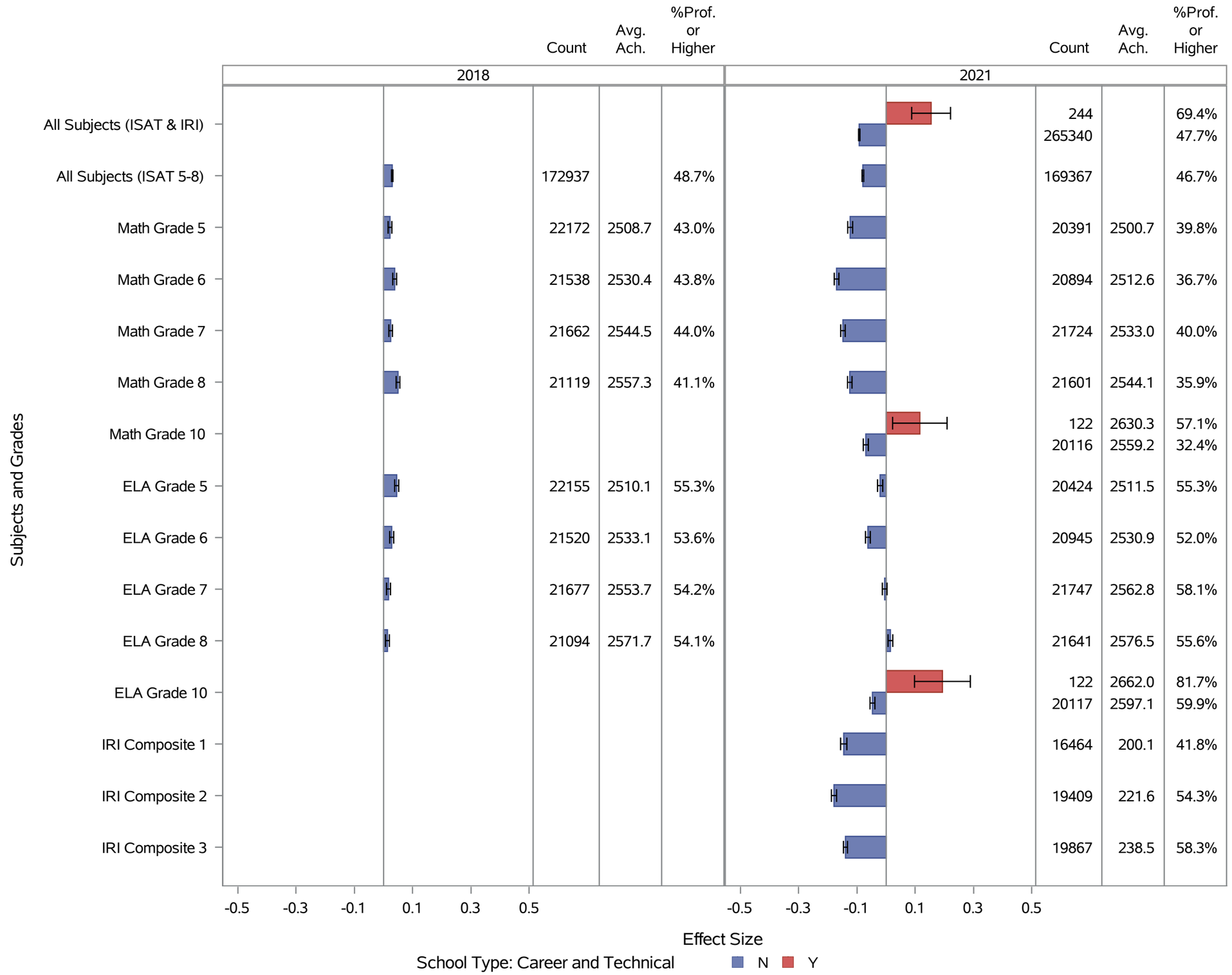
Effect Size by Subject Grade - School Type: Alternative



Effect Size by Subject Grade - School Type: Alternative

		School Type: Alternative					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	262394	-0.28	0.0123	3190
	All Subjects (ISAT 5-8)	-0.08	0.0015	168043	-0.29	0.0176	1324
	Math Grade 5	-0.12	0.0043	20391			
	Math Grade 6	-0.17	0.0040	20761	-0.50	0.0548	133
	Math Grade 7	-0.15	0.0039	21479	-0.40	0.0430	245
	Math Grade 8	-0.12	0.0039	21303	-0.29	0.0374	298
	Math Grade 10	-0.06	0.0045	19303	-0.31	0.0247	935
	ELA Grade 5	-0.02	0.0045	20424			
	ELA Grade 6	-0.06	0.0042	20816	-0.25	0.0482	129
	ELA Grade 7	-0.00	0.0041	21507	-0.26	0.0399	240
	ELA Grade 8	0.02	0.0042	21362	-0.16	0.0376	279
	ELA Grade 10	-0.04	0.0043	19308	-0.24	0.0231	931
	IRI Composite 1	-0.15	0.0055	16464			
	IRI Composite 2	-0.18	0.0045	19409			
	IRI Composite 3	-0.14	0.0036	19867			
2018	All Subjects (ISAT 5-8)	0.03	0.0012	171755	-0.15	0.0167	1182
	Math Grade 5	0.02	0.0033	22172			
	Math Grade 6	0.04	0.0034	21456	-0.26	0.0719	82
	Math Grade 7	0.03	0.0032	21427	-0.15	0.0381	235
	Math Grade 8	0.05	0.0032	20843	-0.20	0.0283	276
	ELA Grade 5	0.04	0.0035	22155			
	ELA Grade 6	0.03	0.0035	21440	-0.18	0.0753	80
	ELA Grade 7	0.02	0.0034	21444	-0.08	0.0408	233
	ELA Grade 8	0.01	0.0034	20818	-0.10	0.0338	276

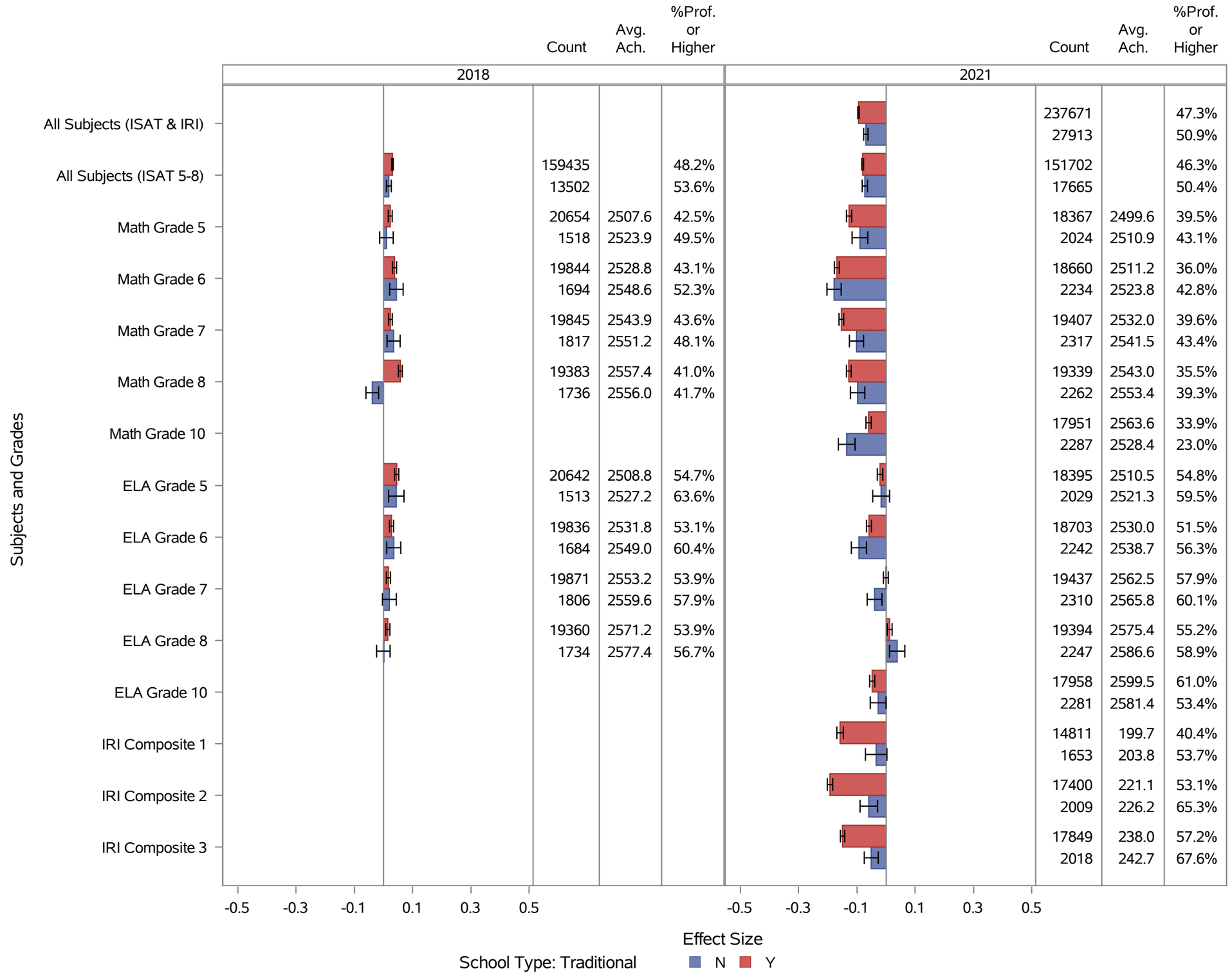
Effect Size by Subject Grade - School Type: Career and Technical



Effect Size by Subject Grade - School Type: Career and Technical

		School Type: Career and Technical					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.09	0.0012	265340	0.15	0.0338	244
	All Subjects (ISAT 5-8)	-0.08	0.0015	169367			
	Math Grade 5	-0.12	0.0043	20391			
	Math Grade 6	-0.17	0.0040	20894			
	Math Grade 7	-0.15	0.0039	21724			
	Math Grade 8	-0.13	0.0039	21601			
	Math Grade 10	-0.07	0.0044	20116	0.12	0.0472	122
	ELA Grade 5	-0.02	0.0045	20424			
	ELA Grade 6	-0.06	0.0042	20945			
	ELA Grade 7	-0.01	0.0041	21747			
	ELA Grade 8	0.01	0.0041	21641			
	ELA Grade 10	-0.05	0.0043	20117	0.19	0.0484	122
	IRI Composite 1	-0.15	0.0055	16464			
	IRI Composite 2	-0.18	0.0045	19409			
	IRI Composite 3	-0.14	0.0036	19867			
2018	All Subjects (ISAT 5-8)	0.03	0.0012	172937			
	Math Grade 5	0.02	0.0033	22172			
	Math Grade 6	0.04	0.0034	21538			
	Math Grade 7	0.02	0.0032	21662			
	Math Grade 8	0.05	0.0032	21119			
	ELA Grade 5	0.04	0.0035	22155			
	ELA Grade 6	0.03	0.0035	21520			
	ELA Grade 7	0.02	0.0034	21677			
	ELA Grade 8	0.01	0.0034	21094			

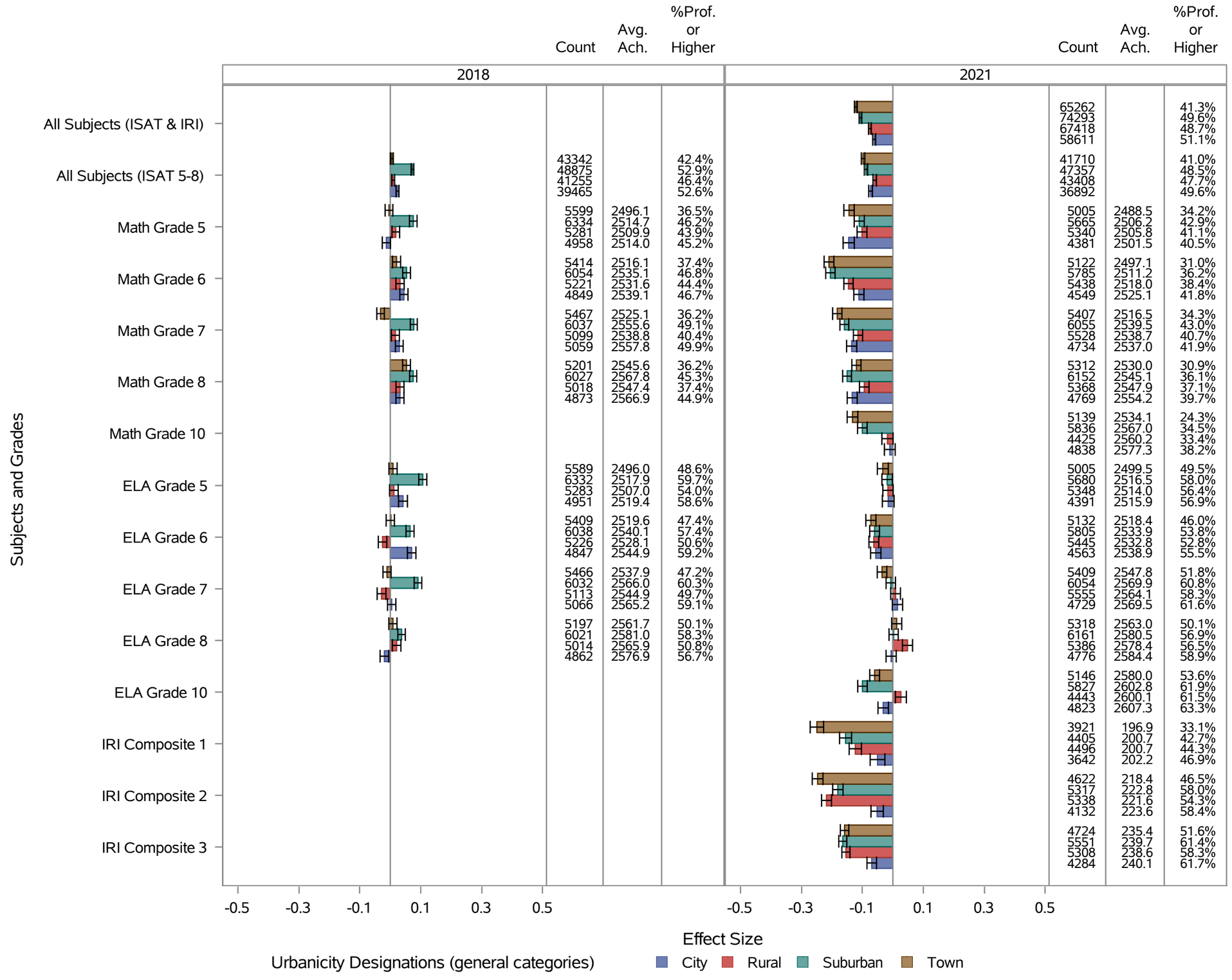
Effect Size by Subject Grade - School Type: Traditional



Effect Size by Subject Grade - School Type: Traditional

		School Type: Traditional					
		N			Y		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.07	0.0038	27913	-0.09	0.0012	237671
	All Subjects (ISAT 5-8)	-0.07	0.0047	17665	-0.08	0.0016	151702
	Math Grade 5	-0.09	0.0137	2024	-0.13	0.0046	18367
	Math Grade 6	-0.18	0.0125	2234	-0.17	0.0043	18660
	Math Grade 7	-0.10	0.0124	2317	-0.15	0.0041	19407
	Math Grade 8	-0.10	0.0126	2262	-0.13	0.0041	19339
	Math Grade 10	-0.14	0.0146	2287	-0.06	0.0046	17951
	ELA Grade 5	-0.02	0.0147	2029	-0.02	0.0048	18395
	ELA Grade 6	-0.09	0.0132	2242	-0.06	0.0044	18703
	ELA Grade 7	-0.04	0.0129	2310	-0.00	0.0043	19437
	ELA Grade 8	0.04	0.0134	2247	0.01	0.0043	19394
	ELA Grade 10	-0.03	0.0138	2281	-0.05	0.0045	17958
	IRI Composite 1	-0.03	0.0188	1653	-0.16	0.0057	14811
	IRI Composite 2	-0.06	0.0153	2009	-0.19	0.0047	17400
	IRI Composite 3	-0.05	0.0122	2018	-0.15	0.0037	17849
2018	All Subjects (ISAT 5-8)	0.02	0.0042	13502	0.03	0.0012	159435
	Math Grade 5	0.01	0.0118	1518	0.02	0.0034	20654
	Math Grade 6	0.04	0.0118	1694	0.04	0.0035	19844
	Math Grade 7	0.03	0.0114	1817	0.02	0.0033	19845
	Math Grade 8	-0.04	0.0111	1736	0.06	0.0034	19383
	ELA Grade 5	0.04	0.0135	1513	0.04	0.0037	20642
	ELA Grade 6	0.03	0.0123	1684	0.03	0.0036	19836
	ELA Grade 7	0.02	0.0121	1806	0.02	0.0036	19871
	ELA Grade 8	-0.00	0.0118	1734	0.01	0.0036	19360

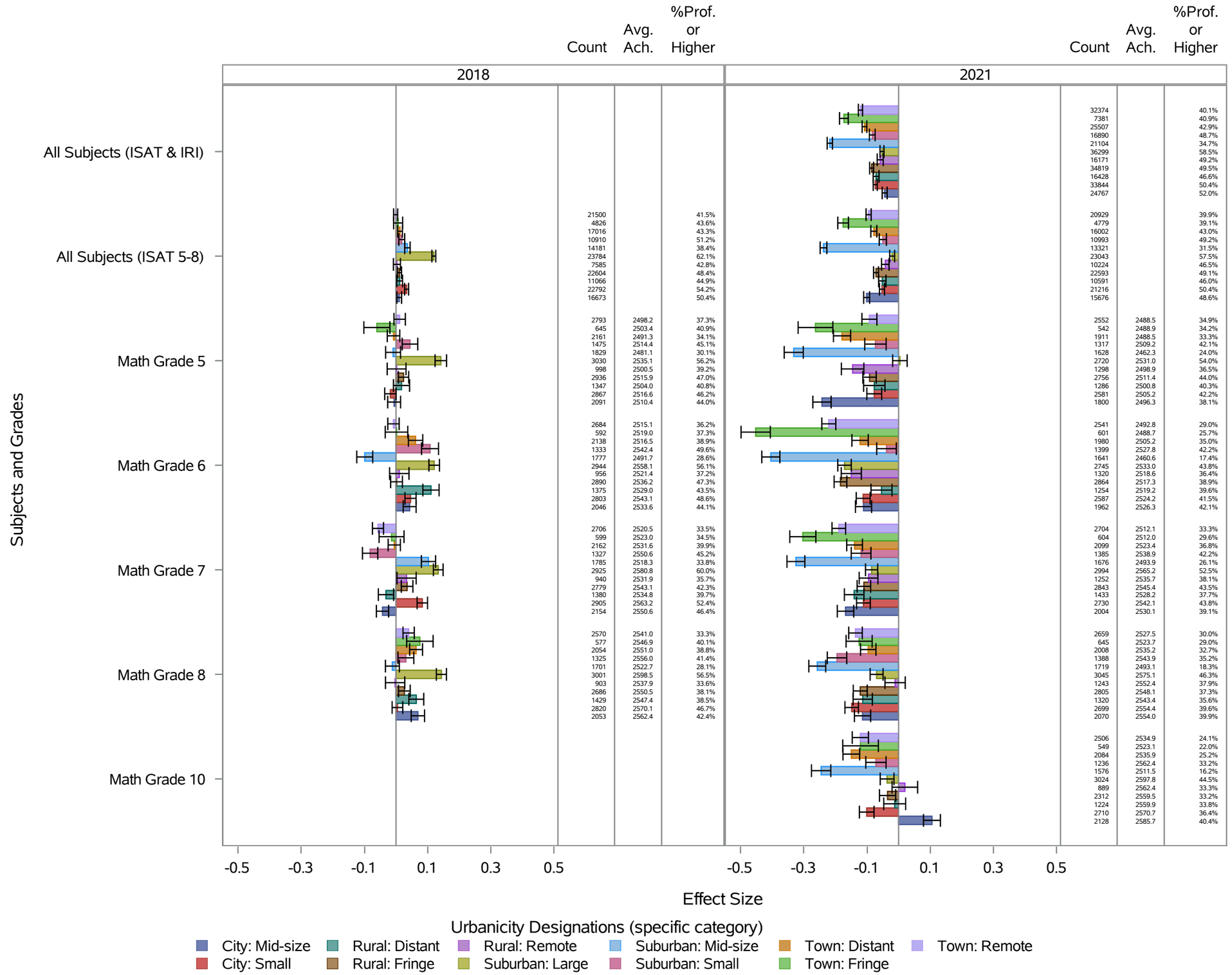
Effect Size by Subject Grade - Urbanicity Designations (general categories)



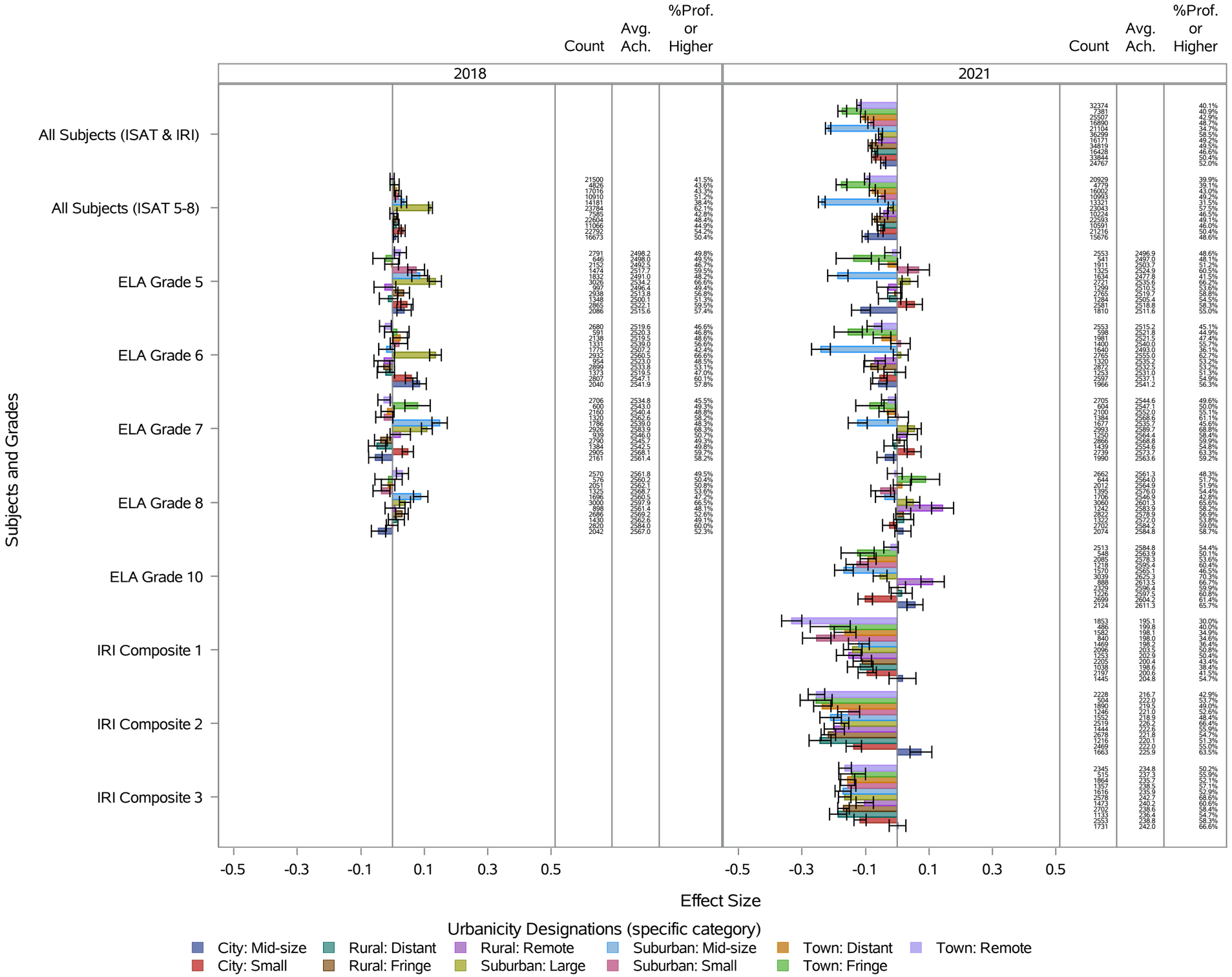
Effect Size by Subject Grade - Urbanicity Designations (general categories)

		Urbanicity Designations (general categories)											
		City			Rural			Suburban			Town		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.06	0.0025	58611	-0.08	0.0023	67418	-0.11	0.0022	74293	-0.12	0.0024	65262
	All Subjects (ISAT 5-8)	-0.07	0.0031	36892	-0.06	0.0029	43408	-0.09	0.0028	47357	-0.10	0.0029	41710
	Math Grade 5	-0.14	0.0094	4381	-0.10	0.0082	5340	-0.11	0.0084	5665	-0.14	0.0087	5005
	Math Grade 6	-0.11	0.0085	4549	-0.15	0.0078	5438	-0.21	0.0078	5785	-0.21	0.0082	5122
	Math Grade 7	-0.14	0.0085	4734	-0.11	0.0077	5528	-0.16	0.0074	6055	-0.18	0.0078	5407
	Math Grade 8	-0.13	0.0084	4769	-0.09	0.0080	5368	-0.15	0.0074	6152	-0.12	0.0077	5312
	Math Grade 10	-0.01	0.0090	4838	-0.02	0.0094	4425	-0.10	0.0080	5836	-0.13	0.0089	5139
	ELA Grade 5	-0.02	0.0098	4391	-0.02	0.0086	5348	-0.02	0.0088	5680	-0.03	0.0091	5005
	ELA Grade 6	-0.06	0.0086	4563	-0.06	0.0082	5445	-0.06	0.0082	5805	-0.07	0.0084	5132
	ELA Grade 7	0.02	0.0086	4729	0.01	0.0081	5555	-0.01	0.0079	6054	-0.04	0.0080	5409
	ELA Grade 8	-0.01	0.0085	4776	0.05	0.0085	5386	0.00	0.0077	6161	0.01	0.0084	5318
	ELA Grade 10	-0.03	0.0087	4823	0.03	0.0092	4443	-0.10	0.0080	5827	-0.06	0.0082	5146
	IRI Composite 1	-0.05	0.0123	3642	-0.12	0.0103	4496	-0.16	0.0101	4405	-0.25	0.0112	3921
	IRI Composite 2	-0.05	0.0103	4132	-0.22	0.0083	5338	-0.18	0.0087	5317	-0.25	0.0090	4622
	IRI Composite 3	-0.07	0.0080	4284	-0.15	0.0068	5308	-0.16	0.0067	5551	-0.16	0.0071	4724
2018	All Subjects (ISAT 5-8)	0.02	0.0025	39465	0.01	0.0025	41255	0.07	0.0022	48875	0.01	0.0024	43342
	Math Grade 5	-0.01	0.0069	4958	0.02	0.0064	5281	0.08	0.0064	6334	-0.00	0.0065	5599
	Math Grade 6	0.04	0.0068	4849	0.03	0.0069	5221	0.05	0.0065	6054	0.02	0.0068	5414
	Math Grade 7	0.03	0.0065	5059	0.02	0.0067	5099	0.08	0.0059	6037	-0.03	0.0063	5467
	Math Grade 8	0.03	0.0067	4873	0.03	0.0067	5018	0.08	0.0059	6027	0.05	0.0065	5201
	ELA Grade 5	0.04	0.0074	4951	0.01	0.0072	5283	0.11	0.0067	6332	0.01	0.0069	5589
	ELA Grade 6	0.07	0.0071	4847	-0.03	0.0071	5226	0.06	0.0067	6038	-0.00	0.0069	5409
	ELA Grade 7	0.00	0.0070	5066	-0.03	0.0073	5113	0.09	0.0064	6032	-0.01	0.0068	5466
	ELA Grade 8	-0.02	0.0072	4862	0.02	0.0071	5014	0.04	0.0063	6021	0.01	0.0069	5197

Effect Size by Subject Grade - Urbanicity Designations (specific category)



Effect Size by Subject Grade - Urbanicity Designations (specific category) (cont.)



Effect Size by Subject Grade - Urbanicity Designations (specific category)

		Urbanicity Designations (specific category)																
		City: Mid-size			City: Small			Rural: Distant			Rural: Fringe			Rural: Remote			Suburban: Large		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.04	0.0040	24767	-0.07	0.0033	33844	-0.07	0.0047	16428	-0.09	0.0032	34819	-0.06	0.0048	16171	-0.05	0.0032	36299
	All Subjects (ISAT 5-8)	-0.10	0.0048	15676	-0.05	0.0041	21216	-0.05	0.0059	10591	-0.07	0.0040	22593	-0.04	0.0061	10224	-0.02	0.0040	23043
	Math Grade 5	-0.24	0.0147	1800	-0.08	0.0119	2581	-0.08	0.0172	1286	-0.09	0.0108	2756	-0.15	0.0181	1298	0.00	0.0117	2720
	Math Grade 6	-0.11	0.0130	1962	-0.11	0.0112	2587	-0.05	0.0169	1254	-0.18	0.0103	2864	-0.15	0.0162	1320	-0.17	0.0109	2745
	Math Grade 7	-0.17	0.0133	2004	-0.11	0.0111	2730	-0.14	0.0158	1433	-0.11	0.0109	2843	-0.10	0.0151	1252	-0.09	0.0099	2994
	Math Grade 8	-0.11	0.0131	2070	-0.15	0.0109	2699	-0.11	0.0155	1320	-0.12	0.0113	2805	-0.01	0.0163	1243	-0.07	0.0104	3045
	Math Grade 10	0.11	0.0136	2128	-0.10	0.0118	2710	-0.01	0.0177	1224	-0.03	0.0131	2312	0.02	0.0206	889	-0.04	0.0111	3024
	ELA Grade 5	-0.11	0.0151	1810	0.05	0.0128	2581	-0.02	0.0179	1284	-0.01	0.0114	2765	-0.03	0.0190	1299	0.04	0.0126	2721
	ELA Grade 6	-0.06	0.0128	1966	-0.05	0.0116	2597	-0.01	0.0173	1253	-0.08	0.0113	2872	-0.07	0.0166	1320	0.01	0.0119	2765
	ELA Grade 7	-0.04	0.0134	1990	0.05	0.0111	2739	-0.01	0.0163	1439	0.01	0.0113	2866	0.03	0.0165	1250	0.05	0.0109	2993
	ELA Grade 8	0.02	0.0129	2074	-0.02	0.0113	2702	0.02	0.0160	1322	0.02	0.0120	2822	0.14	0.0176	1242	0.05	0.0107	3060
	ELA Grade 10	0.06	0.0128	2124	-0.10	0.0116	2699	0.01	0.0169	1226	0.00	0.0132	2329	0.11	0.0187	888	-0.05	0.0111	3039
	IRI Composite 1	0.02	0.0216	1445	-0.09	0.0147	2197	-0.12	0.0205	1038	-0.11	0.0148	2205	-0.15	0.0199	1253	-0.14	0.0149	2096
	IRI Composite 2	0.07	0.0175	1663	-0.14	0.0124	2469	-0.24	0.0176	1216	-0.22	0.0116	2678	-0.20	0.0161	1444	-0.18	0.0121	2519
	IRI Composite 3	0.00	0.0134	1731	-0.12	0.0097	2553	-0.19	0.0138	1133	-0.17	0.0092	2702	-0.10	0.0139	1473	-0.17	0.0100	2578
2018	All Subjects (ISAT 5-8)	0.01	0.0038	16673	0.03	0.0032	22792	0.01	0.0047	11066	0.01	0.0034	22604	0.00	0.0057	7585	0.12	0.0031	23784
	Math Grade 5	-0.01	0.0104	2091	-0.02	0.0091	2867	0.02	0.0130	1347	0.02	0.0083	2936	0.00	0.0152	998	0.14	0.0093	3030
	Math Grade 6	0.04	0.0104	2046	0.05	0.0090	2803	0.11	0.0131	1375	0.00	0.0095	2890	0.01	0.0157	956	0.12	0.0085	2944
	Math Grade 7	-0.04	0.0099	2154	0.08	0.0084	2905	-0.03	0.0123	1380	0.04	0.0093	2779	0.03	0.0155	940	0.13	0.0078	2925
	Math Grade 8	0.07	0.0108	2053	0.00	0.0086	2820	0.06	0.0120	1429	0.03	0.0094	2686	-0.00	0.0156	903	0.14	0.0081	3001
	ELA Grade 5	0.04	0.0115	2086	0.05	0.0098	2865	-0.01	0.0146	1348	0.04	0.0093	2938	-0.02	0.0175	997	0.13	0.0098	3026
	ELA Grade 6	0.09	0.0108	2040	0.06	0.0095	2807	-0.02	0.0139	1373	-0.03	0.0096	2899	-0.03	0.0164	954	0.14	0.0094	2932
	ELA Grade 7	-0.05	0.0108	2161	0.05	0.0090	2905	-0.05	0.0139	1384	-0.04	0.0101	2790	0.02	0.0163	939	0.11	0.0087	2926
	ELA Grade 8	-0.04	0.0115	2042	-0.00	0.0093	2820	0.01	0.0128	1430	0.03	0.0101	2686	0.01	0.0160	898	0.04	0.0088	3000

Effect Size by Subject Grade - Urbanicity Designations (specific category)

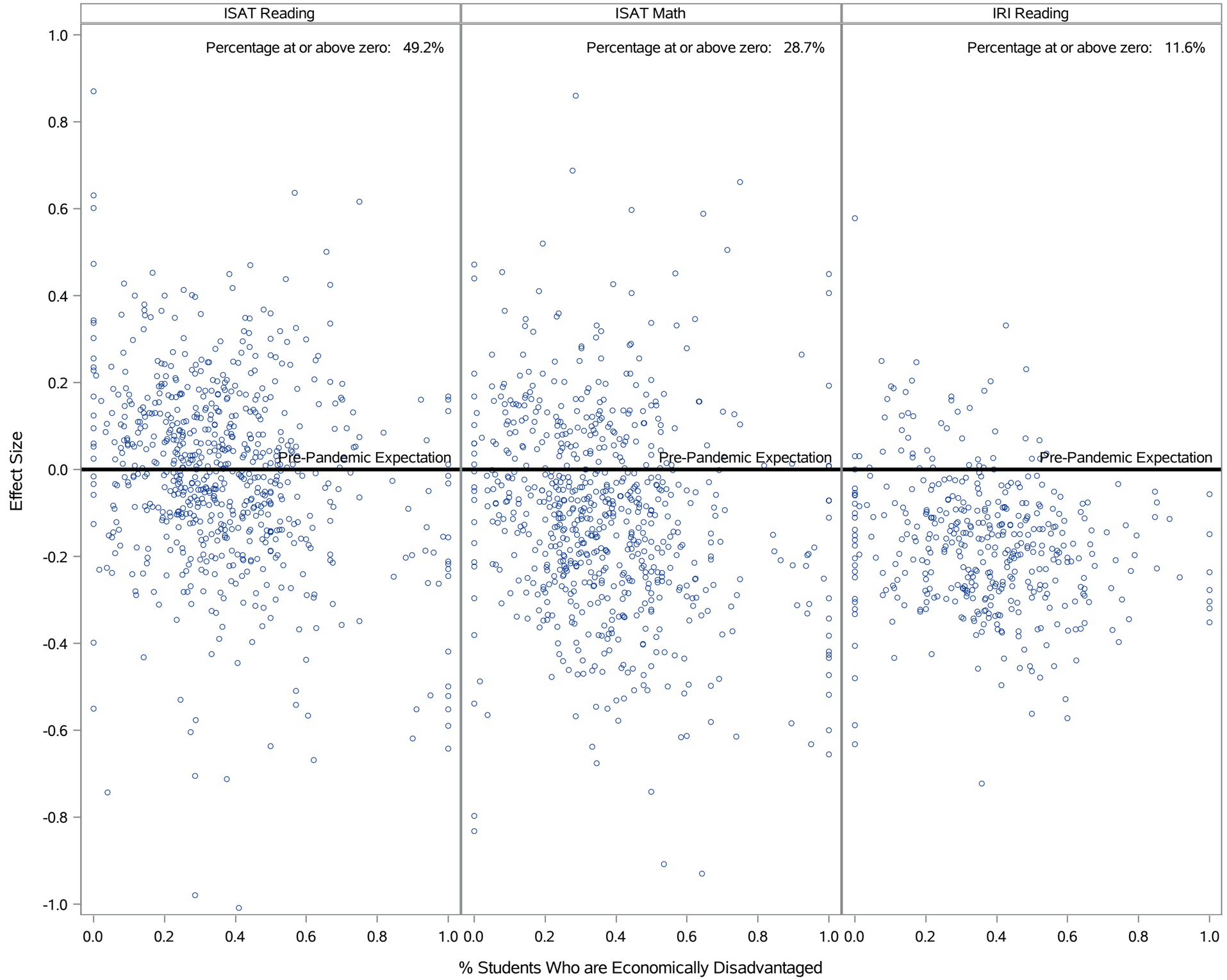
		Urbanicity Designations (specific category)														
		Suburban: Mid-size			Suburban: Small			Town: Distant			Town: Fringe			Town: Remote		
Year	Assessment	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N	Effect Size	Std Error of Effect Size	N
2021	All Subjects (ISAT & IRI)	-0.22	0.0043	21104	-0.08	0.0046	16890	-0.11	0.0038	25507	-0.17	0.0070	7381	-0.12	0.0034	32374
	All Subjects (ISAT 5-8)	-0.24	0.0054	13321	-0.05	0.0058	10993	-0.08	0.0048	16002	-0.18	0.0086	4779	-0.09	0.0041	20929
	Math Grade 5	-0.33	0.0154	1628	-0.07	0.0173	1317	-0.18	0.0139	1911	-0.26	0.0280	542	-0.09	0.0121	2552
	Math Grade 6	-0.40	0.0146	1641	-0.04	0.0158	1399	-0.12	0.0132	1980	-0.45	0.0236	601	-0.22	0.0113	2541
	Math Grade 7	-0.32	0.0144	1676	-0.12	0.0159	1385	-0.14	0.0127	2099	-0.30	0.0210	604	-0.19	0.0110	2704
	Math Grade 8	-0.26	0.0136	1719	-0.19	0.0157	1388	-0.10	0.0124	2008	-0.12	0.0210	645	-0.14	0.0109	2659
	Math Grade 10	-0.24	0.0156	1576	-0.07	0.0164	1236	-0.15	0.0135	2084	-0.12	0.0287	549	-0.12	0.0131	2506
	ELA Grade 5	-0.19	0.0163	1634	0.07	0.0173	1325	-0.03	0.0149	1911	-0.14	0.0283	541	-0.01	0.0126	2553
	ELA Grade 6	-0.24	0.0151	1640	0.01	0.0155	1400	-0.05	0.0142	1981	-0.15	0.0226	598	-0.07	0.0118	2553
	ELA Grade 7	-0.12	0.0153	1677	0.00	0.0164	1384	-0.03	0.0133	2100	-0.09	0.0227	604	-0.03	0.0112	2705
	ELA Grade 8	-0.04	0.0152	1706	-0.05	0.0159	1395	0.01	0.0138	2012	0.09	0.0226	644	-0.01	0.0119	2662
	ELA Grade 10	-0.17	0.0150	1570	-0.13	0.0177	1218	-0.09	0.0128	2085	-0.12	0.0266	548	-0.02	0.0116	2513
	IRI Composite 1	-0.12	0.0167	1469	-0.25	0.0228	840	-0.16	0.0174	1582	-0.21	0.0320	486	-0.33	0.0162	1853
	IRI Composite 2	-0.21	0.0172	1552	-0.15	0.0176	1246	-0.24	0.0139	1890	-0.26	0.0256	504	-0.25	0.0133	2228
	IRI Composite 3	-0.17	0.0129	1616	-0.16	0.0128	1357	-0.16	0.0112	1864	-0.14	0.0213	515	-0.16	0.0101	2345
2018	All Subjects (ISAT 5-8)	0.04	0.0043	14181	0.02	0.0047	10910	0.01	0.0038	17016	0.01	0.0073	4826	-0.00	0.0033	21500
	Math Grade 5	-0.01	0.0120	1829	0.04	0.0126	1475	-0.01	0.0101	2161	-0.06	0.0209	645	0.01	0.0092	2793
	Math Grade 6	-0.10	0.0129	1777	0.11	0.0137	1333	0.06	0.0116	2138	0.00	0.0181	592	-0.01	0.0092	2684
	Math Grade 7	0.10	0.0115	1785	-0.08	0.0123	1327	-0.01	0.0098	2162	-0.01	0.0201	599	-0.06	0.0090	2706
	Math Grade 8	-0.01	0.0112	1701	0.03	0.0127	1325	0.06	0.0104	2054	0.08	0.0213	577	0.04	0.0091	2570
	ELA Grade 5	0.09	0.0127	1832	0.07	0.0135	1474	-0.00	0.0110	2152	-0.02	0.0212	646	0.02	0.0096	2791
	ELA Grade 6	-0.02	0.0128	1775	0.02	0.0140	1331	0.02	0.0116	2138	0.01	0.0197	591	-0.02	0.0095	2680
	ELA Grade 7	0.15	0.0123	1786	-0.03	0.0137	1320	-0.02	0.0105	2160	0.08	0.0203	600	-0.03	0.0099	2706
	ELA Grade 8	0.09	0.0115	1696	-0.03	0.0135	1325	-0.01	0.0108	2051	-0.01	0.0219	576	0.03	0.0097	2570

The National Center for Education Statistics (NCES) urban-centric locale categories, released in 2006

Locale		Definition
City	Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
	Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
	Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburb	Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
	Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
	Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
	Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
	Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
	Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
	Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. Federal Register (65) No. 249

School Effect Size versus % Students Who are Economically Disadvantaged



District Effect Size versus % Students Who are Economically Disadvantaged