



IDAHO

EDUCATION

**FIELD
GUIDE**

**Idaho Business
For Education
and
J.A. and Kathryn
Albertson Foundation**

The 2015 Field Guide is designed to give quick and easy access to key data that will support the work to improve Idaho's education system and is presented by Idaho Business for Education with support from the J.A. and Kathryn Albertson Foundation.



J.A. AND KATHRYN
ALBERTSON
F O U N D A T I O N

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WELCOME TO THE 2ND EDITION OF THE IDAHO EDUCATION FIELD GUIDE.

Idaho Business for Education has produced this Field Guide to give you a quick overview of the “state of education” in Idaho and the key data that will support efforts to improve our state’s education system.

As you will see, Idaho faces many challenges if we want to transform the education system to set our students up for success in school, work and life. But, with every challenge comes an opportunity. The Field Guide also points to ways in which we can seize these opportunities to achieve success.

The State Board of Education has established the goal of having 60 percent of our 25- to 34-year-olds hold a post-secondary credential by the year 2020 – five years from now. The data contained in this Field Guide show that we are far from achieving this goal without adopting policies that lead to improvements in the education system and therefore we need policy changes.



WHY IS THE 60 PERCENT GOAL SO IMPORTANT?

Multiple studies show that Idaho's employers want 6 out of 10 workers to hold a post-secondary certificate or degree of value in the years ahead. If we don't give our businesses the workforce they need, it will be difficult for Idaho's economy to grow and thrive in the 21st Century.

But this is not just about business; it is also about giving our children the future they deserve.

THE FIELD GUIDE CENTERS ON 3 KEY QUESTIONS:

- > WHY MUST WE TRANSFORM THE EDUCATION SYSTEM?
- > WHAT IS THE CURRENT STATE OF EDUCATION IN IDAHO?
- > HOW CAN WE CHANGE THE EDUCATION SYSTEM TO ACHIEVE THE OUTCOMES WE WANT?

Idaho Business for Education is confident that we can overcome the challenges facing us if the key education stakeholders and policymakers can focus on solutions that work.

We are hopeful that this Field Guide can help inform the decisions that lie ahead of our state with accurate and timely data that can lead to positive and effective change.

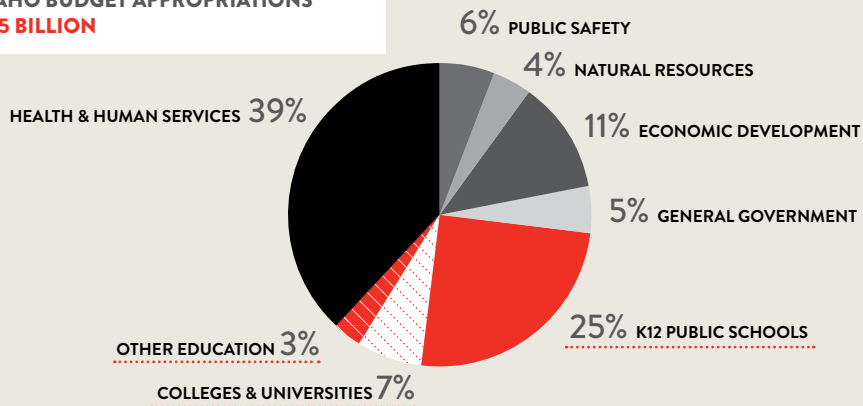
Nearly one-third of Idaho's budget is spent on public K12 schools, colleges and universities. As part of that, in 2014, the Legislature agreed to \$35 million in discretionary funding for local school districts and public charter schools.

The majority of Idaho's K12 budget is supported by state-level revenue from income and sales tax. In 2011, state revenue composed 63 percent of Idaho's total K12 revenues, compared with a 44 percent U.S. average.

Idaho's K12 spending mix matches national norms and has not changed much over time. For example, 61 percent of spending per student in Idaho went to instruction in 2010. The U.S. average was also 61 percent.

IDAHO BUDGET APPROPRIATIONS

\$6.5 BILLION



Sources: Idaho Education News (2014); Idaho State Legislature (2014); JKAF (2014) Education Funding; NCES (2014) Data Profiles.



2. WHY MUST WE TRANSFORM THE EDUCATION SYSTEM?

ANSWER \1

IDAHO'S EMPLOYERS ARE DEMANDING A WORKFORCE WITH HIGHER LEVELS OF EDUCATIONAL ATTAINMENT TO FUEL A ROBUST ECONOMY.

I. THE DEMANDS OF IDAHO'S EMPLOYERS ARE IN LINE WITH THE 60 PERCENT GOAL.

Idaho Business for Education (IBE) conducted a survey of 466 employers from every corner of Idaho. The takeaway: **Idaho's business leaders embrace the 60 percent goal.** They foresee weak market demand for workers with a high school diploma or less, and anticipate considerably higher demand for bachelor's and graduate degrees than Idaho's education system is currently producing. Another recent study by Georgetown University provides additional confirmation for the 60 percent goal. **Importantly, none of these studies indicate that the current level of approximately 40 percent will be anywhere near sufficient in the years ahead.**

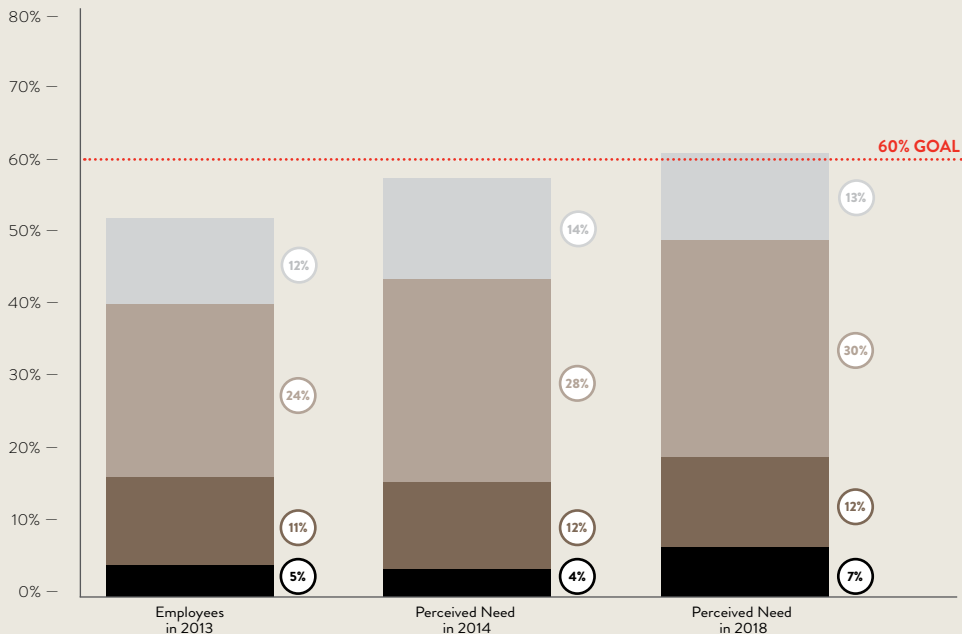


GOING FORWARD, IDAHO EMPLOYERS WILL REQUIRE A WORKFORCE WITH SUBSTANTIALLY HIGHER LEVELS OF EDUCATION THAN THEY CURRENTLY EMPLOY.

About 52 percent of employees working in the organizations surveyed by Idaho Business for Education currently have a degree or certification, compared with approximately 60 percent needed by 2018 – almost ten percentage points higher. **Employers report that 43 percent of workers will need to have bachelor's degrees or advanced degrees by 2018.**

CURRENT SHARE OF IDAHO WORKERS WITH CREDENTIALS VS. PERCEIVED NEEDS FOR FUTURE WORKERS

- ADVANCED DEGREE
- BACHELOR'S DEGREE
- ASSOCIATE DEGREE
- CERTIFICATION








II. IDAHO EMPLOYERS ARE DEMANDING DEGREE AREAS THAT REQUIRE HIGH LEVELS OF EDUCATIONAL ATTAINMENT.

Employers were asked to rank, in order of importance, the top five degree areas that they see emerging in their hiring needs by 2018. **The top three emerging degree areas for Idaho employers are computer science/technology, business and economics, and engineering.**

**DEGREE AREAS, RANKED IN
ORDER OF IMPORTANCE BY
IDAHO EMPLOYERS, **BY REGION****



					
	Statewide	Eastern	Northern	South Central	Southwestern
Computer Science/Technology	1	2	1	2	1
Business & Economics	2	1	2	1	2
Engineering	3	3	3	3	4
Health Science	4	4	9	10	3
Communications	5	5	4	6	6
General Science	6	13	7	4	5
Mathematics	7	9	5	7	7
Vocational Education	8	6	6	5	12
Social Science	9	11	8	14	8
Natural Resources	10	10	10	11	9
Education	11	12	11	9	10
Liberal Arts	12	8	14	12	11
Agricultural Sciences	13	7	12	8	13
Art/Architecture	14	14	13	13	14

III. IDAHO EMPLOYERS ARE ALSO LOOKING FOR GOOD COMMUNICATORS AND PROBLEM SOLVERS, AS WELL AS PEOPLE WITH LIFE SKILLS.

The top skill/competency areas ranked in order of importance by Idaho's employers are:

- **PERFORM WITH INTEGRITY;**
- **CONTRIBUTE TO A TEAM;**
- **ACQUIRE KNOWLEDGE;**
- **SOLVE PROBLEMS; AND**
- **EFFECTIVELY COMMUNICATE ORALLY.**



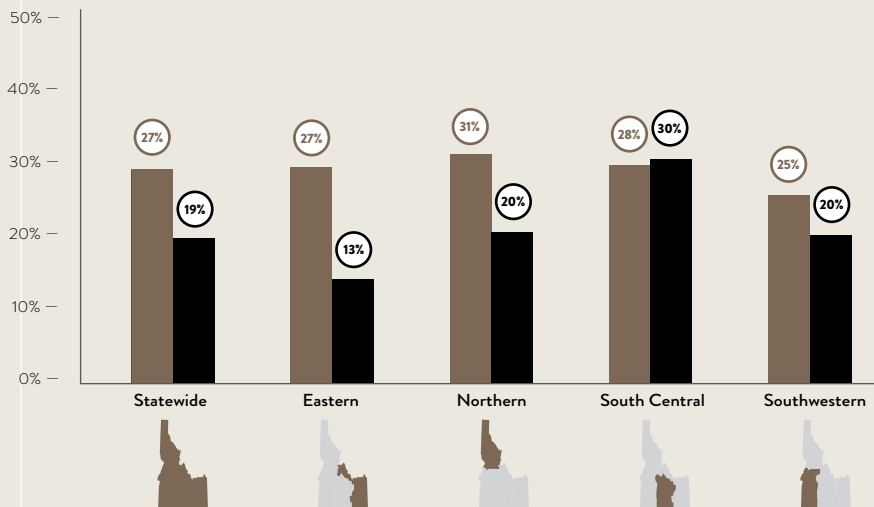
IV. ACROSS ALL REGIONS, THE CURRENT EDUCATION LEVELS OF IDAHO'S 25- TO 34-YEAR-OLDS FALL SHORT OF EMPLOYERS' ANTICIPATED NEEDS.

Too many young Idahoans have a high school degree or less and too few young Idahoans have a bachelor's degree or higher.

**CURRENT EDUCATION LEVELS OF
YOUNG ADULTS IN IDAHO
VS. PERCEIVED NEED:
HIGH SCHOOL DIPLOMA ONLY**

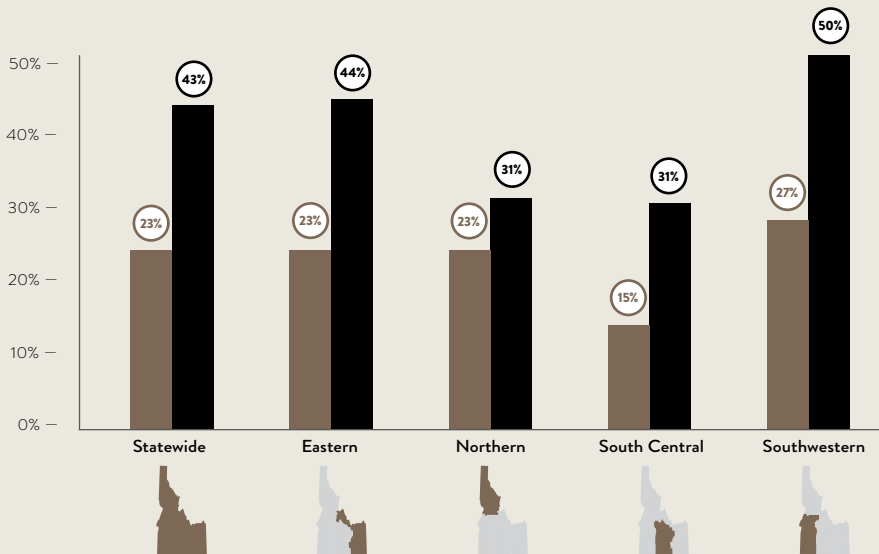
○ 25- TO 34-YEAR-OLDS

● PERCEIVED NEED BY 2018



**CURRENT EDUCATION LEVELS OF
YOUNG ADULTS IN IDAHO
VS. PERCEIVED NEED:
BACHELOR'S DEGREE OR ABOVE**

- 25- TO 34-YEAR-OLDS
- PERCEIVED NEED BY 2018



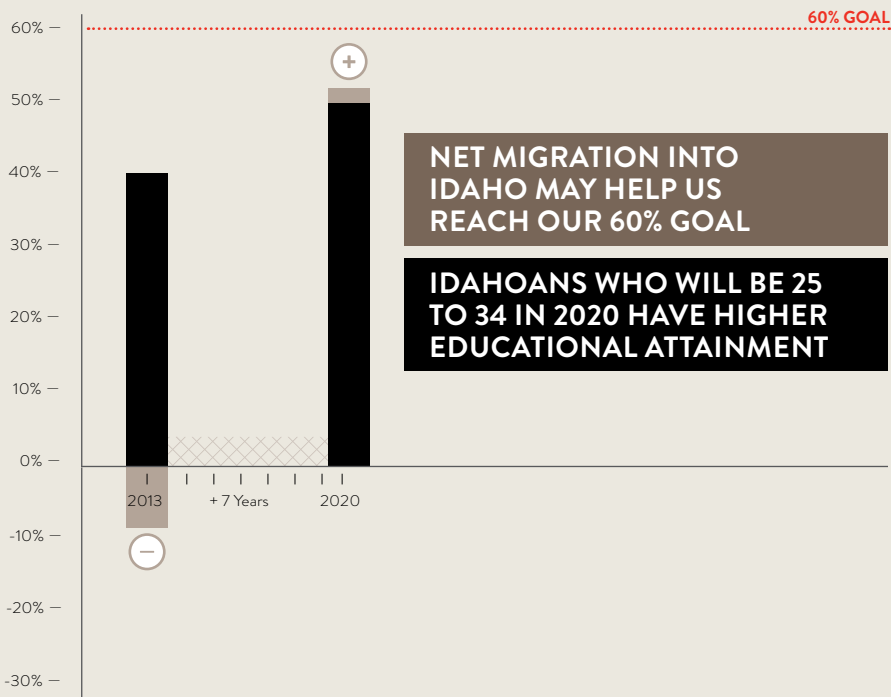
// Demographic changes work in favor of reaching the 60 percent goal by 2020, but more needs to be done.

// Today's 18- to 27-year-olds are on track to achieve higher levels of educational attainment at ages 25 to 34 compared with today's 25- to 34-year-olds.

Net migration into Idaho is also likely to help bring us closer to the 60 percent goal. These two changes, however, are estimated to close less than half of the gap between today's level of educational attainment among 25- to 34-year-olds and the 60 percent target.

COHORT AND MIGRATION EFFECTS ON THE EDUCATIONAL ATTAINMENT OF 25- TO 34-YEAR- OLD IDAHOANS IN 2020

- 25- TO 34-YEAR-OLDS WHO HOLD A DEGREE OR CERTIFICATE OF VALUE MIGRATING IN OR OUT OF IDAHO
- 25- TO 34-YEAR-OLD IDAHOANS WHO HOLD A DEGREE OR CERTIFICATE OF VALUE WHO REMAIN IN THE STATE



V. THE HEALTH OF OUR ECONOMY—INCOMES, STANDARD OF LIVING AND WELL-BEING—IS TIED TO OUR ABILITY TO MEET THE NEEDS OF IDAHO’S EMPLOYERS.

Across the country, **states with higher levels of educational attainment tend to have higher per capita incomes** (Exhibit 1). Further, over the past five decades, individuals with higher levels of education experienced larger increases in wages compared with those with lower levels of education (Exhibit 2). Employers are clearly compensating workers who can meet their education needs. In Idaho, our future incomes will depend on how well we meet the education needs of Idaho’s employers.



**EXHIBIT 1: STATE PER CAPITA INCOME BY
THE PERCENTAGE OF THE POPULATION WITH
A BACHELOR'S DEGREE OR HIGHER, 2013**

○ OTHER STATES

○ IDAHO

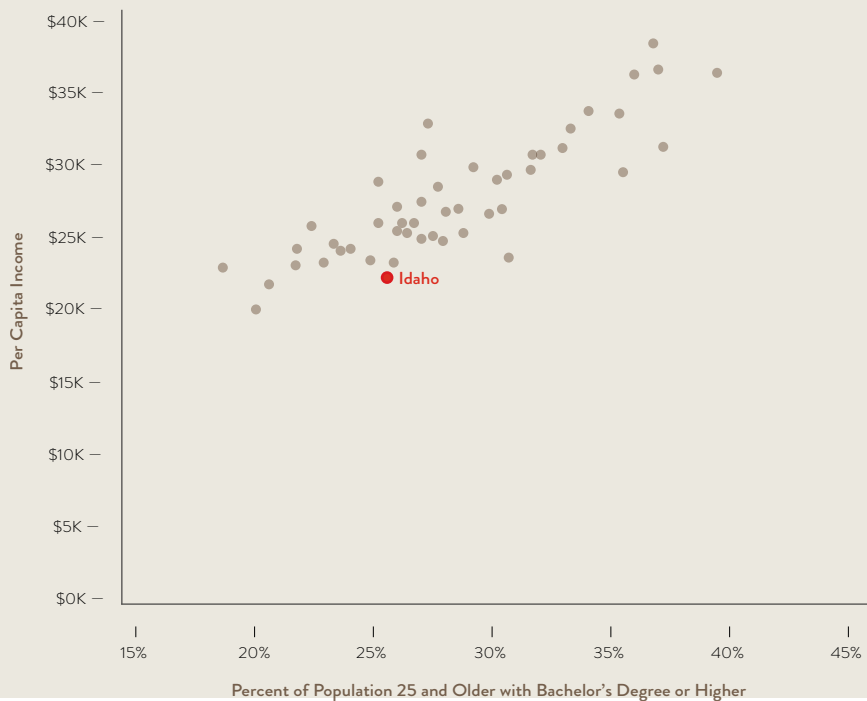
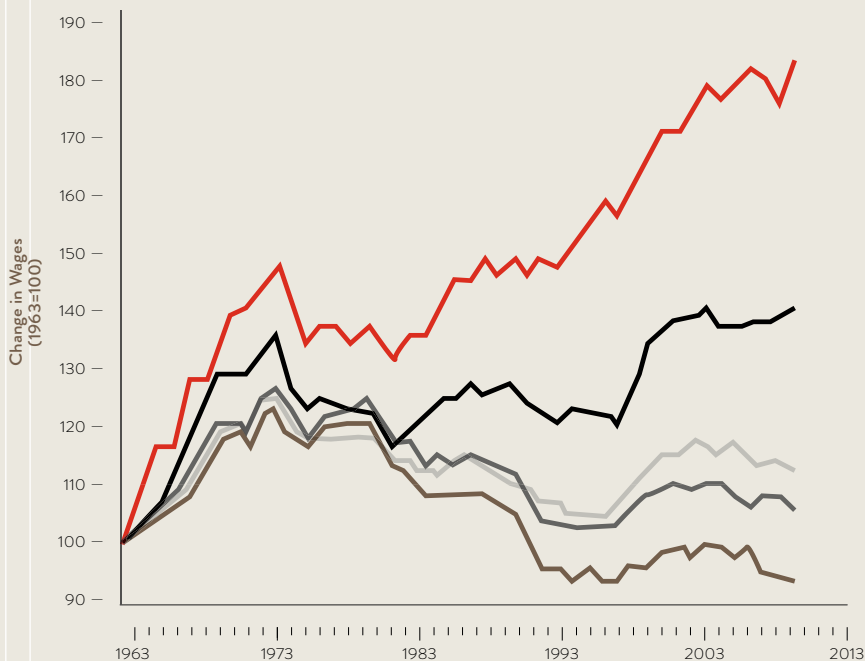


EXHIBIT 2: CHANGES IN WAGES FOR FULL-TIME, FULL-YEAR MALE U.S. WORKERS, 1963–2008

- GRADUATE SCHOOL ○ HIGH SCHOOL GRADUATE
- COLLEGE GRADUATE ○ HIGH SCHOOL DROPOUT
- SOME COLLEGE

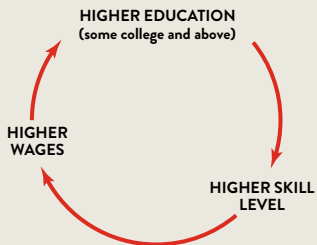


Source: Acemoglu and Autor (2010).

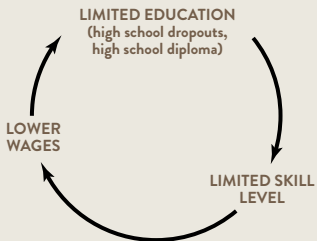


SKILL LEVEL HAS A DIRECT CORRELATION TO INCOME.

THE UPWARD REINFORCING SPIRAL



THE DOWNWARD REINFORCING SPIRAL







3. WHAT IS THE CURRENT STATE OF EDUCATION IN IDAHO?

ANSWER \1

IDAHO LAGS BEHIND THE REST OF THE COUNTRY ON SEVERAL KEY EDUCATIONAL MARKERS. IDAHO RANKS: **1) 50TH** IN THE PROPORTION OF STUDENTS WHO GRADUATE FROM HIGH SCHOOL ON TIME AND GO DIRECTLY TO COLLEGE; **2) 49TH** IN PER-STUDENT SPENDING (AND 38TH IN EXPENDITURES AS A SHARE OF TOTAL PERSONAL INCOME); AND **3) DEAD LAST** IN TERMS OF THE EQUITY OF OUR K12 FINANCE SYSTEM.

I. IDAHO'S STUDENT POPULATION TRENDS

WHO ATTENDS IDAHO PUBLIC SCHOOLS?

- // Poverty looms large in Idaho's education landscape.
Nearly half of K12 students are low income.
- // **More than 7 in 10 students (77%) in Idaho attend schools receiving Title 1 funds.**
- // **Title 1 is the largest federal education funding program.** It provides funding for high-poverty schools to help students who are behind academically or at risk of falling behind.



TOTAL STUDENTS 2014

288,069

FEMALE: 139,594

48%

52%

MALE: 148,475

STUDENT CHARACTERISTICS 2011-2012

ELIGIBLE FOR FREE/
REDUCED LUNCH 49%

10% HAVE A DISABILITY

5% ENGLISH LANGUAGE LEARNERS

II. IDAHO'S STUDENT POPULATION TRENDS

CHANGING DEMOGRAPHICS IN STUDENT POPULATION

- // Since 1993, the **Hispanic student population in Idaho has more than doubled**, from 16,697 students to 48,855 in 2014.
- // **The proportion of white non-Hispanic students declined from 90 percent in 1992–93 to 77 percent in 2014.**
- // The recent increase in the Hispanic population matters because **a large achievement gap exists between Hispanic students and non-Hispanic students** and between low-income students and non-low-income students. See pages 67–70 of this Field Guide for details.

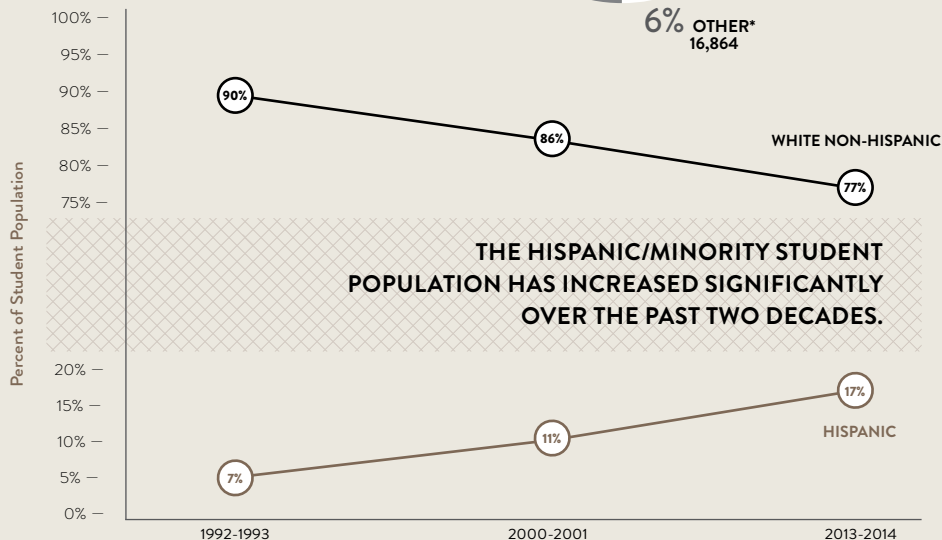


**TOTAL STUDENTS
2014**
288,069

WHITE, NON-HISPANIC 77%
222,350

17% HISPANIC
48,855

6% OTHER*
16,864



*Other - Black, American Indian, Asian, Alaska Native, Two or More Races

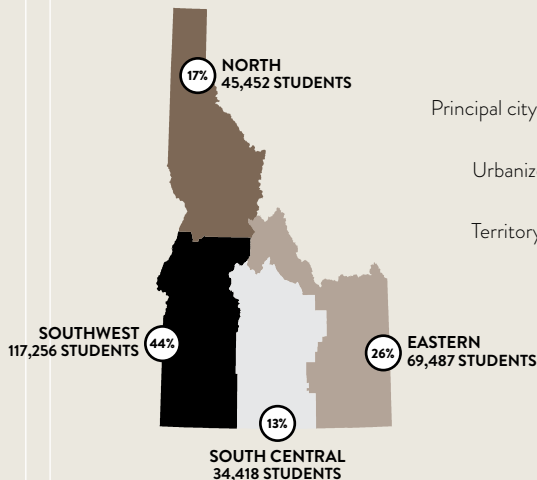
Sources: Idaho SDE (2014) Student Ethnicity and Gender; NCES (2014) Data Profiles; JKAF (2014) Shifting Sands.

III. THE GEOGRAPHIC DISTRIBUTION OF IDAHO'S SCHOOL DISTRICTS

// The large majority (**70 percent**) of Idaho's school districts are located in rural areas.



RURAL SCHOOL DISTRICTS vs. **URBAN**



IDAHO SCHOOL DISTRICTS

	#
CITY Principal city, urbanized area, population 50,000+	6
SUBURB Urbanized area, territory outside principal city	4
TOWN Territory inside of an urban cluster, population 2,500–50,000	25
RURAL TERRITORY Outside of an urban area	81
TOTAL IDAHO SCHOOL DISTRICTS	116

Sources: NCES (2014) *Rural Education*; ECONorthwest analysis of data from NCES (2014) *School District Demographic System*.



IV. IDAHO'S K12 FUNDING

IDAHO'S SPENDING AND FUNDING ON K12 EDUCATION

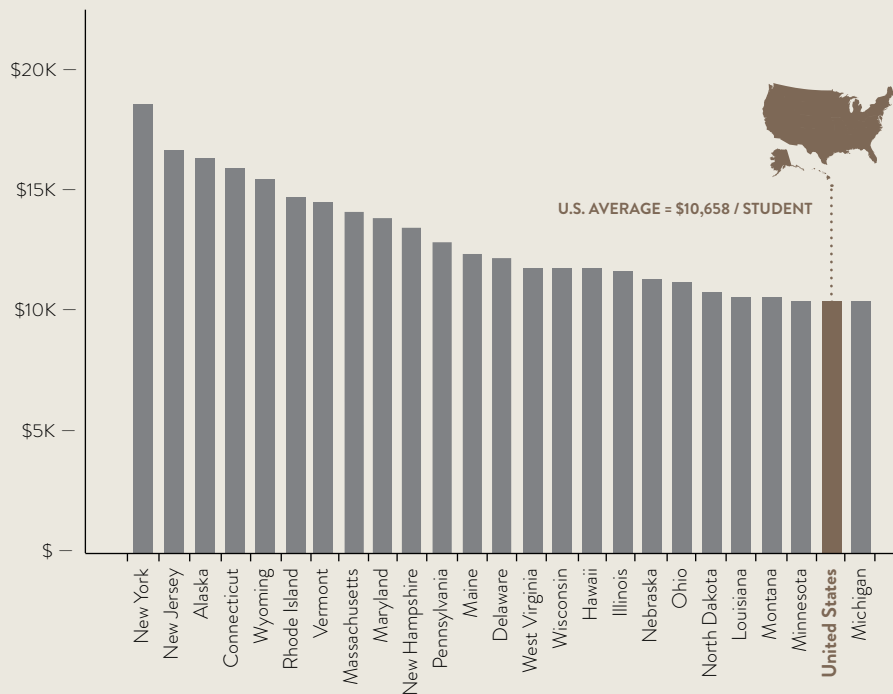
Idaho's per-student spending is second lowest in the country. In 2011, Idaho schools spent \$1.9 billion for ongoing operations. That amounts to \$6,821 per enrolled student. Only Utah spent less per student.

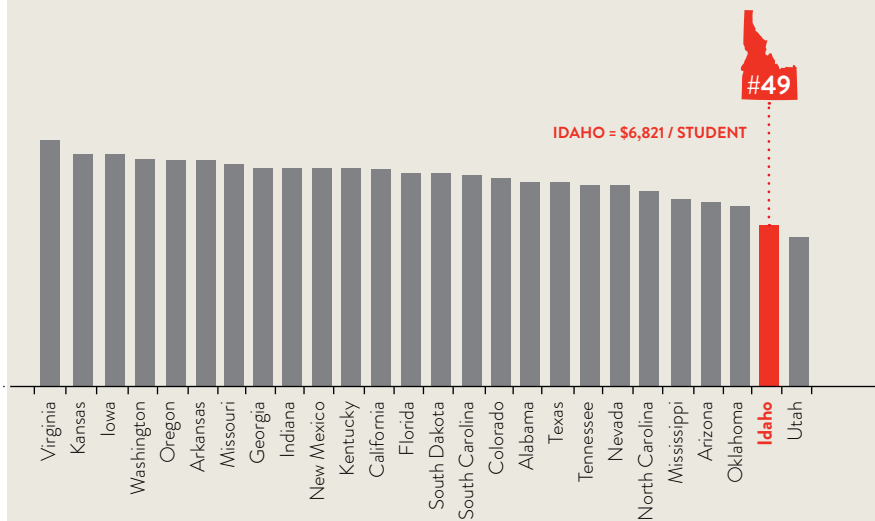
The U.S. average for per-student spending is \$10,658.

PER-STUDENT CURRENT SPENDING (2010-11)	\$
INSTRUCTION	\$4,162
SUPPORT SERVICES Including Administrative	\$ 2,311
OTHER	\$ 349
TOTAL EXPENDITURES*	\$6,821

* Current spending excludes capital outlays and debt servicing.
Sources: NCES (2014) Data Profiles; Idaho Education News (2014).

UNITED STATES K12 EXPENDITURES PER STUDENT, 2011





Source: JKAF (2014) Education Funding.

V. EXPENDITURES AS SHARE OF PERSONAL INCOME

IDAHO'S SPENDING AND FUNDING ON K12 EDUCATION

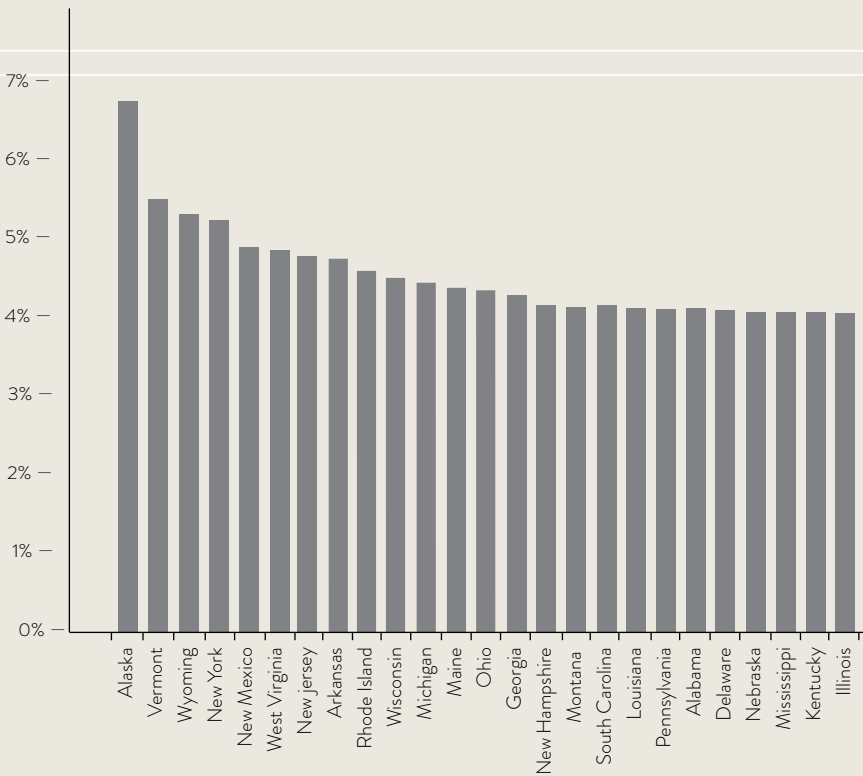
- // Even taking Idaho's low per-capita income into account, **student spending is among the lowest in the nation.**
- // For every \$1,000 of personal income, Idaho citizens spend \$37 for public K12 education. The national average is \$41 per \$1,000 of personal income.
- // Idaho ranks **38th in the U.S.** with respect to K12 expenditures as a share of personal income.



#38

IDAHO RANKS 38TH IN THE U.S. WITH
RESPECT TO K12 EXPENDITURES AS A
SHARE OF PERSONAL INCOME.





**K12 CURRENT EXPENDITURES
AS A SHARE OF TOTAL PERSONAL
INCOME, 2011**



VI. THE HAVES AND HAVE-NOTS

IDAHO'S K12 FINANCE SYSTEM, BY ONE MEASURE, RANKS AS THE LEAST EQUITABLE IN THE COUNTRY.

// *Education Week's* Wealth Neutrality Index measures the relationship between levels of property wealth in local school districts and per-student spending. **Idaho's score was the highest – most inequitable – in the nation in 2011.**

// Given the large disparities between school districts' ability to boost spending with supplemental levies, **Idaho is a system of haves and have-nots.**

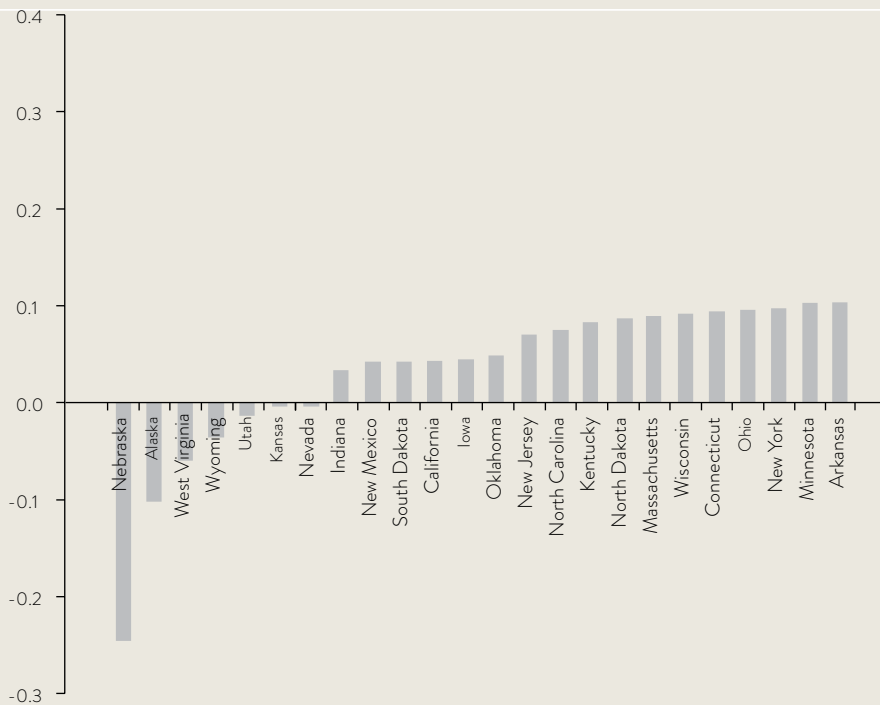
HIGHER SCORES INDICATE A STRONGER RELATIONSHIP BETWEEN DISTRICT-LEVEL WEALTH AND PER-STUDENT SPENDING.



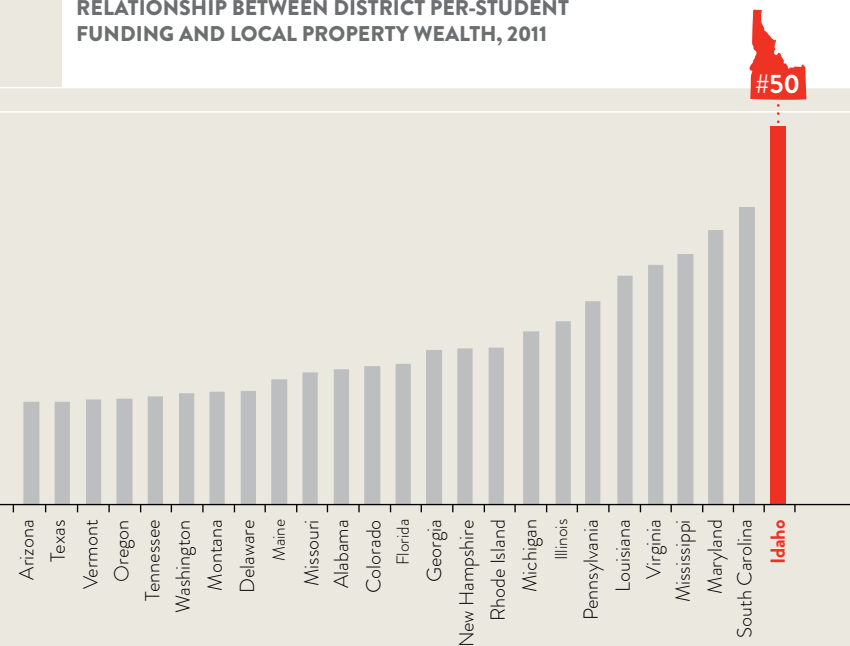
#50

IDAHO'S K12 FINANCE SYSTEM, BY
ONE MEASURE, RANKS AS THE
LEAST EQUITABLE IN THE COUNTRY.





**EDUCATION WEEK'S WEALTH NEUTRALITY SCORES:
RELATIONSHIP BETWEEN DISTRICT PER-STUDENT
FUNDING AND LOCAL PROPERTY WEALTH, 2011**



VII. CORRELATION BETWEEN SPENDING AND ACHIEVEMENT

HIGHER PER-STUDENT SPENDING DOES NOT GUARANTEE HIGHER STUDENT ACHIEVEMENT.

// In Idaho's large school districts, there is no clear relationship between per-student spending and achievement. Similar patterns emerge at the national level.

These broad trends have led to many studies attempting to identify how schools can use their resources to become more productive, or increase outputs for a given level of inputs.

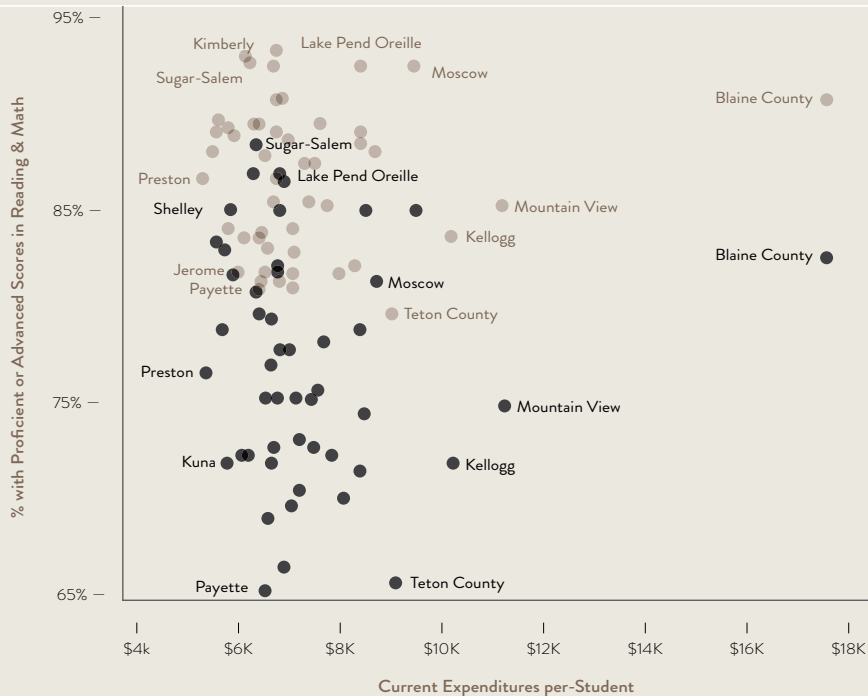
See, for example, Mishel, L., and Rothstein, R. (editors). (2002). The Class Size Debate. Economic Policy Institute.



**SHARE OF IDAHO STUDENTS WITH
PROFICIENT OR ADVANCED SCORES IN
READING AND MATH, ISAT, BY DISTRICT-
LEVEL PER-STUDENT SPENDING, 2012**

○ READING

● MATH



Each dot represents districts with at least 1,000 students.

Source: JKAF (2014) Education Funding.

VIII. STUDENT PERFORMANCE

MEASURING STUDENT PERFORMANCE: PROPORTION OF IDAHO STUDENTS WITH BASIC ACHIEVEMENT IN 4TH AND 8TH GRADE MATH.

The National Assessment of Education Progress (NAEP) tests a sample of Idaho students in grades 4, 8 and 12 annually in different subjects each year. NAEP is the only test that provides consistent data that can be compared across all states and internationally.

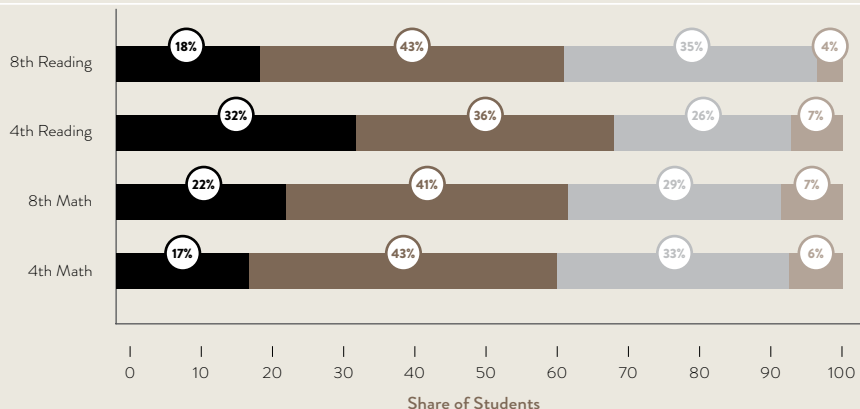
NAEP provides four achievement levels for each grade:

- > **Advanced** denotes superior performance at each grade assessed.
- > **Proficient** represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations and analytical skills appropriate to the subject matter.
- > **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed.
- > **Below basic** denotes below basic achievement.



NAEP ACHIEVEMENT LEVELS FOR IDAHO STUDENTS, 2013

- BELOW BASIC
- BASIC
- PROFICIENT
- ADVANCED



A sizable fraction of Idaho students – approximately one in five – performed below basic in 8th grade math and 8th grade reading. Nearly one-third of Idaho students performed below basic in 4th grade reading.

Moreover, while NAEP scores nationally are trending upward, some are trending downward for Idaho.

IX. MATH AND READING PROFICIENCY

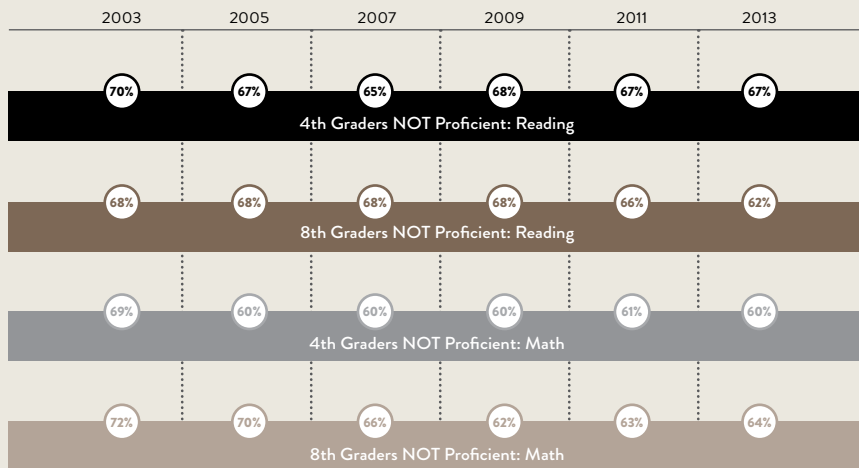
ELEMENTARY AND MIDDLE SCHOOL STUDENTS FALL BEHIND EARLY.

// In reading and math, more than **6 in 10 of Idaho 4th and 8th graders have not reached the level of “Proficient,”** as defined by NAEP.

// The importance of school readiness at young ages was highlighted in a recent Treasure Valley Education Partnership (TVEP) report: **“Children with higher levels of school readiness at a young age are more successful in school, less likely to drop out and will earn more as adults.”**



PERCENTAGE OF 4TH AND 8TH GRADERS WHO HAVE NOT REACHED THE LEVEL OF “PROFICIENT” IN READING AND MATH, AS DEFINED BY NAEP



X. PRESCHOOL IN IDAHO

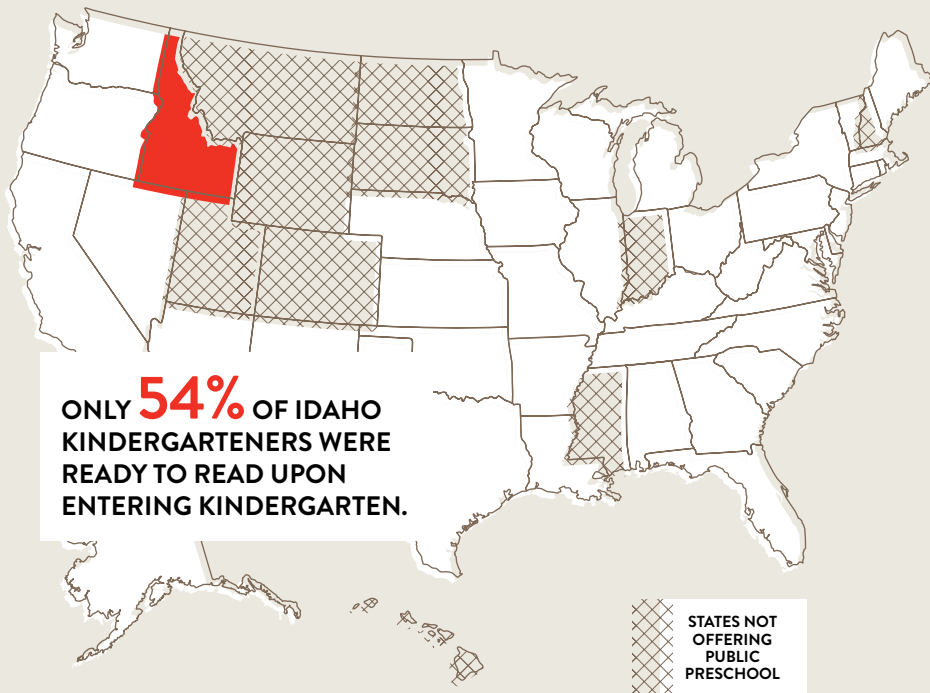
KINDERGARTEN READINESS IN IDAHO

- // In Idaho, districts are not required to offer kindergarten programs, nor are children required to attend kindergarten. The compulsory age of education in Idaho is 7 years old.
- // **Idaho is one of 10 states that does not offer public preschool**, and two of those states are currently experimenting with pilot programs.
- // **Only 35 percent of 3- and 4-year-old children in Idaho are enrolled in some form of school** (e.g., preschool, enriched day care). The national average is 46 percent.
- // In the fall of 2013, **only 54 percent of Idaho kindergarteners were ready to read upon entering kindergarten**. Further, less than half (45%) of low-income kindergarteners and less than one-third (29%) of Hispanic kindergarteners were ready to read when entering kindergarten.



ONLY **35%** OF 3- AND 4-YEAR-OLD CHILDREN IN IDAHO ARE ENROLLED IN SOME FORM OF SCHOOL.

THE NATIONAL
AVERAGE IS **48%**

STATES NOT
OFFERING
PUBLIC
PRESCHOOL

XI. ON-TIME HIGH SCHOOL GRADUATION RATES

IDAHO GRADUATION RATES

// Idaho's on-time high school graduation rate has historically been calculated as the share of seniors enrolled in the fall that graduate in the spring. Resulting graduation rates in recent years have been in the low 90s. For 2012-13, the Idaho State Board of Education reported a rate that aligns with new federal requirements to track a graduating class starting in the ninth grade: **84%**

// Using a different measure of high school graduation, Idaho's rate for 2012 was higher than that of the country as a whole.



IDAHO: **84%**



US: **81%**



XII. IDAHO SAT SCORES

PERFORMANCE ON THE SAT

// Idaho students must take a college entrance exam in order to graduate from high school; they are not required to take the SAT, but only the SAT is offered for free in Idaho. **In April of 2014, the state sponsored more than 19,000 Idaho high school juniors to take the SAT. About 88 percent of those juniors took the SAT.**

// **The Idaho State Board of Education has set a goal for the state that 60 percent of high school students score 500 or higher on all sections of the SAT.** This K12 goal is critical, and aligns with the state's goal of 60 percent of 25- to 34-year-olds having completed some form of post-secondary education (1, 2, 4, or more years).

// **Scoring 500 or higher on a section of the SAT indicates that the student is not only prepared for their future career or college journey, but also has a high probability of success at that level.** This is critical as Idaho has historically had very low post-secondary go on rates, very high remediation rates for those that do go on and very high post-secondary dropout rates after the first year, relative to other states.

**ONLY
17.8%**

OF THE STATE'S 11TH GRADERS MET THE IDAHO STATE BOARD OF EDUCATION'S GOAL OF SCORING AT OR ABOVE 500 ON ALL THREE SECTIONS OF THE SAT (READING, WRITING, AND MATH).

// If students leave high school unprepared for post-secondary they often choose not to go on, or when they do, they require costly remediation to close the gap of learning that should have taken place in high school. **This leaves a very large uphill battle to succeed in school and the workplace.**

// If these students do not change course post high school, typically at significant remediation costs and against the odds, it triggers two things:

- > **Idaho will have an under-supply of educated workers.** This is a problem because studies show that at least 60 percent of Idaho's jobs will require a post-secondary credential in the years ahead. If only 17.8 percent of the students are ready for success in post-secondary education, Idaho's businesses will not have the highly educated and skilled workers they need to grow. The lack of qualified workers may cause many businesses to stagnate or leave the state in search of a better educated workforce.
- > **Idaho will have an over-supply of uneducated workers which will keep downward pressure on wages.** This over-supply will fuel increases in unemployment and the number of discouraged workers and exert downward pressure on wages for these types of jobs.



183

The number of high schools in Idaho for which the State Board of Education has SAT scores. Here is how the schools performed against the State Board's goal for students to score 500 or higher on all sections of the test.

- 26** **High schools had fewer than 10 students take the test**
(score summaries were withheld for student privacy reasons)
- 57** **High schools had fewer than 5 students in the class that meet the benchmark**
- 55** **High schools had between 5 percent and 19 percent of their students achieve the benchmark**
- 38** **High schools had between 20 percent and 39 percent of their students achieve the benchmark**
- 6** **High schools had between 40 percent and 59 percent of their students achieve the benchmark**
- 1** **High school in the state** (of the total 157 with reported data) **exceeded the 60 percent goal the State Board of Education has set**

TAKEAWAY: Less than 1 percent of the high schools in the state currently meet the Idaho State Board of Education's Benchmark of 500 on all sections of the SAT, and less than 5 percent of the high schools are even within 20 points of the goal.

XIII. IDAHO'S GO ON RATE

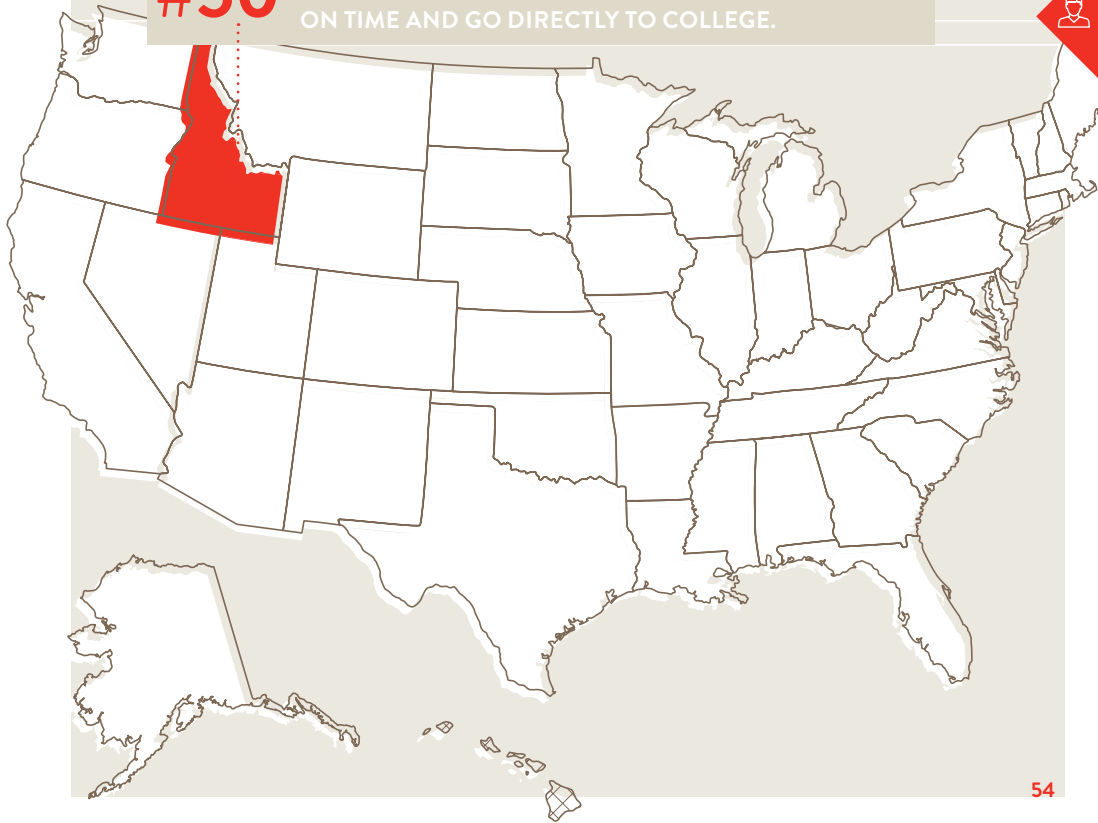
COLLEGE-GOING RATES OF HIGH SCHOOL GRADUATES

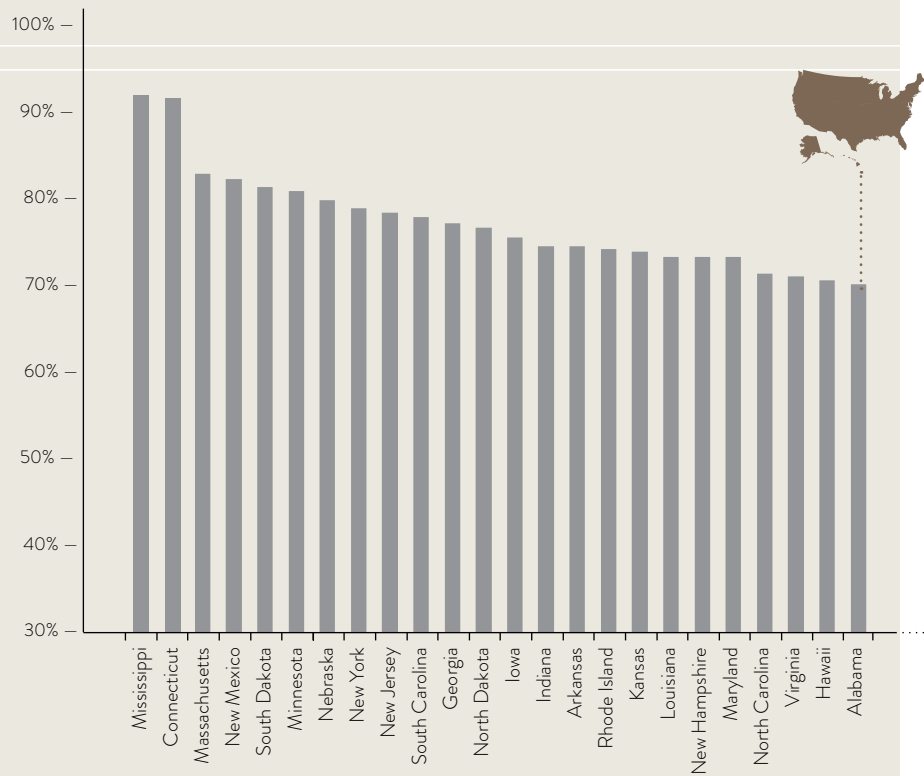
// Nationally, Idaho ranks 50th in the proportion of students who graduate from high school on time and go directly to college.



#50

IDAHO RANKS 50TH IN THE PROPORTION OF STUDENTS WHO GRADUATE FROM HIGH SCHOOL ON TIME AND GO DIRECTLY TO COLLEGE.

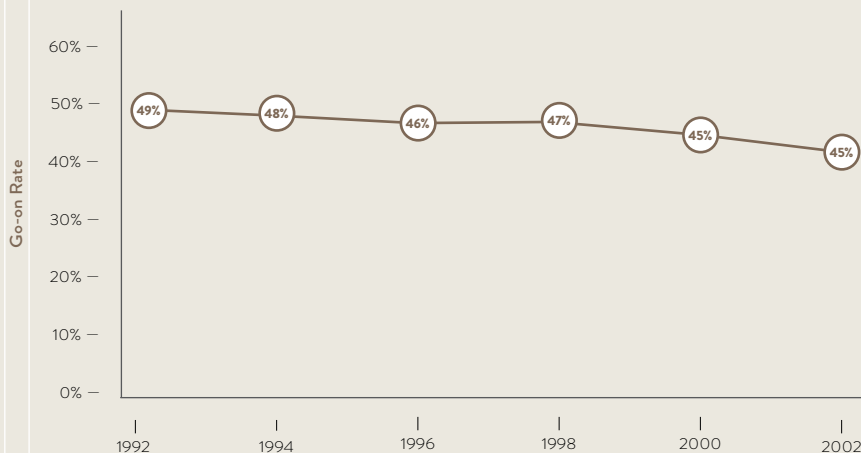




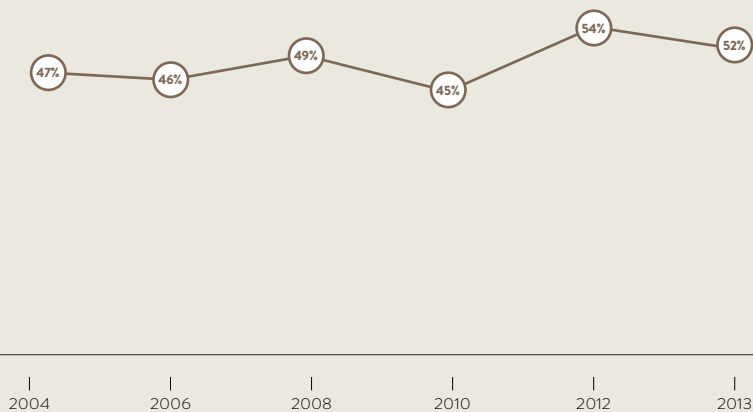
**COLLEGE-GOING RATES OF
HIGH SCHOOL GRADUATES, 2010**



**PROPORTION OF IDAHO STUDENTS WHO GRADUATE FROM
HIGH SCHOOL ON TIME AND GO DIRECTLY TO COLLEGE,
1992–2013**



Idaho's go on rate has remained relatively flat over the past two decades, though in recent years the rate increased briefly and then declined.



XIV. COLLEGE RETENTION RATES

COLLEGE RETENTION RATES FOR FIRST-TIME COLLEGE STUDENTS.

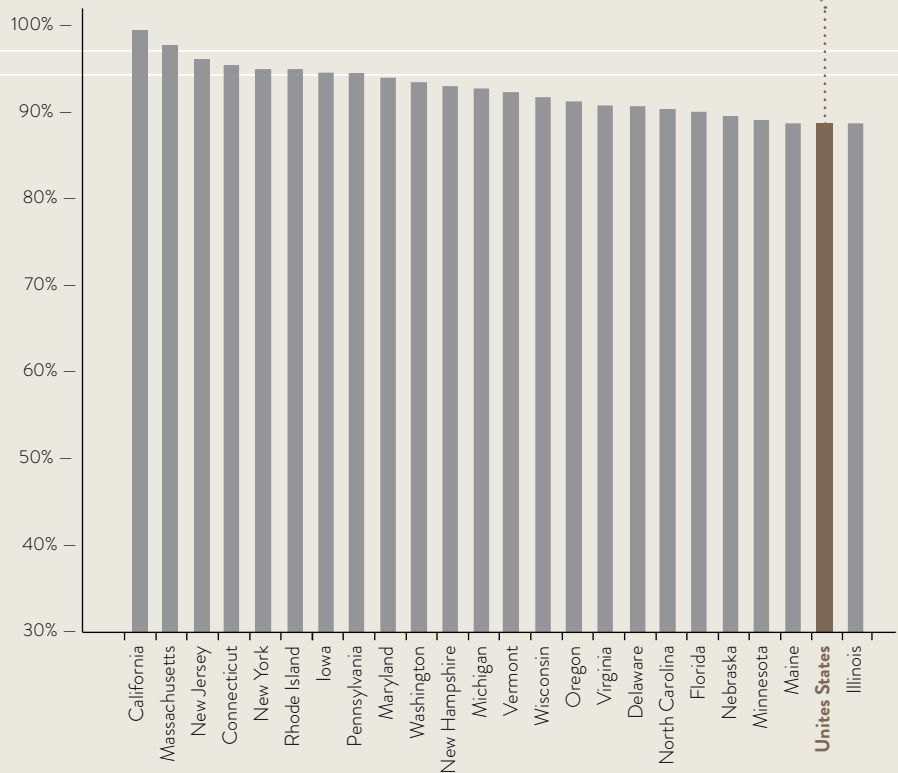
// Nationally, Idaho ranks 46th in the proportion of students who graduate from high school on time, go directly to college and then return for their second year.



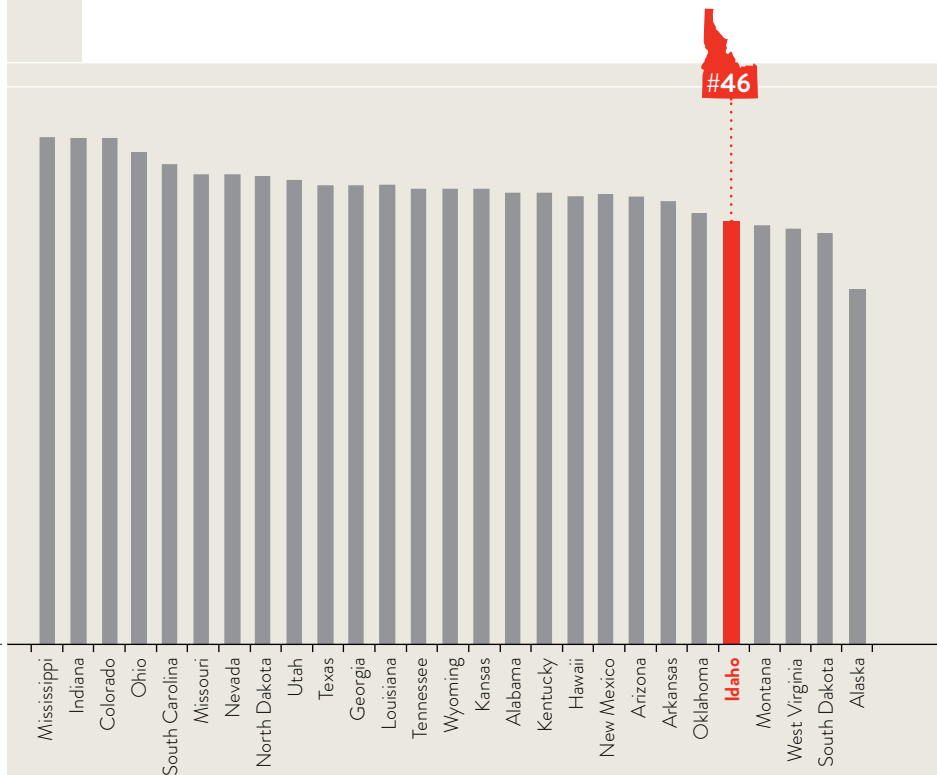
#46

IDAHO RANKS 46TH IN THE PROPORTION OF STUDENTS WHO GRADUATE FROM HIGH SCHOOL ON TIME, GO DIRECTLY TO COLLEGE AND THEN RETURN FOR THEIR SECOND YEAR.





COLLEGE RETENTION RATES FOR FIRST-TIME COLLEGE STUDENTS



XV. IDAHO STUDENT PERSISTENCE

STUDENT PERSISTENCE THROUGH THE EDUCATION PIPELINE

// Nationally, Idaho ranks 46th in the proportion of students who graduate from high school on time, go directly to college, return for their second year and graduate within 150 percent of program time (e.g., six years for a four-year degree).

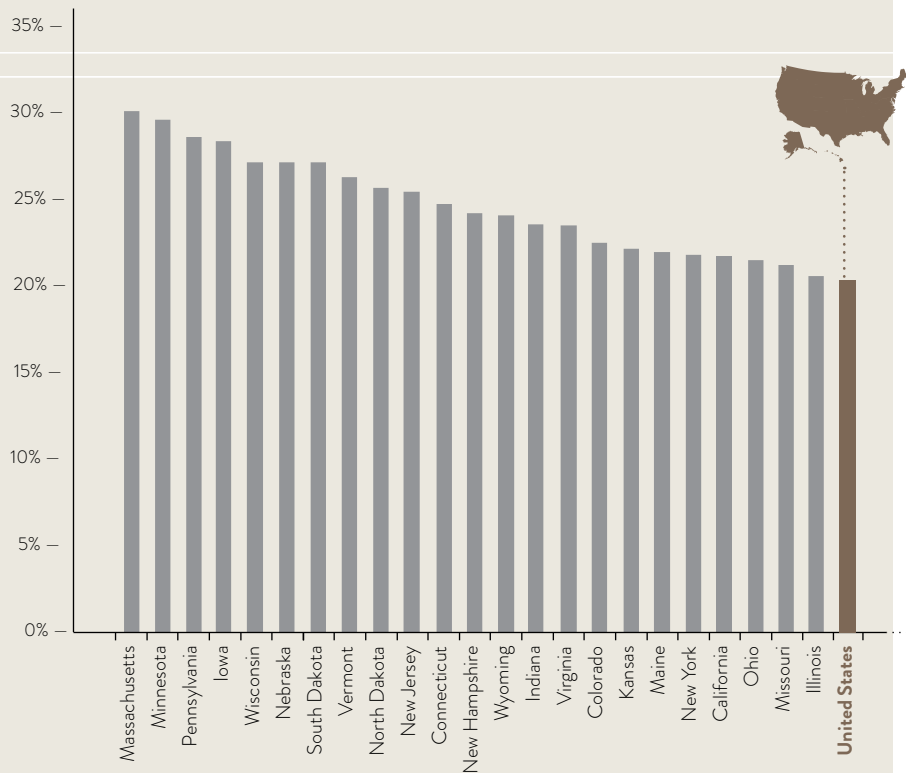
// Even taking into account missions and military service, **Idaho still lags with respect to persistence through the education pipeline**, as demonstrated by the fact that Idaho ranks 48th with respect to the percentage of 18- to 24-year-olds enrolled in college.



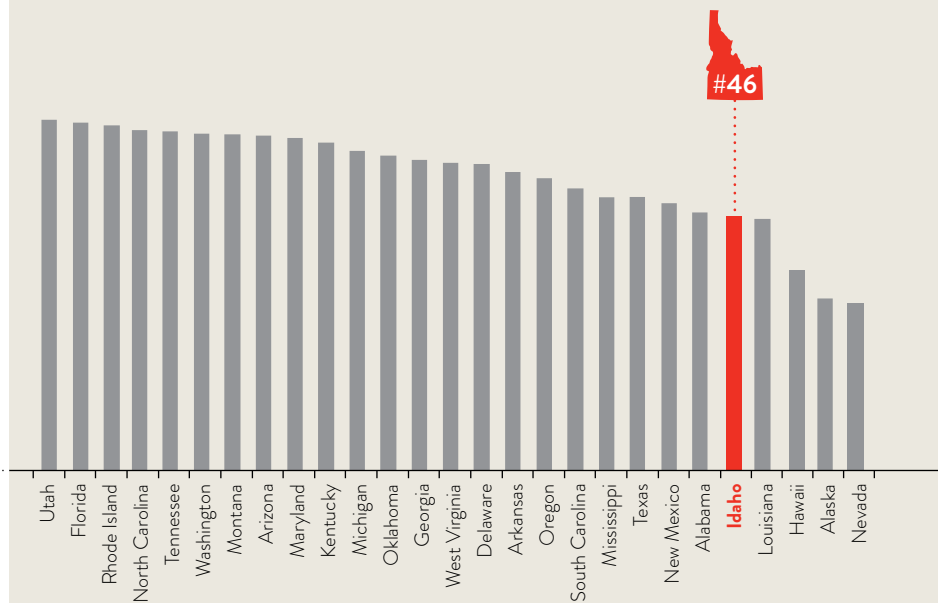
#46

IDAHO RANKS 46TH IN THE PROPORTION OF STUDENTS WHO GRADUATE FROM HIGH SCHOOL ON TIME, GO DIRECTLY TO COLLEGE, RETURN FOR THEIR SECOND YEAR AND GRADUATE WITHIN 150 PERCENT OF PROGRAM TIME.





STUDENT PERSISTENCE THROUGH THE EDUCATION PIPELINE



XVI. COLLEGE REMEDIATION

SKILL GAPS AND REMEDIATION

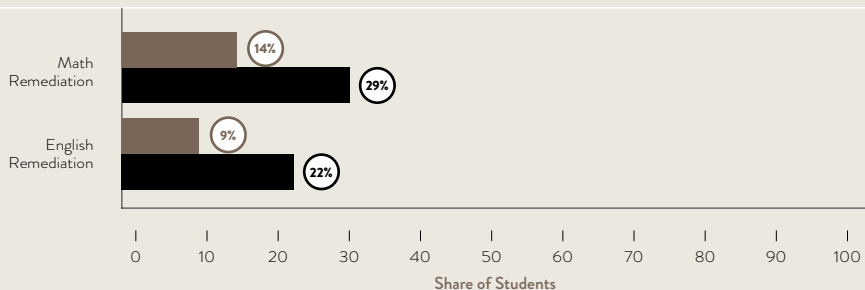
- // One in seven students who enroll in Idaho's four-year colleges and more than 50 percent of students who enroll in two-year colleges require remediation in math, English or both.
- // Students who begin college needing remediation generally take longer to graduate and pay more for their education than students who enter college academically prepared.



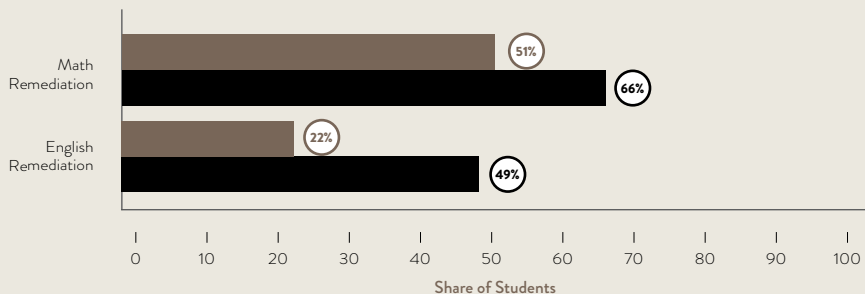
PROPORTION OF STUDENTS AT IDAHO'S FOUR-YEAR COLLEGES WHO REQUIRE REMEDIATION

○ WHITE NON-HISPANIC

● HISPANIC



PROPORTION OF STUDENTS AT IDAHO'S TWO-YEAR COLLEGES WHO REQUIRE REMEDIATION



XVII. IDAHO'S ACHIEVEMENT GAP

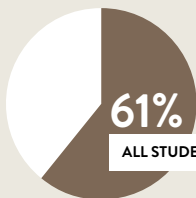
IDAHO'S HISPANIC AND LOW-INCOME ACHIEVEMENT GAP: READING

// Idaho has a pronounced achievement gap between low-income and non-low-income students in 8th grade reading.

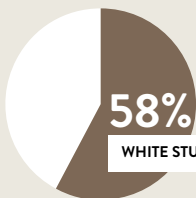
// Some states have had success closing the ethnicity achievement gap.



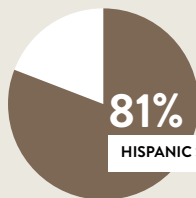
8TH GRADE **READING, STUDENTS BELOW
NAEP'S "PROFICIENT" LEVEL**



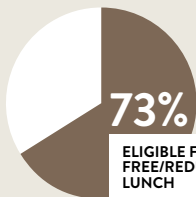
ALL STUDENTS



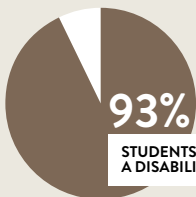
WHITE STUDENTS



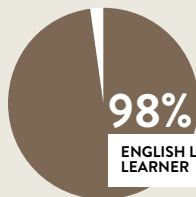
HISPANIC STUDENTS



ELIGIBLE FOR
FREE/REDUCED
LUNCH



STUDENTS WITH
A DISABILITY



ENGLISH LANGUAGE
LEARNER

XVIII. IDAHO'S ACHIEVEMENT GAP

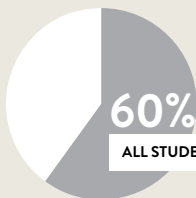
IDAHO'S HISPANIC AND LOW-INCOME ACHIEVEMENT GAP: MATH



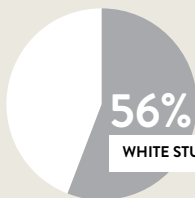
Idaho has a pronounced achievement gap between low-income and non-low-income students in 4th grade math.



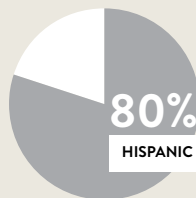
8TH GRADE **MATH**, STUDENTS BELOW NAEP'S "PROFICIENT" LEVEL



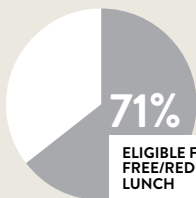
ALL STUDENTS



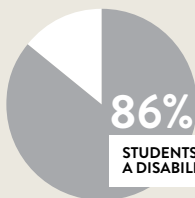
WHITE STUDENTS



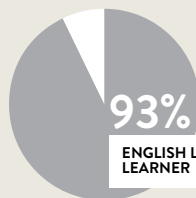
HISPANIC STUDENTS



ELIGIBLE FOR
FREE/REDUCED
LUNCH



STUDENTS WITH
A DISABILITY



ENGLISH LANGUAGE
LEARNER







4. HOW CAN WE CHANGE THE EDUCATION SYSTEM TO ACHIEVE THE OUTCOMES WE WANT?

ANSWER \1

SCHOOL CHOICE, COMMON CORE AND THE TASK FORCE FOR IMPROVING EDUCATION IN IDAHO RECOMMENDATIONS ARE ALL IMPORTANT STRIDES, BUT MORE NEEDS TO BE DONE.

.....

SCHOOL CHOICE IN IDAHO

STUDENT ENROLLMENT BY SCHOOL TYPE

By law, the parent or guardian is required to provide educational instruction in a public school, private school, public charter school or at home to any child resident between the ages of 7 and 16.

School choice allows parents and families the freedom to choose the method of education that will work best for their children.

K12 education in Idaho encompasses a variety of options, many of which are public:

PUBLIC:

- > **Traditional public schools** are publicly funded educational institutions that are typically governed by a local school district.
- > **Charter schools** are free public schools designed by educators, a group of parents and/or community members. Charter schools operate under a charter (or contract) between the charter school and either a local school district or the Idaho Public Charter School Commission (IPCSC).



- > **Magnet schools** are free public elementary and secondary schools of choice that are operated by school districts or a consortium of school districts. Magnet schools have a focused theme. They use state, district or Common Core standards in all subject areas; however, they are taught within the overall theme of the school. There are four magnet public schools in Idaho, serving 2,462 students.
- > **Virtual or online schools** are free, public schools that may provide flexibility for students that need different schedules, are in rural areas or have unique circumstances that make traditional schools a challenge.

PRIVATE:

- > **Home schooling** is directed solely by the parent or guardian. The parent or guardian researches and selects the curriculum they wish to use. State funding is not available to provide assistance for home schooling.
- > **Private schools** are educational institutions that are not government funded. There are currently 151 private schools in Idaho.

Of the students enrolled in some form of K12 education in Idaho, 88 percent attend public school and 12 percent attend private or home schools.

II. SCHOOL CHOICE IN IDAHO

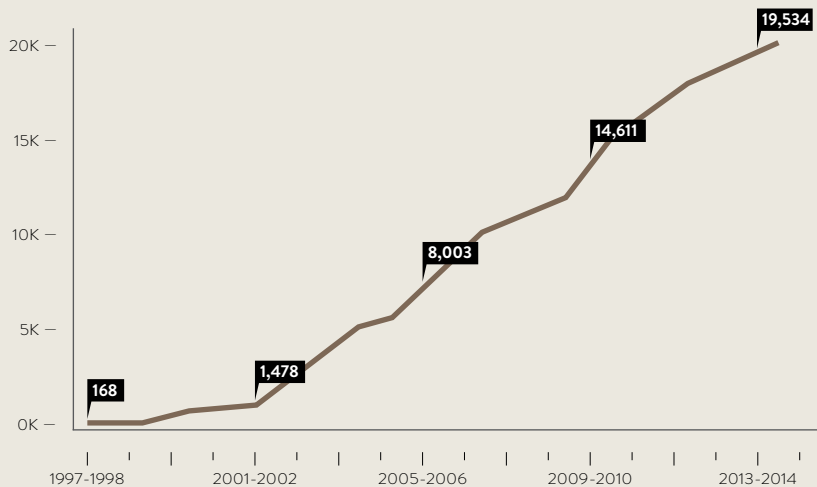
TRENDS IN CHARTER SCHOOL ENROLLMENT

At the start of the 2013–14 school year, Idaho had 48 charter schools serving more than 19,000 students. According to the Idaho Department of Education, an additional 11,400 students were on waiting lists.

As of the 2014–15 school year, there are eight virtual charter schools, some with a blended model of online and onsite capabilities. There are 41 “brick and mortar” charter schools in operation.

More than 6 percent of Idaho’s public K12 student population attends a charter school. While charter schools are funded by the same formula as district schools, they do not receive local tax revenues or supplemental levies.

Charter school enrollment and the number of charter schools in Idaho have increased substantially since the late 1990s.

CHARTER SCHOOL ENROLLMENT, 1997-2014

Sources: Idaho SDE (2014) *Historic Fall Enrollment*; National Alliance for Public Charter Schools (2014).

IDAHO CORE STANDARDS

THE ROLE OF COMMON CORE

The Idaho Core Standards were adopted by the Idaho Legislature and the State Board of Education to better prepare our students for success in school, work and life.

Idaho is one of 43 states, the District of Columbia and the U.S. military that have adopted these standards that define what students should know in math and English at each grade level.

To make it clear, the Idaho Core Standards were not mandated by the federal government. They were voluntarily adopted by Idaho and other states. The Core Standards do not dictate the curriculum or lesson plans local teachers use to educate students in math and English. They only set the standard for what students should know.

Idaho Business for Education believes it will be very difficult for Idaho to achieve the 60 percent goal without the Idaho Core Standards.



That's because under our former standards students were not prepared to succeed in post-secondary education. Currently, too many college-bound students in Idaho need costly remediation in math and English or both, and most drop out of school before obtaining a credential.

The Idaho Core Standards are aimed at fixing this problem by raising the academic bar for what K12 students learn in math and English. By increasing our standards, our students will be better prepared not only to succeed in school, but also in the workplace and life.

For these reasons it is essential for the Legislature to “stay the course” and continue supporting the Idaho Core Standards.

IV. STATE BOARD OF EDUCATION STRATEGIC PLAN

THE STRATEGIC PLAN OF THE IDAHO STATE BOARD OF EDUCATION

GOAL 1: A WELL-EDUCATED CITIZENRY

- > Access: Set policy and advocate for increasing access for individuals of all ages, abilities and economic means to Idaho's P-20 educational system.
- > High level of educational attainment: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.
- > Adult learner re-integration: Improve the processes and increase the options for re-integration of adult learners into the educational system.
- > Transition: Improve the ability of the educational system to meet the educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

- > Critical thinking, innovation and creativity: Increase research and development of new ideas into solutions that benefit society.



- Quality instruction: Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff.

GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

- Cost effective and fiscally prudent: Increased productivity and cost-effectiveness.
- Data-informed decision making: Increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvement in Idaho's educational system.

V. IDAHO STATE BOARD OF EDUCATION MEMBERS

Emma Atchley, *President*

Rod Lewis, *Vice President*

Don Soltman, *Secretary*

Bill Goesling

Richard Westerberg

David Hill

Debbie Critchfield

Sherri Ybarra, *Superintendent of Public Instruction*

Board Members may be contacted through
the Office of the State Board of Education.

Telephone: **208.334.2270**

Email: **board@osbe.idaho.gov**

Mailing Address:

P.O. Box 83720

Boise, ID 83720-0037



VI. GOVERNOR'S TASK FORCE ON EDUCATION RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS

The Task Force for Improving Education was created in December 2012. The Task Force's recommendations were released in 2013 and are intended to serve as a blueprint to transform Idaho's educational system.

1. MASTERY BASED SYSTEM

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

2. IDAHO CORE STANDARDS

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high-performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

3. LITERACY PROFICIENCY

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

4. ADVANCED OPPORTUNITIES

We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

5. REVAMP THE STATE'S ACCOUNTABILITY STRUCTURE INVOLVING SCHOOLS

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

6. EMPOWER AUTONOMY BY REMOVING CONSTRAINTS

We recommend the Governor's Office, State Board of Education and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those that impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive and innovative and drive continuous improvement.

7. ANNUAL STRATEGIC PLANNING, ASSESSMENT AND CONTINUOUS FOCUS ON IMPROVEMENT

We recommend each district be required to have a strategic plan (and to renew



it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

8. STATEWIDE ELECTRONIC COLLABORATION SYSTEM

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

9. HIGH-SPEED BANDWIDTH AND WIRELESS INFRASTRUCTURE

We recommend the state expand the existing high-speed bandwidth infrastructure to ensure every school (high school, middle school and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

10. EDUCATOR AND STUDENT TECHNOLOGY DEVICES

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

11. RESTORATION OF OPERATIONAL FUNDING

We recommend restoration of operational funding to the FY 2009 level. Although traditionally called “discretionary” funding, operational

funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple-year approach could be implemented to rebuild operational funding.

12. CAREER LADDER COMPENSATION MODEL

We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

13. ENROLLMENT MODEL OF FUNDING SCHOOLS

We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/ Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board's 60 percent goal.

14. TIERED LICENSURE

We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

15. MENTORING

We recommend that each district develop a mentoring program for the support



of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

16. ONGOING JOB-EMBEDDED PROFESSIONAL LEARNING

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

17. SITE-BASED COLLABORATION AMONG TEACHERS AND INSTRUCTIONAL LEADERS

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

18. TRAINING AND DEVELOPMENT OF SCHOOL ADMINISTRATORS, SUPERINTENDENTS AND SCHOOL BOARDS

We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

19. PROVIDE ENHANCED PRE-SERVICE TEACHING OPPORTUNITIES THROUGH THE STATE'S COLLEGES OF EDUCATION

We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

20. PARTICIPATION IN THE CCSSO'S "OUR RESPONSIBILITY, OUR PROMISE" RECOMMENDATIONS TO IMPROVE TEACHER PREPARATION

We support Idaho's participation in implementing The Council of Chief State School Officers' (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.

5. IDAHO BUSINESS FOR EDUCATION



IDAHO
Business
for Education

I. IDAHO BUSINESS FOR EDUCATION

MESSAGE FROM IBE

We can all agree that there is no more important or urgent goal than creating a public education system that prepares every child to compete and succeed in school, work and life.

Yet, the education data contained in this Field Guide clearly indicate that Idaho has many challenges related to this goal.

Idaho has a systemic problem – not one that can be blamed on any group of people.

Recognizing that this is a systemic issue is the first step toward all stakeholders – parents, educators, policymakers and business leaders – pulling together to strengthen the education system in Idaho.

As business leaders, we want a workforce that can create the economic conditions needed to support the communities that make Idaho a great place to live and work. As parents, grandparents and community members, we want an education system that provides the best future for our children.

IBE was founded on the premise that the business community has the obligation, opportunity and capacity to increase the college and workforce readiness of all students.

We look forward to working towards this goal, along with anyone who will join us in making this ambitious goal a reality. No less than the future of our children and our state depends on it.

ABOUT IBE

Idaho Business for Education (IBE) is a non-partisan group of more than 100 business leaders from across our state that is committed to transforming Idaho's education system.

To learn more about IBE, go to idahobe.org.

IBE is thankful for our partners, the J.A. and Kathryn Albertson Foundation and ECONorthwest, for collaborating with us on the production of this Idaho Education Field Guide. IBE would also like to thank Drake Cooper for their expertise in designing the Field Guide, 2nd Edition.



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