



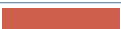



Idaho

School Management	C	
Finance	C	
Staffing: Hiring & Evaluation	C	
Staffing: Removing Ineffective Teachers	C	
Data	F	
Pipeline to Postsecondary	D	
Technology	B	
State Reform Environment	?	
Gold Stars		

School Management. Idaho does an average job managing its schools in a way that encourages thoughtful innovation. While 90% of teachers report that routine duties and paperwork interfere with their teaching, 63% of teachers like how their school is run. The state also sanctions low-performing schools.

Finance. Overall, Idaho earns a middling grade in this category. The state gets an average mark for the simplicity of its state funding mechanism and receives a good score for the online accessibility of its financial data. But Idaho does not have a performance pay program for teachers.

Staffing: Hiring & Evaluation. Idaho receives a mediocre mark for its teacher hiring and evaluation system. Five percent of teachers enter the profession through an alternative certification program, compared with the national average of 13%. However, Idaho requires incoming teachers to pass subject-knowledge tests.

Staffing: Removing Ineffective Teachers. Idaho receives an average score on the ability to remove poor-performing teachers from the classroom. Sixty-eight percent of principals say that teacher unions or associations are a barrier to the removal of ineffective teachers, higher than the national average of 61%. In addition, 69% of principals report that tenure is a barrier to removing poor-performing teachers, which is 3 percentage points below the national average of 72%.

Data. Idaho gets a very low mark for its state data system. The state does not provide educators with access to an interactive school-level database for analysis, and it does not have a P-20 longitudinal data system.

Pipeline to Postsecondary. Idaho receives a disappointing mark for its efforts to improve college and career readiness. Sixty-six percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. That is slightly higher than the national average of 65%. However, the state does not have high school exams that gauge college and career readiness, nor does it require a college- and career-ready diploma.

Technology. Idaho receives a good grade in this category. While the state needs to significantly improve how it evaluates its return on investments in technology, it has established a virtual school and offers a computer-based assessment.

State Reform Environment. There are few reliable state-by-state data on local education advocacy and research efforts—a reflection of the lack of overall commitment to this issue. As a result, we are unable to issue a meaningful grade. However, Idaho supports common academic standards.
