

Shifting Sands

Idaho's Changing Student Demographics and What it Means for Education

Technical Report

August 2014

A report prepared by ECONorthwest for the J.A. and Kathryn Albertson Foundation and the Idaho Charter School Network.

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ECONorthwest specializes in economics, planning, and finance. Established in 1974, ECONorthwest has over three decades of experience helping clients make sound decisions based on rigorous economic, planning and financial analysis.

ECONorthwest gratefully acknowledges the substantial assistance provided by staff at the Idaho State Department of Education.

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Disclaimer

ECONorthwest completed this project under contract to J.A. and Kathryn Albertson Foundation and the Idaho Charter School Network. The purpose in commissioning this study was to better understand future opportunities for charter schools to meet the educational needs of kids throughout the state of Idaho.

The Foundation and the Network asked ECONorthwest to develop a near-term projection of the school-age population across Idaho and assemble information about existing school enrollment, student performance, and other information relevant to a market study.

Throughout the report we have identified our sources of information and assumptions used in the analysis. Within the limitations imposed by uncertainty and the project budget, ECONorthwest has made every effort to check the reasonableness of the data and assumptions. ECONorthwest acknowledges that any projection of the future is uncertain. The fact that we evaluate assumptions as reasonable does not guarantee that those assumptions will prevail. We have also described our analytic techniques and their limitations.

The contents of this document do not necessarily reflect views or policies of the J.A. and Kathryn Albertson Foundation or the Idaho Charter School Network.

We gratefully acknowledge the assistance of the many individuals who provided us with information and insight, but emphasize that we, alone, are responsible for the report's contents. We have prepared this report based on our general knowledge of market research and information derived from government agencies, private statistical services, the reports of others, interviews of individuals, or other sources believed to be reliable. ECONorthwest has not verified the accuracy of such information, however, and makes no representation regarding its accuracy or completeness. Any statements nonfactual in nature constitute the authors' current opinions, which may change as more information becomes available.

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1 Summary of Findings

Since Idaho's first charters opened in 1998, over 50 of these schools have operated across the state (some have since closed). In recent years fewer new schools have been authorized to open, but the total population of charter school students has increased significantly and close to seven percent of the state's 289,000 K-12 students now attend a charter school. At the same time the Idaho State Department of Education (ISDE) reports many students on wait lists for charter schools. This begs the question of: where should charter schools open in coming years to best help meet the needs of Idaho's changing student demographics?

In Idaho, as in other states, charter schools operate under a charter agreement with an authorizing agency and are exempt from some of the state laws governing public education. The intent behind charter agreements is that charter schools will be given more autonomy with respect to matters of school operations including budget, staffing, and curriculum. In return charters are held accountable for meeting performance objectives that are set out in the charter agreement. Failing to meet performance standards set out in the school charter can, depending on specific terms of the contract, and state law governing charter school operations, lead to sanctions and ultimately the closing of a school.

Based on the intent language included in the state statute, it is clear that the goal for the establishment of Idaho charter schools is to provide new choices in school services for students, parents and school professionals. Idaho's charter school program is now well into its adolescence, and the Idaho Charter School Network is interested in understanding the dynamic environment in which these schools operate. It is critical for the charter sector to be strategic in the pursuit of new schools and expansion opportunities.

Meanwhile, other changes are afoot. To better understand changing demographics and what they might mean for education in the Gem State our two organizations teamed up, with grant

Charter school authorizing legislation included a statement of intent. {Idaho Code § 33-5202}

It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which operate independently from the existing traditional school district structure but within the existing public school system as a method to accomplish any of the following:

- (1) Improve student learning;*
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;*
- (3) Include the use of different and innovative teaching methods;*
- (4) Utilize virtual distance learning and on-line learning;*
- (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;*
- (6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;*
- (7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.*

support from the J.A. and Kathryn Albertson Foundation, to organize and lead an investigation of the state's changing student demographics. Specifically, we wanted to see what population and household projections for the period 2014-19 would show and what this would mean for charter schools and Idaho's school districts. The primary finding from this study is that the state's student population will undergo significant changes in coming years. Population and household projections indicate that the future school-age population will be increasingly urban, more racially diverse and from lower income households. These trends will present challenges for many districts. Many rural districts will continue to lose students while more urban districts will struggle to meet growing enrollments. And Idaho's schools will need to adapt to the changing needs of their student populations. Considerable additional details with respect to population and household change are included in the main body of this document and a technical background report.

Some high-level findings from the population and household projections for the period 2014-2019 follow:

- Idaho's school-age population has been getting increasingly diverse in terms of racial composition. This trend is expected to continue.
- The Hispanic school-age demographic is expected to be the fastest growing group.
- School-age population is expected to see a net increase in the 15-17 age group, but declines in both the 5-9 and 10-14 age groups.
- Change varies greatly across the state. Census tracts that are projected to have a decline in student-age population are mostly in non-urban areas, while census tracts that are projected to have a total increase in school-age population are in a select few urban areas.
- There will be an addition of approximately 23,500 new households.
- The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000.
- Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are in a handful of urban areas where there are projected to be declines in the share of households with incomes of less than \$25,000.

In order to gain insights into how charter schools in Idaho can continue to add value and better serve the state's families we examined a wide variety of other data sources on district and charter school enrollments, attendance, performance, staffing, and funding. Key findings include:

- Charter schools account for a steadily growing number of the state's K-12 students.
- Charter Schools serve a less diverse population of students than district run schools, but these numbers are narrowing.
- Idaho's student population growth is slowing, with many rural districts seeing a decline in student numbers.

- Some districts struggle with disproportionately low attendance rates.
- There are schools scattered across the state that struggle to educate students to reading and math standards. The problem is especially acute for 8th grade math, a key gateway to college and career readiness standards.
- In the aggregate, statewide reading and math scores are similar for charter and district students. But there is more variation within the charter sector – with some high-flyers and low-performers.
- As with the US as a whole, Idaho’s teachers and administrators are getting older.
- State funding rules protect low enrollment districts, placing many charter schools at a disadvantage, especially those that are adding students.
- Per pupil expenditures for districts and charter schools with larger enrollments is less than that for smaller schools and districts.
- Increased reliance upon supplemental levies to fund district operations coincides with changes in state funding for education. Charter schools do not have this option.
- Not all parts of the state have equal capacity for local funding, the value of property on a per student basis varies widely from district to district.
- The variation in district expenditures per student is now more closely tied to the value of property within the district, and less tied to state funding allocations.
- The share of expenditures on maintenance and operations that comes from state funds is 80 percent for district-operated schools and 94 percent for charter schools.

For Idaho’s charter schools to best meet the needs of the state’s changing demographics and education landscape, the sector needs to grow in ways that are strategic and targeted to the state’s high demand markets and to its neediest students. For this to happen charter school providers, authorizers and state policymakers should consider the following:

1. **Growing the Urban Market.** Idaho’s urban areas are adding students fast. School districts in these areas can’t add new buildings quickly enough. These are the areas where some of the state’s current high-performing schools operate. These schools should be encouraged to expand their market share through strategies like incubation and the development of charter school management organizations.
2. **Tackling the Rural Challenge.** Significant parts of Idaho will see a continued decline in student enrollment. This may necessitate the consolidation of school programs, or developing alternative means of serving a spatially distributed student base. Charter school programs should work with rural districts and other education providers to help meet these needs. Charter schools could also serve rural educational needs through high quality, effectively designed and administered online programs. There may be a role for charter management organizations (with strong involvement from community partners) in terms of serving a multi-district regional market. Rural districts may face challenges associated with adequate staffing and provision of services for special needs populations. The kind of cooperative agreements and use of remote service delivery models that are sometimes

used by charter school programs could offer alternatives to traditional methods of serving kids with demands beyond the core school services. Sharing resources and talent, as opposed to consolidating districts, may prove a better strategy for delivering efficiency while preserving local community involvement in its schools.

3. **Responding to the Dynamics of Growth.** The changing age distribution of Idaho students will increase the near-term demands placed upon some secondary school programs only to be followed by enrollment declines in later years. Volatility in the student enrollment can present significant challenges for districts in terms of staffing and budgeting for individual school programs. It is not uncommon for charter school programs to incorporate multi-age classrooms and curricula or other strategies that respond to an age skewed population of students. The flexibility available to charter schools, in terms of curriculum, staffing, use of technology and budget development, might be put to use to design programs that respond to this volatility in the student population.
4. **Serving a More Diverse Student Body.** Charter schools in Idaho are serving a more diverse student population now than it did 5-10 years ago. But the charter sector needs to do more. The charter school student population is still less diverse in terms of race, income and special needs than the statewide population of public school students as a whole. These are the fastest growing demographic of Idaho's K-12 students, and for charters to grow and add value they need to serve more of these students. Supports that might help make this happen include: creating a school information clearinghouse to provide all parents – not just those with the time and resources to explore choice options on their own – with easy to understand and bilingual information about schools and their programs. Charter school models with experience working with high-need students should be recruited to Idaho, and their growth and expansion supported. State funding for charters needs to be increased, or at least harmonized so that schools that grow and add students don't see per pupil funding decline.
5. **Focusing on Attendance.** Students who attend class do better than those who don't. Unfortunately, there are parts of the state plagued by chronic low attendance rates. Charter school programs with a record of effectively targeting absenteeism in high poverty communities should be encouraged to target these areas as a way to address problems of low student achievement. As the student population in Idaho continues to change over time these kinds of schools and programs may have an increasing role in the future of Idaho's education system. Programs that charter schools have used to target absenteeism include extending the school year to better accommodate lower attendance during certain parts of the year, and having staff that repeatedly contact parents of students that are missing school to ensure better attendance.
6. **Pushing Innovation.** Charter schools have slightly more flexibility when it comes to hiring teachers and how teachers are deployed. But, more should be done. In order to allow maximum flexibility for charter schools, the legislature should consider allowing charter

schools to avoid using certified teachers, especially when it comes to hard-to-staff subjects like advanced mathematics or career-tech fields like welding. Charters should also be encouraged and freed up to create “an elite corps of remote teachers.” These educators could work on-line with not only charter school students but also students in the state’s remotest school districts.

7. **Making School Funding Work.** Many of the service delivery challenges that will be faced in coming years by charter schools and school districts alike could be better addressed with state funding formulae that fund students and student needs rather than the current approach of funding staffing levels and staff experience.

2 Purpose and Approach

ECONorthwest completed this project under contract to J.A. and Kathryn Albertson Foundation and under guidance of the Idaho Charter School Network. The purpose of this study is to better understand future opportunities for charter schools to meet the changing educational needs of students throughout the Gem State. While the report is intended to support strategic planning for the future growth of Idaho's charter sector, much of the information contained herein is relevant to broader purposes. In particular, information about the expected changes in school-age populations will be of interest to all those educators, policy makers and legislators working to provide quality schooling for Idaho's children.

The Foundation and the Network asked ECONorthwest to provide a near-term projection of the school-age population across Idaho and assemble information about existing school enrollment, student performance, and other information relevant to new school growth and expansion.

This report examines a range of conditions in Idaho that are relevant to the formation and expansion of high-quality charter school. It is not an exhaustive study of charter school characteristics or performance, but rather is a focused effort to understand those factors that meaningfully influence the supply and demand for education services. Questions tackled here include:

- What are the general growth trends for the population of school-age children across Idaho?
- Where is growth in school-age population likely to be located over the next 5 years?
- Where are traditional district schools least likely to be on a path toward improvement?
- Where is the human capital available to support the development of new charter schools?
- What is the funding environment in which charter schools must operate?

Data availability is always a constraining factor in market studies. For this effort we did not engage in any primary data collection but rather relied upon available secondary sources. Much of the data on Idaho schools, students and staff is available from the Idaho State Department of Education. Other information was sourced from the National Center for Education Statistics and the Census Bureau. For projections of population and components of population changes we employed a well-established approach that makes use of projection data through 2019 made available through the Nielson Company. These projections are the most important aspect of the market study and as such we the report them up front in the report.

Throughout we have identified our sources of information and assumptions used in the analysis. Within the limitations imposed by uncertainty and the project budget, ECONorthwest has made every effort to check the reasonableness of the data and assumptions.

ECONorthwest acknowledges that any projection of the future is uncertain. The fact that we evaluate assumptions as reasonable does not guarantee that those assumptions will prevail.

Throughout the report we summarize information for 6 regions of the state. These regions are the same as the regions used by the Idaho State Department of Education to report on a variety of public school information. These regions correspond to key metropolitan markets in Idaho and are a useful spatial organizational framework. These regions are as follows:

Region 1: Coeur d'Alene

Region 2: Moscow/Lewiston

Region 3: Boise/Meridian

Region 4: Twin Falls

Region 5: Pocatello

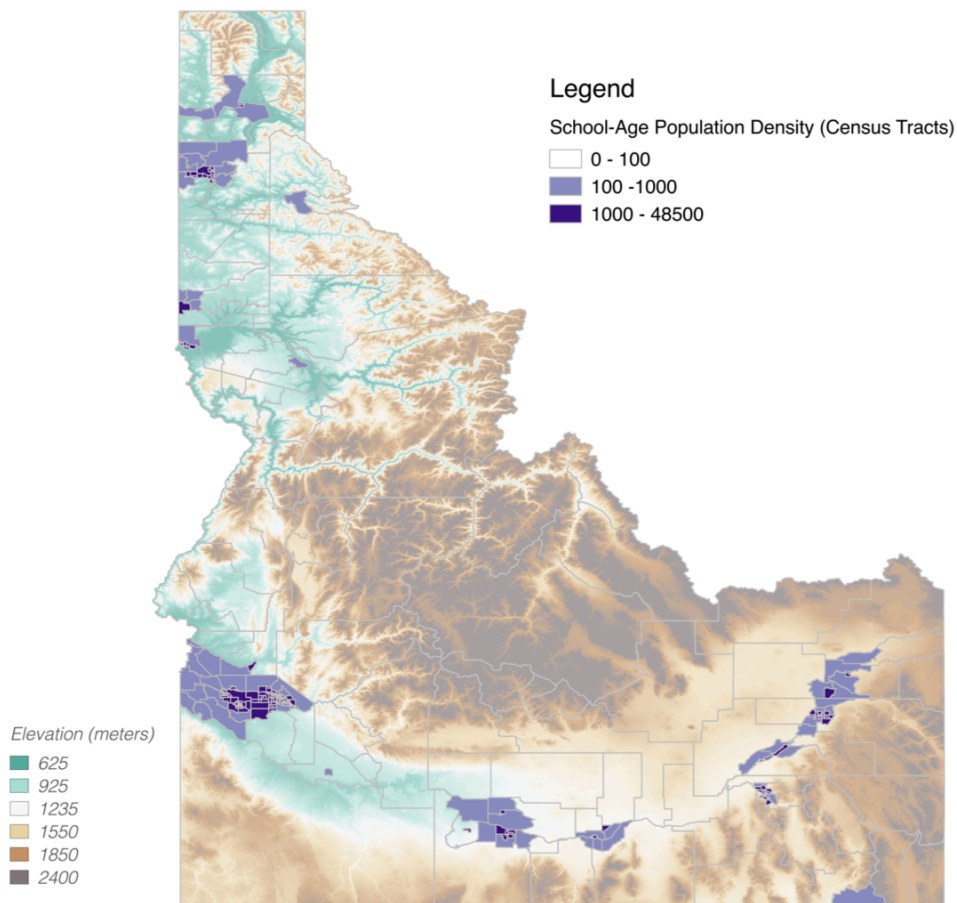
Region 6: Idaho Falls

3 Population and Household Projections

3.1 Introduction

The starting point for understanding the market for new or expanded charter schools in Idaho is the total population of school age children, as well as this population’s characteristics. This section of the market study presents recent trends and near-term projections for the Idaho school-age population and for households by various household income categories. The analysis examines the population in terms of age groups as well as race and also examines the composition of households in terms of household income at some detail. The analysis starts at the state level but delves further into regional markets. Currently, population in general is concentrated in a few urban areas. This is true of the school-age population as well (Figure 3.1). In the near term Idaho will see an increasingly urban population of school-age children.

Figure 3.1 Idaho School-Age Population Density in 2010



Source: ECONorthwest, U.S. Census Bureau, USGS/NASA

ECONorthwest has made use of population and household projections that are developed at the census tract geography and aggregated this information as needed. The census tract geography is a suitable geographic scale of analysis that balances the need for some spatial details with the desire to maintain credible methods for developing demographic projections through 2019. Specific methods employed in the Nielson demographic projections are summarized below.

3.2 Summary of Demographic Projections

High-level findings from the population and household projections are summarized below. The rest of this section of the market study provides considerable additional details with respect of components of population and household change and the spatial pattern of that change.

- The Idaho school-age population has of recent years been getting increasingly diverse in terms of racial composition, and this trend is expected to continue in the near future.
- The Hispanic school-age population across all races is also expected to grow by 2019, with the largest growth of any demographic group.
- Aging of the school-age population between 2014-2019 is expected statewide, with a net increase in the 15-17 age group, and net declines in the other age groups.
- Not all parts of the state are changing in the same manner. Census tracts that are projected to have a decline in student-age population are mostly in non-urban areas, while census tracts that are projected to have a total increase in school-age population are in a select few urban areas..
- Statewide household growth between 2014-2019 is projected to be approximately a 23,500 increase.
- The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000.
- Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are largely in select urbanized areas where there are projected to be declines in the share of households with incomes of less than \$25,000.

3.3 Population and Household Projection Methods

The Nielson projection methods start with estimates of "base counts," such as total population, household population, group quarters population, households, family households, and housing units. Characteristics related to these base counts are then estimated. Population characteristics include age, sex, race, and Hispanic ethnicity; households are estimated by age of householder and income; family households are estimated by income; and owner-occupied housing units are estimated by value. Methods are described in detail on the Nielson webpage

http://www.claritas.com/collateral/sitereports/Nielsen_Demographic_Update_2014.1_Methodology.pdf

The updates are prepared first for large geographic areas, then for progressively smaller areas, with adjustments ensuring consistency from one level to the next. Post-census sources of tract level data are relatively scarce, so demographic data suppliers are on their own to identify, acquire and incorporate small area data for input to estimates. The Nielson method involves the acquisition and review of data from a variety of sources. The objective is to identify sources reflecting the extent of population and household change since the 2010 census (including the Census Bureau's most recent post-2010 estimates), and to adapt standard demographic estimation methods for use with these sources.

Population by age/sex composition is estimated and projected using modified cohort survival methods. Cohort survival is a major factor in changing age structures, and is driven by the reality that, for example, persons age 35 in 2010 who survive another five years, will be age 40 in 2015. Accordingly, a population with a large proportion of 35 year olds in 2010 can expect to have large proportions of 40 year olds in 2015. It is this process that has swelled the U.S. age structure at progressively older age categories as the baby boom generation (or birth cohort) has aged. As part of each round of cohort survival an estimate of births is required to fill the vacated 0-4 category. Births are estimated using the child/woman ratio—defined as the population age 0-4 divided by females age 15-44 (childbearing age).

The Nielson cohort survival method is executed first at county level, then for tracts, and finally block groups, with each set of estimates controlled to the results at the next higher geographic level. To enhance consistency with Census Bureau age/sex estimates, the county estimates begin with the Census Bureau's most recent county age/sex estimates. Tract and block group estimates begin with Census 2010 age/sex estimates.

All Nielson income estimates are expressed in current year dollars using the "money income" definition reported in the 2010 census. The estimates and projections reflect household income, which includes the income earned by all persons living in a housing unit (i.e., all household members). The method starts by establishing ACS distributions from which the income estimates are built. Once the ACS distributions are established, rates of change in median household income are estimated for each area.

At both the county and block group levels, the estimated rates of income change are used to advance, or shift, the ACS distributions of households by income forward to current year. This procedure involves the estimation of the number of households advancing from one income category to another—based on the area's estimated rate of income change.

3.4 Statewide

3.4.1 School-Age Population

The state of Idaho is comprised of 44 counties, 115 unified school districts, and 298 census tracts. The estimated 2014 state population is just over 1,613,000 and there are approximately 598,500 households. By 2019 the population is projected to increase by 60,000 to nearly 1,673,000, comprising close to 622,000 households. Total statewide student-age population has increased by nearly 40,000 since 2000, but is projected to increase by only about 1,500 students over the next 5 years. Modest growth expectations for student-age population mask demographic “churn” as well as the regional market dynamics; which are discussed later in this section.

The Idaho school-age population has of recent years been getting increasingly diverse in terms of racial composition, and this trend is expected to continue in the near future. The white school-age population is projected to decline between 2014-2019 while the school-age population for all other races will grow over the same timeframe. The Hispanic school-age population across all races is also expected to grow by 2019, with the largest growth of any demographic group. These trends are evident in the data summarized in Table 3.1 below.

Table 3.1 Idaho School-Age Population 2000-2019

School Age Population (ages 5-17)	2000	2010	Estimate 2014	Projection 2019
White	239,746	261,496	259,083	253,071
Black/African American	1,196	2,677	3,713	5,078
American Indian/Native Alaskan	4,446	4,844	5,059	5,370
Asian	2,009	3,402	3,769	4,315
Native Hawaiian/Pacific Islander	298	513	563	615
Some Other Race	15,556	21,350	23,371	25,851
Two or More Races	8,178	13,018	15,165	17,982
All Races	271,429	307,300	310,723	312,282
Hispanic/Latino (all races)	29,455	50,210	55,683	62,740

Source: Nielson and ECONorthwest

Within the population of school-age children there are different growth dynamics associated with each age category. Aging of the school-age population between 2014-2019 is expected statewide, with a net increase in the 15-17 age group, and net declines in the other age groups. The changes in the racial composition of the school-age population are most pronounced in the youngest age groups as recent and continuing household demographic changes make their way through an aging population base and as children in newer households enter the school-age population. Table 3.2 below displays projected changes in population between 2014-2019 by age group by race.

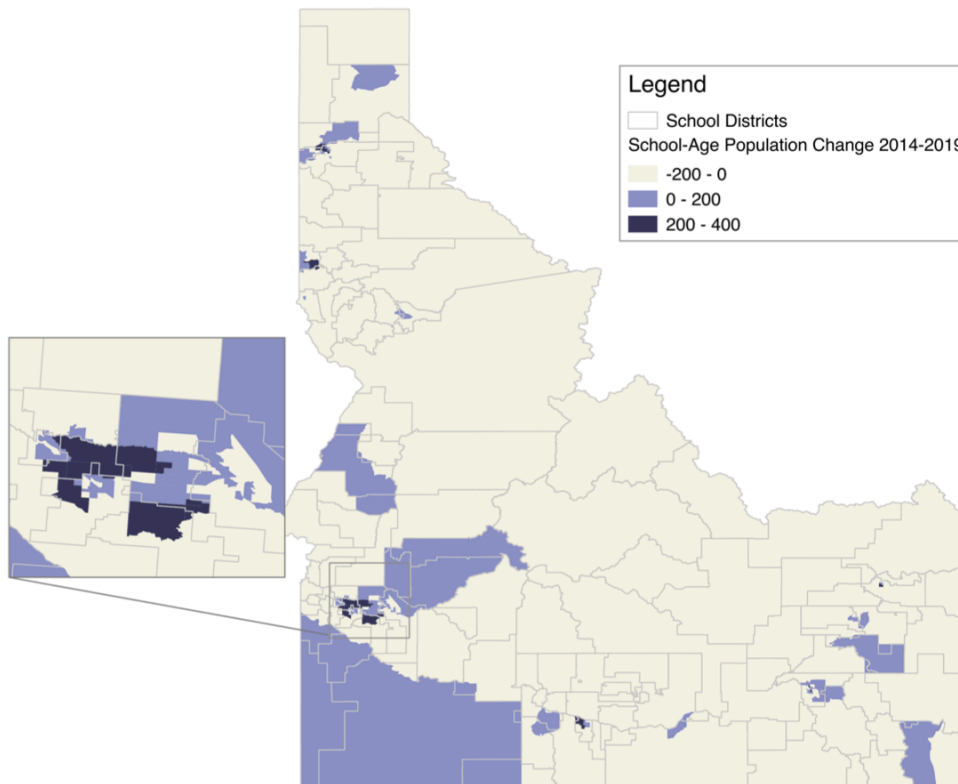
Table 3.2 Idaho School-Age Population Change 2014-2019 by Age Group

School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-3,208	-3,896	1,092	-6,012
Black/African American	450	624	291	1,365
American Indian/Native Alaskan	91	110	110	311
Asian	163	187	196	546
Native Hawaiian/Pacific Islander	23	19	10	52
Some Other Race	707	946	827	2,480
Two or More Races	1,020	1,032	765	2,817
All Races	-754	-978	3,291	1,559
Hispanic/Latino (all races)	2,285	2,658	2,114	7,057

Source: Nielson and ECONorthwest

The net change in state school-age population, however, does not tell the entire story. The population changes are more dynamic than they seem in aggregate. Figure 3.2 is a map depicting Region 1 changes in total school-age population by census tract.

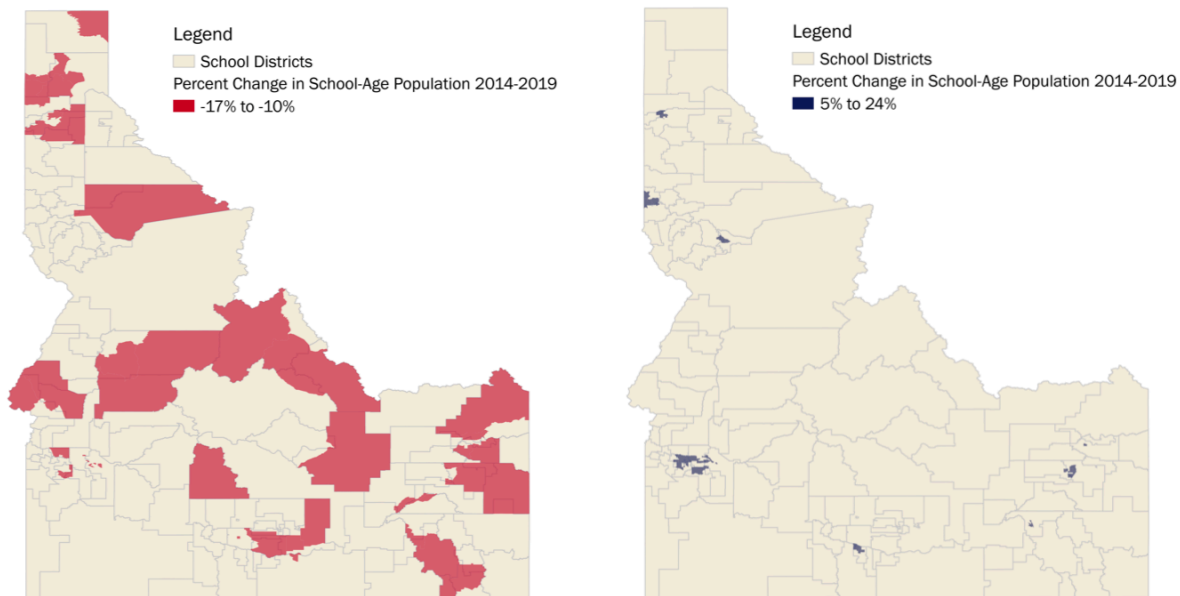
Figure 3.2 State-wide Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

Census tracts that are projected to have a decline in student-age population actually see a total decline of over 10,500 school-age individuals, while census tracts that are projected to have a total increase in school-age population see an increase of over 12,000 school-age individuals. The churn rate (a measure of the absolute value of gains and losses in population measured at the census tract divided by the base year (2014) total population within the state) of the school-age population is 7.3 percent. Census tracts with projected school-age population declines of more than 10 percent and increases of more than 5 percent are displayed in Figure 3.3.

Figure 3.3 Census Tracts with Notable Declines and Gains in Student-Age Population



Source: Nielson and ECONorthwest

3.4.2 Household Income

Statewide household growth between 2014-2019 is projected to be approximately a 23,500 increase. A more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. The state is expected to see net growth in lower income households and net declines in households with incomes above \$50,000. Table 3.3 displays households by income category for 2014 and 2019.

Table 3.3 Idaho Households by Income Category

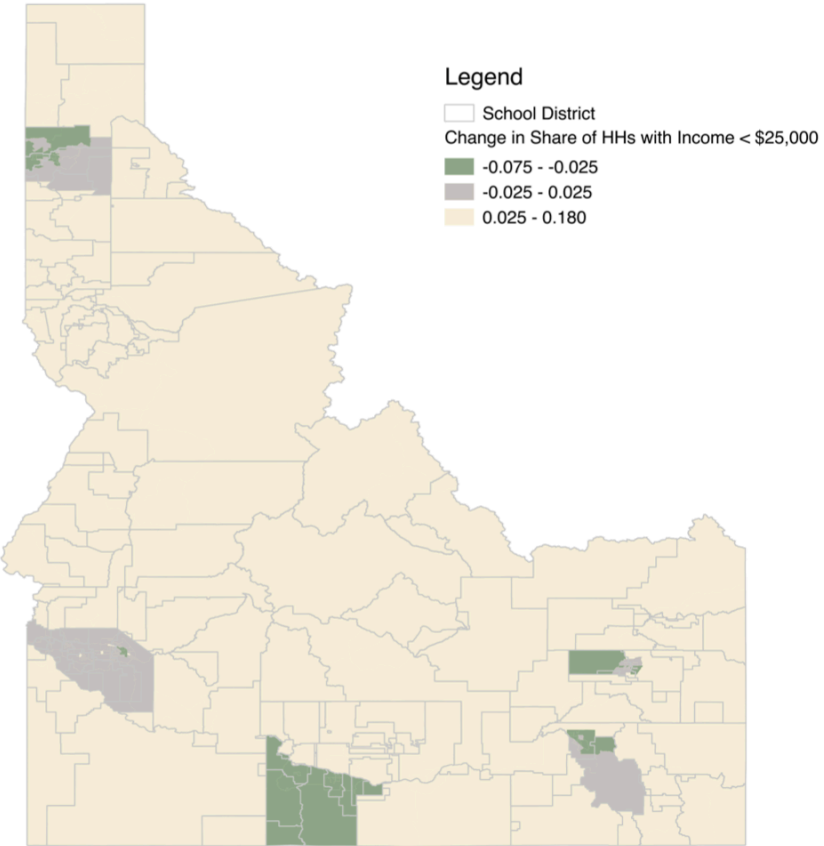
Total Households by Income	Estimated 2014	Projected 2019	Change	% Change
Less than \$15,000	81,971	93,252	11,281	14%
\$15,000-\$24,999	77,239	84,685	7,446	10%
\$25,000-\$34,999	79,561	85,024	5,463	7%
\$35,000-\$49,999	98,281	102,080	3,799	4%
\$50,000-\$74,999	116,633	115,377	-1,256	-1%
\$75,000-\$99,999	67,085	65,682	-1,403	-2%
\$100,000 or more	77,658	75,751	-1,907	-2%
All Households	598,428	621,851	23,423	4%

Source: Nielson and ECONorthwest

A closer examination of changes in household income composition at the lower end of the income scale offers some opportunity to consider the dynamic demographic setting in which new charter schools will be operating. Many charter schools are mission driven and nationally there is a history of charter schools targeting their services to economically disadvantaged students. Understanding that household projections include households both with and without school-age members, it is useful to examine changes in households by income at a smaller geographic scale. Figure 3.4 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of the state is projected to see an increase in the share of households with an income of less than \$25,000. The exceptions are largely in select urbanized areas where there are projected to be declines in the share of households with incomes of less than \$25,000. It is important to note that in part this shift to more low income households is related to a reduction in household size. On average smaller households will have fewer children, fewer workers, lower incomes and lower household expenditures.

Figure 3.4 State-wide Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.5 Region 1: Coeur d'Alene

Region 1 is comprised of Benewah, Bonner, Kootenai and Shoshone counties. This region includes 14 unified school districts and is comprised of 40 individual census tracts. The estimated 2014 population in Region 1 is just over 217,000 and there are approximately 88,000 households. By 2019 the population is projected to increase to over 223,000, comprising close to 91,000 households.

3.5.1 School-Age Population

In Region 1, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. It is projected that Region 1 will see a net decline in the school-age population of about 650 individuals. The decline is primarily in the 10-14 age group.

Table 3.4 Region 1: School-Age Population Change 2014-2019 by Age Group

School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-315	-922	-92	-1,329
Black/African American	40	82	45	167
American Indian/Native Alaskan	18	2	20	40
Asian	24	37	12	73
Native Hawaiian/Pacific Islander	8	1	10	19
Some Other Race	34	40	36	110
Two or More Races	122	88	49	259
All Races	-69	-672	80	-661
Hispanic/Latino (all races)	282	238	191	711

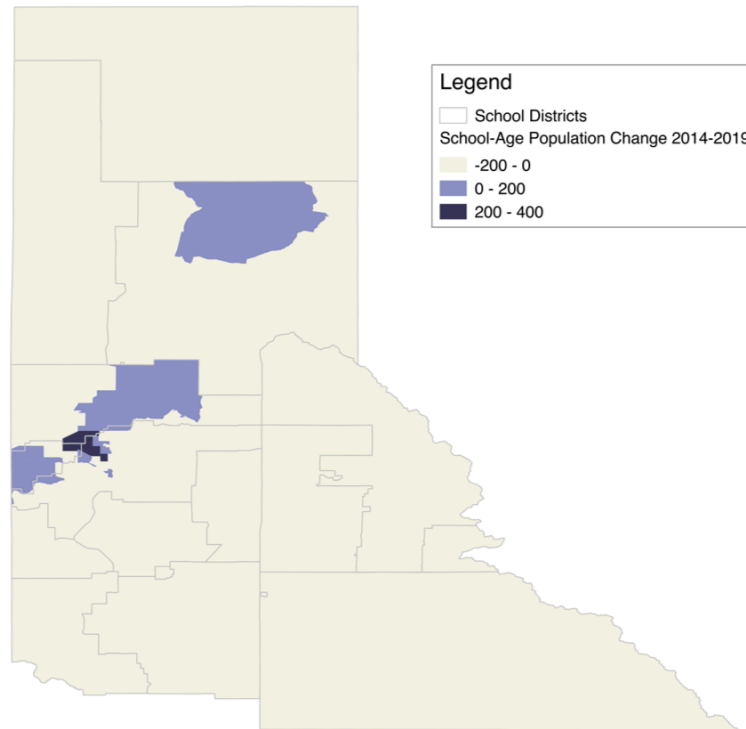
Source: Nielson and ECONorthwest

The total change in school-age population for Region 1 masks, to some degree, what is a much more dynamic population change when examined at a finer-grain of spatial detail. Census tracts in Region 1 that are projected to have a decline in student-age population actually see a total decline of over 1,800 school-age individuals, while census tracts that are projected to have a total increase in school-age population see an increase of nearly 1,200 school-age individuals. As such, even within a region that is expected to have an overall decline in school-age population there are clear opportunities for charter school growth.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 1 is 22 percent. This compares with a statewide share of 7 percent. The churn rate¹ of the school-age population for Region 1 is 8.3 percent, higher than the statewide rate of 7.3 percent. Figure 3.5 is a map depicting Region 1 changes in total school-age population by census tract.

¹ In this case the churn rate is a measure of the absolute value of gains and losses in school-age population measured at the census tract divided by the base year (2014) total school-age population within the region or state.

Figure 3.5 Region 1 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.5.2 Household Income

Net household growth between 2014-2019 for Region 1 is projected to be approximately a 3,000 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 1 is expected to see growth in higher income and lower income households and declines in households with incomes in the \$35,000 - \$74,999 range.

Table 3.5 Region 1: Households by Income Category

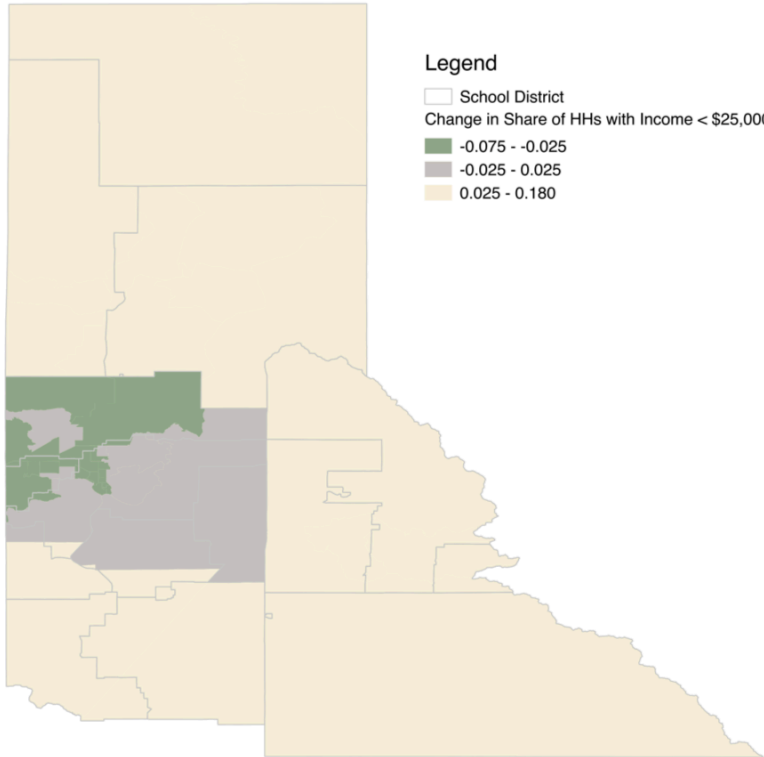
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	12,414	13,803	1,389	11%
\$15,000-\$24,999	10,720	11,196	476	4%
\$25,000-\$34,999	11,184	11,979	795	7%
\$35,000-\$49,999	14,800	14,653	-147	-1%
\$50,000-\$74,999	18,180	17,589	-591	-3%
\$75,000-\$99,999	9,918	10,101	183	2%
\$100,000 or more	10,480	11,419	939	9%
All Households	87,696	90,740	3,044	3%

Source: Nielson and ECONorthwest

A closer examination of changes in household income composition at the lower end of the income scale offers some opportunity to consider the dynamic demographic setting in which new charter schools will be operating. Many charter schools are mission driven and there is a history of charter schools targeting their services to economically disadvantaged students. Understanding that household projections include households both with and without school-age members, it is useful to examine changes in households by income at a smaller geographic scale. Figure 3.6 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 1 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the Coeur d'Alene region where there is projected to be a decline in the share of households with incomes of less than \$25,000.

Figure 3.6 Region 1 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.6 Region 2: Moscow/Lewiston

Region 2 is comprised of Clearwater, Idaho, Latah, Lewis and Nez Perce counties. This region includes 16 unified school districts and is comprised of 26 individual census tracts. The estimated 2014 population in Region 2 is just over 107,000 and there are approximately 44,000 households. By 2019 the population is projected to increase to over 109,500, comprising over 45,000 households.

3.6.1 School-Age Population

In Region 2 the school-age population is expected to become more racially diverse, but unlike much of the rest of the state the school-age population will become slightly younger over the next five years. It is projected that Region 2 will see a net decline in the school-age population of about 40 individuals. The decline is primarily in the 15-17 age group.

Table 3.6 Region 2: School-Age Population Change 2014-2019 by Age Group

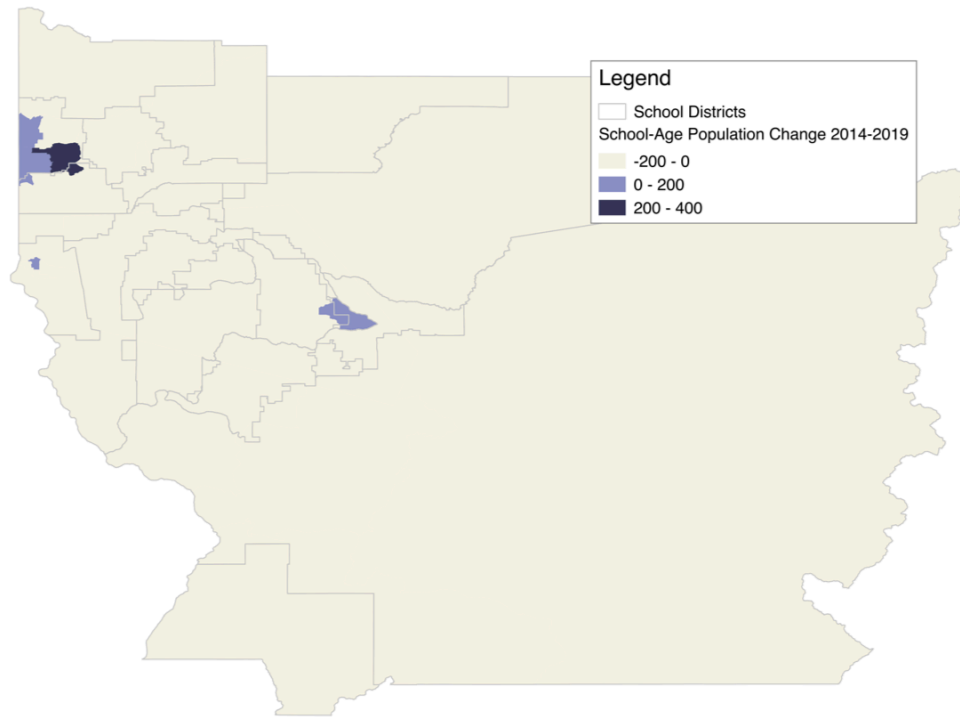
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-53	-137	-173	-363
Black/African American	16	33	18	67
American Indian/Native Alaskan	-9	-15	-6	-30
Asian	10	6	15	31
Native Hawaiian/Pacific Islander	4	5	-1	8
Some Other Race	37	30	11	78
Two or More Races	56	65	52	173
All Races	61	-13	-84	-36
Hispanic/Latino (all races)	148	139	58	345

Source: Nielson and ECONorthwest

As in the case of Region 1, the data on change in school-age population for Region 2 masks, to some degree, what is a more dynamic set of changes when examined at a finer-grain of spatial detail. Census tracts in Region 2 that are projected to have a decline in school-age population actually see a total decline of about 650 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 600 school-age individuals. While the changes in population in Region 2 are modest, even within a region expected to have a decline in school-age population there are possibilities for charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 2 is four percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 2 is eight percent, higher than the statewide rate of 7.3 percent. Figure 3.7 is a map depicting Region 2 changes in total school-age population by census tract. The school-age population growth is projected to be primarily in the Moscow vicinity.

Figure 3.7 Region 2 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.6.2 Household Income

Net household growth between 2014-2019 for Region 2 is projected to be approximately a 1,300 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 2 is expected to see growth in lower income households and declines in households with incomes \$50,000 and above.

Table 3.7 Region 2: Households by Income Category

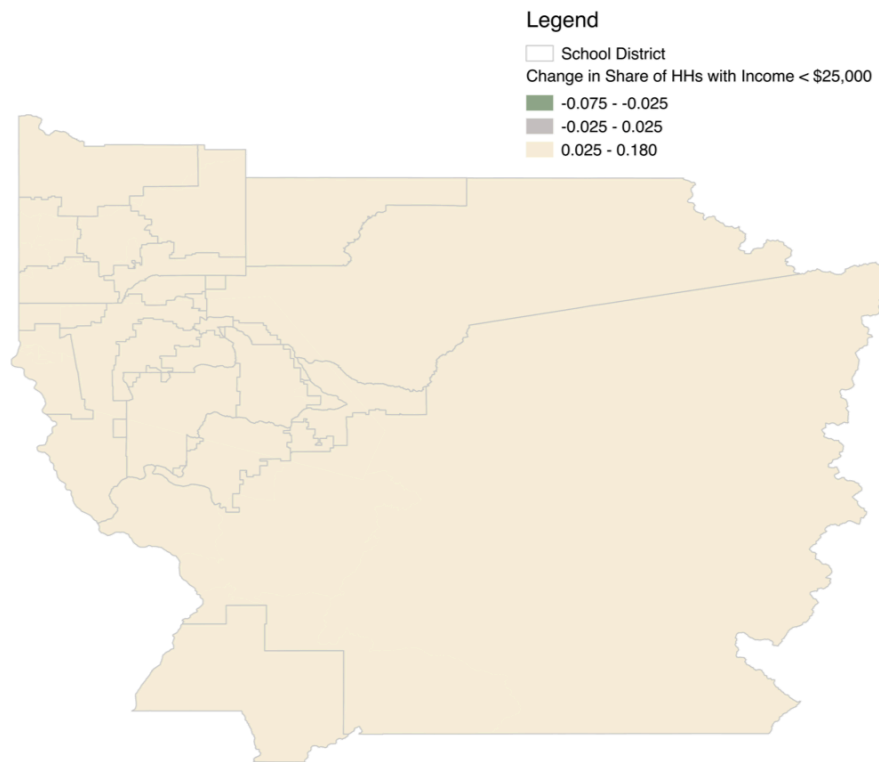
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	6,046	8,065	2,019	33%
\$15,000-\$24,999	6,462	7,502	1,040	16%
\$25,000-\$34,999	6,135	6,848	713	12%
\$35,000-\$49,999	6,555	6,724	169	3%
\$50,000-\$74,999	8,366	7,723	-643	-8%
\$75,000-\$99,999	4,765	4,286	-479	-10%
\$100,000 or more	5,756	4,234	-1,522	-26%
All Households	44,085	45,382	1,297	3%

Source: Nielson and ECONorthwest

Figure 3.8 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

All census tracts in Region 2 are projected to see an increase in the share of households with incomes less than \$25,000.

Figure 3.8 Region 2 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.7 Region 3: Boise/Meridian

Region 3 is comprised of Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley and Washington counties. This region includes 32 unified school districts and is comprised of 111 individual census tracts. The estimated 2014 population in Region 3 is approximately 724,000 and there are just over 267,000 households. By 2019 the population is projected to increase to over 764,000, comprising just over 282,000 households.

3.7.1 School-Age Population

In Region 3, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. Increased racial diversity is evident largely in the younger age groups for this region, while recent growth in school-age populations will age into the 15-17 age group. It is projected that the region will see a net increase in the school-age population of about 2,500 individuals. The increase is primarily in the 15-17 age group. The aging younger age categories are replaced at a lower rate but this lower replacement rate is less pronounced in Region 3 than in other regions in the state. The net result is growth in the school-age population as displayed in Table 3.8.

Table 3.8 Region 3: School-Age Population Change 2014-2019 by Age Group

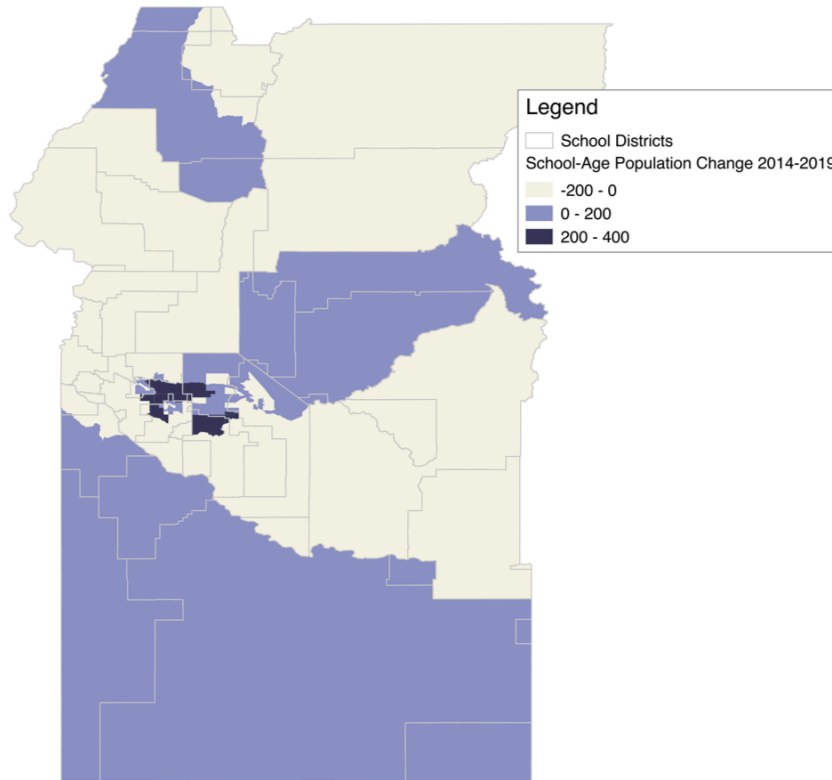
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-1,506	-1,547	1,898	-1,155
Black/African American	192	258	142	592
American Indian/Native Alaskan	54	78	94	226
Asian	81	99	146	326
Native Hawaiian/Pacific Islander	-18	-10	-8	-36
Some Other Race	332	441	438	1,211
Two or More Races	462	460	413	1,335
All Races	-403	-221	3,123	2,499
Hispanic/Latino (all races)	981	1,194	1,182	3,357

Source: Nielson and ECONorthwest

The data on change in school-age population for Region 3 does not tell the entire story. As is true throughout the state of Idaho, the change in school-age population is highly dynamic with respect to the urban geography. Census tracts in Region 3 that are projected to have a decline in student-age population (mostly rural and exurban parts of the region) actually see a total decline of just over 4,000 school-age individuals. The mostly urban census tracts that are projected to have a total increase in school-age population see an increase of just fewer than 6,500 school-age individuals. Much of the growth in school-age population is expected in the greater Boise area, in particular in Meridian, Kuna and Nampa suggesting opportunities there for charter school growth.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 3 is nearly 24 percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 3 is 7.3 percent, the same as the statewide rate. Figure 3.9 is a map depicting Region 3 changes in total school-age population by census tract.

Figure 3.9 Region 3 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.7.2 Household Income

Net household growth between 2014-2019 for Region 3 is projected to be approximately a 15,000 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 3 is expected to see growth in all income categories except those with incomes over \$100,000; which remains largely stagnant. The most pronounced growth is in households with incomes below \$25,000.

Table 3.9 Region 3: Households by Income Category

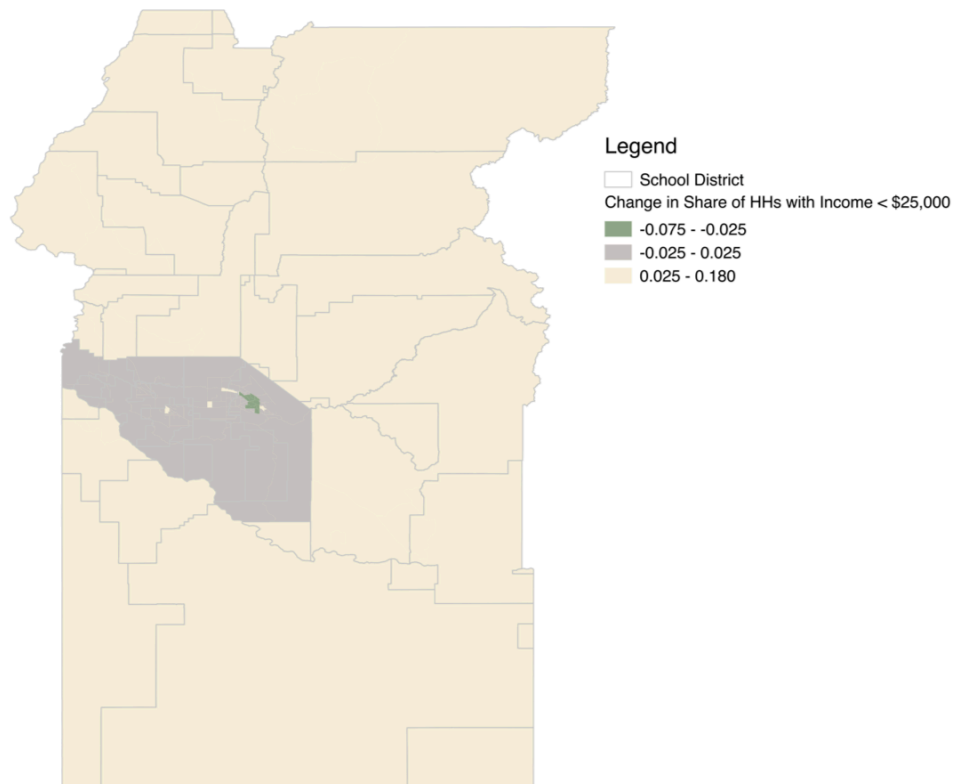
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	37,388	42,062	4,674	13%
\$15,000-\$24,999	34,721	38,543	3,822	11%
\$25,000-\$34,999	36,337	38,961	2,624	7%
\$35,000-\$49,999	44,568	46,984	2,416	5%
\$50,000-\$74,999	50,333	51,773	1,440	3%
\$75,000-\$99,999	28,875	29,079	204	1%
\$100,000 or more	34,874	34,602	-272	-1%
All Households	267,096	282,004	14,908	6%

Source: Nielson and ECONorthwest

Figure 3.10 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 3 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the greater Boise City metropolitan area where there are a number of census tracts projected to see a decline in the share of households with incomes of less than \$25,000.

Figure 3.10 Region 3 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.8 Region 4: Twin Falls

Region 4 is comprised of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka and Twin Falls counties. This region includes 21 unified school districts and is comprised of 37 individual census tracts. The estimated 2014 population in Region 4 is just under 188,000 and there are approximately 68,500 households. By 2019 the population is projected to increase to nearly 192,000, comprising nearly 70,000 households.

3.8.1 School-Age Population

In Region 4, like the rest of the state, the school-age population is expected to become more racially diverse but mostly as a function of changes in the younger age groups. The school-age population in Region 4 is getting older over the next five years, consistent with the rest of the state. It is projected that the region will see a net increase in the school-age population of a bit more than 250 individuals. The increase is primarily in the 15-17 age group with declines in the 5-9 age group.

Table 3.10 Region 4: School-Age Population Change 2014-2019 by Age Group

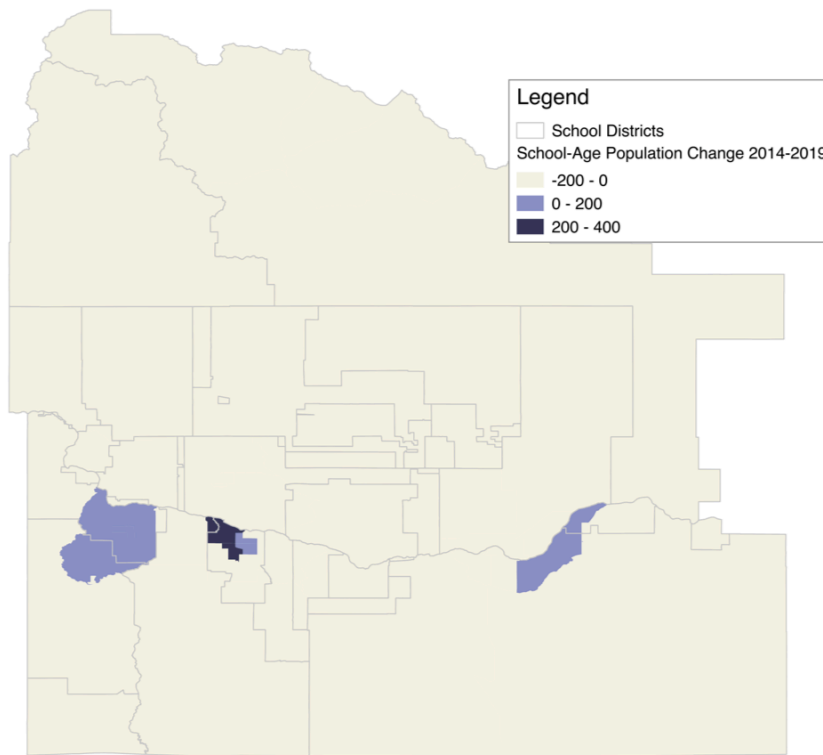
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-405	-414	-59	-878
Black/African American	50	63	21	134
American Indian/Native Alaskan	48	50	15	113
Asian	0	10	2	12
Native Hawaiian/Pacific Islander	3	7	0	10
Some Other Race	125	191	165	481
Two or More Races	125	164	105	394
All Races	-54	71	249	266
Hispanic/Latino (all races)	339	425	303	1,067

Source: Nielson and ECONorthwest

Once again the total change in school-age population for the entirety of Region 4 masks what is a much more dynamic population change when examined at a finer-grain of spatial detail. Census tracts in Region 4 that are projected to have a decline in student-age population actually see a total decline of nearly 950 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 1,250 school-age individuals. Much of the growth in school-age population is expected in the Twin Falls vicinity, where there may be charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 4 is 13 percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 4 is 5.8 percent, significantly lower than the statewide rate of 7.3 percent. Figure 3.11 is a map depicting changes in total school-age population by census tract.

Figure 3.11 Region 4 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.8.2 Household Income

Net household growth between 2014-2019 for Region 4 is projected to be approximately a 1,450 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 4 is expected to see declines in higher income households (\$50,000 and above) and an increase in lower income households.

Table 3.11 Region 4: Households by Income Category

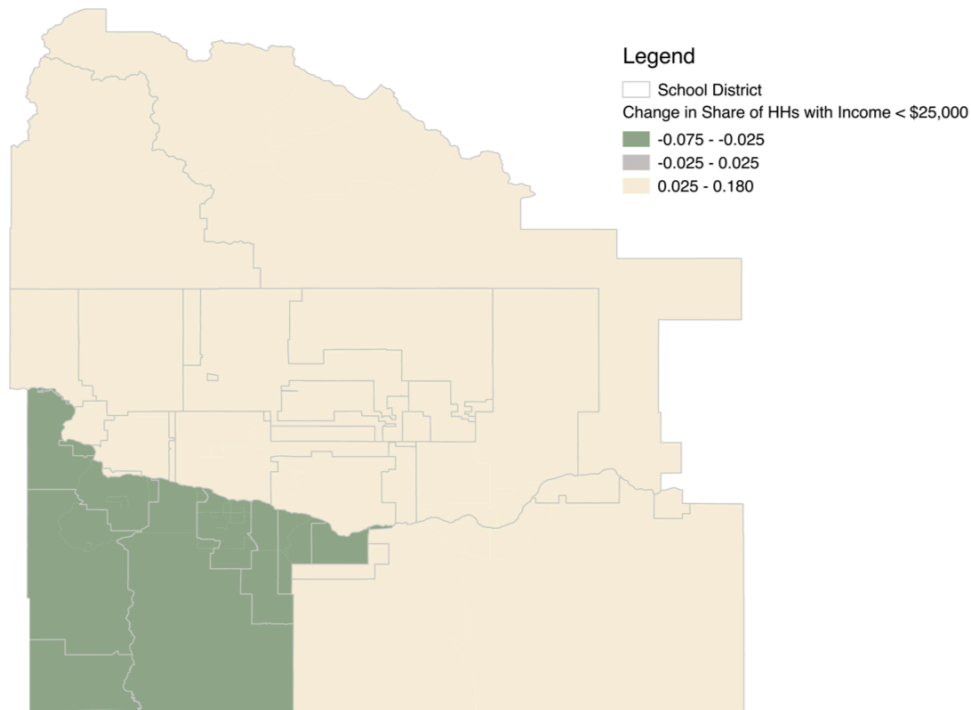
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	8,086	9,050	964	12%
\$15,000-\$24,999	8,358	9,292	934	11%
\$25,000-\$34,999	9,746	10,202	456	5%
\$35,000-\$49,999	11,690	11,972	282	2%
\$50,000-\$74,999	14,143	13,239	-904	-6%
\$75,000-\$99,999	7,847	7,765	-82	-1%
\$100,000 or more	8,594	8,404	-190	-2%
All Households	68,464	69,924	1,460	2%

Source: Nielson and ECONorthwest

Figure 3.12 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 4 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the southwest portion of the region in the Twin Falls vicinity where there is projected to be a decline in the share of households with incomes of less than \$25,000.

Figure 3.12 Region 4 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.9 Region 5: Pocatello

Region 5 is comprised of Bannock, Bear Lake, Caribou, Oneida and Power counties. This region includes 14 unified school districts and is comprised of 30 individual census tracts. The estimated 2014 population in Region 5 is just over 121,500 and there are nearly 44,500 households. By 2019 the population is projected to increase to over 123,500, in over 45,000 households.

3.9.1 School-Age Population

In Region 5, like the rest of the state, the school-age population is expected to become more racially diverse and to become older in aggregate over the next five years. These changes will be less pronounced in Region 5 than for other parts of the state. It is projected that Region 5 will have a basically stable total school-age population but a decline in the 5-9 and 10-14 age groups and an increase in the 15-17 age group. The change in racial composition will be most evident in the younger age categories.

Table 3.12 Region 5: School-Age Population Change 2014-2019 by Age Group

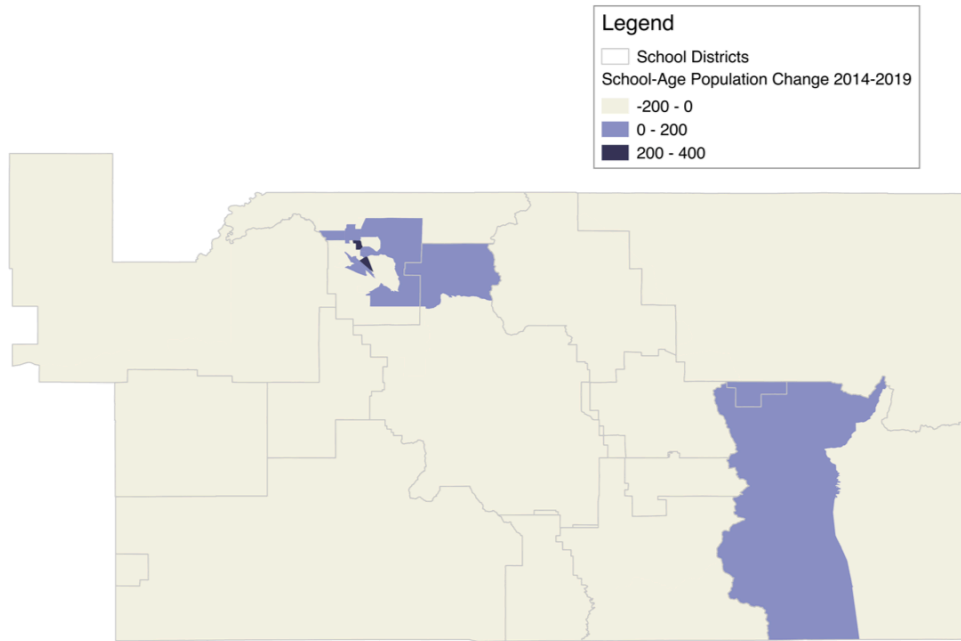
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-252	-214	-14	-480
Black/African American	23	34	9	66
American Indian/Native Alaskan	-9	-6	-5	-20
Asian	20	8	3	31
Native Hawaiian/Pacific Islander	6	8	7	21
Some Other Race	64	69	48	181
Two or More Races	65	84	40	189
All Races	-83	-17	88	-12
Hispanic/Latino (all races)	194	243	114	551

Source: Nielson and ECONorthwest

The data on change in school-age population for the entirety Region 5 masks a somewhat more dynamic set of changes when examined at a finer-grain of spatial detail. While the entire region is projected to have a fairly stable school-age population, census tracts in Region 5 that are projected to have a decline in student-age population see a total decline of just over 800 school-age individuals. Likewise, census tracts that are projected to have a total increase in school-age population see an increase of just over 800 school-age individuals. Growing parts of Region 5 include the vicinity of Pocatello and parts of Bear Lake County.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 5 is essentially zero percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 5 is 6.7 percent, lower than the statewide rate of 7.3 percent. Figure 3.13 is a map depicting changes in total school-age population by census tract.

Figure 3.13 Region 5 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.9.2 Household Income

Net household growth between 2014-2019 for Region 5 is projected to be approximately a 900 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate information. Region 5 is expected to see growth in lower income households and declines in households with incomes above \$75,000.

Table 3.13 Region 5: Households by Income Category

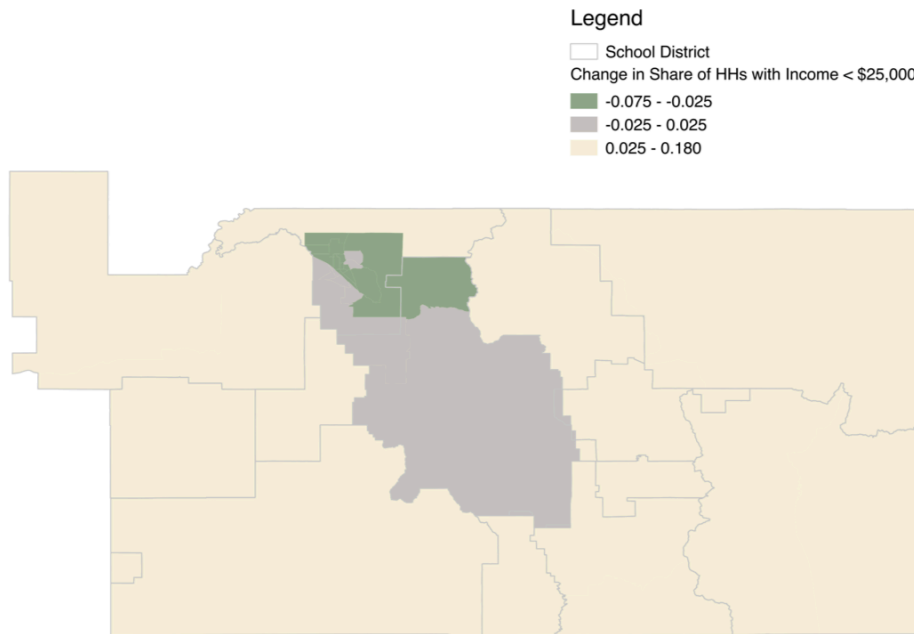
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	6,670	7,195	525	8%
\$15,000-\$24,999	5,826	6,436	610	10%
\$25,000-\$34,999	5,863	6,133	270	5%
\$35,000-\$49,999	7,249	7,411	162	2%
\$50,000-\$74,999	8,892	8,992	100	1%
\$75,000-\$99,999	5,020	4,491	-529	-11%
\$100,000 or more	4,835	4,605	-230	-5%
All Households	44,355	45,263	908	2%

Source: Nielson and ECONorthwest

Figure 3.14 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 5 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the greater Pocatello region where there is projected to be a decline in the share of households with incomes of less than \$25,000.

Figure 3.14 Region 5 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

3.10 Region 6: Idaho Falls

Region 6 is comprised of Bingham, Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison and Teton counties. This region includes 19 unified school districts and is comprised of 48 individual census tracts. The estimated 2014 population in Region 6 is nearly 255,500 and there are over 86,500 households. By 2019 the population is projected to increase to nearly 260,000, in over 88,500 households.

3.10.1 School-Age Population

In Region 6 the school-age population is expected to become more racially diverse over the next five years. It is projected that the region will see a net decline in the school-age population of about 500 individuals. The decline is in all age groups.

Table 3.14 Region 6: School-Age Population Change 2014-2019 by Age Group

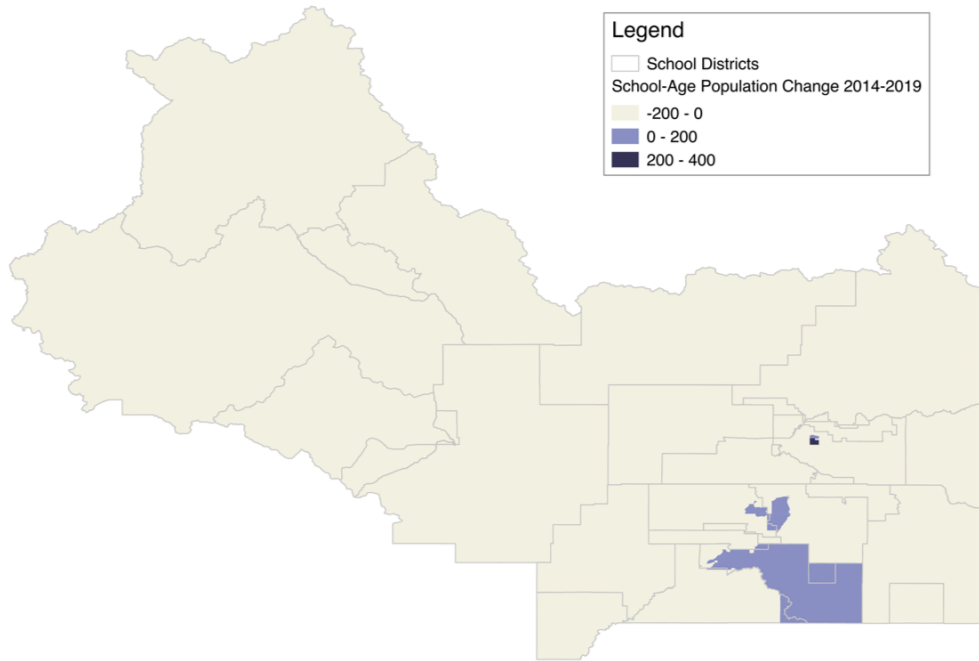
School Age Population	Ages 5-9	Ages 10-14	Ages 15-17	All (5-17)
White	-677	-662	-468	-1,807
Black/African American	129	154	56	339
American Indian/Native Alaskan	-11	1	-8	-18
Asian	28	27	18	73
Native Hawaiian/Pacific Islander	20	8	2	30
Some Other Race	115	175	129	419
Two or More Races	190	171	106	467
All Races	-206	-126	-165	-497
Hispanic/Latino (all races)	341	419	266	1,026

Source: Nielson and ECONorthwest

An examination at a finer-grain of spatial detail reveals more dynamic population change than is evident in Region 6 in aggregate. Census tracts in Region 6 that are projected to have a decline in student-age population actually see a total decline of about 2,400 school-age individuals, while census tract that are projected to have a total increase in school-age population see an increase of nearly 1,950 school-age individuals. Even within a region that is expected to have a decline in school-age population there are possibilities for charter school growth opportunities.

The net decline in school-age population as a share of the absolute value of total gains and losses in Region 6 is nearly eleven percent. This compares with a statewide share of seven percent. The churn rate of the school-age population for Region 6 is eight percent, higher than the statewide rate of 7.3 percent. Figure 3.15 is a map depicting changes in total school-age population by census tract.

Figure 3.15 Region 6 Projected School-Age Population Growth by Census Tract



Source: Nielson and ECONorthwest

3.10.2 Household Income

Net household growth between 2014-2019 for Region 6 is projected to be approximately a 1,800 increase. Again, a more detailed examination of projections of household by income categories reveals a dynamic environment with more significant household churn than is evident in aggregate. Region 6 is expected to see a decline in higher income households and lower income households and an increase in lower income households, especially in the number of households with incomes less than \$15,000.

Table 3.15 Region 6: Households by Income Category

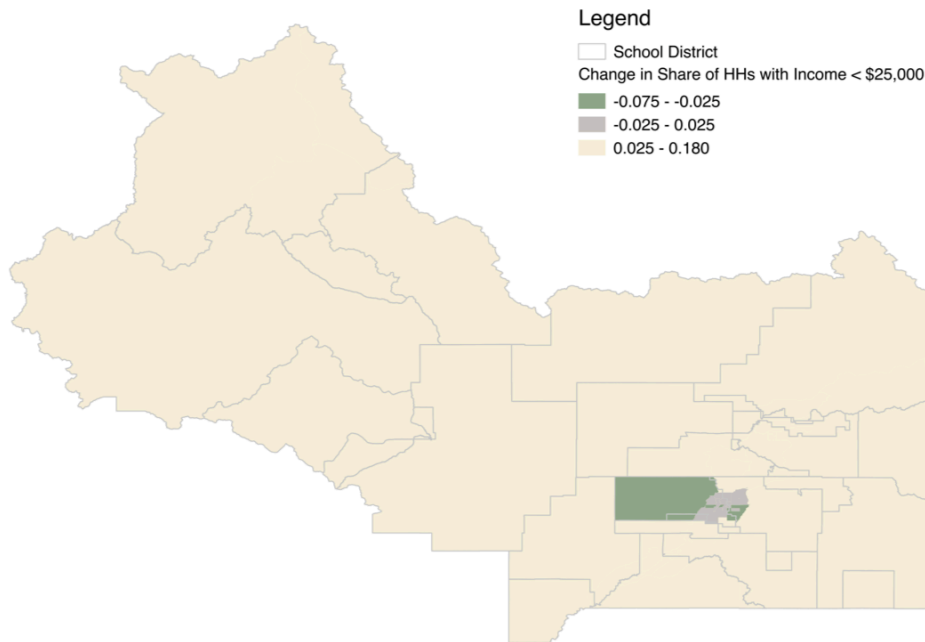
Total Households by Income	2014	2019	Change	% Change
Less than \$15,000	11,367	13,077	1,710	15%
\$15,000-\$24,999	11,152	11,716	564	5%
\$25,000-\$34,999	10,296	10,901	605	6%
\$35,000-\$49,999	13,419	14,336	917	7%
\$50,000-\$74,999	16,719	16,061	-658	-4%
\$75,000-\$99,999	10,660	9,960	-700	-7%
\$100,000 or more	13,119	12,487	-632	-5%
All Households	86,732	88,538	1,806	2%

Source: Nielson and ECONorthwest

Figure 3.16 displays changes in the share of total households with income less than \$25,000 between 2014-2019 for individual census tracts. Increases in the share of households with income less than \$25,000 (yellow color in the map below) indicates the census tract is projected to have an increase in lower income households, declines in higher income households, or both.

Much of Region 6 is projected to see an increase in the share of households with an income of less than \$25,000. The exception in is the Idaho Falls vicinity where there is projected to be a decline in the share of households with incomes of less than \$25,000.

Figure 3.16 Region 6 Projected Change in Households (2014-2019) with Income <\$25,000 by Census Tract



Source: Nielson and ECONorthwest

4 Charter Schools in Idaho

4.1 Background on Charter Schools in Idaho

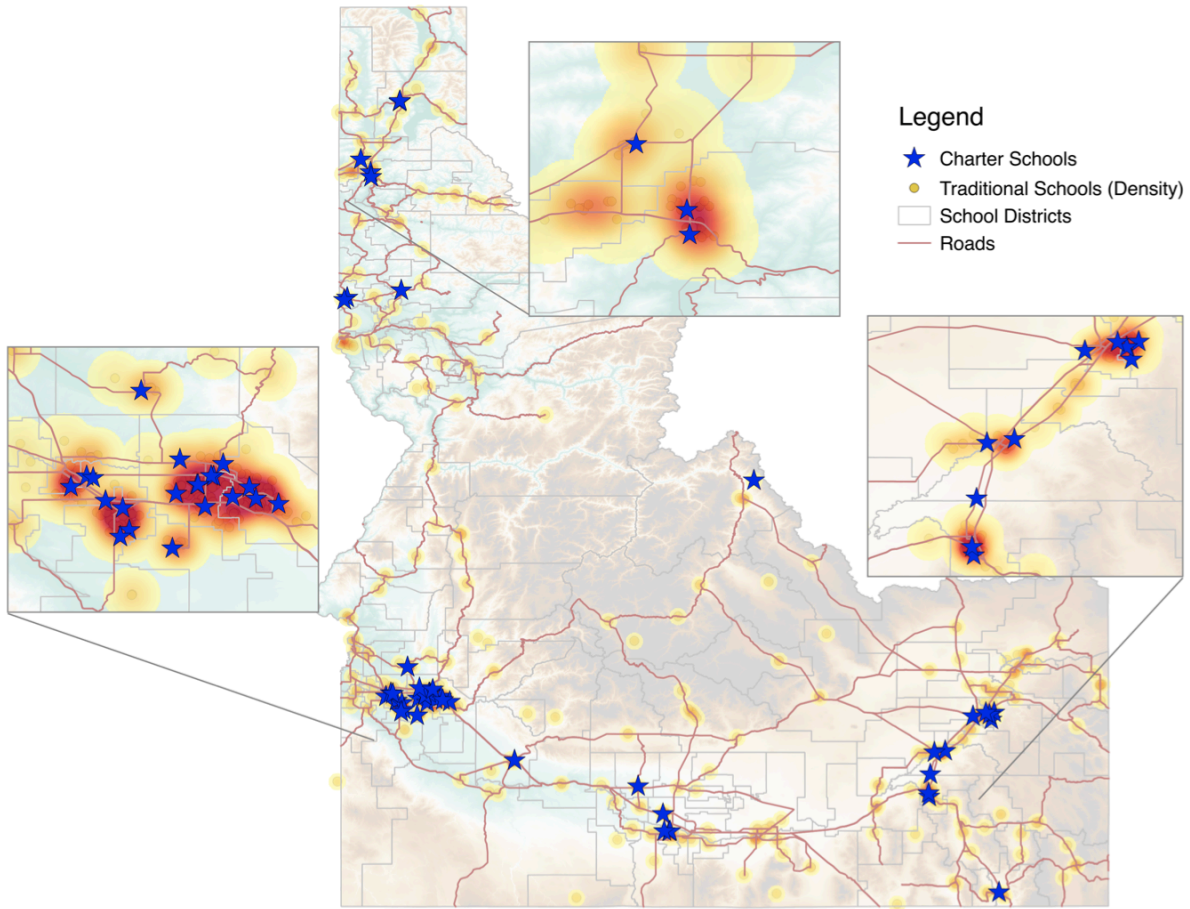
This section of the report contains a brief summary of the current charter school programs in Idaho. It is brief and is intended as context. A broader range of information regarding Idaho's charter schools can be found at the Idaho State Department of Education http://www.sde.idaho.gov/site/charter_schools/. Charter schools are public schools that are options to traditional district operated schools. Charter schools in the state of Idaho operate under a charter authorized by local school district boards, by the Idaho Public Charter School Commission or by appeal to the State Board of Education. Public and private non-denominational colleges and universities can also authorize charter schools, however as of the writing of this report none have done so. Rules governing charter school formation and operation are laid out in state statute, Title 33, Chapter 52. Charter schools operate under a performance certificate issued by the authorizing entity. The performance certificate sets out the expectations under which the charter school will function. Charter schools are funded largely out of the state educational support program on a per student basis, but may also be eligible for special education, transportation, alternative school, and facility support funds. Charters can be revoked for clear failure to meet performance expectations, violations of law or for fiscal insolvency.

4.2 Charter School Enrollment

There are 48 charter schools in operation throughout Idaho serving both local and regional markets. Figure 4.1 is a map depicting the location of Idaho charter schools.

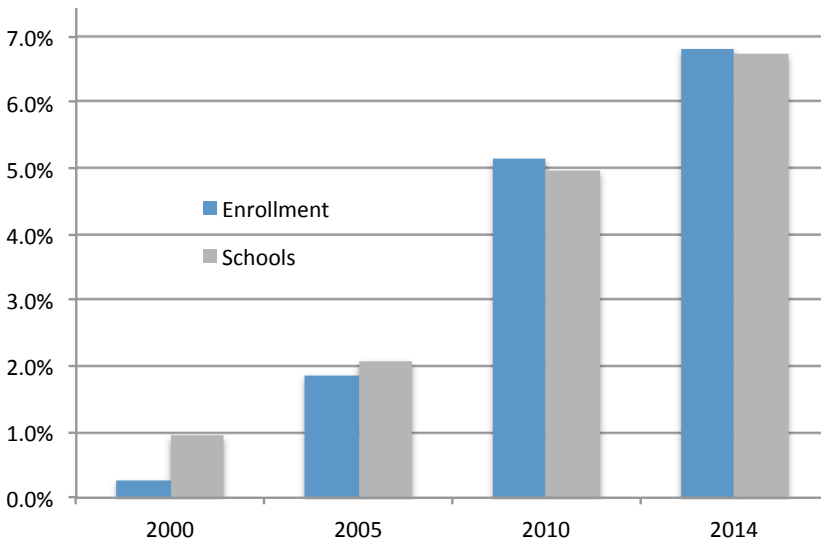
Since charter school authorizing legislation in 1998 charter school openings and enrollments have steadily increased such that by 2014 charter schools represent approximately seven percent of the statewide population of both students and schools. Figure 4.2 displays shares of charter school enrollment and number of schools over time. Table 4.1 contains information about charter school enrollment as shares of statewide enrollment by school level (elementary, middle, and secondary).

Figure 4.1 Idaho Charter Schools



Source: ECONorthwest, USGS/NASA, ISDE

Figure 4.2 Charter Schools and Enrollment as a Share of Statewide Totals



Source: ECONorthwest, data from ISDE

Table 4.1 Charter Schools and Enrollment Shares by Level

	2000	2005	2010	2014
Schools				
Elementary	0.2%	2.2%	4.8%	6.4%
Middle	0.4%	2.2%	6.3%	7.5%
Secondary	0.1%	0.7%	4.7%	6.9%
Total	0.3%	1.9%	5.1%	6.7%
Enrollment				
Elementary	0.2%	2.2%	4.8%	6.4%
Middle	0.4%	2.2%	6.4%	7.6%
Secondary	0.1%	0.7%	4.8%	7.0%
Total	0.3%	1.9%	5.1%	6.7%

Source: ECONorthwest, data from ISDE

As the number of charter schools and charter school enrollment has increased so has the diversity of the student population (see Table 4.2 below). In 2006 charters schools in Idaho served a population that was seven percent non-white (compared with 18 percent for traditional schools) and only eight percent eligible for free or reduced lunch programs (compared with 3 for traditional schools. In 2012 charter schools served a population that was 13 percent non-white (compared with 22 percent for traditional schools) and only 37 percent eligible for free or reduced lunch programs (compared with percent for traditional schools.

Table 4.2 Student Demographics for Charters and Traditional Schools in 2006 and 2012

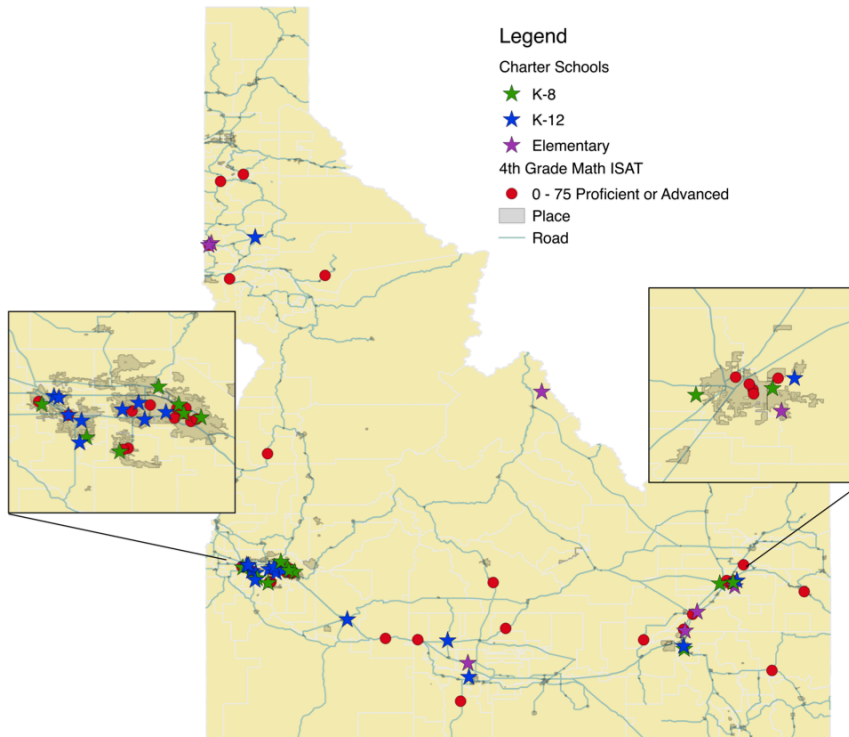
Student Population	2006 Charter	2006 Traditional	2012 Charter	2012 Traditional
Total Free and Reduced Lunch Students	7.9%	38.3%	36.7%	49.3%
American Indian/Alaska Native Students	0.7%	1.6%	0.8%	1.4%
Asian or Asian/Pacific Islander Students	1.5%	1.6%	1.5%	1.3%
Hispanic Students	3.7%	13.8%	7.6%	16.8%
Black Students	1.1%	1.1%	0.9%	1.0%
White Students	93.0%	81.9%	87.4%	77.5%
Hawaiian Nat./Pacific Isl. Students	NA	NA	0.3%	0.3%
Two or More Races Students	NA	NA	1.5%	1.7%
Total Race/Ethnicity	100.0%	100.0%	100.0%	100.0%

Source: ECONorthwest, U.S. Department of Education, National Center for Education Statistics, Common Core of Data

4.3 Key Markets Served by Charter Schools

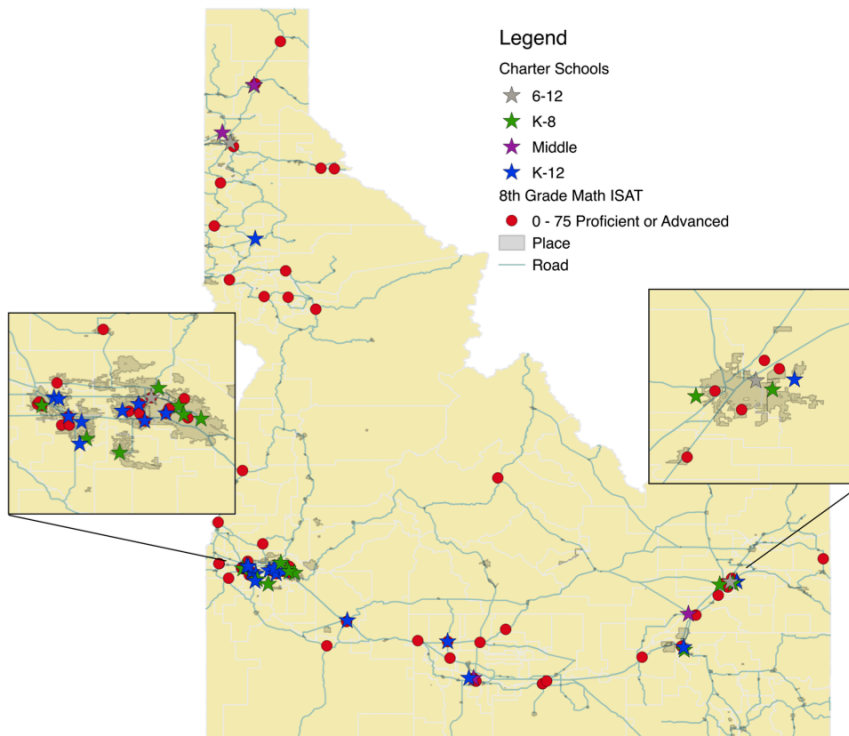
Charter schools, like traditional public schools, are mostly located in the more densely populated urban areas of Idaho. The purpose of charter schools is to provide choice options for parents and students where traditional programs fail to meet some specific need. To this end it is useful to examine the extent of charter school options within various Idaho school market settings. The largest charter school markets in terms of both numbers of schools and students are the greater Boise area, and the Idaho Falls area. Smaller markets are forming in Twin Falls, Coeur d'Alene, Moscow and Pocatello. Not all regional markets are served by charter schools that represent all grade levels. Figure 4.3 and Figure 4.4 are maps that display charter school locations with programs that serve the 4th grade and 8th grade respectively. These maps also contain information about school programs that are low performing in terms of 4th and 8th grade math ISAT scores (25 percent or more of students fail to meet the proficiency standard). Section 6 of this report contains more information about school performance and test scores.

Figure 4.3 Charter Schools Serving 4th Grade and Low Performing Schools (4th Grade Math)



Source: ECONorthwest, data from ISDE

Figure 4.4 Charter Schools Serving 8th Grade and Low Performing Schools (8th Grade Math)



Source: ECONorthwest, data from ISDE

5 Enrollment Trends and Attendance

5.1 Introduction

School enrollment trends provide a background for understanding opportunities for growth in the charter school market. In general, enrollment trends are expected to track closely with changes in school-age population. In geographic areas where school enrollment has been growing there may be student growth sufficient to support the development of new charter school alternatives. Individual school districts will also likely face growth pressure if student numbers outpace their ability to accommodate new students in existing facilities with existing services, which is now in fact happening in places like the West Ada School District. In districts facing enrollment declines there may simply be fewer school age children within local boundaries. In places where district-level enrollment has declined and where charter schools have had growth in enrollment it is likely the case that charter school providers have found a particular segment of the market that felt underserved by the local school district. In this section we examine the recent trends in school enrollment. We also provide an examination of the most recent information on average attendance at the district level.

Table 5.1 includes state enrollment by school-level between 2000 and 2014. The state of Idaho saw an increase in school enrollment of nearly 18,000 students between 2000-2005, 32,000 between 2005-2010, and 15,000 students between 2010-2014. In contrast, the school age population is expected to grow by less than 1,600 between 2014-2019.

Table 5.1 Total District and Charter School Enrollment Statewide

School Enrollment	2000	2005	2010	2014
State Total				
Elementary	118,120	128,986	150,584	157,554
Middle	50,073	56,486	61,405	67,229
Secondary	53,451	54,035	59,222	61,422
Charter Schools				
Elementary	295	2,865	7,164	10,058
Middle	222	1,222	3,923	5,100
Secondary	77	386	2,840	4,308

Source: ECONorthwest, data from ISDE

Table 5.2 Change in District and Charter School Enrollment Statewide

Change in School Enrollment	2000-2005	2005-2010	2010-2014
State Total			
Elementary	10,866	21,598	6,970
Middle	6,413	4,919	5,824
Secondary	584	5,187	2,200
Charter Schools			
Elementary	2,570	4,299	2,894
Middle	1,000	2,701	1,177
Secondary	309	2,454	1,468

Source: ECONorthwest, data from ISDE

Not quite 40 percent of school districts (not including LEAs) saw enrollment gains between 2010-2014, leaving over 60 percent of districts with declining enrollment. On a school basis approximately half the schools in Idaho saw enrollment gains and half saw enrollment declines during the same period (see Table 5.3). Many of the districts that experienced enrollment declines between 2010 and 2014 are in rural parts of Idaho, while many urban districts experienced gains in enrollment. Districts with enrollment gains and losses are reported for each region of Idaho in Table 5.4.

Table 5.3 Districts/LEAs and Schools with Enrollment Gains and Losses 2010-2014

	Including Charters		Not Including Charters	
	Count	Gains/Losses	Count	Gains/Losses
Districts/LEAs with Net Gains	85	19,662	44	13,621
Districts/LEAs with Net Losses	78	-4,668	72	-4,048
Districts/LEAs Total Change	163	14,994	116	9,573
Individual Schools with Net Gains	362	29,794	320	23,343
Individual Schools with Net Losses	348	-14,800	342	-13,770
School Total Change	710	14,994	662	9,573

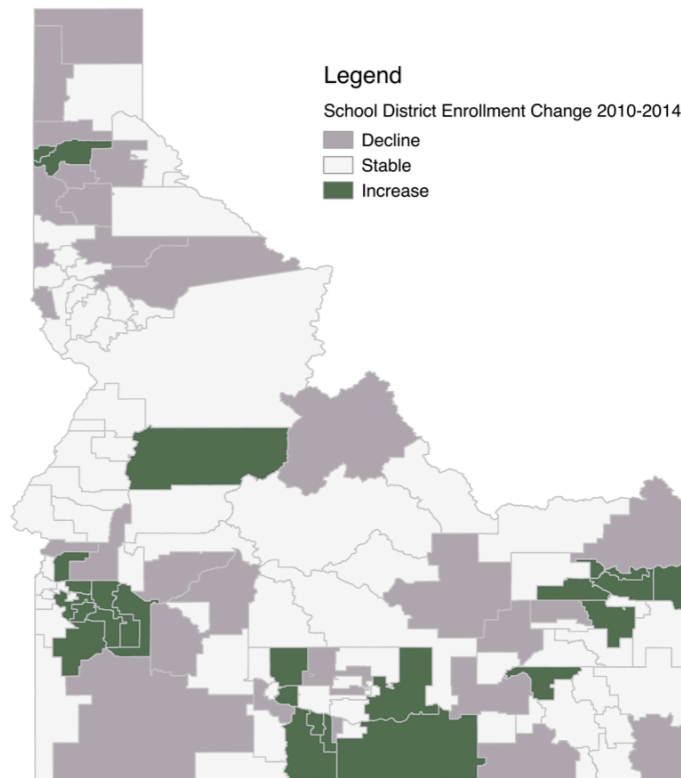
Source: ECONorthwest, data from ISDE

Table 5.4 Districts/LEAs with Enrollment Gains and Losses 2010-2014 by Region

	Including Charters		Not Including Charters	
	Count	Gains/Losses	Count	Gains/Losses
Region 1				
Districts/LEAs with Net Gains	8	917	3	162
Districts/LEAs with Net Losses	9	-1,195	9	-1,195
Districts/LEAs Total	17	-278	12	-1,033
Region 2				
Districts/LEAs with Net Gains	7	394	5	282
Districts/LEAs with Net Losses	12	-581	11	-439
Districts/LEAs Total	19	-187	16	-157
Region 3				
Districts/LEAs with Net Gains	33	9,781	13	6,306
Districts/LEAs with Net Losses	21	-1,350	19	-892
Districts/LEAs Total	54	8,431	32	5,414
Region 4				
Districts/LEAs with Net Gains	13	1,948	10	1,680
Districts/LEAs with Net Losses	14	-589	12	-570
Districts/LEAs Total	27	1,359	22	1,110
Region 5				
Districts/LEAs with Net Gains	7	720	5	604
Districts/LEAs with Net Losses	11	-503	10	-502
Districts/LEAs Total	18	217	15	102
Region 6				
Districts/LEAs with Net Gains	17	5,903	8	4,588
Districts/LEAs with Net Losses	11	-451	11	-451
Districts/LEAs Total	28	5,452	19	4,137

Source: ECONorthwest, data from ISDE

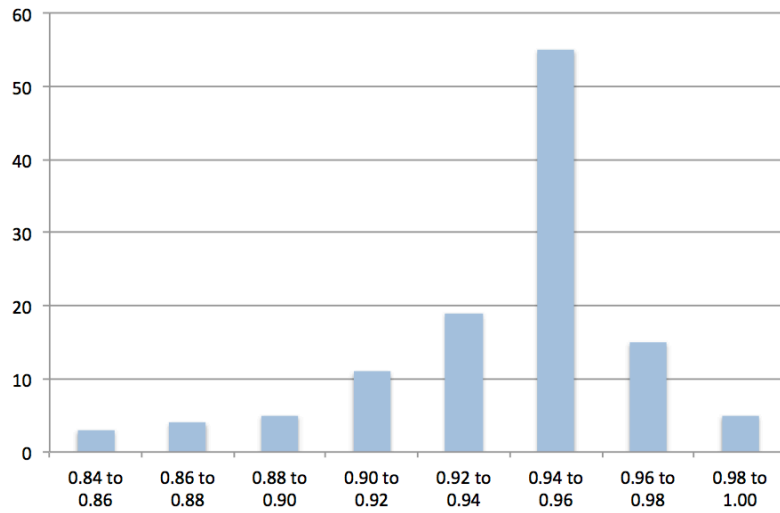
Figure 5.1 District Level Changes in School Enrollment 2010-2014



Source: ECONorthwest, data from ISDE

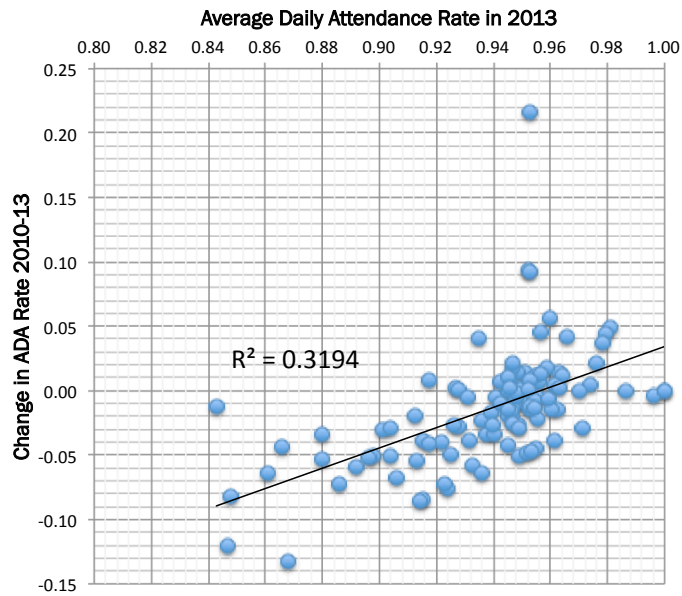
There are numerous reasons for why attendance levels vary across districts. Absenteeism is often associated with poverty and its attendant problems - homelessness, limited transportation options, responsibilities around the home, and poor access to healthcare. Also high rates of in-migrant farm labor in local economies can result in high absenteeism during certain parts of the school year. But where attendance levels are lower we might expect that student needs are not being sufficiently addressed. Those needs might be unique and the data does not allow us to understand the root cause of low attendance. However, this is an indicator that there may be opportunities to better meet the needs of students if a match between unique needs and specialized programs can be achieved. Figure 5.2 shows the distribution of school districts in Idaho by attendance rates in 2013. There are quite number of districts with attendance rates below 90 percent. Figure 5.3 displays district attendance rates in 2013 with respect to changes in attendance rates between 2010-2013. It is not entirely surprising that districts with lower attendance rates in 2013 have seen recent declines in rates of attendance and districts with higher rates in 2013 have seen recent increases in attendance rates. Finally, Figure 5.4 is a map that displays average daily attendance rates by school district along with changes in school enrollment.

Figure 5.2 Number of Districts by Average Daily Attendance Rate in 2013



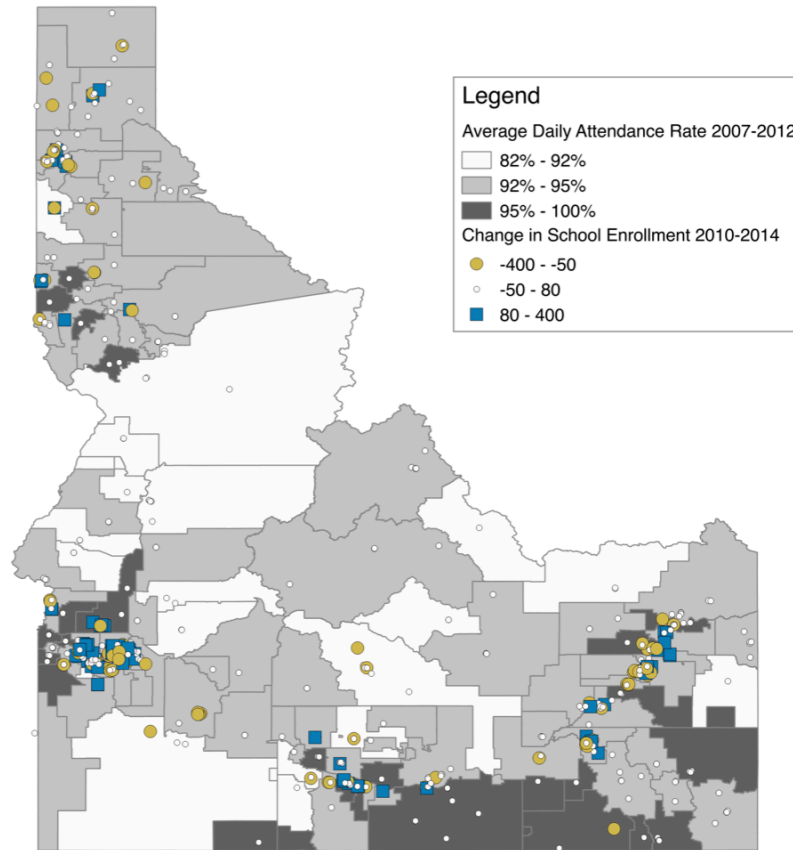
Source: ECONorthwest, data from ISDE

Figure 5.3 District ADA Rate in 2013 Versus Change in ADA Rate 2010-2013



Source: ECONorthwest, data from ISDE

Figure 5.4 Average Daily Attendance Rates and School Enrollment Change



Source: ECONorthwest, data from ISDE

5.2 Region 1: Coeur d'Alene

Enrollment in Region 1 declined between 2010 and 2014. Middle school grades saw increased enrollment in this time period, but these gains were offset by declines in elementary and secondary school grades. This period saw increases in charter school enrollment for all school levels.

Table 5.5 Region 1: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	15,164	15,228	16,370	16,101
Middle	6,646	7,450	7,480	7,585
Secondary	6,349	6,719	7,402	7,288
Charter Schools				
Elementary	0	72	198	467
Middle	154	342	418	579
Secondary	32	105	308	558

Source: ECONorthwest, data from ISDE

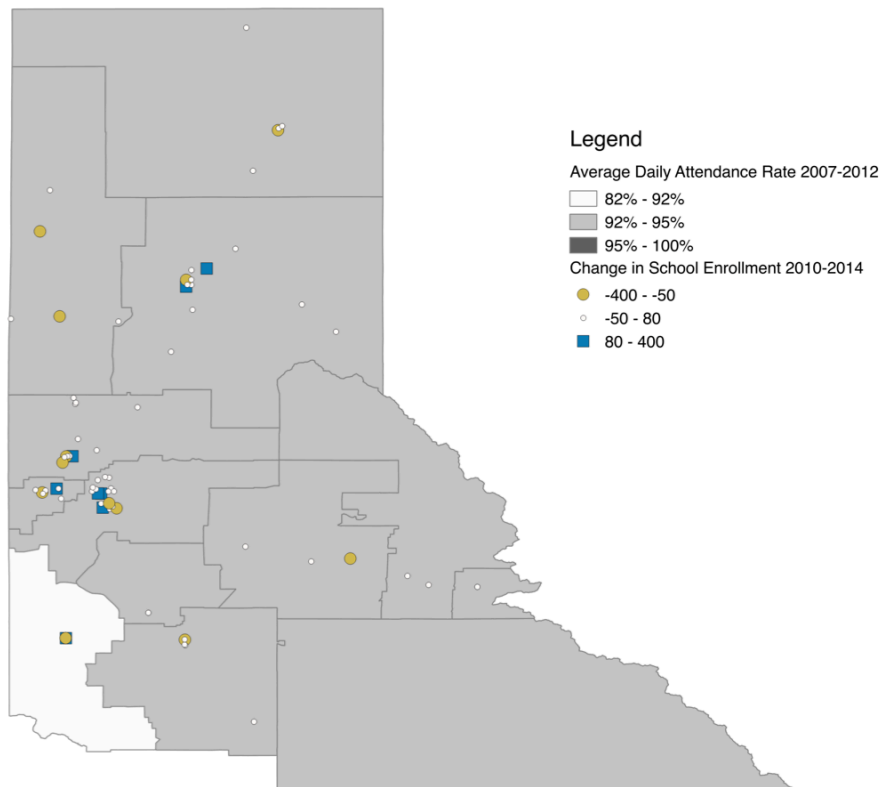
Table 5.6 Region 1: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	64	1,142	-269
Middle	804	30	105
Secondary	370	683	-114
Charter Schools			
Elementary	72	126	269
Middle	188	76	161
Secondary	73	203	250

Source: ECONorthwest, data from ISDE

Figure 5.5 is a map that displays Region 1 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 1 the Plummer-Worley School District has had consistently lower attendance rates.

Figure 5.5 Region 1: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

5.3 Region 2: Moscow/Lewiston

Enrollment in Region 2 declined between 2010 and 2014. Middle school grades saw increased enrollment in this time period, but these gains were offset by declines in elementary and secondary school grades. This period saw increases in charter school enrollment for middle and secondary school levels. After 10 years of enrollment growth in charter elementary grades this period saw modest declines in elementary enrollment in charter schools in Region 2.

Table 5.7 Region 2: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	5,918	6,632	7,634	7,383
Middle	2,518	3,040	3,000	3,331
Secondary	2,760	3,049	3,307	3,040
Charter Schools				
Elementary	66	561	874	783
Middle	0	135	156	183
Secondary	0	52	77	111

Source: ECONorthwest, data from ISDE

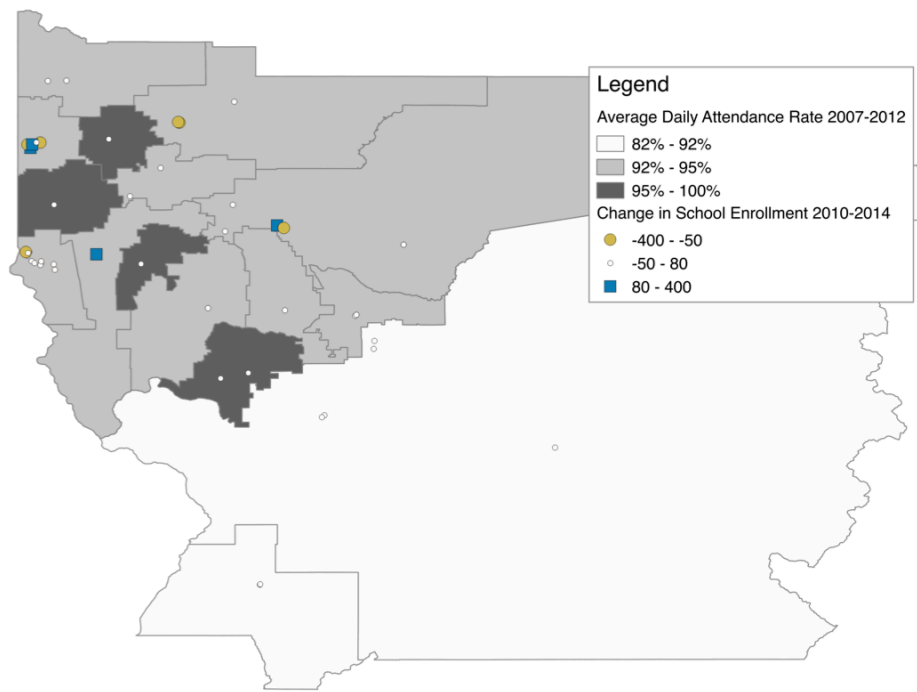
Table 5.8 Region 2: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	714	1,002	-251
Middle	522	-40	331
Secondary	289	258	-267
Charter Schools			
Elementary	495	313	-91
Middle	135	21	27
Secondary	52	25	34

Source: ECONorthwest, data from ISDE

Figure 5.6 is a map that displays Region 2 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 2 the Mountain View and Salmon River School Districts have had consistently lower attendance rates while the Cottonwood, Culdesac, Genesee, and Troy School Districts have seen higher attendance rates.

Figure 5.6 Region 2: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

5.4 Region 3: Boise/Meridian

Enrollment in Region 3 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.7.

Table 5.9 Region 3: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	47,524	55,233	66,419	70,372
Middle	19,892	23,505	27,820	30,187
Secondary	19,662	21,569	25,403	27,514
Charter Schools				
Elementary	112	759	2,767	4,711
Middle	68	300	1,900	2,448
Secondary	45	229	1,744	2,260

Source: ECONorthwest, data from ISDE

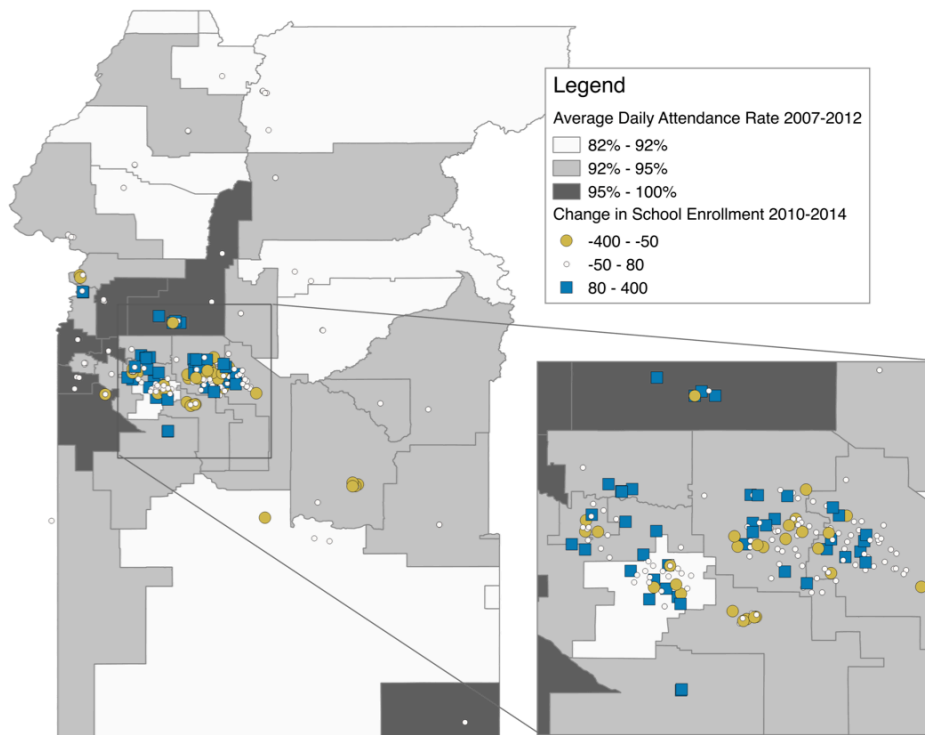
Table 5.10 Region 3: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	7,709	11,186	3,953
Middle	3,613	4,315	2,367
Secondary	1,907	3,834	2,111
Charter Schools			
Elementary	647	2,008	1,944
Middle	232	1,600	548
Secondary	184	1,515	516

Source: ECONorthwest, data from ISDE

Figure 5.7 is a map that displays Region 3 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 3 the Basin, Bruneau-Grand View, Cambridge, Midvale, Garden Valley, and Meadows Valley School District has had consistently lower attendance rates while the Marsing, New Plymouth, Notus, Homedale, Parma, Three Creek, and Emmet Independent School Districts saw consistently higher attendance rates.

Figure 5.7 Region 3: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

5.5 Region 4: Twin Falls

Enrollment in Region 4 increased between 2010 and 2014. Secondary school grades saw decreased enrollment in this time period, but these losses were offset by increases in elementary and middle school grades. This period saw increases in charter school enrollment for all school levels.

Table 5.11 Region 4: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	16,481	16,976	19,336	20,453
Middle	7,664	7,995	7,773	8,269
Secondary	7,403	6,972	7,573	7,319
Charter Schools				
Elementary	0	0	606	725
Middle	0	0	228	292
Secondary	0	0	268	334

Source: ECONorthwest, data from ISDE

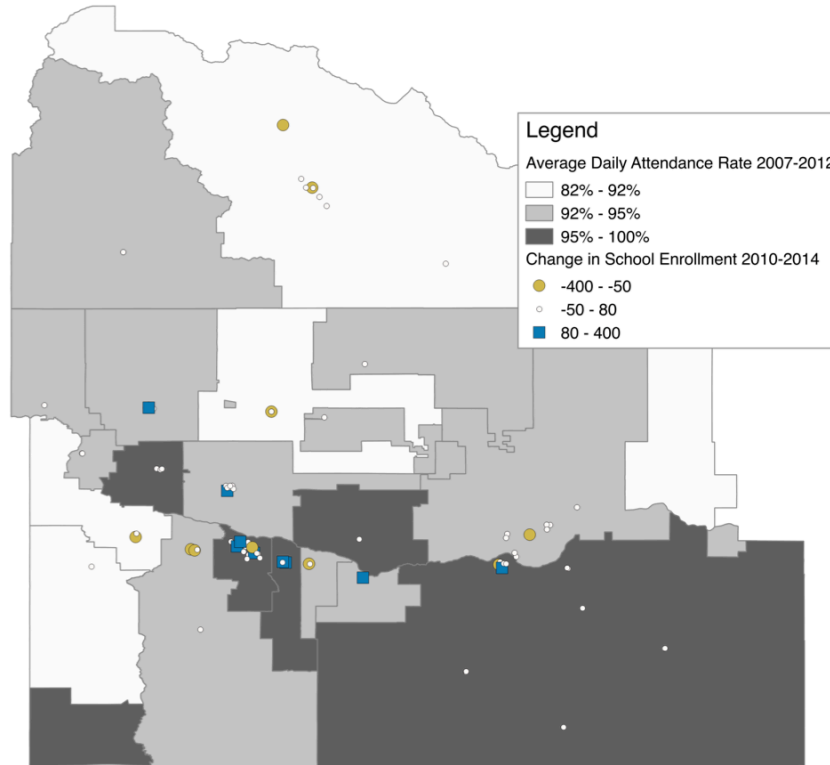
Table 5.12 Region 4: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	495	2,360	1,117
Middle	331	-222	496
Secondary	-431	601	-254
Charter Schools			
Elementary	0	606	119
Middle	0	228	64
Secondary	0	268	66

Source: ECONorthwest, data from ISDE

Figure 5.8 is a map that displays Region 4 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 4 the Castleford, Blaine County, Shoshone, and Buhl School District have had consistently lower attendance rates while the Cassia County, Twin Falls, Valley, Wendell, and Kimberly School Districts saw consistently higher attendance rates.

Figure 5.8 Region 4: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

5.6 Region 5: Pocatello

Enrollment in Region 5 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.9.

Table 5.13 Region 5: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	12,261	12,349	13,779	13,894
Middle	5,382	5,665	5,678	5,662
Secondary	6,560	5,771	5,372	5,490
Charter Schools				
Elementary	117	140	470	570
Middle	0	40	133	148
Secondary	0	0	0	202

Source: ECONorthwest, data from ISDE

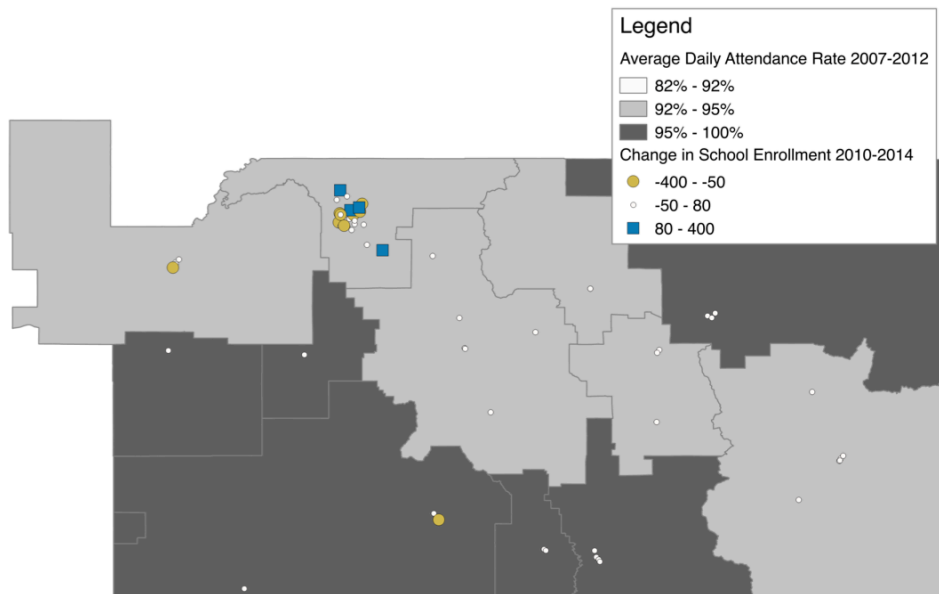
Table 5.14 Region 5: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	88	1,430	115
Middle	283	13	-16
Secondary	-789	-399	118
Charter Schools			
Elementary	23	330	100
Middle	40	93	15
Secondary	0	0	202

Source: ECONorthwest, data from ISDE

Figure 5.9 is a map that displays Region 5 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 5 the West Side, Soda Springs, Preston, Oneida, Rockland, and Arbon School Districts have had consistently higher attendance rates.

Figure 5.9 Region 5: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

5.7 Region 6: Idaho Falls

Enrollment in Region 6 increased between 2010 and 2014. Enrollment gains were seen for all school levels. This period also saw increases in charter school enrollment for all school levels. There were gains and losses at individual schools and districts, evident in the information displayed in Figure 5.10.

Table 5.15 Region 6: Total District and Charter School Enrollment

School Enrollment	2000	2005	2010	2014
Region Total				
Elementary	20,772	22,568	27,046	29,351
Middle	7,971	8,831	9,654	12,195
Secondary	10,717	9,955	10,165	10,771
Charter Schools				
Elementary	0	1,333	2,249	2,802
Middle	0	405	1,088	1,450
Secondary	0	0	443	843

Source: ECONorthwest, data from ISDE

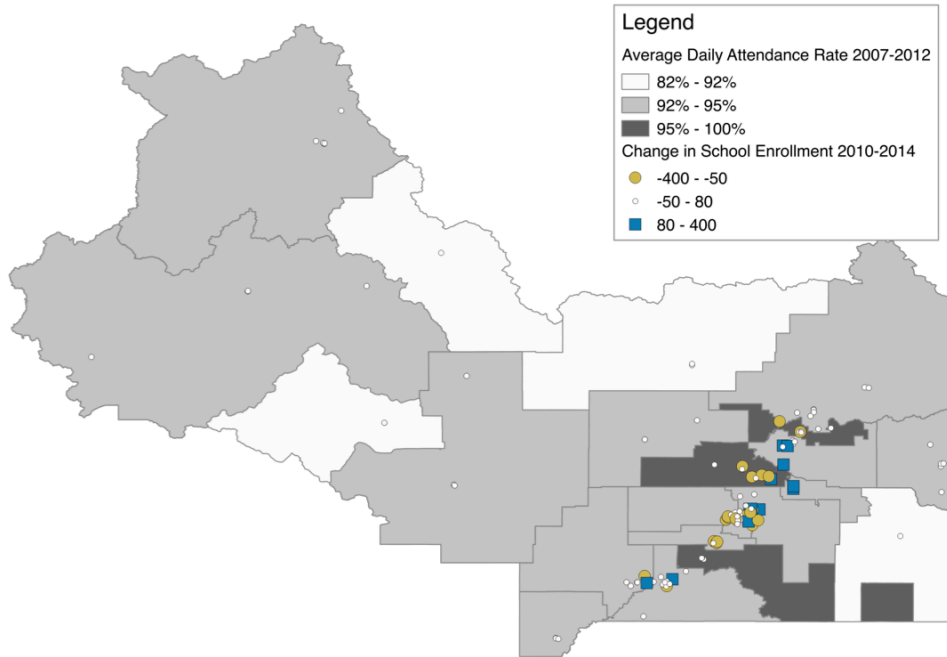
Table 5.16 Region 6: Change in District and Charter School Enrollment

Change in School Enrollment	2000-2005	2005-2010	2010-2014
Region Total			
Elementary	1,796	4,478	2,305
Middle	860	823	2,541
Secondary	-762	210	606
Charter Schools			
Elementary	1,333	916	553
Middle	405	683	362
Secondary	0	443	400

Source: ECONorthwest, data from ISDE

Figure 5.10 is a map that displays Region 6 school-level changes in enrollment between 2010-2014. The blue squares are schools that saw some notable enrollment increase while yellow dots are schools that experienced notable enrollment declines. The map also displays average attendance rates for districts. The attendance rates are a function of average daily attendance and total enrollment for each district and are averaged over a multiple year period (2007-2012). Within Region 1 the Swan Valley, South Lemhi, Clark County, and Mackay School Districts have had consistently lower attendance rates while the Sugar-Salem, Firth and Jefferson County School Districts have saw consistently higher attendance rates.

Figure 5.10 Region 6: Enrollment Change (School) and Attendance Rate (District)



Source: ECONorthwest, data from ISDE

6 School-level Test Scores

Test scores are one important indicator of student achievement. The State of Idaho has adopted the Idaho Standards Achievement Test (ISAT) as an important component of the statewide student assessment system as stated in the board rule 08.02.03-Rules Governing Thoroughness. The ISAT is administered to students in grades 3-10 to provide ongoing monitoring of individual, school, district, and state progress. One requirement for high school graduation in Idaho is demonstration of proficiency on 10th grade test in reading, language usage, and mathematics. According to the Idaho State Department of Education

Proficiency on the 10th grade ISAT verifies that an Idaho student has met Idaho standards in reading, language usage, and mathematics. Academic proficiency is more than test scores. Competency in reading, language usage, mathematics, and science is the goal for every child. In accordance with No Child Left Behind, the ISAT measures proficiency in four key areas: reading, language usage, mathematics, and science.

Test scores are included in this report as a means of providing background on where there may be demand for new schooling options. In cases where existing schools have high shares of students failing to meet state standards there may be opportunities for new school services to be introduced that are designed specifically to address student achievement.

School-level test results for the ISAT are reported out in terms of the percent of tested students that fall in each of four categories (Below Basic, Basic, Proficient, and Advanced). For our purposes we have combined the Proficient and Advanced categories so that we can report the share of students that have scored at least at the Proficient level or greater. So a school with a 90 percent share of students scoring in the Proficient or Advanced categories also has 10 percent of the students failing to score at the Proficient level. The higher is the share of Proficient or Advance students at a school, of course, the better. To minimize the effects of anomalies we have also averaged all school results over the last two years of the ISAT tests.

6.1 4th Grade ISAT Scores

Statewide there are 13 schools (four percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels on the 4th grade reading ISAT. For the 4th grade math ISAT there were 33 schools (nine percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels. This information, along with the full distribution of results is displayed in Table 6.1 and Figure 6.1 below. The maps that follow display the location of schools where at least 25 percent of students fail to demonstrate proficiency for the reading and math ISAT respectively (Figure 6.2 and Figure 6.3).

Table 6.1 Schools by Shares of 4th Grade Students Proficient or Advanced

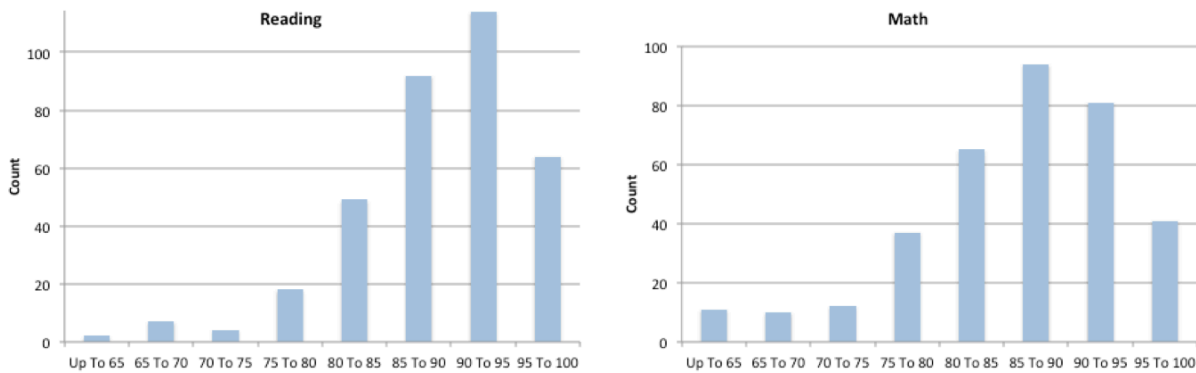
Proficient or Advanced in 4th Grade Reading				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	2	2	1%	1%
65 To 70	7	9	2%	3%
70 To 75	4	13	1%	4%
75 To 80	18	31	5%	9%
80 To 85	49	80	14%	23%
85 To 90	92	172	26%	49%
90 To 95	114	286	33%	82%
95 To 100	64	350	18%	100%

Proficient or Advanced in 4th Grade Math				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	11	11	3%	3%
65 To 70	10	21	3%	6%
70 To 75	12	33	3%	9%
75 To 80	37	70	11%	20%
80 To 85	65	135	19%	38%
85 To 90	94	229	27%	65%
90 To 95	81	310	23%	88%
95 To 100	41	351	12%	100%

Source: ECONorthwest, data from ISDE

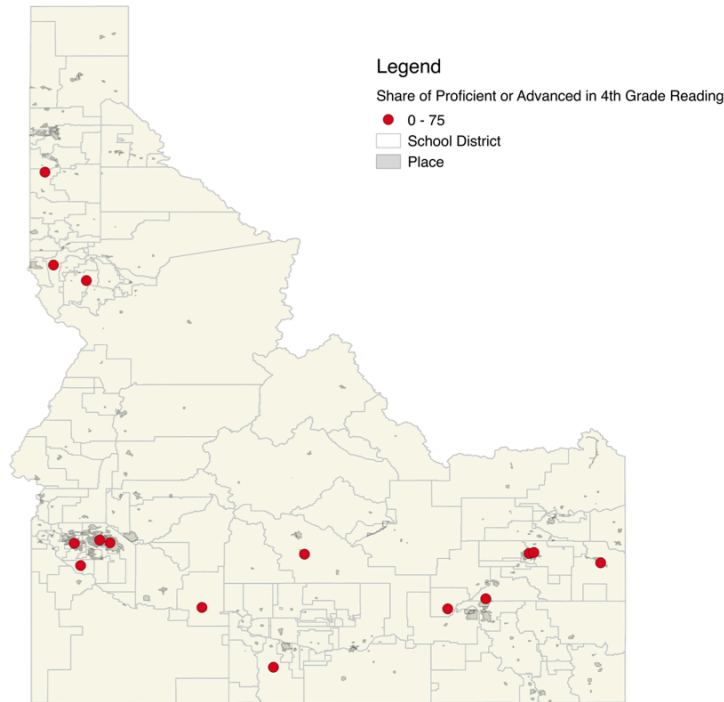
This same groupings of schools is also displayed in the histograms in Figure 6.1.

Figure 6.1 Schools by Shares of 4th Grade Students Proficient or Advanced



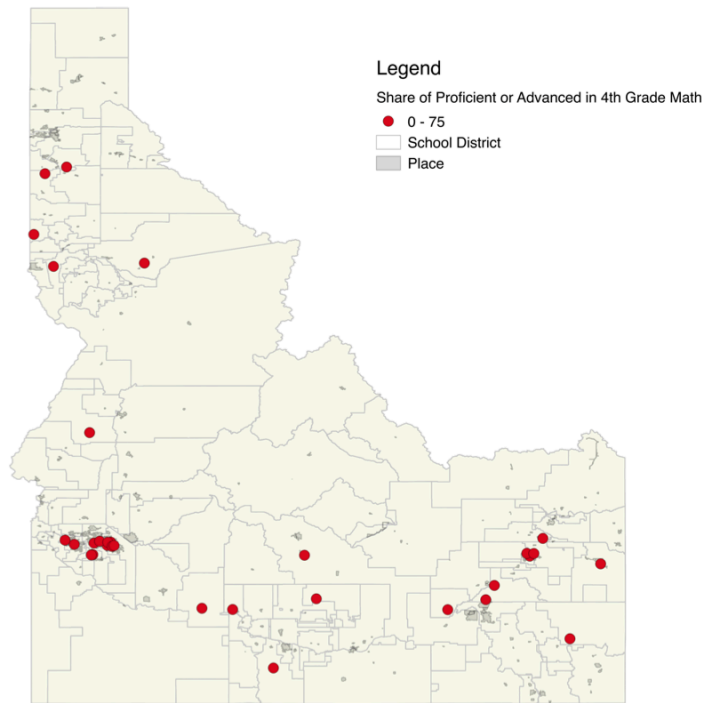
Source: ECONorthwest, data from ISDE

Figure 6.2 Schools with 75% or Less of Students Proficient in 4th Grade Reading



Source: ECONorthwest, data from ISDE

Figure 6.3 Schools with 75% or Less of Students Proficient in 4th Grade Math



Source: ECONorthwest, data from ISDE

6.2 8th Grade ISAT Scores

Statewide there are 9 schools (five percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels on the 8th grade reading ISAT. For the 8th grade math ISAT there were 62 schools (32 percent of schools reported) that have at least 25 percent or more students failing to reach Proficient levels. This information, along with the full distribution of results is displayed in Table 6.2 below.

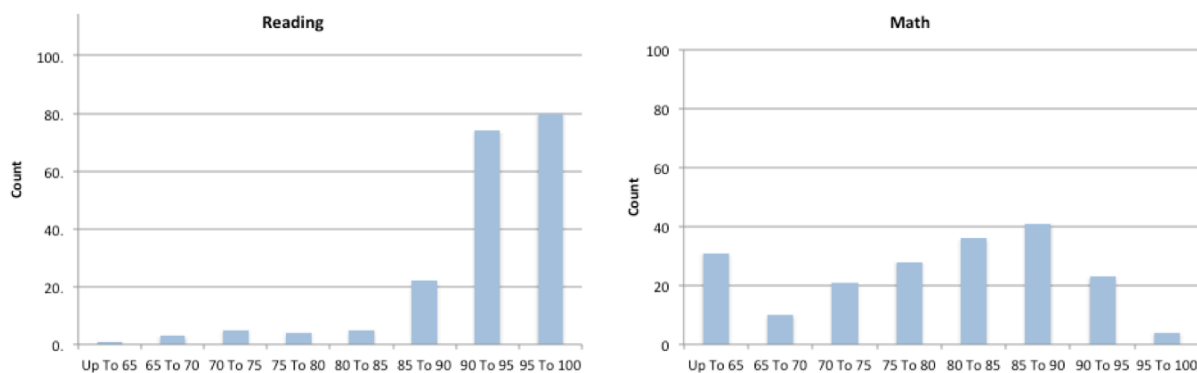
Table 6.2 Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	1	1	1%	1%
65 To 70	3	4	2%	2%
70 To 75	5	9	3%	5%
75 To 80	4	13	2%	7%
80 To 85	5	18	3%	9%
85 To 90	22	40	11%	21%
90 To 95	74	114	38%	59%
95 To 100	80	194	41%	100%
Proficient or Advanced in 8th Grade Math				
Share of Tested Students	Schools	Cumulative Count	Percent	Cumulative Percent
Up To 65	31	31	16%	16%
65 To 70	10	41	5%	21%
70 To 75	21	62	11%	32%
75 To 80	28	90	14%	46%
80 To 85	36	126	19%	65%
85 To 90	41	167	21%	86%
90 To 95	23	190	12%	98%
95 To 100	4	194	2%	100%

Source: ECONorthwest, data from ISDE

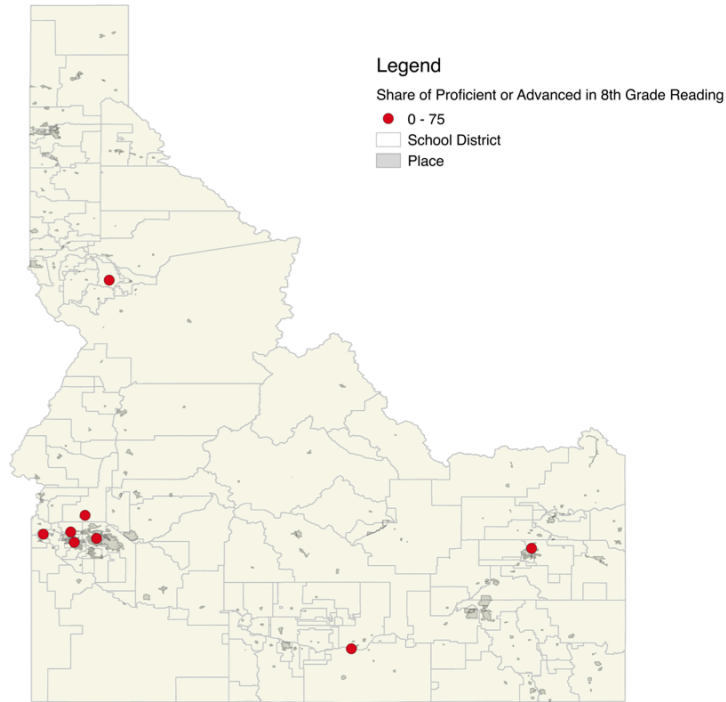
This same grouping of schools is also displayed in the histograms in Figure 6.4.

Figure 6.4 Schools by Shares of 8th Grade Students Proficient or Advanced



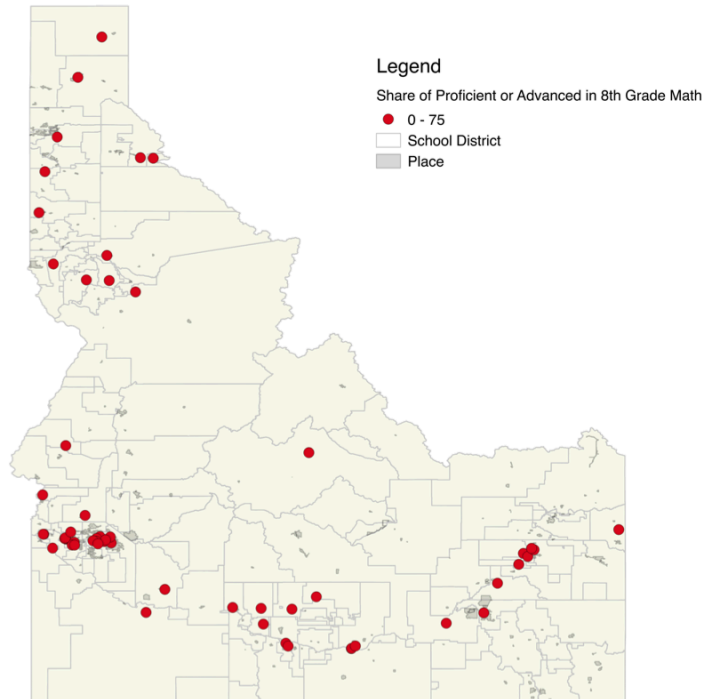
Source: ECONorthwest, data from ISDE

Figure 6.5 Schools with 75% or Less of Students Proficient in 8th Grade Reading



Source: ECONorthwest, data from ISDE

Figure 6.6 Schools with 75% or Less of Students Proficient in 8th Grade Math



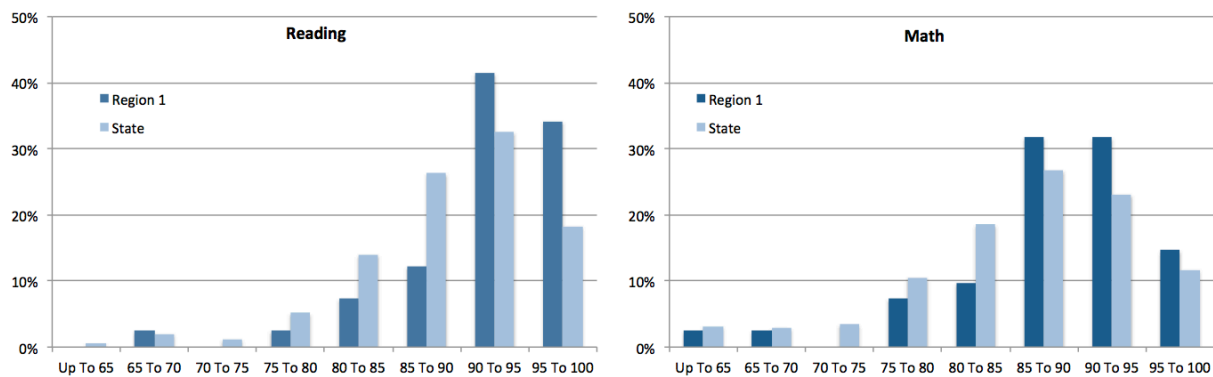
Source: ECONorthwest, data from ISDE

6.3 Test Results by Region

6.3.1 Region 1

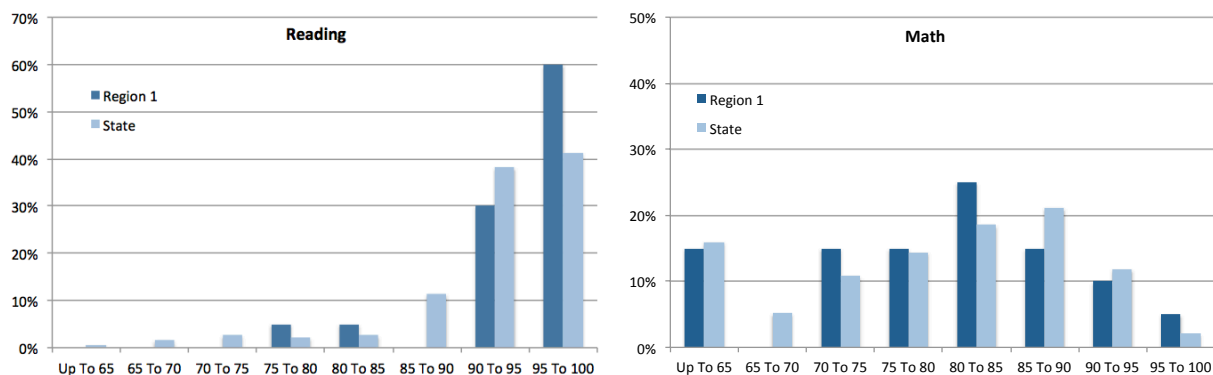
The distribution of 4th grade ISAT results for schools in Region 1 are better than the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.7 below. In Region 1 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was two percent (four percent statewide) and 5 percent for 4th grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly higher than was true for the state as a whole. The distribution of 8th grade ISAT results for schools in Region 1 are better than the state as a whole for reading but similar to state results for math (Figure 6.8). The share of Region 1 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was zero percent (five percent statewide) and 30 percent for 8th grade math (32 percent statewide).

Figure 6.7 Region 1: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.8 Region 1: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.3 Region 1: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	2%	2%	
<i>70 To 75</i>	0	1	0%	2%	
<i>75 To 80</i>	1	2	2%	5%	
<i>80 To 85</i>	3	5	7%	12%	
<i>85 To 90</i>	5	10	12%	24%	
<i>90 To 95</i>	17	27	41%	66%	
<i>95 To 100</i>	14	41	34%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	2%	2%	
<i>65 To 70</i>	1	2	2%	5%	
<i>70 To 75</i>	0	2	0%	5%	
<i>75 To 80</i>	3	5	7%	12%	
<i>80 To 85</i>	4	9	10%	22%	
<i>85 To 90</i>	13	22	32%	54%	
<i>90 To 95</i>	13	35	32%	85%	
<i>95 To 100</i>	6	41	15%	100%	

Source: ECONorthwest, data from ISDE

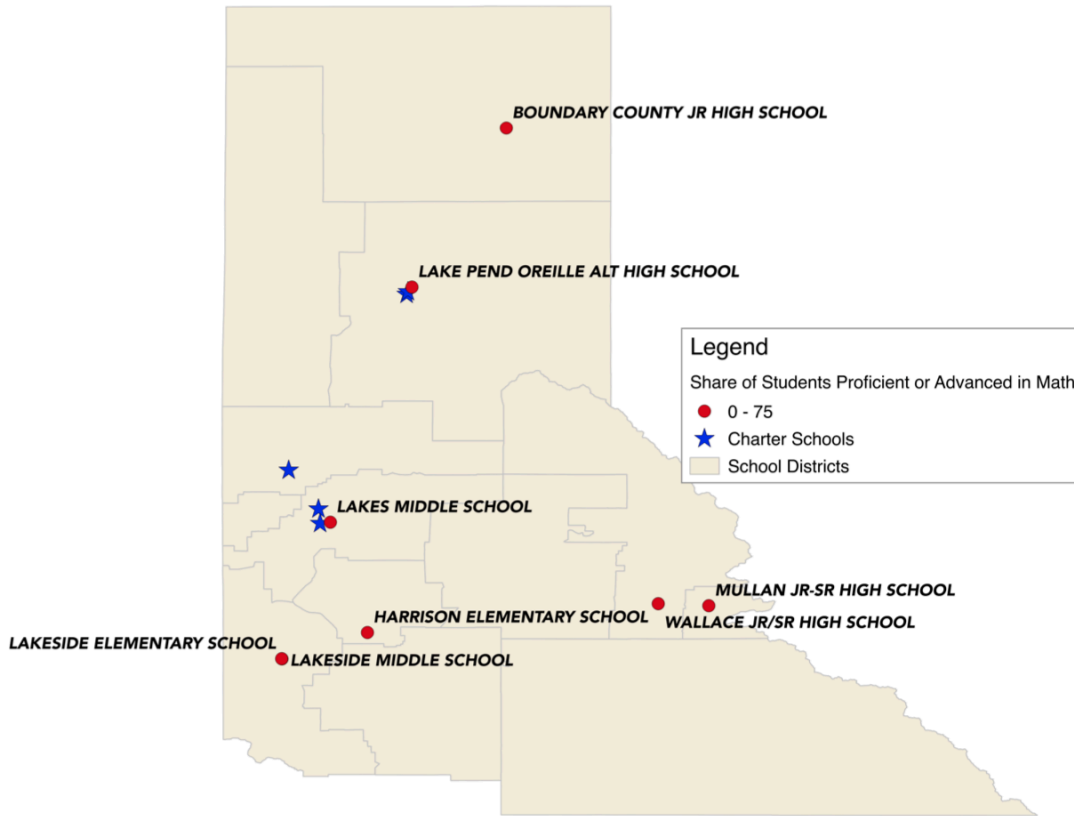
Table 6.4 Region 1: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	0	0	0%	0%	
<i>75 To 80</i>	1	1	5%	5%	
<i>80 To 85</i>	1	2	5%	10%	
<i>85 To 90</i>	0	2	0%	10%	
<i>90 To 95</i>	6	8	30%	40%	
<i>95 To 100</i>	12	20	60%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	3	3	15%	15%	
<i>65 To 70</i>	0	3	0%	15%	
<i>70 To 75</i>	3	6	15%	30%	
<i>75 To 80</i>	3	9	15%	45%	
<i>80 To 85</i>	5	14	25%	70%	
<i>85 To 90</i>	3	17	15%	85%	
<i>90 To 95</i>	2	19	10%	95%	
<i>95 To 100</i>	1	20	5%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.9 is a map that displays schools in Region 1 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.9 Region 1 Schools with High Shares of Students Failing to Meet Math Proficiency

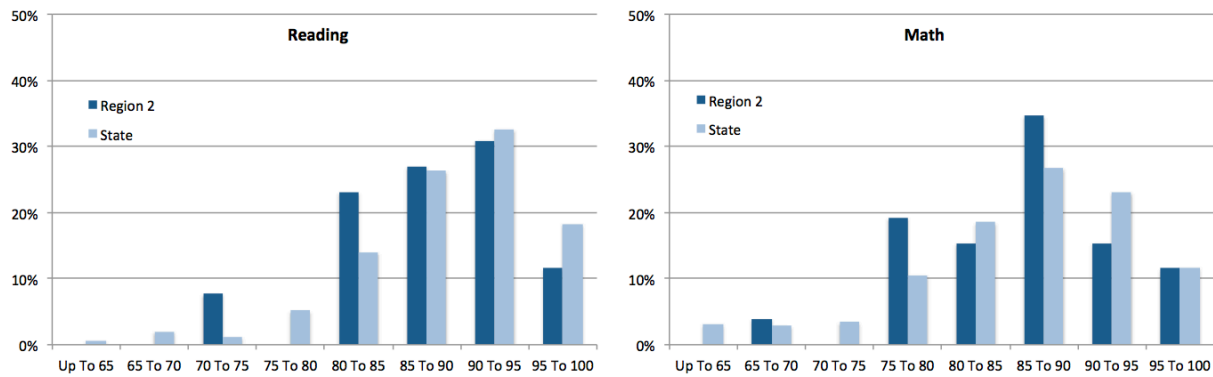


Source: ECONorthwest, data from ISDE

Region 2

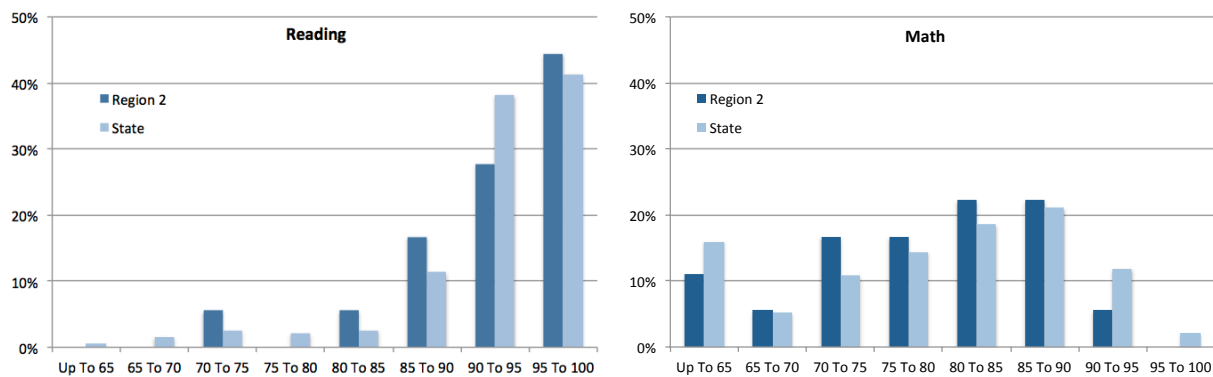
The distribution of 4th grade ISAT results for schools in Region 2 are slightly worse than the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.10 below. In Region 2 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was eight percent (four percent statewide) and 4 percent for 4th grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly lower than was true for the state as a whole. The distribution of 8th grade ISAT results for schools in Region 2 are similar to state results for both reading and math (Figure 6.11). The share of Region 2 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was six percent (five percent statewide) and 33 percent for 8th grade math (32 percent statewide).

Figure 6.10 Region 2: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.11 Region 2: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.5 Region 2: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	2	2	8%	8%	
<i>75 To 80</i>	0	2	0%	8%	
<i>80 To 85</i>	6	8	23%	31%	
<i>85 To 90</i>	7	15	27%	58%	
<i>90 To 95</i>	8	23	31%	88%	
<i>95 To 100</i>	3	26	12%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	4%	4%	
<i>70 To 75</i>	0	1	0%	4%	
<i>75 To 80</i>	5	6	19%	23%	
<i>80 To 85</i>	4	10	15%	38%	
<i>85 To 90</i>	9	19	35%	73%	
<i>90 To 95</i>	4	23	15%	88%	
<i>95 To 100</i>	3	26	12%	100%	

Source: ECONorthwest, data from ISDE

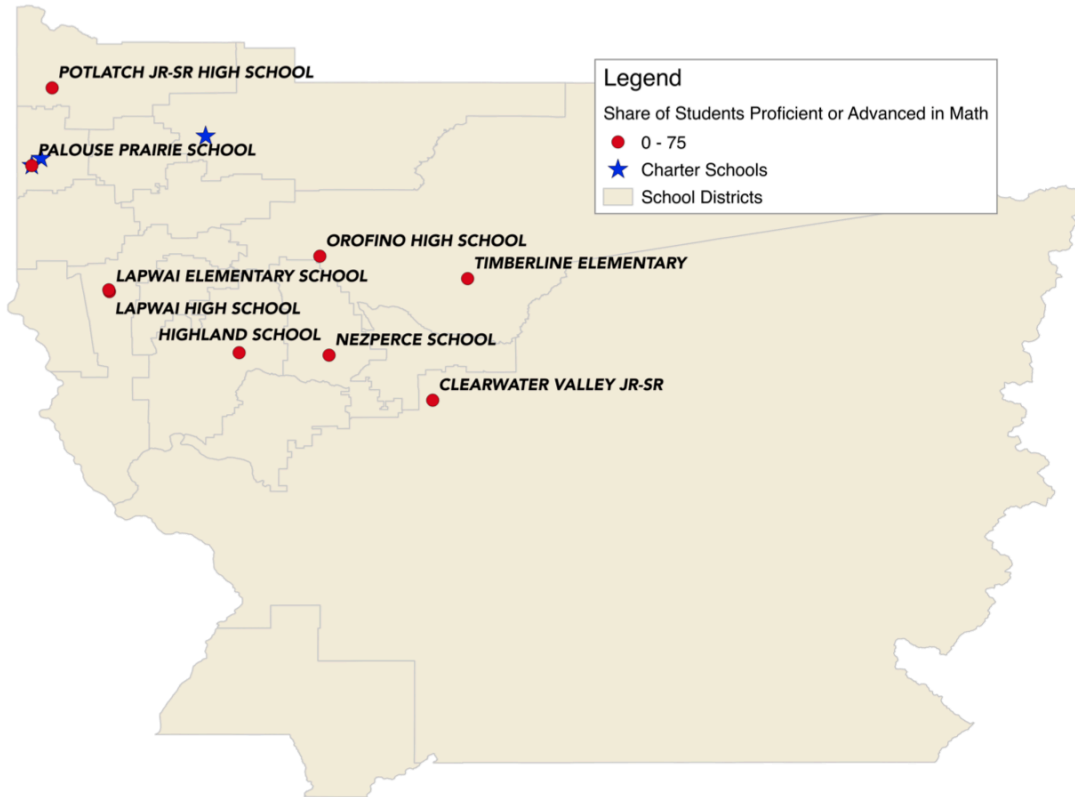
Table 6.6 Region 2: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	1	1	6%	6%	
<i>75 To 80</i>	0	1	0%	6%	
<i>80 To 85</i>	1	2	6%	11%	
<i>85 To 90</i>	3	5	17%	28%	
<i>90 To 95</i>	5	10	28%	56%	
<i>95 To 100</i>	8	18	44%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	2	2	11%	11%	
<i>65 To 70</i>	1	3	6%	17%	
<i>70 To 75</i>	3	6	17%	33%	
<i>75 To 80</i>	3	9	17%	50%	
<i>80 To 85</i>	4	13	22%	72%	
<i>85 To 90</i>	4	17	22%	94%	
<i>90 To 95</i>	1	18	6%	100%	
<i>95 To 100</i>	0	18	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.12 is a map that displays schools in Region 2 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.12 Region 2 Schools with High Shares of Students Failing to Meet Math Proficiency

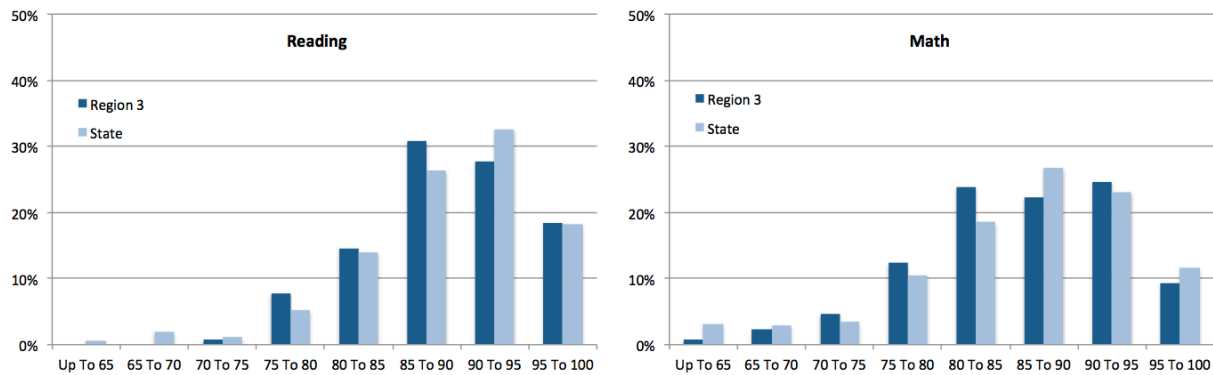


Source: ECONorthwest, data from ISDE

Region 3

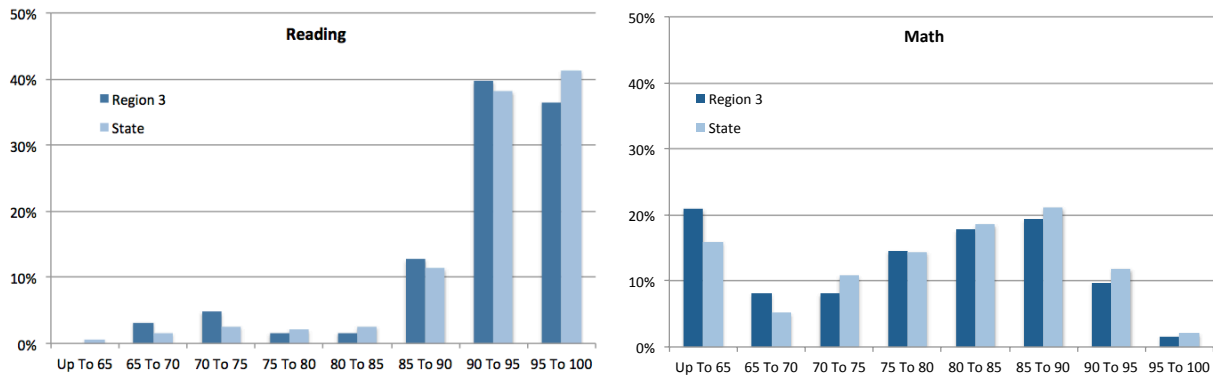
The distribution of 4th grade ISAT results for schools in Region 3 track closely with results for the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.13 below. In Region 3 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was one percent (four percent statewide) and eight percent for 4th grade math (nine percent statewide). The distribution of 8th grade ISAT results for schools in Region 3 are slightly worse than for the state as a whole for both reading and math (Figure 6.14). The share of Region 3 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was eight percent (five percent statewide) and 37 percent for 8th grade math (32 percent statewide).

Figure 6.13 Region 3: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.14 Region 3: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.7 Region 3: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	1	1	1%	1%	
<i>75 To 80</i>	10	11	8%	8%	
<i>80 To 85</i>	19	30	15%	23%	
<i>85 To 90</i>	40	70	31%	54%	
<i>90 To 95</i>	36	106	28%	82%	
<i>95 To 100</i>	24	130	18%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	1%	1%	
<i>65 To 70</i>	3	4	2%	3%	
<i>70 To 75</i>	6	10	5%	8%	
<i>75 To 80</i>	16	26	12%	20%	
<i>80 To 85</i>	31	57	24%	44%	
<i>85 To 90</i>	29	86	22%	66%	
<i>90 To 95</i>	32	118	25%	91%	
<i>95 To 100</i>	12	130	9%	100%	

Source: ECONorthwest, data from ISDE

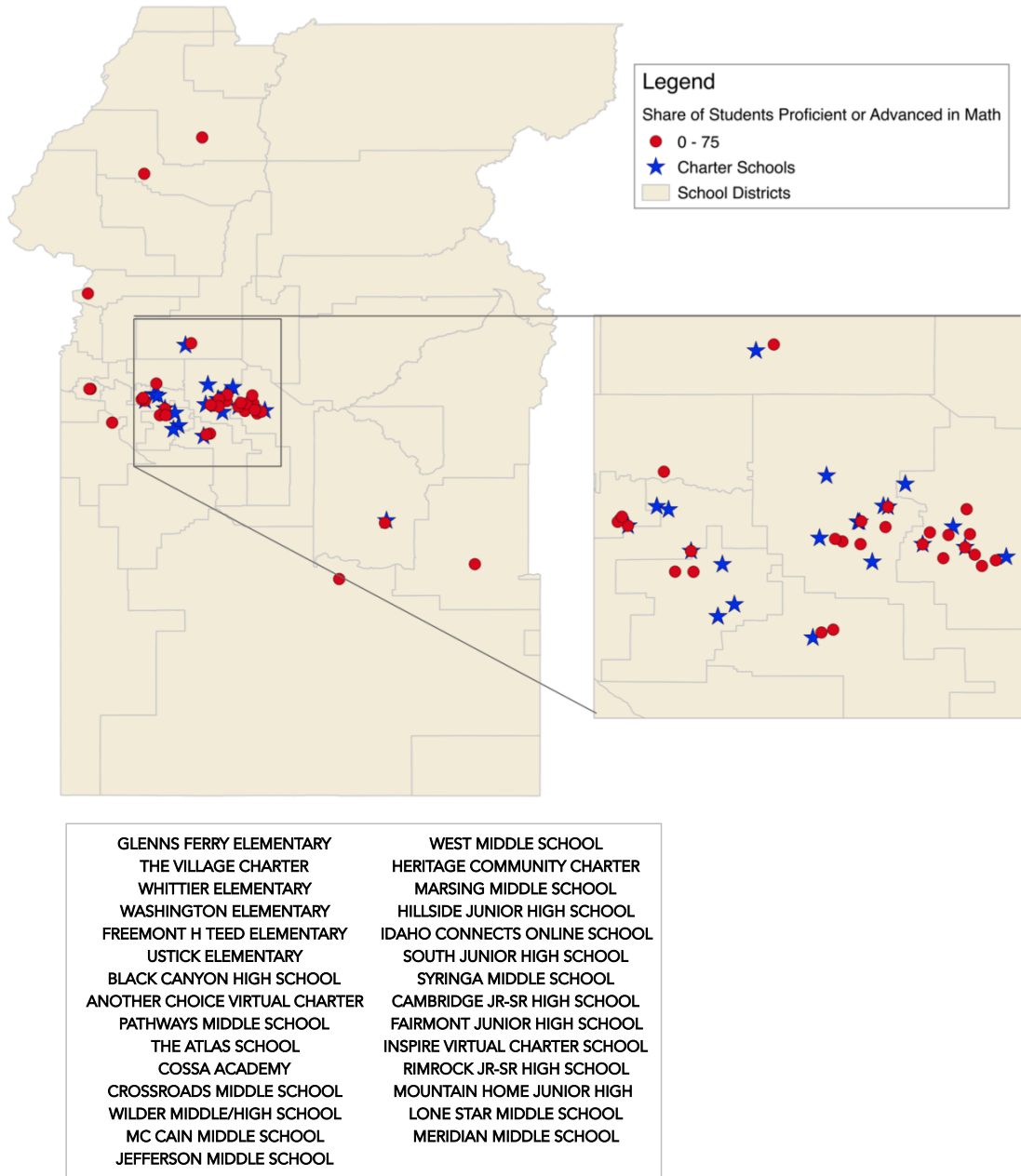
Table 6.8 Region 3: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	2	2	3%	3%	
<i>70 To 75</i>	3	5	5%	8%	
<i>75 To 80</i>	1	6	2%	10%	
<i>80 To 85</i>	1	7	2%	11%	
<i>85 To 90</i>	8	15	13%	24%	
<i>90 To 95</i>	25	40	40%	63%	
<i>95 To 100</i>	23	63	37%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	13	13	21%	21%	
<i>65 To 70</i>	5	18	8%	29%	
<i>70 To 75</i>	5	23	8%	37%	
<i>75 To 80</i>	9	32	15%	52%	
<i>80 To 85</i>	11	43	18%	69%	
<i>85 To 90</i>	12	55	19%	89%	
<i>90 To 95</i>	6	61	10%	98%	
<i>95 To 100</i>	1	62	2%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.15 is a map that displays schools in Region 3 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.15 Region 3 Schools with High Shares of Students Failing to Meet Math Proficiency

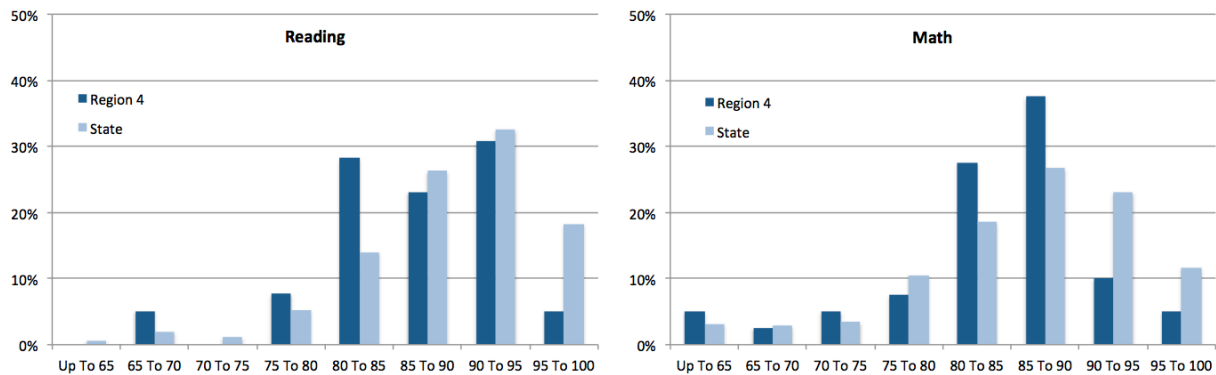


Source: ECONorthwest, data from ISDE

Region 4

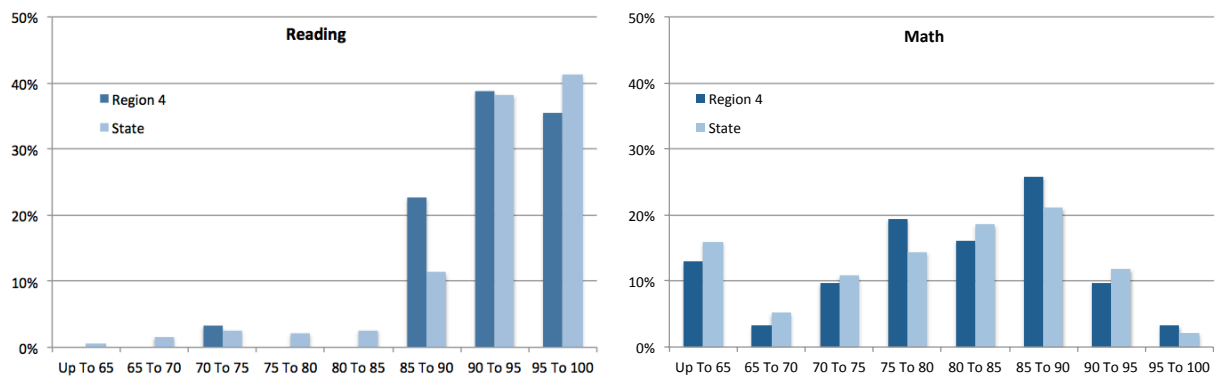
The distribution of 4th grade ISAT results for schools in Region 4 are slightly worse than the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.16 below. In Region 4 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was five percent (four percent statewide) and 13 percent for 4th grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly lower than was true for the state as a whole. The distribution of 8th grade ISAT results for schools in Region 4 are, however, somewhat better than the state as a whole for reading and for math (Figure 6.17). The share of Region 4 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was three percent (five percent statewide) and 26 percent for 8th grade math (32 percent statewide).

Figure 6.16 Region 4: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.17 Region 4: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.9 Region 4: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	0	0	0%	0%	
65 To 70	2	2	5%	5%	
70 To 75	0	2	0%	5%	
75 To 80	3	5	8%	13%	
80 To 85	11	16	28%	41%	
85 To 90	9	25	23%	64%	
90 To 95	12	37	31%	95%	
95 To 100	2	39	5%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	2	2	5%	5%	
65 To 70	1	3	3%	8%	
70 To 75	2	5	5%	13%	
75 To 80	3	8	8%	20%	
80 To 85	11	19	28%	48%	
85 To 90	15	34	38%	85%	
90 To 95	4	38	10%	95%	
95 To 100	2	40	5%	100%	

Source: ECONorthwest, data from ISDE

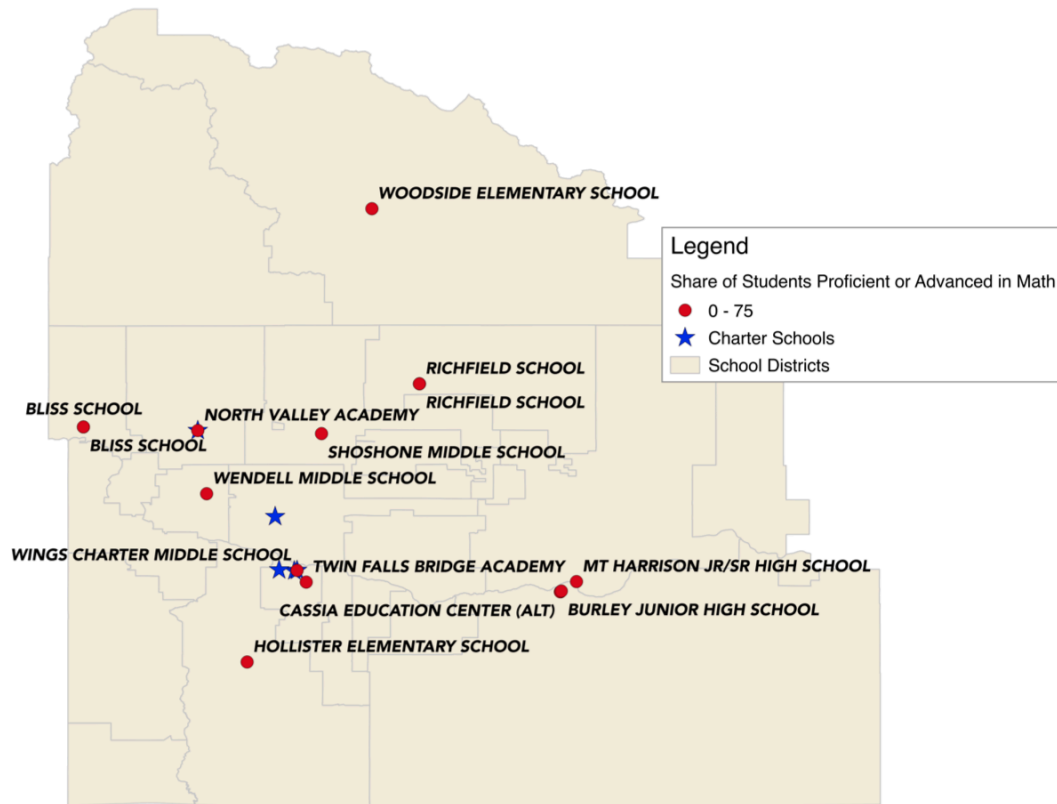
Table 6.10 Region 4: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	0	0	0%	0%	
65 To 70	0	0	0%	0%	
70 To 75	1	1	3%	3%	
75 To 80	0	1	0%	3%	
80 To 85	0	1	0%	3%	
85 To 90	7	8	23%	26%	
90 To 95	12	20	39%	65%	
95 To 100	11	31	35%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	4	4	13%	13%	
65 To 70	1	5	3%	16%	
70 To 75	3	8	10%	26%	
75 To 80	6	14	19%	45%	
80 To 85	5	19	16%	61%	
85 To 90	8	27	26%	87%	
90 To 95	3	30	10%	97%	
95 To 100	1	31	3%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.18 is a map that displays schools in Region 4 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.18 Region 4 Schools with High Shares of Students Failing to Meet Math Proficiency

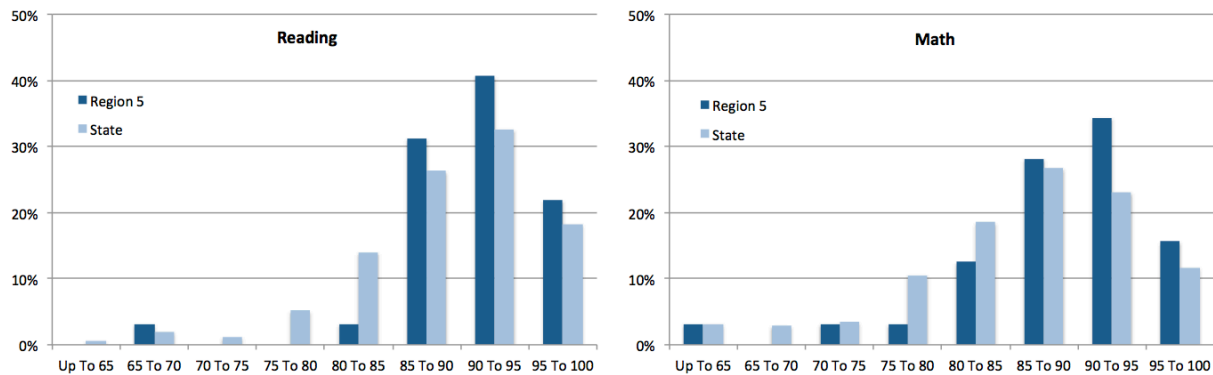


Source: ECONorthwest, data from ISDE

Region 5

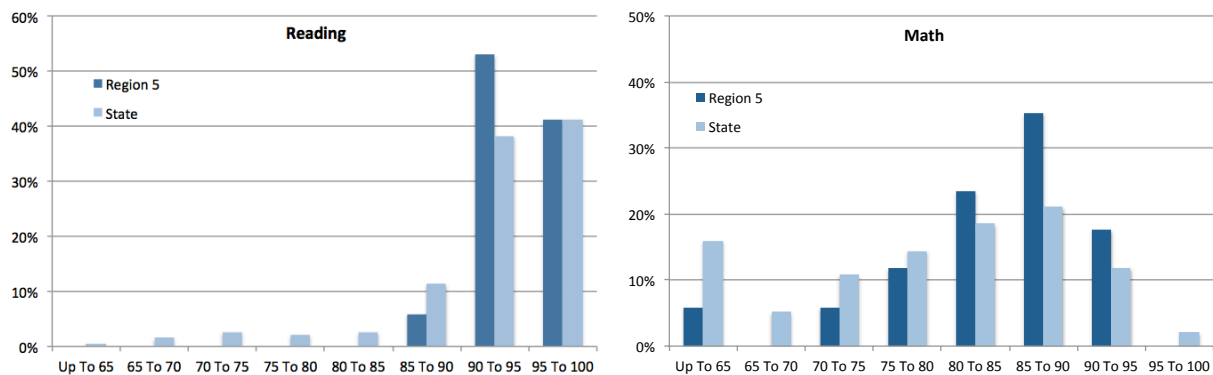
The distribution of 4th grade ISAT results for schools in Region 5 are similar but somewhat better than the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.19 below. In Region 5 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was three percent (four percent statewide) and six percent for 4th grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results was correspondingly higher than was true for the state as a whole. The distribution of 8th grade ISAT results for schools in Region 5 are also better than the state as a whole for reading and for math (Figure 6.20). The share of Region 5 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was zero percent (five percent statewide) and 12 percent for 8th grade math (32 percent statewide).

Figure 6.19 Region 5: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.20 Region 5: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.11 Region 5: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	1	1	3%	3%	
<i>70 To 75</i>	0	1	0%	3%	
<i>75 To 80</i>	0	1	0%	3%	
<i>80 To 85</i>	1	2	3%	6%	
<i>85 To 90</i>	10	12	31%	38%	
<i>90 To 95</i>	13	25	41%	78%	
<i>95 To 100</i>	7	32	22%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	3%	3%	
<i>65 To 70</i>	0	1	0%	3%	
<i>70 To 75</i>	1	2	3%	6%	
<i>75 To 80</i>	1	3	3%	9%	
<i>80 To 85</i>	4	7	13%	22%	
<i>85 To 90</i>	9	16	28%	50%	
<i>90 To 95</i>	11	27	34%	84%	
<i>95 To 100</i>	5	32	16%	100%	

Source: ECONorthwest, data from ISDE

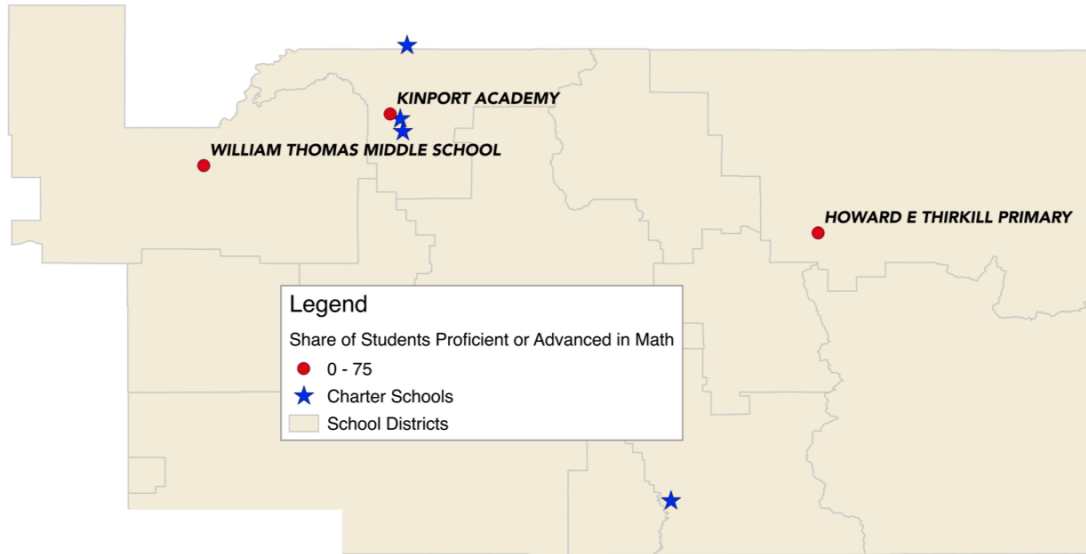
Table 6.12 Region 5: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	0	0	0%	0%	
<i>65 To 70</i>	0	0	0%	0%	
<i>70 To 75</i>	0	0	0%	0%	
<i>75 To 80</i>	0	0	0%	0%	
<i>80 To 85</i>	0	0	0%	0%	
<i>85 To 90</i>	1	1	6%	6%	
<i>90 To 95</i>	9	10	53%	59%	
<i>95 To 100</i>	7	17	41%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
<i>Up To 65</i>	1	1	6%	6%	
<i>65 To 70</i>	0	1	0%	6%	
<i>70 To 75</i>	1	2	6%	12%	
<i>75 To 80</i>	2	4	12%	24%	
<i>80 To 85</i>	4	8	24%	47%	
<i>85 To 90</i>	6	14	35%	82%	
<i>90 To 95</i>	3	17	18%	100%	
<i>95 To 100</i>	0	17	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.21 is a map that displays schools in Region 5 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.21 Region 5 Schools with High Shares of Students Failing to Meet Math Proficiency

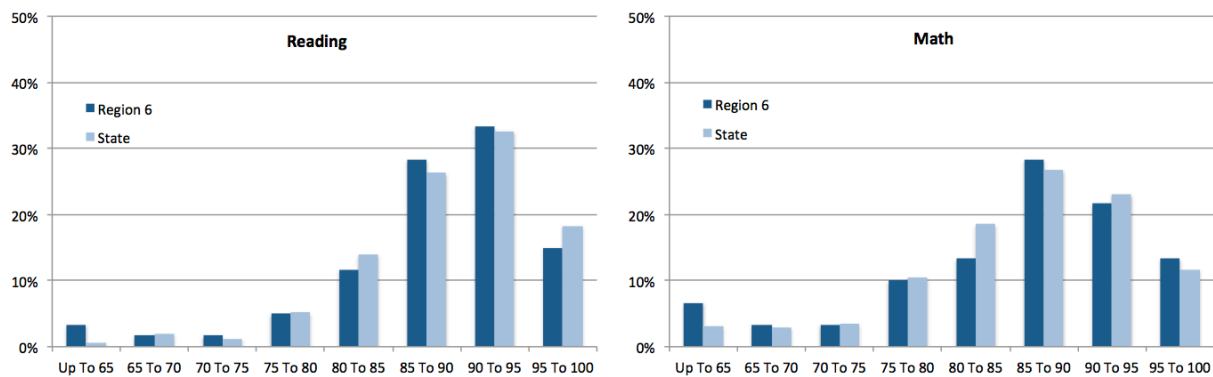


Source: ECONorthwest, data from ISDE

Region 6

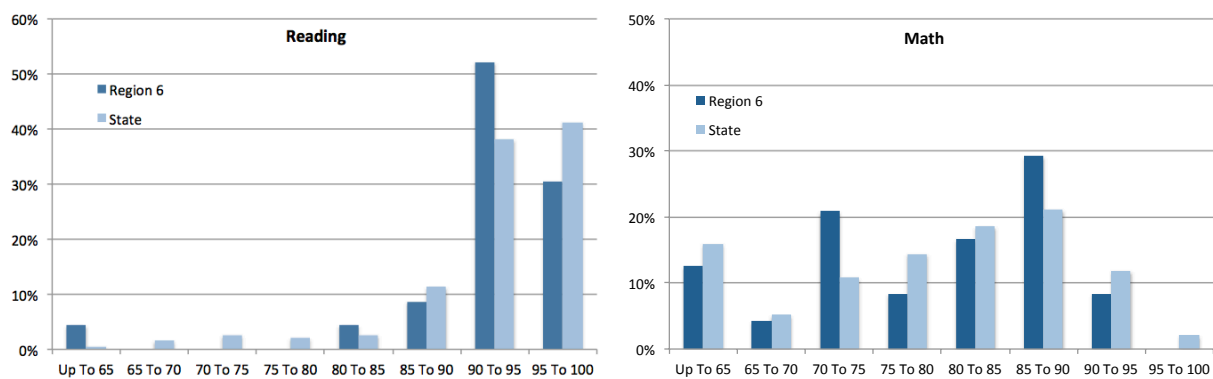
The distribution of 4th grade ISAT results for schools in Region 6 are similar to but slightly worse than the state as a whole. This is true for both 4th grade reading and math. This information is displayed in Figure 6.22 below. In Region 6 the share of schools reported having at least 25 percent or more students failing to reach Proficient levels in 4th grade reading was two percent (four percent statewide) and 13 percent for 4th grade math (nine percent statewide). The share of schools with very high percentages of students achieving proficient or advanced results, however, was similar to the state as a whole. The distribution of 8th grade ISAT results for schools in Region 6 are also somewhat worse than the state as a whole for reading and for math (Figure 6.23). The share of Region 6 schools reported having at least 25 percent or more students failing to reach Proficient levels in 8th grade reading was four percent (five percent statewide) and 38 percent for 8th grade math (32 percent statewide).

Figure 6.22 Region 6: Percent of Schools by Shares of 4th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Figure 6.23 Region 6: Percent of Schools by Shares of 8th Grade Students Proficient or Advanced



Source: ECONorthwest, data from ISDE

Table 6.13 Region 6: Schools by Shares of 4th Grade Students Proficient or Advanced

Proficient or Advanced in 4th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	2	2	3%	3%	
65 To 70	1	3	2%	5%	
70 To 75	1	4	2%	7%	
75 To 80	3	7	5%	12%	
80 To 85	7	14	12%	23%	
85 To 90	17	31	28%	52%	
90 To 95	20	51	33%	85%	
95 To 100	9	60	15%	100%	
Proficient or Advanced in 4th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	4	4	7%	7%	
65 To 70	2	6	3%	10%	
70 To 75	2	8	3%	13%	
75 To 80	6	14	10%	23%	
80 To 85	8	22	13%	37%	
85 To 90	17	39	28%	65%	
90 To 95	13	52	22%	87%	
95 To 100	8	60	13%	100%	

Source: ECONorthwest, data from ISDE

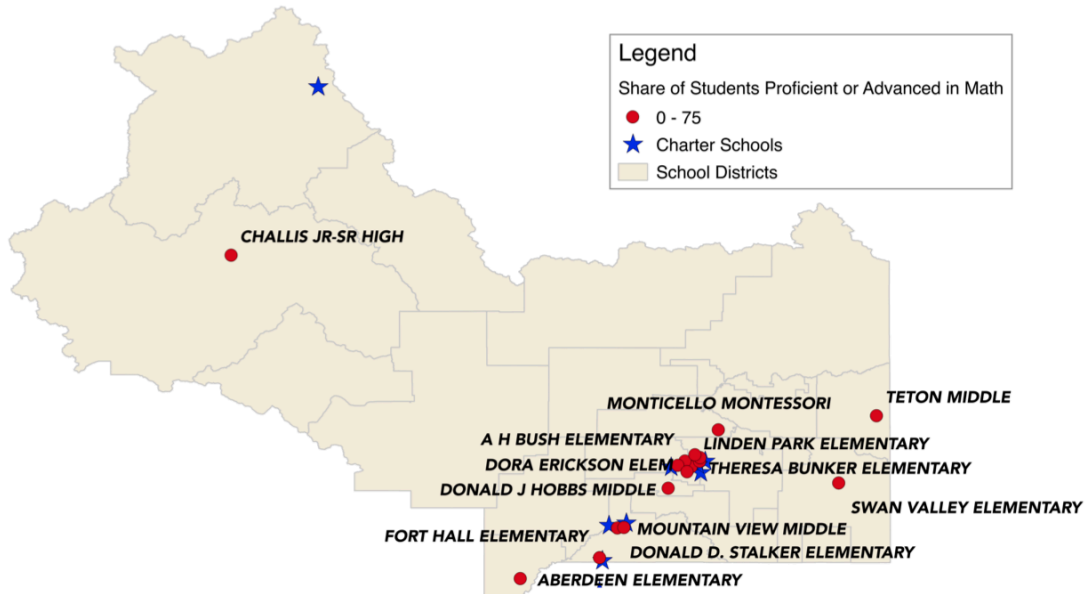
Table 6.14 Region 6: Schools by Shares of 8th Grade Students Proficient or Advanced

Proficient or Advanced in 8th Grade Reading					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	1	1	4%	4%	
65 To 70	0	1	0%	4%	
70 To 75	0	1	0%	4%	
75 To 80	0	1	0%	4%	
80 To 85	1	2	4%	9%	
85 To 90	2	4	9%	17%	
90 To 95	12	16	52%	70%	
95 To 100	7	23	30%	100%	
Proficient or Advanced in 8th Grade Math					
<i>Share of Tested Students</i>	<i>Schools</i>	<i>Cumulative Count</i>	<i>Percent</i>	<i>Cumulative Percent</i>	
Up To 65	3	3	13%	13%	
65 To 70	1	4	4%	17%	
70 To 75	5	9	21%	38%	
75 To 80	2	11	8%	46%	
80 To 85	4	15	17%	63%	
85 To 90	7	22	29%	92%	
90 To 95	2	24	8%	100%	
95 To 100	0	24	0%	100%	

Source: ECONorthwest, data from ISDE

Figure 6.24 is a map that displays schools in Region 6 with 25 percent or more students failing to meet proficiency on the 4th grade and/or the 8th grade math ISAT along with the location of charter schools within the region.

Figure 6.24 Region 6 Schools with High Shares of Students Failing to Meet Math Proficiency



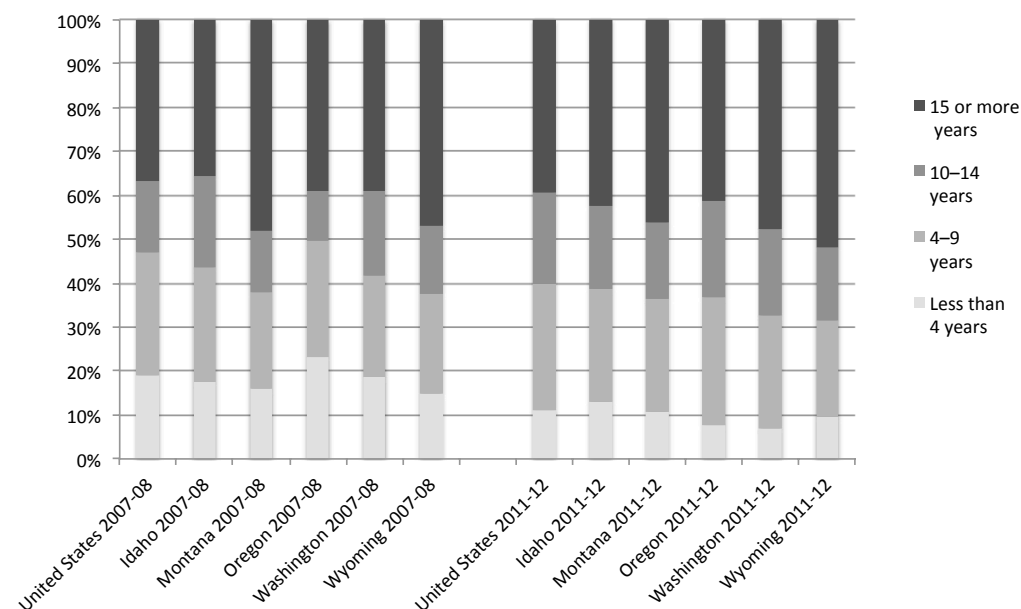
Source: ECONorthwest, data from ISDE

7 Staffing

Education is a labor-intensive industry, and the vast majority of resources dedicated to education services are associated with school and district employees. The development of new charter schools, or the expansion of existing schools, in Idaho will draw from essentially the same labor market as is available to traditional public schools. This study includes an examination of staffing experience levels in Idaho as a means of providing background information regarding the availability of labor resources for new school formation or school expansion.

As is evident in Figure 7.1 the distribution of teachers by years of experience in Idaho, neighboring states and the U.S. as a whole has been changing over recent years toward a greater number of more experienced teachers. The distribution of teachers by experience level in Idaho matches pretty closely with the U.S. as a whole. Montana, Washington, and Wyoming each have greater shares of more experienced teachers, with Washington and Wyoming seeing the greatest gains in teachers with 15 or more years of experience between 2007-08 and 2011-12. The aging of the teacher workforce is in many settings a deterministic outcome of hiring rules that require the most recently hired teachers to be the first let go during times of fiscal retrenchment or drops in enrollment. The literature on teacher experience, teacher quality and student outcomes is extensive, complex and multi-faceted. We do not attempt to summarize this literature or draw conclusions about the policy implications of teacher experience levels in Idaho, rather we simply document the current availability of teachers by experience level as a component of the education market in which charter schools must operate.

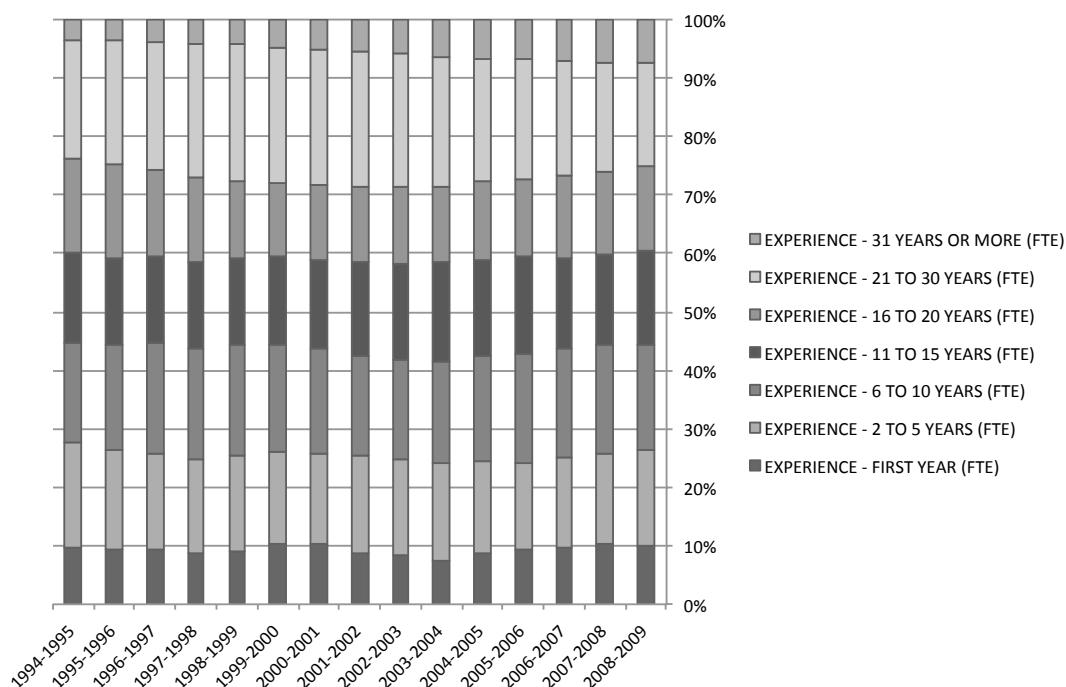
Figure 7.1 Idaho Teacher Experience Compared with U.S. and Nearby States



Source: National Center for Education Statistics, Schools and Staffing Survey (SASS)

A more detailed look at all school district staff in Idaho shows the changing experience profile between 1994-95 and 2008-09 (Figure 7.2). Idaho displays a fairly stable pattern of churn (replacement of staff cycling out of the work force with newer, less experienced staff), with a modest increase in the share of staff with 31 years or more of experience.

Figure 7.2 Share of Staff by Experience Level in Idaho (All Staff 1994-2008)



Source: ECONorthwest, data from ISDE

Table 7.1 displays shares of staff by experience level for each of three types of district staff (instructional services, school administration, and district administration) in 1994-95 and in 2008-09. When administrative staff are isolated in this manner we see a higher share of these staff with the greatest years of experience. This is not entirely surprising since many administrators begin their administrative duties later in their careers. While administrative staff positions have a higher share of more experienced individuals the shares of administrative staff with 21 or more years of experience declined between 1994-95 and 2008-09. The share of instructional services staff with 21 or more years of experience increased between 1994-95 and 2008-09.

Figures Figure 7.3, Figure 7.4 and Figure 7.6 display the distribution of experience levels and age levels respectively for each staff type in 1994-95 and 2008-09 for the state of Idaho.

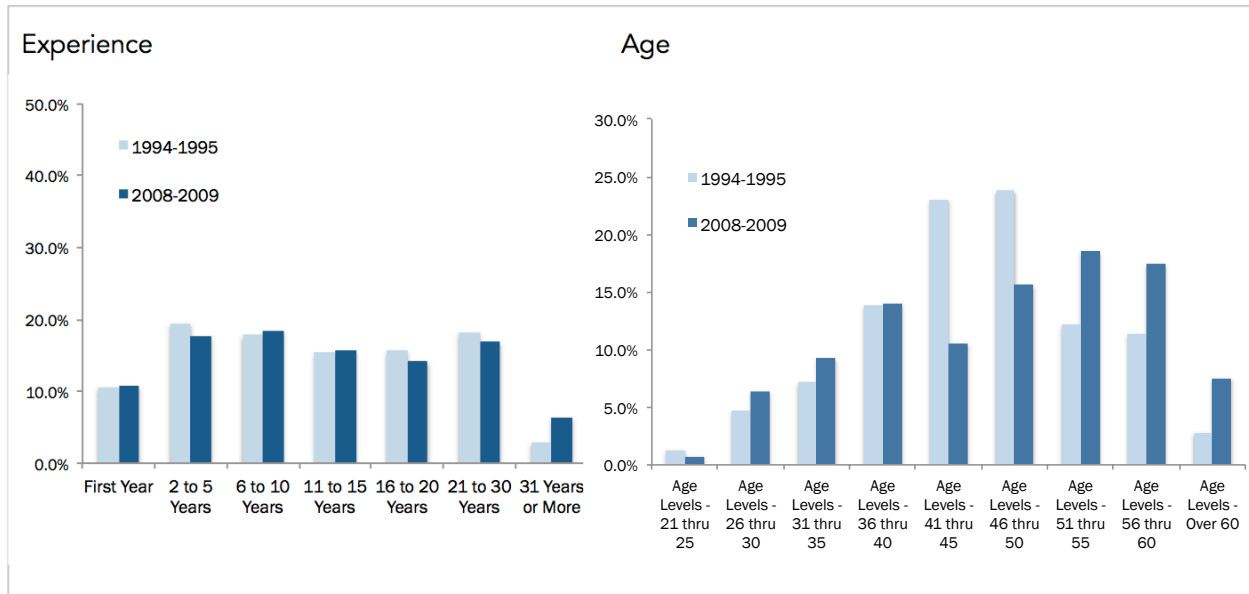
Table 7.1 Share of Staff by Staff Type and Experience Level and Age in Idaho 1994 and 2009

EXPERIENCE LEVEL	INSTRUCTIONAL SERV.		SCHOOL ADMIN.		DISTRICT ADMIN.	
	1994-1995	2008-2009	1994-1995	2008-2009	1994-1995	2008-2009
FIRST YEAR	10.6%	10.7%	0.3%	0.1%	1.0%	0.4%
2 TO 5 YEARS	19.5%	17.8%	1.1%	2.0%	2.4%	2.9%
6 TO 10 YEARS	17.8%	18.3%	7.4%	14.7%	6.1%	11.2%
11 TO 15 YEARS	15.3%	15.7%	15.2%	23.0%	10.1%	14.1%
16 TO 20 YEARS	15.6%	14.1%	24.3%	18.7%	17.5%	14.0%
21 TO 30 YEARS	18.2%	16.9%	42.3%	27.1%	43.8%	32.2%
31 YEARS OR MORE	2.9%	6.4%	9.3%	14.2%	19.1%	25.2%
TOTAL	100%	100%	100%	100%	100%	100%

AGE LEVEL	INSTRUCTIONAL SERV.		SCHOOL ADMIN.		DISTRICT ADMIN.	
	1994-1995	2008-2009	1994-1995	2008-2009	1994-1995	2008-2009
Age Levels - 21 thru 25	1.3%	0.7%	0.0%	0.0%	0.0%	0.0%
Age Levels - 26 thru 30	4.7%	6.4%	1.0%	1.7%	0.5%	1.7%
Age Levels - 31 thru 35	7.2%	9.3%	4.3%	9.0%	2.5%	4.4%
Age Levels - 36 thru 40	13.8%	14.0%	9.8%	19.2%	6.9%	9.5%
Age Levels - 41 thru 45	23.0%	10.6%	25.7%	15.5%	19.7%	11.0%
Age Levels - 46 thru 50	23.8%	15.6%	26.7%	15.6%	24.1%	12.5%
Age Levels - 51 thru 55	12.2%	18.5%	19.7%	19.0%	25.8%	26.8%
Age Levels - 56 thru 60	11.4%	17.4%	10.9%	14.4%	13.9%	23.1%
Age Levels - Over 60	2.8%	7.5%	2.0%	5.6%	6.5%	10.9%
TOTAL	100%	100%	100%	100%	100%	100%

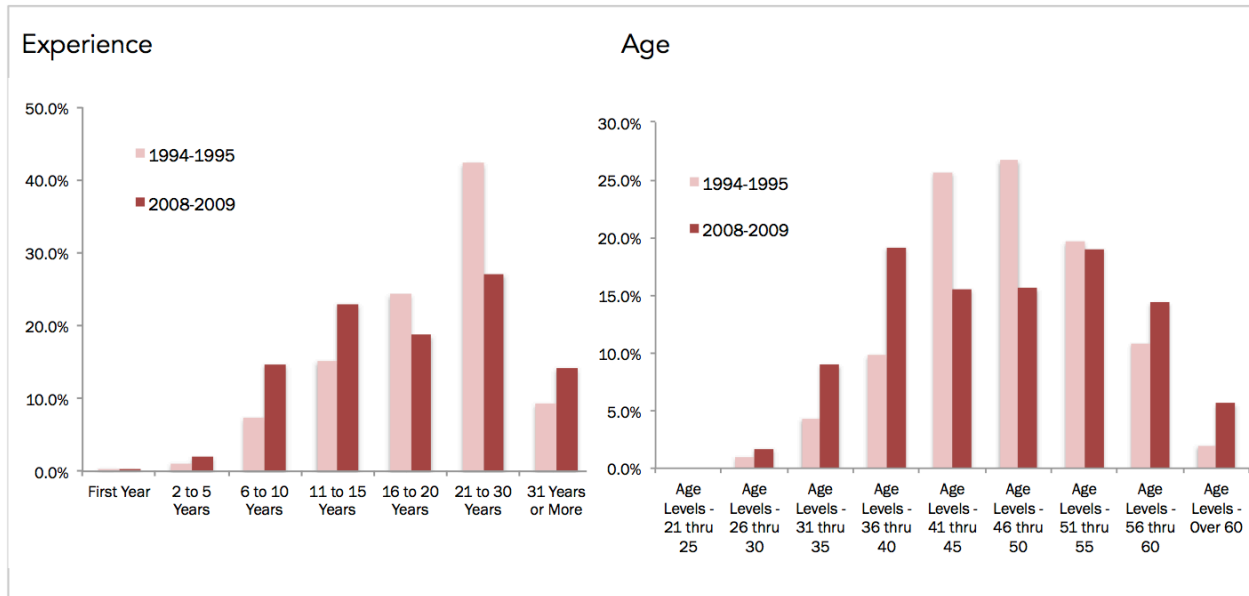
Source: ECONorthwest, data from ISDE

Figure 7.3 Instructional Services Staff Experience and Age



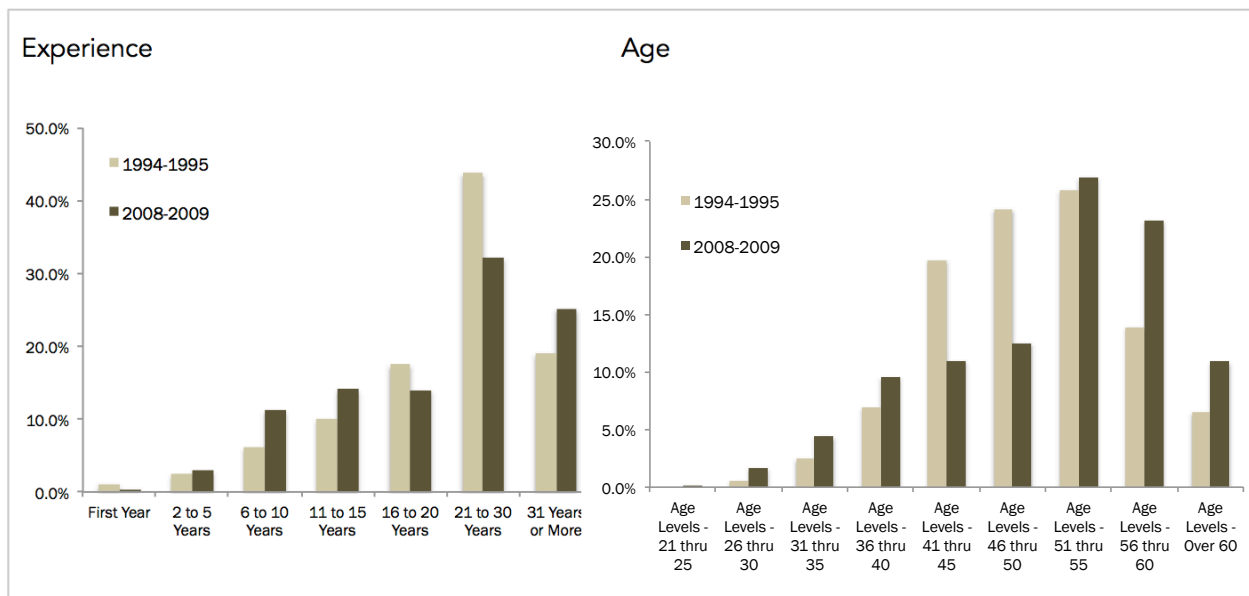
Source: ECONorthwest, data from ISDE

Figure 7.4 School Administration Staff Experience and Age



Source: ECONorthwest, data from ISDE

Figure 7.5 District Administration Staff Experience and Age

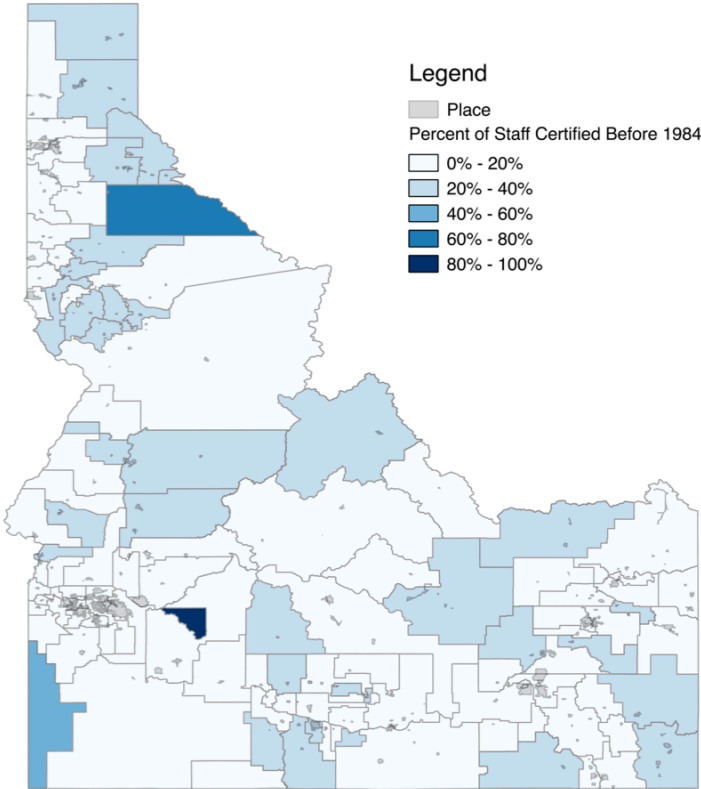


Source: ECONorthwest, data from ISDE

But in particular the age distribution of instructional service staff has shifted noticeably toward more staff in the 51 years or older categories. The same labor market maturation is true of district administrators as well. It is these groups of staff that are poised to voluntarily leave the labor market over the coming years.

To better understand the specific markets within Idaho that might see staff turnover during the next few years the share of certified staff in each district that were first certified during or before 1984 is displayed in Figure 7.6 below.

Figure 7.6 Share of Certified Staff First Certified in 1984 or Before



Source: ECONorthwest, data from ISDE

8 Expenditures

8.1 Background

Charter schools in Idaho receive funding directly from the state Education Support Program. The apportionment methods are well described on the ISDE web page.

<http://www.sde.idaho.gov/site/superintendentMeeting/Pres/Public%20School%20Finance%20Overview/Funding%20Formula%20FY12,%20Tim%20Hill.pdf>

State funds are distributed to schools according to statute (Title 33, Chapter 10, Idaho Code). The bulk of funding is calculated on a Support Unit basis briefly described below, but other distributions such as transportation, bond levy equalization support and a variety of other programs are distributed according to specific statute and rules.

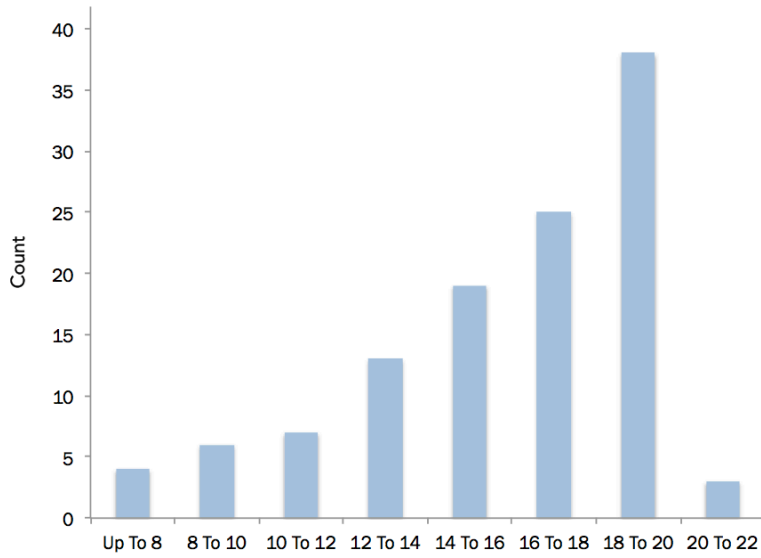
The primary factors in the apportionment formula are Average Daily Attendance (ADA), and an Experience and Education Multiplier. ADA is converted into Support Units in a manner that takes the overall size of the School District or Charter School into consideration. Support Units are funded with a statewide average allocation that is determined by staff allowances and then adjusted for each district using the Experience and Education Multiplier.

According to the ISDE a school district's or charter school's Salary Apportionment is basically: **Support Units x Staff Allowance Ratio x Index (except Classified) x Base Salary.**

In summary, the state allocation per ADA received by a school district or charter school is generally based on 1) size of the district or school program in terms of ADA, 2) the mix of students and grade levels served, and 3) the level of experience of current program staff.

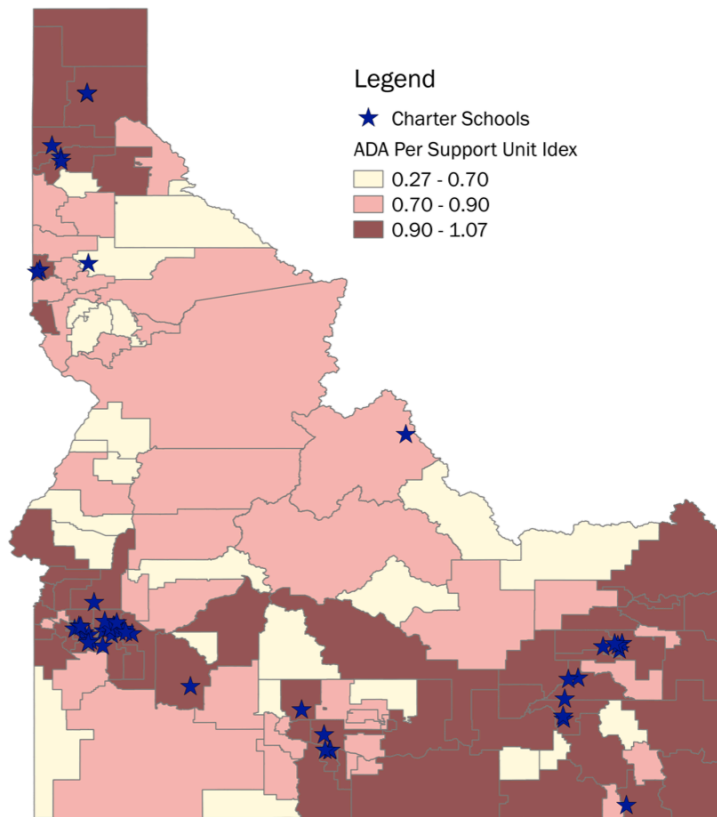
The topic of Support Units bears some additional review. Support Units are the unit of funding for much of the state support for public schools and reflect a districts mix of students by grade and size of the district. Smaller districts require fewer students per support unit. The 2011-12 distribution of students (ADA) per Support Unit for Idaho districts is displayed in Figure 8.1. The statewide ADA per Support Unit for this period was 18.8. Comparing the district specific ratios of ADA to Support Units with the statewide average we can produce an index. A district with an ADA per Support Unit Index of .5 will have half as many students per funding Support Unit as the statewide average; an index of 1.0 will be on par with the state average. The index of ADA per Support Unit for each district is displayed in the map in Figure 8.2.

Figure 8.1 School District ADA Per Support Unit



Source: ECONorthwest, data from ISDE

Figure 8.2 School District ADA Per Support Unit (Indexed to Statewide Value)

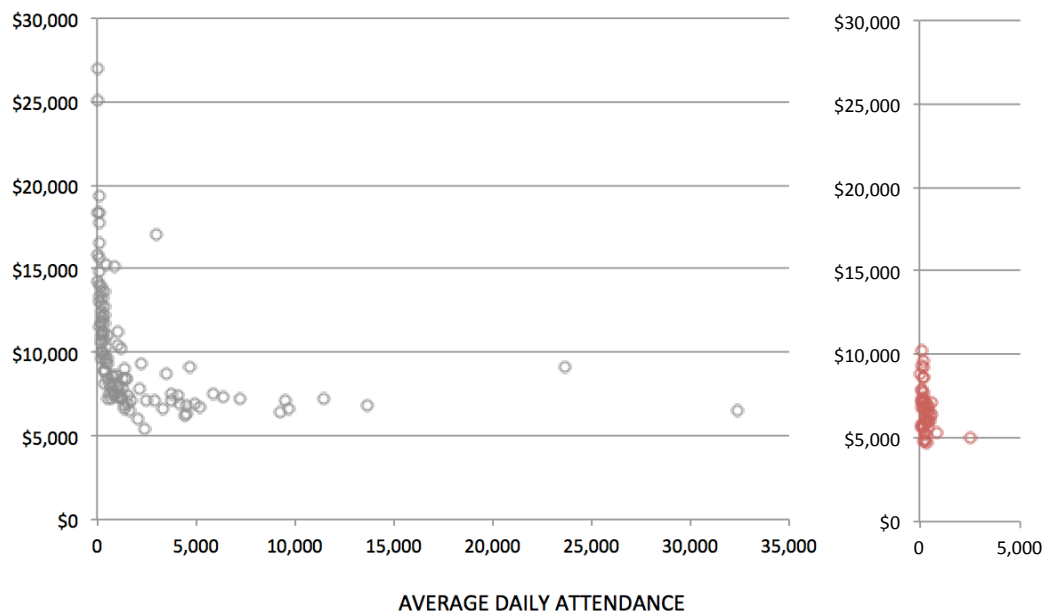


Source: ECONorthwest, data from ISDE

8.2 Current Expenditures

School and district expenditures, especially current expenditures, will track closely with state direct allocations. As a result of the allocation formula discussed above, higher expenditures on a per ADA basis will be associated with smaller districts and school programs. This can be seen clearly in Figure 8.3 below. Figure 8.3 shows district and charter school size (ADA) versus current expenditures per student (ADA). The values used are averaged over a 5-year period between 2007-08 and 2011-12 in order to minimize any single year outliers in the data. The figure demonstrates a clear relationship between program size and expenditures per student. The plot has separated charter schools from districts in order to see if the relationship holds in spite of some differences in how charter schools are funded and the potentially different mix of students and staff in charter programs. While the basic relationship between size and expenditures applies to charter schools as well there are notable differences. Charter schools of all sizes appear to have lower per student current expenditures. The reason for this pattern will be a combination of a different mix of students and staff, limited or no access to locally generated operating funds, and fewer mandated expenditures such as transportation.

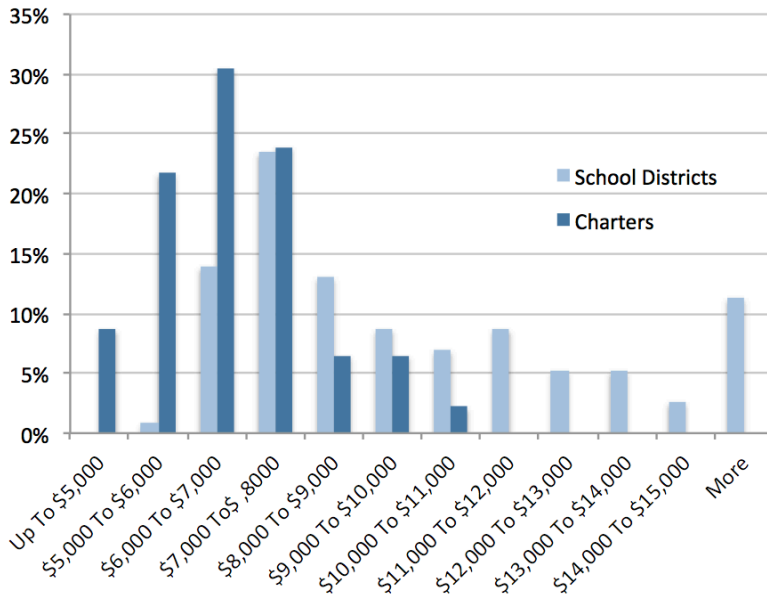
Figure 8.3 ADA Versus Current Expenditures/ADA for Districts (Gray) and Charter Schools (Red)



Source: ECONorthwest, data from ISDE

Figure 8.4 displays a detailed distribution of current expenditures per ADA for both Idaho districts and charter schools. Again the differences in per student expenditure levels are evident. As noted earlier, districts may have mandated costs that charter schools do not face and the mix of students by grade level and category of service will be different across programs. These factors are not controlled for in this overview of school expenditures.

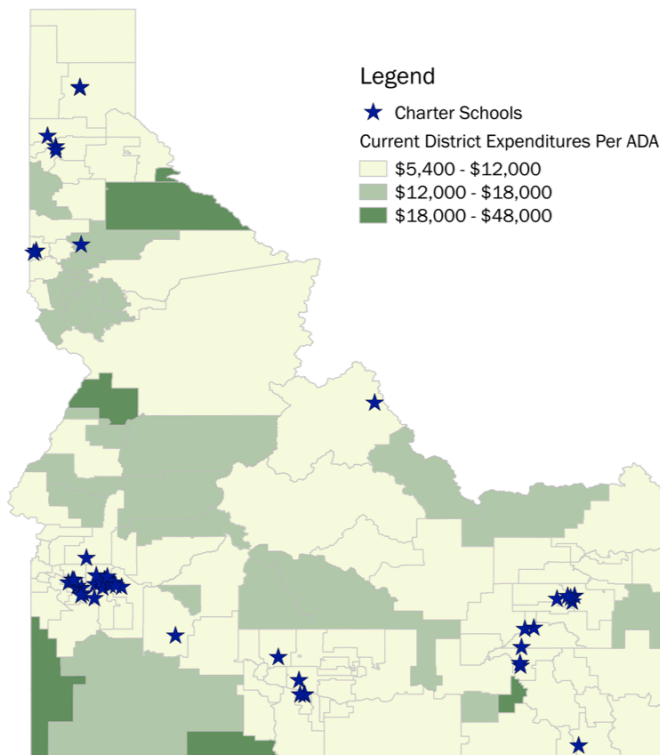
Figure 8.4 Distribution of Districts and Charter Schools by Current Expenditures/ADA



Source: ECONorthwest, data from ISDE

Current expenditures on a per ADA basis are displayed in Figure 8.5 below. Charter school locations are included in the map for reference.

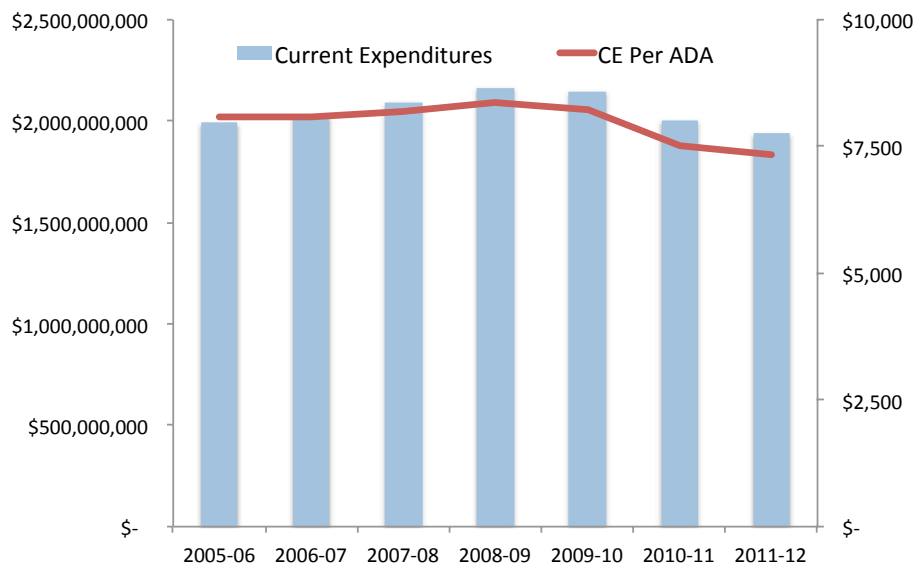
Figure 8.5 Current Expenditures per ADA by School District



Source: ECONorthwest, data from ISDE

Current expenditures for districts across the state are down in recent years both in terms of total expenditures and on a per student (ADA) basis. This can be seen in Figure 8.6 below. Figure 8.6 displays total current expenditures for all districts as well as current expenditures per ADA since 2005-06. These values have been adjusted for inflation to 2012 dollars. The peak spending per ADA was in 2008-09 and has dropped each year since the peak. This trend in district expenditures is likely a result of challenging economic conditions as well as changes in state funding for public education.

Figure 8.6 Current Expenditures Statewide (Inflation Adjusted to 2012 \$\$)

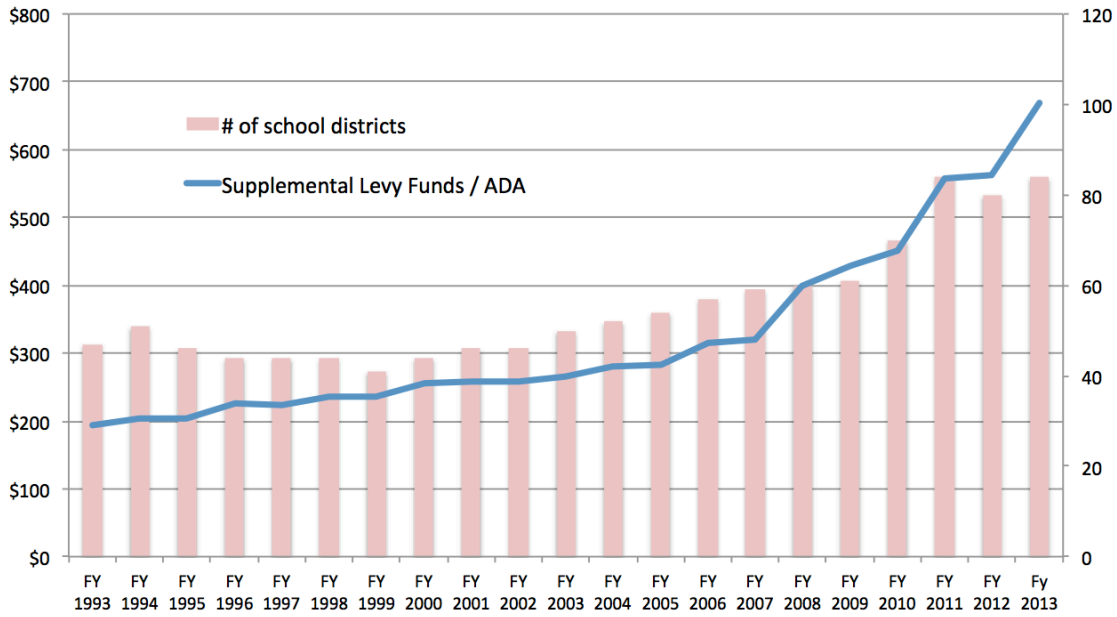


Source: ECONorthwest, data from ISDE

8.3 Changes in School Funding

In 2006 the state of Idaho raised Idaho’s sales tax one percentage point and eliminated the M&O property tax levy that was used in the state’s funding formula for public education. Soon after this state action school districts began increasing their reliance on supplemental levies to fund school operations. This trend can be seen in Figure 8.7. In 2006 the value of supplemental levy funds per ADA was just over \$300 statewide, by 2013 that value had risen to nearly \$700.

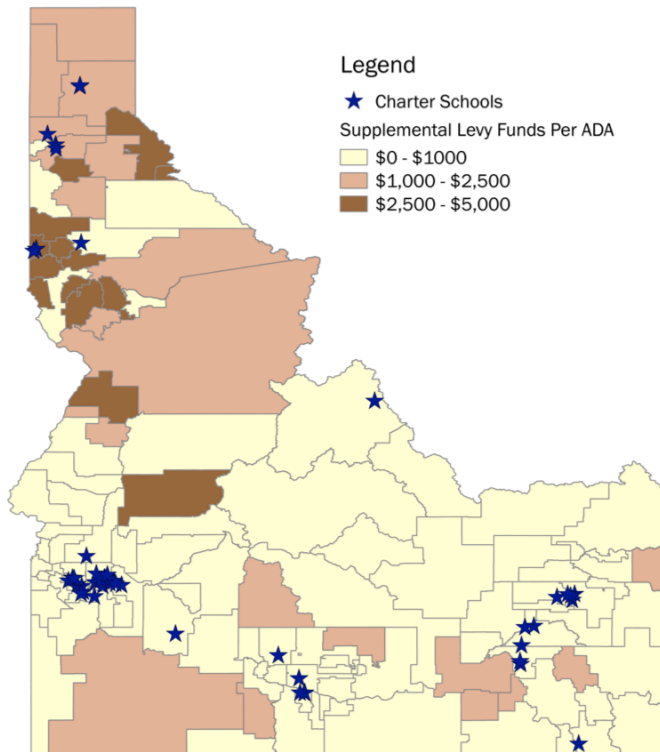
Figure 8.7 School District Use of Supplemental Levy Funds



Source: ECONorthwest, data from ISDE

Figure 8.8 is a map displaying the value of the supplemental levy funds per ADA for each district in 2012-13 along with charter school locations for reference.

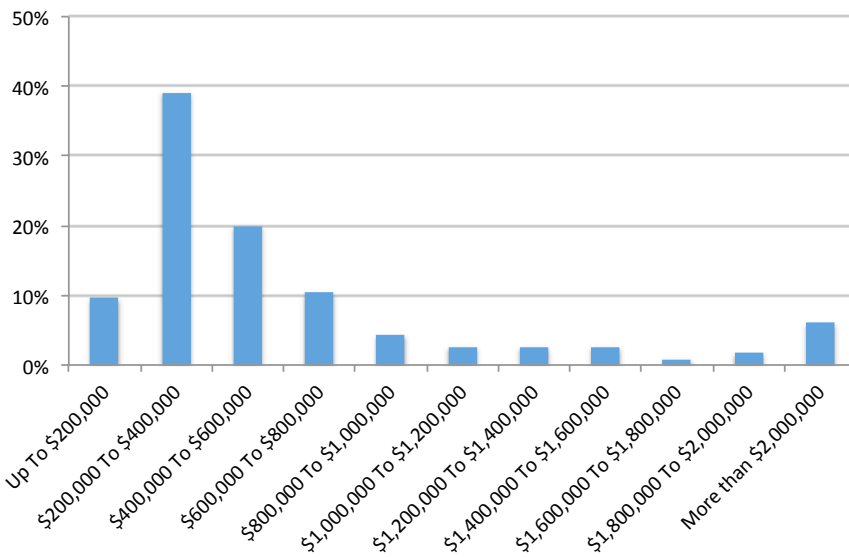
Figure 8.8 School District Supplemental Levy Funds Per ADA in 2012-13



Source: ECONorthwest, data from ISDE

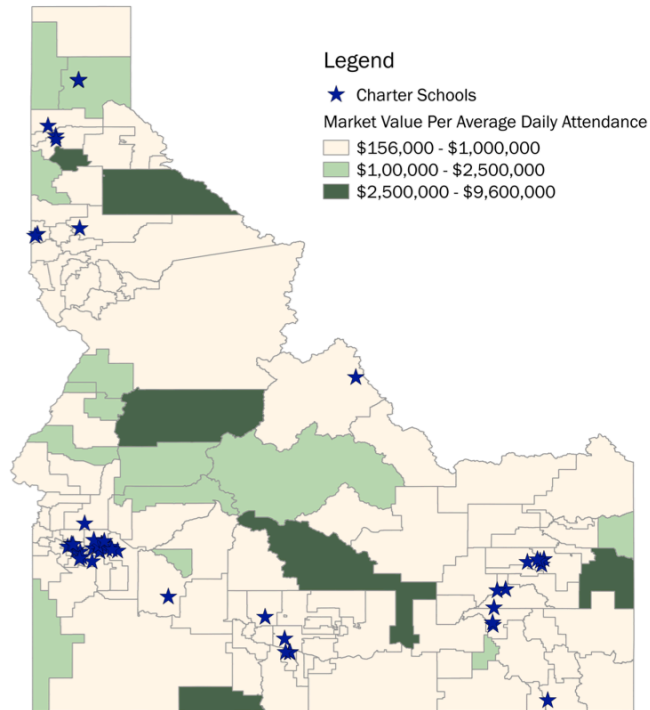
The capacity for supplemental levy funding is dependent upon the market value of property within the district boundaries. The degree to which this market value can be put to work to fund educational services is dependent upon many factors including the number of students enrolled in district schools. As a result understanding the market value per student (based on average daily attendance) is a useful exercise. The following figures examine this topic in some detail. Figure 8.9 displays the distribution of school districts by market value per ADA for 2011-12. The majority of districts have market values per ADA of less than \$1,000,000, but there is a fairly long upper tail to the distribution. Some of the districts with higher market values per ADA will have a low number of students enrolled in district schools. Figure 8.10 displays this information in map form, and Figure 8.11 displays a map of the change in market value per ADA over the period 2007-08 to 2011-12.

Figure 8.9 Distribution of School District Market Value per Average Daily Attendance



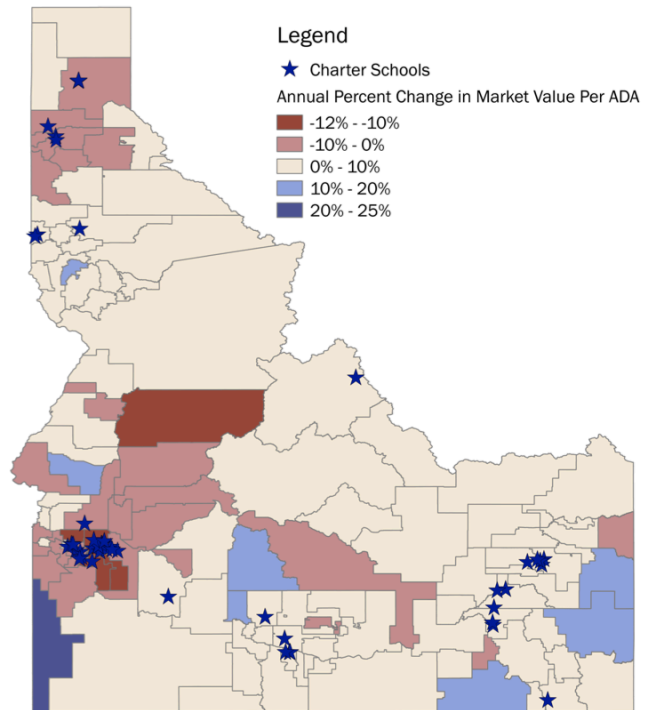
Source: ECONorthwest, data from ISDE

Figure 8.10 School District Market Value Per Average Daily Attendance



Source: ECONorthwest, data from ISDE

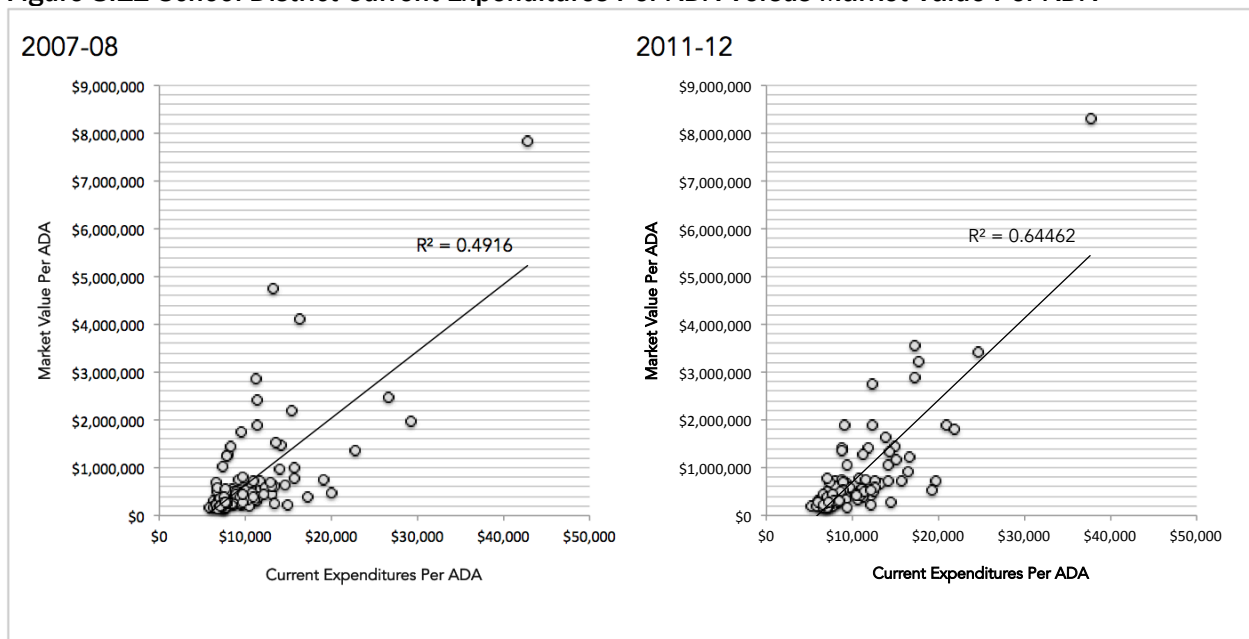
Figure 8.11 School District Annual Percent Change in Market Value Per ADA



Source: ECONorthwest, data from ISDE

The increased reliance on supplemental levy funds for many districts has had an effect on the relationship between current expenditures and market value on a student adjusted basis. By plotting current expenditures per student (ADA) against market value per student (ADA) over time it is possible to observe this changing relationship. On one extreme if the state supplied all funds for current expenditures on a fixed per student basis (an approach that would ignore the divergent needs of specific students and districts) we would see very little relationship between the value of taxable property per student and current expenditures per student. On the other extreme if all current expenditures were funded through local levies with a fixed tax rate we would see a very tight relationship between the value of taxable property per student and current expenditures per student. Figure 8.12 below displays this relationship in 2007-08 and again in 2011-12. The fit of the relationship (R squared) is measured as the share of the variation of one value (e.g. current expenditures per ADA) is explained by the other variable (e.g. market value per ADA). In 2007-08 the R squared was 0.49 and by 2011-12 it had increased to 0.64 indicating a closer relationship between market value and current expenditures on a per student basis.

Figure 8.12 School District Current Expenditures Per ADA Versus Market Value Per ADA

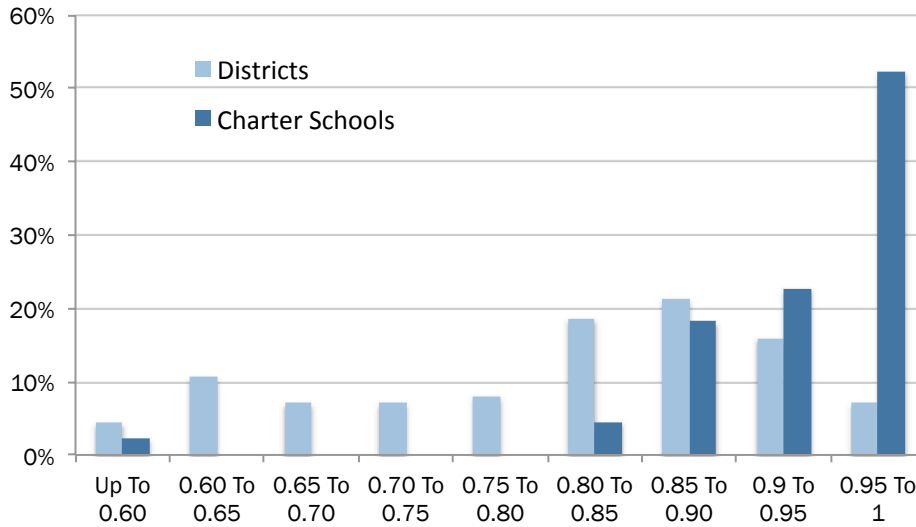


Source: ECONorthwest, data from ISDE

While there is a great diversity of districts in Idaho with a fairly wide distribution of per student levels of expenditure, this is less true of the state’s charter schools (see Figure 8.4). In 2011-12 all the state’s charter schools spent less in current expenditures per ADA than \$11,000. In this same time period 35 percent of the districts (many of them quite small in terms of student enrollment) spent more than \$11,000 per ADA in current expenditures. In part this is explained by the heavy reliance upon the state funding distributions for charter school operations. Figure 8.13 displays the distribution of districts and charters based on the share of total revenues that support maintenance and operations that comes from state sources. Over three-quarters of

charter schools get 90 percent or more of M&O funding from state sources (mean = 94 percent) while three-quarters of districts get less than 90 percent of M&O funding from state sources (mean = 80 percent).

Figure 8.13 State Revenues as a Share of Total M&O Revenues in 2011-02



Source: ECONorthwest, data from ISDE

9 Conclusions and Implications

A changing demographic of the school-age population in Idaho will have far reaching implications for public schools throughout the state. Many rural districts will continue see a decline in school-age populations while a few urban districts will see population increases over the next 5 years. The student base in Idaho in 2019 will be more racially diverse, be increasingly Hispanic and more students will come from households with low incomes. How well are Idaho's districts and schools prepared for this changing population?

Declining enrollment in some small districts has presented challenges in terms of maintaining the viability of local community schooling. Growing enrollment in larger urban districts has led to financial stress, given the specifics of how state funding is allocated to districts. Within this setting new charter schools have continued to open and existing charter schools have seen rapid enrollment gains. Many charter programs have extensive waiting lists of students waiting to get a seat. This growth comes in spite of a fairly inhospitable funding environment for charter school programs. But after nearly 15 years, the charter schools in Idaho in total still don't serve as diverse a demographic as their counterparts in traditional district operated schools, and test scores are just on par with the state average. Are these results good enough to help lead the way to better school options for Idaho's families?

In part the composition of charter school students are a result of poor fiscal incentives to expand programs or tailor programs to a more diverse set of student needs. Idaho's state funding for public schools is inadequately structured to serve today's student population and will be increasingly ill suited to address the challenges presented by a changing student demographic. Funding formulae are designed to safeguard the financial integrity of small and diminishing districts (a worthy goal), but at the expense of adequately funding larger districts where demands are greatest. While these funding rules clearly place charter schools at a funding disadvantage with respect to traditional district run schools, it appears that the funding rules have even wider implications for educational services in Idaho. Current rules reward districts for a more experienced staff profile independent of whether staff experience is organized to meet specific educational outcomes. And a decline in the amount and share of state funding per student has led to an increased reliance on local levy funds for basic school operations. The result is that expenditures per student are now more closely tied to local wealth conditions (property market value) than has been true in the past. And charter schools, which have no access to local levies, are at an increasing disadvantage in terms of financial supports. Securing facility funding for charter schools and adequate operating funds from state and other sources will be critical to the long-term viability of the charter school programs. But it is also likely that the current state funding structures are not well aligned with the coming demands of an increasingly urban, more diverse and poorer student population. Many of the service delivery challenges that will be faced in coming years by charter schools and school districts alike could be better addressed with state funding formulae that fund students and student needs rather than the current approach of funding staffing levels and staff experience.

Charter schools can play an important role in providing educational options for Idaho's families. The flexibility provided to charter schools means that they are a tool for addressing some of the challenges presented by changing demographics, the mobility and volatility of the school-age population, and state and local fiscal constraints. But to realize this opportunity charter school operators and authorizers will need to focus their efforts on improving performance, diversifying their program offerings, coordinating with other providers and with districts to offer services and to lower costs. Charter schools, both in Idaho and nationally, have a track record of these types of innovations.

In order for charter schools to continue to make advances in providing quality school choices to Idaho's families the areas of strategic focus outlined in this report's forward will need to be addressed by charter school providers, authorizers and state policymakers.

J.A. AND KATHRYN
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