

# Boise State University

## 2025 CAEP Accountability Measures

Reporting on data from the 2023-2024 Academic Year

### Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Initial Programs)

#### Ability of initial program completers to be hired

The data below shows the preparation of initial completers by distinct subject-areas and the resulting placements in education positions for which they have been prepared.

#### Initial Completers by Title II Subject Area (Traditional & Alternative reports combined)

In Table 1, initial program completers are shown by how they were prepared in their Title II-defined subject area for both traditional and alternative report cards. These subject areas are aligned with Idaho's endorsement language in [State Board of Education Policy](#) to best identify the number of completers by Idaho licensure areas. In some instances, completers earn more than one endorsement so the total count may exceed the completer totals.

**Table 1**

Title II Subject Area	Idaho Endorsement	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Special Education	Blended Early Childhood/Early Childhood Special Education Pre-K Through Grade Six Or Blended Early Childhood Education/Early Childhood Special Education Birth Through Grade Three Or Early Childhood Special Education (Pre-K-3) Or Exceptional Child Generalist (K-8, 6-12, Or K-12)	26	31	42	42	26	27
Early Childhood Education	Blended Early Childhood/Early Childhood Special Education Pre-K Through Grade Six Or Blended Early Childhood Education/Early Childhood Special Education Birth Through Grade Three Or 1. Early Childhood Special Education (Pre-K-3)	12	14	11	17	9	3
Elementary Education	All Subjects (K-8) Elementary Endorsement	81	102	91	113	104	129

<b>Title II Subject Area</b>	<b>Idaho Endorsement</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>	<b>2023- 2024</b>
Junior High/ Intermediate/ Middle School Education	Any Completer Who Was Additionally Prepared With A Middle School Endorsement (5-9)	22	27	24	33	36	42
Secondary Education	Any Completer Who Was Prepared To Teach A 6-12 Secondary Endorsement Area	58	42	87	67	70	67
Art	Visual Arts (5-9, 6-12, Or K-12)	10	1	10	8	6	9
Biology	Biological Science (5-9 Or 6-12) Or Natural Science (5-9 Or 6-12)	5	3	12	7	10	7
Chemistry	Chemistry (5-9 Or 6-12) Or Physical Science (5-9 Or 6-12) Or Natural Science (6-12)	2	1	1	2	2	0
Computer Science	Computer Science (5-9 or 6-12)	0	0	1	0	1	1
Drama and Dance	Theater Arts (5-9 Or 6-12) Or Humanities (5-9 Or 6-12)	1	0	5	1	2	3
Earth Science	Earth And Space Science (5-9 Or 6-12) Or Geology (5-9 Or 6-12) Or Natural Science (6-12)	0	3	2	1	3	1
English as a Second Language	English As A New Language (Enl) (K-12)	9	7	11	7	10	15
English/Lang uage Arts	English (5-9 Or 6-12)	16	14	36	30	25	25
Foreign Language	Humanities (5-9 or 6-12); World Language	1	3	1	6	6	2
Health	Health (5-9, 6-12, Or K-12)	2	1	10	7	15	20
History	History (5-9 Or 6-12) Or Social Studies (5-9 Or 6-12)	20	11	1	12	13	18
Mathematics	Mathematics - Basic And/Or Standard (5-9 Or 6-12)	32	30	22	40	32	29
Music	Music (5-9 Or 6-12 Or K-12)	12	10	9	12	9	5

<b>Title II Subject Area</b>	<b>Idaho Endorsement</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>	<b>2023- 2024</b>
Physical Education and Coaching	Physical Education (PE) (5-9 Or 6-12 Or K-12)	12	8	9	8	11	13
Physics	Physics (6-12) Or Physical Science (5-9 Or 6-12) Or Natural Science (6-12)	2	2	0	0	3	0
Reading Literacy (K-12)	Literacy (K-12)	28	43	37	51	41	57
Science Teacher Education/ General Science	Natural Science (5-9 Or 6-12)	1	0	1	2	1	6
Social Science	Sociology (5-9 Or 6-12) Or Sociology/Anthr	3	4	8	0	2	4
Social Studies	Social Studies (5-9 Or 6-12) Or Economics (6-12) Or American Government /Political Science (6-12)	9	4	8	10	9	4

## Placement Rates: Initial Certification

The placement analysis in Table 2 features the count and percentage of initial certification completers who did and did not choose to go into teaching.

The "placement rate" is calculated by dividing the number of completers who are teaching by the number of completers who completed certification. We feel that it is important to note that some completers who earned certification did not go on to work in a K-12 school; rather, they may have chosen to remain in education but enter a graduate degree program, chose to work in a setting outside of a traditional K-12 school (such as a daycare or afterschool program), or it was not possible to locate any information; these are still included in the denominator of the placement rate calculation.

In addition, while in-state placement data is more readily available through state systems, out-of-state teaching placements are more difficult to verify. Completers may self-report their intention to teach outside Idaho or their pursuit of out-of-state certification, but reliable follow-up data is limited, and we believe the actual number of out-of-state placements is likely underreported.

**Table 2**

<b>Placement Rate</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Grand total of completers <i>number of students who completed a teacher preparation program for initial certification</i>	200	180	231	229	210	216
Count of completers who chose to certify after program completion	183	162	218	214	191	198
Certification rate (count of completers who chose to certify/grand total)	92% (183/200)	90% (162/180)	94% (218/231)	93% (214/229)	90% (191/210)	92% (198/216)
Placement rate excluding those choosing not to certify from grand total (placement count/grand total minus not certified)	80% (148/183)	79% (128/162)	86% (187/218)	82% (175/214)	90% (172/191)	70% (138/198)

### Rates of Placement Areas

Of those completers who chose to go into teaching, the placement analysis in Table 3 includes the count and percentage of completers who are teaching in and outside of Idaho.

While in-state placement data is more readily available through state systems, out-of-state teaching placements are more difficult to verify. Completers may self-report their intention to teach outside Idaho or their pursuit of out-of-state certification, but reliable follow-up data is limited, and we believe the actual number of out-of-state placements is likely underreported.

**Table 3**

Placement Areas	2018-2019 n=148	2019-2020 n=128	2020-2021 n=187	2021-2022 n=175	2022-2023 n=172	2023-2024 n=134
<b>Idaho</b>	92% (136)	95% (121)	84% (158)	92% (161)	82% (141)	93% (125)
<b>Out of state</b>	5% (8)	5% (7)	16% (29)	8% (13)	17% (29)	7% (9)
<b>Outside US</b>	3% (4)	--	--	0% (1)	0% (1)	1% 2

### Rates of Placement In Idaho by Region

Of those completers who chose to go into teaching, the placement analysis in Table 4 includes the count and percentage of completers who are teaching in Idaho by school type and region. [Click here to see a list of all six Idaho regions.](#)

**Table 4**

Idaho Placement	2018-2019 n=148	2019-2020 n=121	2020-2021 n=158	2021-2022 n=161	2022-2023 n=142	2023-2024 n=125
<b>Charter</b>	7% (10)	13% (16)	8% (12)	15% (24)	14% (20)	10% (13)
<b>Private</b>	--	2% (2)	5% (8)	3% (5)	2% (4)	--
<b>Region 1</b>	2% (3)	2% (2)	1% (2)	2% (3)	--	1% (1)
<b>Region 2</b>	1% (1)	--	-	--	1% (1)	1% (1)
<b>Region 3</b>	86% (128)	79% (96)	80% (127)	98% (158)	94% (134)	96% (120)
<b>Region 4</b>	3% (5)	3% (4)	3% (4)	--	1% (2)	1% (2)
<b>Region 5</b>	1% (1)	1% (1)	1% (2)	--	1% (1)	--
<b>Region 6</b>	1% (2)	--	1% (1)	--	2% (3)	1% (1)

## Rates of Placement in Idaho School Districts within Region 3 (Boise State's location)

The placement analysis in Table 5 includes the count and percentage of completers who are teaching in Idaho's Region 3 by school district. This is where the EPP is located and where the highest percentage of completers are hired after earning certification. [Click here to see a list of Idaho's school districts.](#)

**Table 5**

District	2018-2019 n=128	2019-2020 n=96	2020-2021 n=127	2021-2022 n=158	2022-2023 n=134	2023- 2024 n=120
<b>001-Boise</b>	20% (26)	32% (31)	26% (33)	36% (58)	28% (37)	26% (31)
<b>002-West Ada</b>	26% (33)	31% (30)	34% (43)	34% (54)	41% (55)	35% (42)
<b>003-Kuna</b>	9% (12)	3% (3)	6% (8)	2% (3)	--	3% (3)
<b>011-Meadows Valley</b>	--	--	--	--	1% (2)	--
<b>071-Garden Valley</b>	--	--	--	--	1% (1)	--
<b>072-Basin</b>	--	1% (1)	--	--	--	1% (2)
<b>131-Nampa</b>	12% (5)	10% (10)	9% (11)	9% (15)	14% (19)	10% (12)
<b>132-Caldwell</b>	5% (7)	1% (1)	5% (6)	3% (5)	3% (4)	9% (11)
<b>133-Wilder</b>	1% (1)	--	--	--	--	1% (1)
<b>134-Middleton</b>	4% (5)	1% (1)	2% (2)	2% (3)	3% (4)	1% (2)
<b>135-Notus</b>	1% (1)	--	--	--	--	--
<b>136-Melba</b>	--	--	--	--	1% (1)	--
<b>137-Parma</b>	1% (1)	--	--	--	--	1% (2)
<b>139-Vallivue</b>	4% (5)	6% (6)	8% (8)	6% (10)	7% (10)	7% (8)
<b>193-Mountain Home</b>	1% (1)	7% (7)	6% (7)	2% (3)	--	1% (2)
<b>221-Emmett</b>	2% (3)	1% (1)	2% (3)	3% (6)	1% (1)	--
<b>363-Marsing</b>	--	1% (1)	--	--	--	(1% (1)
<b>365-Bruneau-Grand View</b>	1% (2)	--	1% (1)	--	--	1% (1)

District	2018-2019 n=128	2019-2020 n=96	2020-2021 n=127	2021-2022 n=158	2022-2023 n=134	2023- 2024 n=120
<b>370-Homedale</b>	--	--	2% (2)	--	--	--
<b>371-Payette</b>	--	--	--	--	--	--
<b>373-Fruitland</b>	1% (1)	--	--	1% (1)	--	1% (1)
<b>421-McCall-Donnelly</b>	--	--	--	--	--	--
<b>422-Cascade</b>	--	2% (2)	--	--	--	--
<b>431-Weiser</b>	--	--	1% (1)	--	--	--
<b>New Plymouth</b>						1% (1)

## Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Advanced Programs)

### Ability of advanced program completers to be hired

All Advanced Program candidates hold a current certification and are pursuing further licensure in the areas of K-12 administrator. Therefore, completers are likely already in a K-12 school placement and may be serving as a teacher-leader in a capacity that does not necessarily require an additional endorsement or license.

### Certification & Placement Rates: Advanced Programs

As Advanced Programs began aligning their data tracking, completer placement data was collected in a standardized manner in Fall 2022. This will continue to be collected so that longitudinal data can be provided in future reports. Tables 6 and 7, below, disaggregate completers by certifications and placements for our school principal and superintendent preparation programs.

Note: After the 2022-2023 academic year, the Online Teacher and K-12 Literacy programs were removed from advanced programs data collection, as they no longer met the CAEP criteria for an advanced program.

**Table 6**

<b>Certification &amp; Placement Rates: <i>Educational Leadership Program (School Principal)</i></b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Grand total of completers	36	19	41
Count of completers who chose to certify in advanced program area	15 (42%)	5 (25%)	9 (22%)
Currently in a classroom teaching position	10	9	23
Currently in an school administrator position	5	1	4

**Table 7**

<b>Certification &amp; Placement Rates: <i>Executive Educational Leadership Program (Superintendent)</i></b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Grand total of completers	8	14	13
Count of completers who chose to certify in advanced program area	7 (88%)	14 (100%)	9 (69%)
Currently in a classroom teaching position	0	3	4
Currently in an school administrator position	7	8	6