

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 18, 2013

SUBJECT

Idaho State Board of Education 2014-2018 Strategic Plan

REFERENCE

April 2010	Board postponed strategic plan approval to June 2010 meeting
June 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2010	Board approved 2011-2015 State Board of Education Strategic Plan
December 2011	Board approved 2012-2016 State Board of Education Strategic Plan
December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system. The strategic plan is used to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

According to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December. The institutions and agencies then use the Board's approved strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

At the October 2013 Regular Board meeting, the Board had an opportunity to review performance measures and discuss potential changes in performance measures and benchmarks for the December 2013 approval of the updated strategic plan. During the October Board meeting, Board members had requested some amendments to the performance measures contained with the Board's strategic plan. Those changes have been incorporated into the attached document.

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The Complete Idaho College plan are statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% of Idahoans hold a degree or certificate by 2020 measure.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for approval in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2014–2018 Idaho State Board Education Strategic Plan Page 3
Attachment 2 – Performance Measure Report Page 8

STAFF COMMENTS AND RECOMMENDATIONS

There have been minor wording changes to the performance measures to further define the data being collected, in addition to the changes requested by Board members at the October 2013 Board meeting.

In addition to the broader statewide strategic plan for Education, the Higher Education Research Council (HERC) has developed a Higher Education Research Strategic Plan. The current chair of HERC will update the Board on the progress the council has made. Additionally, staff has been working with a group of stakeholders to develop a statewide plan for Science, Technology, Engineering, and Math (STEM) education. The STEM strategic plan will be presented to the Board for approval as part of the regular meeting agenda. These two more specific plans allow for more detail in their respective emphasis areas and will be in alignment with the Board's broader statewide K-20 education strategic plan.

The work session will provide the Board with an opportunity to review and amend the strategic plan goals, objectives, performance measures, and/or benchmarks. Staff will be prepared to walk the Board through the various parts of the plan, as well as provide additional information on potential performance measure changes. Staff has proposed initial amendments based on direction from the Board during the performance measure report at the October Board meeting. Should the Board have no additional amendments, the plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2014-2018 Idaho State Board of Education Strategic Plan as submitted and to authorize the Executive Director to finalize performance measures and benchmarks as necessary.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO STATE BOARD OF EDUCATION
2014-2018
Strategic Plan
An Idaho Education: High Potential – High Achievement



VISION

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	

*Have separate, locally elected oversight boards

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Performance Measures:

- Annual number of state funded scholarships awarded and total dollar amount.
Benchmark: 20,000, \$16M
- Amount of need-based aid per student.
Benchmark: undergraduate FTE WICHE Average
- Postsecondary student enrollment by race/ethnicity/gender as compared against population.
Benchmark: 85,000 students for White & White, non-Hispanic; 30,000 students for all other race/ethnicities.
- Percentage of Idaho graduates (secondary) meeting placement test college readiness benchmarks.
Benchmark: SAT – 60% by 2017
ACT – 60% by 2017

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Performance Measures:

- Percent of high school students enrolled and number of credits earned in Dual Credit (tied to HS enrollment, based on trend):
 - Dual credit
Benchmark: 25% students per year
Benchmark: 75,000 credits per year
 - Tech prep
Benchmark: 27% students per year enrolled.
- Percent of high school students taking Advanced Placement (AP) exams and number of exams taken each year.
Benchmark: 10% students per year
Benchmark: 10,000 exams taken per year
- High School Graduation rate as defined in the Accountability Workbook.
Benchmark: 95%
- Percent of high school graduates who enroll in postsecondary institution within 12 months of graduation
Benchmark: 80%
- Percentage of ~~first-year freshmen~~ new full-time students returning (or graduated) for second year in an Idaho public institution.
2-year Institution Benchmark:75%
4-year Institution Benchmark:85%

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- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
Benchmark: 60% by 2020
Benchmark: 26% with a Baccalaureate degree by 2020
Benchmark: 8% with a graduate level degree by 2020
- ~~• Percent increase of postsecondary unduplicated students receiving undergraduate awards (certificate of one academic year or more) during the academic year (Summer-Fall-Spring).
Benchmark: TBD (2yr institutions/4yr institutions)~~
- ~~Percent of first-time, full-time, degree seeking undergraduate freshmen who graduate within 150% of completion time (3yrs/6yrs)~~ Postsecondary unduplicated awards (certificate of one academic year or more) as a percentage of total student headcount)
Benchmark: ~~35~~20% for 2-year institutions, ~~45~~20% for 4-year institutions

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Performance Measures:

- Number of integrated training and or reintegrated training programs in the technical colleges.
Benchmark: 10
- Number of adults enrolled in upgrade and customized training (including statewide fire and emergency services training programs).
Benchmark: 45,000

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

Performance Measures:

- ~~Number Ratio~~ of STEM to non-STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
Benchmark: ~~2,177 degrees~~1:4
- Percentage of students participating in internships.
Benchmark: 30%
- Percentage of students participating in undergraduate research.
Benchmark: 30%
- Number of University of Utah Medical School graduates who are residents in one of Idaho's graduate medical education programs.
Benchmark: 8 graduates at any one time
- Percentage of Boise Family Medicine Residency graduates practicing in Idaho.
Benchmark: 60%
- Percentage of Psychiatry Residency Program graduates practicing in Idaho.
Benchmark: 50%

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants
Benchmark: \$112M
- Institution expenditures from competitive industry funded grants
Benchmark: \$7.2M
- Number of sponsored projects involving the private sector.
Benchmark: 10% increase
- Total amount of research expenditures
Benchmark: 20% increase
- Percent of students meeting college readiness benchmark on college entrance exam (~~ACT/SAT~~) in Mathematics ~~and Science~~.
Benchmark: 42.2%

Objective B: Quality Instruction – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

- Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.
Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (Reading, Language Arts, Mathematics, Science)
- Average composite college placement score of graduating secondary students.
Benchmark: ACT - 24.0
SAT ~~1650~~ 1500 (average score of 500 on each exam)
- Percent of elementary and secondary schools rated as four star schools or above.
Benchmark: 100%
- Percentage of first-time students from public institution teacher training programs that pass the Praxis II.
Benchmark: 90%

GOAL 3: Effective and Efficient Delivery Systems – *Ensure educational resources are used efficiently.*

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Performance Measures:

- Cost per successfully completed weighted student credit hour
Benchmark: 2-year – less than or equal to ~~\$280~~185
Benchmark: 4-year – less than or equal to \$165
- Average net cost to attend public 4 year institution.
Benchmark: 90% of peers (using IPEDS calculation)
- Average number of credits earned at completion of a degree program.
Benchmark: Associates – 70 credits or less
Transfer Students: 70 credits or less
Benchmark: Bachelors – 130 credits or less
Transfer Student: 130 credits or less
- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
Benchmark: 2 year – less than 55%
Benchmark: 4 year – less than 20%
- Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data.
Benchmark: Completed by 2015.
Phase Two completed by June 30, 2013
Phase Three completed by June 30, 2014
Phase Four completed by June 30, 2015

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Performance for School Year Ending in Spring (i.e., Academic Year):

Goal/Objective	Performance Measure	2017	Benchmark	Performance for School Year Ending in Spring (i.e., Academic Year):					
		Benchmark	Perspective	2008	2009	2010	2011	2012	2013
Goal 1: A Well Educated Citizenry									
Goal 1, Objective A: Access.	Annual number of state-funded scholarships awarded.	20,000	9,122 scholarships more than 2009; an 84% increase	9,089	10,878	10,956	7,904	7,740	8,219
	Annual total dollar amount of state-funded scholarships awarded.	\$16,000,000	\$8.0M more scholarship dollars than 2009, which is double the dollar amount	\$8,816,132	\$9,610,456	\$7,439,092	\$5,934,857	\$7,627,099	\$6,992,527
	Amount of need-based aid per undergraduate student.	\$489	WICHE Average	\$51	\$46	\$31	\$22		
	Postsecondary student enrollment by race/ethnicity/gender as compared against population.								
	Total Postsecondary student enrollment by race/ethnicity for White/White, non-Hispanic.	85,000		67,927	66,862	75,634	77,267		
	Total Postsecondary student enrollment by race/ethnicity for all other race/ethnicities.	30,000		17,968	22,448	22,221	25,385		
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Reading Test	60%				68.4%	66.6%	69.7%	34.2%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT Writing Test	60%				57.7%	56.3%	60.7%	31.9%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT Reading Test	60%				60.0%	59.0%	59.0%	54.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT English Test	60%				72.0%	72.0%	72.0%	74.0%
Goal 1, Objective B: Higher Level of Educational Attainment									
Goal 1, Objective B: Higher Level of Educational Attainment	Percent of high school students enrolled in dual credit courses.	25.0%	Tied to HS enrollment & based on trend.	8.5%	10.1%	12.2%	13.3%	15.8%	18.4%
	Number of credits earned in dual credit courses.	75,000	Tied to HS enrollment & based on trend.	30,565	35,862	43,131	46,134	54,465	63,076
	Percent of high school students enrolled in tech prep courses.	27.0%		15.6%	21.1%	22.9%	26.3%	24.3%	24.2%
	Percent of students taking AP exams.	10.0%		6.3%	7.0%	7.7%	8.2%	8.8%	

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	Number of AP exams.	10,000	32% increase	6,319	6,840	7,897	8,584	9,193	
	High School graduation rate as defined in the Accountability Workbook.	95.00%	which is 0.30% above 2008	88.29%	89.70%	91.69%	92.40%	93.30%	90.80%
	Percent of Idaho Public high school graduates who enrolled in an Idaho public postsecondary institution within 12 months of graduation from an Idaho high school.	80.00%	which is 14.30% above 2006		30.36%	30.09%	29.54%	30.79%	31.90%
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.00%	which is 4.60% above than 2008	64%	60%	64%	66%	67%	65%
	Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.	75.00%	which is 3.80% above 2008	49%	50%	57%	52%	58%	54%
	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	which is 7.20% more than 2008	34.10%	31.44%	31.18%	34.97%		
	Percent increase of 4-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year								
	Percent increase of 2-year postsecondary unduplicated students receiving undergraduate awards (1-year certificate or greater) during the academic year								
	Percent of 2-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.	35%		32.0%	30.7%				
	Percent of 4-Year Institution 1st-time, full-time degree seeking undergraduate (entry cohort) freshmen who graduate with 150% of time.	45%							
Goal 1, Objective C: Adult Learner Re-Integration.	Number of integrated training and/or reintegrated training programs in the technical colleges.	7				1	5 (plus 1 funded by 4 JKAF)	5 (plus 1 funded by JKAF)	
	Number of adults enrolled in upgraded or customized training (including statewide fire & emergency services training programs).	52,500		50,154	51,555	50,532	51,260	46,733	48,006
Goal 1, Objective D: Transition	Number of degrees conferred in STEM fields.	2,177	which is 545 more degrees than 2008; which is a 33% increase	1,650	1,648	1,714	1,891	2,251	
	Percent of students participating in internships.	30.0%		5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students		7.29%, but no BSU research students counted		

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	Percent of students participating in undergraduate research.	30.0%	See note & comment to the far right.	5.57%, only BSU and U of I interns counted, no research students	5.89%, only BSU and U of I interns counted, no research students	7.29%, but no BSU research students counted	107.93%	
	Number of University of Utah Medical School graduates.	8	See note & comment to the far right.	8	8	8	8	8
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	See note & comment to the far right.	2 of 11 for 18.2%	6 of 12 for 50%	4 of 13 for 30.8%	7 of 12 for 58.3%	
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	See note & comment to the far right.	100% (2)	0%	50% (1)	50% (1)	50% (1)
Goal 2: Critical Thinking & Innovation								
Goal 2, Objective A: Critical Thinking, Innovation & Creativity.	Institution expenditures from competitive Federally funded grants.	\$112,000,000	which is \$18.5M more than 2009; which is a 20% increase which is \$1.8M more than 2009; which is a 20% increase	\$76,490,071	\$93,537,598	\$122,966,139	\$112,458,680	\$97,131,693
	Institution expenditures from competitive industry funded grants.	\$7,200,000	20% increase	\$6,226,448	\$6,016,139	\$10,589,050	\$3,955,569	\$2,684,459
	Number of sponsored projects involving the private sector	10% increase						
	Total amount of research expenditures.	20% increase						
	Percent of students meeting college readiness benchmark on the ACT Mathematics exam.	22				47.0%	47.0%	47.0%
	Percent of students meeting college readiness benchmark on the ACT Science exam.	23				32.0%	32.0%	32.0%
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	500				67.0%	65.8%	66.4%
Goal 2, Objective B: Quality Instruction.	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Reading.	100.00%	16% above 2009	85.70%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	86.40%	87.20%	87.60%
	Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Math.	100.00%	30% above 2009	76.60%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	76.80%	78.50%	78.00%

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Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Language.	100.00%	35.60% above 2009	68.80%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	71.50%	72.60%	76.60%	72.30%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 10th Grade Science.	100.00%	31.10% above 2009	66.90%	N/A due to many (but not all) of these students "banking" their scores...not accurate comparison, per Scott Cook.	67.90%	69.30%	72.50%	72.70%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Reading.	100.00%	13.60% above 2009	84.30%	86.40%	88.00%	88.10%	87.80%	88.50%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Math.	100.00%	22.10% above 2009	78.00%	77.90%	79.80%	80.90%	78.60%	79.20%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Language.	100.00%	22.80% above 2009	74.20%	77.20%	77.20%	78.70%	79.40%	80.10%
Percent of students scoring in the proficient or advance ranges on the Idaho Standards Achievement Test - 5th Grade Science.	100.00%	33.60% above 2009	60.10%	66.40%	64.90%	67.40%	69.30%	72.20%
Average composite ACT score.	24.0	2.4 points above 2009; an 11% increase when a 0.5% increase is the norm	21.5	21.6	21.8	21.7	21.6	22.1
Average Total SAT Score (not a Board measure as of 8/28/12)	1,650	Benchmark is the College Board's	1,580	1,597	1,602	1,599	1,609	1,356
Percent of students meeting college readiness benchmark on the ACT Reading exam.	22				60.0%	59.0%	59.0%	54.0%
Percent of students meeting college readiness benchmark on the ACT English exam.	18				72.0%	72.0%	72.0%	74.0%
Percent of students meeting college readiness benchmark on the SAT Critical Reading exam.	500						69.7%	34.2%
Percent of students meeting college readiness benchmark on the SAT Writing exam.	500						60.7%	31.9%
Percent of elementary and secondary schools rated as four star schools or above.	100.00%	which is 23.83% more than 2009					58.5%	59.4%
Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.00%							
Goal 3: Effective & Efficient Delivery Systems								
Goal 3, Objective A: Cost Effective & Fiscally Prudent.	Cost per successfully completed weighted student credit hour for 2-year institutions.	\$280 for 2-Year			\$285	\$280		\$300
	Cost per successfully completed weighted student credit hour for 4-year institutions.	\$165			\$175	\$169		\$168
	Average net cost to attend public 4-year institution.	????						

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Average number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	70	Full-time = 100.6; Part-time = 88.7; Transfer = 99.9 (doesn't include LCSC or CWI data)	Full-time = 94; Part-time = 93; Transfer = 101 (doesn't include CWI)				
Average number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	70	Full-time = 139.8; Part-time = 141.5; Transfer = 140.0 (doesn't include LCSC data)	Full-time = 141; Part-time = 144; Transfer = 130 (31 to 59 credits)				
Average number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	130						
Average number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	130						
Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	71.1%	73.0%	65.5%	72.7%	74.7%	59.4%
Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	20.3%	27.7%	24.2%	26.6%	26.2%	24.1%
Institution reserves comparable to best practice.	> or = 5%	BSU = 2.2%; ISU= 3.7%; U of I = 1.6%; LCSC = 3.5%	BSU=2.7%; ISU=5.9%; U of I=1.6%; LCSC=3.5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%			
Goal 3, Objective B: Data-informed decision making.	Develop a P-20 to workforce longitudinal data system with the ability to access timely and relevant data.	Phase II completed by 6/30/13; Phase III completed by 6/30/14; Phase IV completed by 6/30/15.					