

**WORK SESSION
DECEMBER 21, 2022**

SUBJECT

FY 2024-2028 K-20 Education Strategic Plan

REFERENCE

September 2017	The Board adopted the Higher Education Task Force recommendations; including the recommendation, the Board restate the 60% educational attainment goal to: "By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education."
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan, reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
February 2020	Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.
June 2020	Board approved the institutions and agencies strategic plans and delegated approval of the health and special program plans to the Executive Director.
August 2020	Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance measures.
December 2020	Board discussed possible amendments to the K-20 Education Strategic Plan.
February 2021	Board approved annual updates to the FY 2022-2026 K-20 Education Strategic Plan.

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October 2021	Board reviewed K-20 Education System performance measures and discussed identifying three postsecondary focus areas.
December 2021	Board discussed possible amendments to the K-20 Education Strategic Plan.
February 2022	Board approved annual updates to the FY 2022-2026 K-20 Education Strategic Plan.
October 2022	Board reviewed K-20 Education System performance measures and discussed identifying three postsecondary focus areas.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, 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, the membership, powers and duties of which shall be prescribed by law.” Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, the Department of Education, Division of Career Technical Education, Public Charter School Commission, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, providing general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho’s public education system.

The Board’s strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho’s K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board’s goals and objectives that are consistent with the Board’s governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, and to the public and other stakeholder groups.

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Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. At the October regular Board meeting, the Board received the performance measures from the K-20 Education Strategic Plan as well as the performance measure reports for the agencies, institutions, and special and health programs under the Board's governance and oversight. The discussion during the October 2022 Regular Board meeting focused on the K-12 performance measures and an emphasis on the Idaho's statewide assessment achievement growth in proficiency based on cohorts of students.

Section 67-2903, Idaho Code, and Board Policy I.M. sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle. The state strategic planning requirements are identified in Attachment 3.

IMPACT

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February 2023 Board meeting. Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2023.

ATTACHMENTS

- Attachment 1 – Postsecondary Credentials Awarded
- Attachment 2 – FY 2023 K-20 Strategic Plan
- Attachment 3 – FY 2022 K-20 Education Performance Measures
- Attachment 4 – Postsecondary System-wide Performance Measures
- Attachment 5 – State Strategic Planning Requirements
- Attachment 6 – Board's Master Planning Calendar

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At its October 2022 regular meeting, the Board reviewed the performance of Idaho's K-20 education system based on progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan, including the identification of a number of benchmarks that are being met. The Board took a deep dive into the metrics used to measure student proficiency and student cohort growth with a focus on the Board's three K-12 priority areas: K-4 literacy/English language arts, grades 5-9 mathematics, and high school credit recovery. In order to have time to discuss the student achievement and growth data at the October 2022 Board meeting, the Work Session focused on the K-12 portion of the K-20 strategic plan and the postsecondary measures were postponed to the December Work Session. The postsecondary institution performance measures may be viewed in the October 2022 Regular Board meeting agenda material located at: [October 2022 07WORKSESSION.pdf \(idaho.gov\)](#).

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At the February 2022 Regular Board meeting the Board approved the inclusion of the following postsecondary focus areas:

- Recruitment and Access
- Retention
- Attainment and Transfer

As part of this work, the Board also set benchmarks for postsecondary credential awards, broken out by credential level and institution. As a follow-up to that action the Board will have the opportunity to look at the most recent credential report to determine if they would like to make adjustments to the current benchmarks or set new benchmarks at the February 2023 Regular Board meeting.

The December strategic planning work session is intended to provide an opportunity for the Board to discuss its strategic priorities and identify any amendments the Board would like to make to the K-20 Education Strategic Plan as well as provide direction on performance measure reporting and strategic planning for the agencies and institutions under the Board's governance and oversight. The K-20 Education Strategic Plan serves as the state's plan for Idaho's K-20 education system and is aligned to Idaho's constitutional responsibility for a uniform, thorough and free public education system. In recent years, added focus has been on performance measures around thoroughness, college and career readiness, and access to quality programs at the elementary, secondary and postsecondary levels.

BOARD ACTION

This item is for informational purposes only.

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ATTACHMENT 1

Total number of certificates/degrees conferred, by institution per year:

- a) Workforce Credentials (pending definition)
- b) Certificates
- c) Associate degrees
- d) Baccalaureate degrees
- e) Graduate degrees

Total number of certificates/degrees produced, by institution annually		Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	
Certificates of at least one academic year		4437¹/1262²	2154
College of Eastern Idaho		241	300
College of Southern Idaho		195	207
College of Western Idaho		365	402
North Idaho College		117	764
Boise State University		NA	NA
Idaho State University		319	455
Lewis-Clark State College		25	26
University of Idaho		NA	NA
Associate degrees		4070/4157	4378
College of Eastern Idaho		517	530
College of Southern Idaho		1067	1132
College of Western Idaho		981	1049
North Idaho College		700	800
Boise State University		150	NA
Idaho State University		467	579
Lewis-Clark State College		275	288
University of Idaho		NA	NA
Baccalaureate degrees		11897/7896	12911
Boise State University		4351	6668
Idaho State University		1209	2306
Lewis-Clark State College		534	559
University of Idaho		1802	3378
Masters degrees		2146	2226
Doctoral or Professional degrees		1069	1305

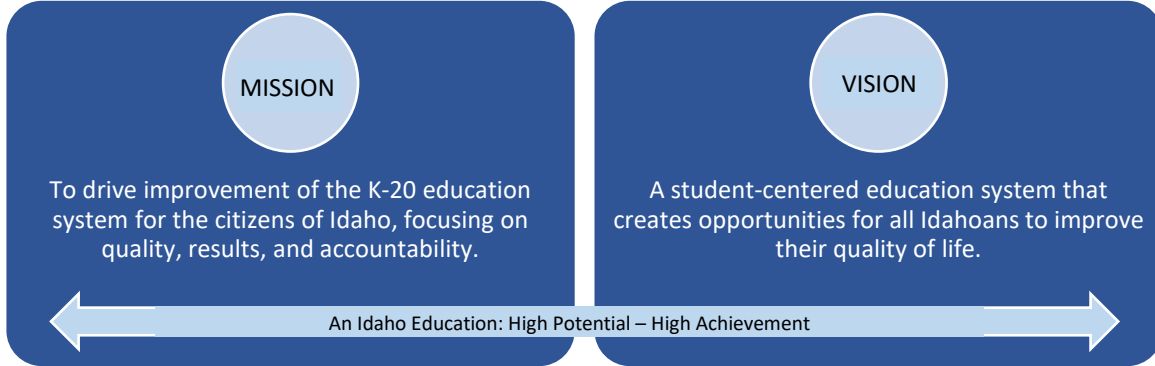
¹ Targets based on projected work force need

² Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.



FY2023FY2024-20282029

Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho’s educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS -

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2023-2028
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

- I. **Development of a single K-20 data dashboard and timeline for implementation.**

Benchmark: Completed by FY2022

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

- I. **Percent of Idaho community college transfers who graduate from four-year institutions.**

Benchmark: 25% or more

- II. **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 20%³

4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

- I. **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten	70%
1st Grade	70%
2nd Grade	80%

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3rd Grade	80%
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- II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

- II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**

Benchmark:

Idaho Standards Achievement Test	Benchmark
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	FY22 Baseline
High School	FY22 Baseline

- III. High School Cohort Graduation rate.**

Benchmark: 95%³ or more

- IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**

Benchmark: SAT – 60%¹ or more
ACT – 60%¹ or more

- V. Percent of high school graduates who participated in one or more advanced opportunities.**

Benchmark: 90%¹ or more

- VI. Percent of dual credit students who graduate high school with an associates degree.**

Benchmark: 3%² or more

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- VII. Percent of high school graduates who enroll in a postsecondary institution:**
 Within 12 months (withing following academic year¹) of high school graduation.
Benchmark: 60%³ or more
 Within 36 months (three academic years) of high school graduation.
Benchmark: 80%⁴ or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

- I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**
Benchmark: 70%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho’s public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Performance Measures:

- II. Total number of certificates/degrees conferred, by institution per year:**
- a) Workforce Credentials (pending definition)
 - b) Certificates
 - c) Associate degrees
 - d) Baccalaureate degrees
 - e) Graduate degrees

Total number of certificates/degrees produced, by institution annually		Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	
Certificates of at least one academic year		4437²/1262³	2154
College of Eastern Idaho		241	300
College of Southern Idaho		195	207

¹ Academic year = fall, spring, and summer terms starting with the fall term.

² Targets based on projected work force need

³ Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

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College of Western Idaho		365	402
North Idaho College		117	764
Boise State University		NA	NA
Idaho State University		319	455
Lewis-Clark State College		25	26
University of Idaho		NA	NA
Associate degrees		4070/4157	4378
College of Eastern Idaho		517	530
College of Southern Idaho		1067	1132
College of Western Idaho		981	1049
North Idaho College		700	800
Boise State University		150	NA
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Lewis-Clark State College		534	559
University of Idaho		1802	3378
Masters degrees		2146	2226
Doctoral or Professional degrees		1069	1305

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%³ or more
(4 year Institutions) 85%³ or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

Benchmark: 50%³ or more (2yr/4yr)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

Benchmark: 50% or more

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.

Benchmark: 60% or more

III. Median number of credits earned at completion of associate's or baccalaureate degree program.

Benchmark: Transfer Students: 69/138² or less

Benchmark: non-transfer students: 69/138² or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Proportion of postsecondary graduates with student loan debt.

Benchmark: 40% or less⁵

II. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more

III. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions

IV. Average net price to attend public institution.

Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)

V. Average net price differential. (This measure looks at the average net price between students in the highest family income band and the lowest family income band)

Benchmark: TBD (using IPEDS calculation)

VI. Expense per student FTE

Benchmark: \$20,000⁴ or less

VII. Unduplicated headcount of graduates, by highest level attained by academic year.

Benchmark: TBD

GOAL 4: WORKFORCE READINESS (opportunity) – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.

Benchmark: New measure

- II. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark: 25%
- III. **Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.**
Benchmark: 50⁶ or more

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8⁷ graduates at any one time
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%⁸ or more
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 80%⁸ or more
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%⁸ or more
- V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 120⁶ or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported

- by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
 - The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
 - An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁶ New measure.

⁷ Benchmark is set based on projected and currently available state resources.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

K-20 Education Strategic Plan Performance Measures FY 2022

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.								
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.								
Development of a single K-20 data dashboard and timeline for implementation								FY2021
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.								
Percent of graduates from Four-year institution who transferred from Idaho community college1	15%	15%	15%	15%	14%	14%	17%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts ¹	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
Two-year institution								Less than 55%
Math	51.0%	49.8%	46.2%	41.7%	39.6%	29.9%	25.7%	
English	24.3%	25.7%	19.1%	15.1%	15.3%	13.9%	13.1%	
Four-year institution								Less than 20%
Math	34.7%	36.2%	36.1%	34.9%	30.6%	26.1%	20.3%	
English	14.7%	14.9%	14.9%	15.2%	11.9%	10.6%	13.9%	
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.								
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.								
Percent of students scoring at grade level or higher on the statewide reading assessment	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	
Kindergarten				63.1%	NA ¹⁰	61.3%	64.8%	70%
1st Grade				66.7%	NA ¹⁰	59.5%	63.8%	70%
2nd Grade				75.3%	NA ¹⁰	69.2%	72.4%	80%
3rd Grade				73.2%	NA ¹⁰	70.1%	71.7%	80%
Percent Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
Kindergarten				44.9%	42.3%	43.4%	40.8%	70%
1st Grade				42.9%	48.9%	41.7%	46.0%	--
2nd Grade				60.3%	62.9%	54.3%	57.3%	--
3rd Grade				61.2%	64.0%	58.3%	59.3%	--
Growth								
Kindergarten				18.2%	NA ¹⁰	17.9%	24.0%	55%
1st Grade				23.8%	NA ¹⁰	17.8%	17.8%	55%
2nd Grade				15.0%	NA ¹⁰	14.9%	15.1%	65%
3rd Grade				12.0%	NA ¹⁰	11.8%	12.4%	65%

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test ¹⁰	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Math								
5th Grade		42.3%	43.8%	45.5%	NA ¹⁰	39.8%		58.59%
8th Grade		39.5%	42.1%	41.6%	NA ¹⁰	35.8%		57.59%
High School		33.2%	34.2%	34.7%	NA ¹⁰	32.6%		53.30%
ELA								
5th Grade		54.2%	55.8%	57.3%	NA ¹⁰	55.3%		68.04%
8th Grade		52.9%	54.7%	54.4%	NA ¹⁰	55.5%		67.64%
High School		60.3%	60.6%	60.3%	NA ¹⁰	60.1%		73.60%
Science								
5th Grade		66.5%	65.6%	64.8%	NA ¹⁰	NA		FY22 Baseline
High School		65.2%	67.3%	62.8%	NA ¹⁰	NA		FY22 Baseline
High School Cohort Graduation Rate	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	80.1%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	2022 graduates	
ACT	36%	33%	34%	35%	37%	40%	39%	At least 60%
English	77%	71%	72%	73%	74%	75%	75%	
Mathematics	54%	49%	49%	51%	52%	53%	55%	
Reading	59%	57%	57%	59%	61%	61%	60%	
Science	46%	44%	45%	47%	49%	51%	50%	
SAT		34%	33%	32%	32%	32%		At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	58%		
Mathematics		36%	35%	34%	34%	33%		
Percent of high school graduates who participated in one or more advanced opportunities ²	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates	2022 graduates	
Any Advanced Opportunities				81%	81%	76%	75%	At least 80%
Specific Advanced Opportunities								
Advanced Placement	39%	38%	39%	38%	40%	41%	39%	
International Baccalaureate	7%	3%	2%	1%	1%	1%	1%	
Dual Credit (Earned) ²	42%	48%	54%	58%	60%	61%	60%	
Technical Competency Credit	54%	62%	59%	47%	45%	27%	27%	
Industry Certification			2%	3%	3%	4%	4%	
Percent of dual credit students who graduate high school with an Associate's Degree	1.15%	1.90%	1.43%	1.40%	1.70%	2.28%		At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates		
Fall Immediately after high school graduation	49.3%	49.7%	47.6%	45.7%	38.9%	38.3%		
Within 12 months of high school graduation	53.0%	53.0%	52.0%	49.0%	42.3%			
Within 36 months of high school graduation	64.2%	63.0%	59.8%	57.4%				At least 60%

**WORK SESSION
DECEMBER 21, 2022**

ATTACHMENT 3

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Objective B: School Readiness - Explore opportunities to enhance school readiness.								
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	44.9%	42.3%	43.4%	40.8%	70.0%
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.								
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.								
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³	42.4%	42.4%	41.8%	42.2%	43.8%	45.9%		At least 60%
Total number of certificates/degrees produced, by institution per year ¹	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Certificates of at least one year	1,020	1,143	1,472	1,613	2,350	2,365	2,485	4371 ⁶ /1262 ⁷ (FY25)
College of Eastern Idaho	112	109	110	101	104	96	80	241
College of Southern Idaho	192	151	154	146	129	147	134	195
College of Western Idaho	229	240	402	508	1264	1158	1327	365
North Idaho College	259	431	556	604	620	639	568	117
Boise State University	0	0	0	0	0	0	0	NA
Idaho State University	206	194	231	242	219	300	357	319
Lewis-Clark State College	22	18	19	12	14	25	19	25
University of Idaho	0	0	0	0	0	0	0	NA
Associate degrees	3,640	3,538	3,584	3,460	3,617	3,696	3,891	4070 ⁶ /4157 ⁷ (FY25)
College of Eastern Idaho	118	121	93	146	166	227	276	517
College of Southern Idaho	919	816	800	839	947	947	1009	1067
College of Western Idaho	996	979	984	886	949	944	1037	981
North Idaho College	749	687	690	681	659	734	717	700
Boise State University	145	116	119	133	111	132	127	150
Idaho State University	362	405	473	428	420	494	521	467
Lewis-Clark State College	351	414	425	347	365	218	204	275
University of Idaho	0	0	0	0	0	0	0	NA
Baccalaureate degrees	6,702	6,746	6,796	7,033	7,101	7,443	7,309	11897 ⁶ /7896 ⁷
Boise State University	3,174	3,317	3,373	3,472	3,680	3,929	4,078	4351
Idaho State University	1,228	1,168	1,166	1,233	1,155	1,284	1,073	1209
Lewis-Clark State College	541	528	587	626	505	599	579	534
University of Idaho	1,759	1,733	1,670	1,702	1,761	1,631	1,579	1802

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Masters degrees	1,609	1,667	1,860	1,781	1,968	1,990	2,149	2146
Boise State University	670	776	917	861	954	1,074	1,062	
Idaho State University	421	382	456	430	464	452	556	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	518	509	487	490	550	464	531	
Doctoral degrees	398	361	362	372	379	468	518	1069
Boise State University	18	36	32	45	53	50	58	
Idaho State University	175	160	154	167	163	193	196	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	205	165	176	160	163	225	264	
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution ¹	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2020 cohort	
Two-year institution								
New student	52%	56%	57%	55%	59%	61%	58%	At least 75%
Transfer	58%	61%	66%	59%	67%	64%	57%	At least 75%
Four-year institution								
New student	74%	74%	74%	74%	74%	72%	74%	At least 85%
Transfer	72%	76%	78%	75%	77%	74%	74%	At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or less ¹								
Two-year institution	2013-14 cohort 20%	2014-15 cohort 22%	2015-16 cohort 25%	2016-17 cohort 26%	2017-18 cohort 30%	2018-19 cohort 30%	2019-20 cohort 32%	At least 50%
Four-year institution	2010-11 cohort 41%	2011-12 cohort 42%	2012-13 cohort 46%	2013-14 cohort 48%	2014-15 cohort 49%	2015-16 cohort 50%	2016-17 cohort 53%	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).								
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ¹	21%	21%	22%	24%	23%	22%	23%	50% or more
Two-year institution	8%	7%	8%	9%	7%	7%	8%	
Four-year institution	26%	28%	28%	30%	31%	30%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2013-14 cohort 45%	2014-15 cohort 50%	2015-16 cohort 53%	2016-17 cohort 60%	2017-18 cohort 62%	2018-19 cohort 65%	2019-20 cohort 64%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹								
Transfer students								
Associate - Two Year Institution	83	77	76	83	79	88	90	69
Associate - Four Year Institution	129	131	127	116	118	96	90	
Baccalaureate	145	145	145	145	143	143	140	138
Non-transfer students								
Associate - Two Year Institution	78	73	72	72	70	70	68	69
Associate - Four Year Institution	112	106	106	106	101	81	75	
Baccalaureate	137	137	136	136	133	135	133	138

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.								
Annual number of state-funded scholarships awarded and total dollar amount	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	6,356	6,302	At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	9	13	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	6,144	6,147	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	118	89	
Postsecondary Credit Scholarship	0	16	45	79	83	85	53	
Total Dollar Amount of Scholarships Awarded	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$21,231,039	\$20,366,595	\$20,373,737	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$156,966	\$98,915	\$175,784	
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$20,610,953	\$19,829,119	\$19,900,569	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$348,670	\$329,082	\$224,434	
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$114,450	\$109,479	\$72,950	
Proportion of postsecondary graduates with student loan debt	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
Two-year institution	50%	45%	45%	44%	41%	40%	38%	
Four-year institution	49%	41%	42%	40%	38%	35%	36%	Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) - Limited to graduating class cohort	NA	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
		60%	61%	52%	51%	46%	44%	60% or more
Percent cost of attendance (to the student) ³ In-State First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Two-year institution								
Students living off campus (w family)	88%	92%	94%	97%	92%	93%	93%	Less than 96%
Four-year institution								
Students living on campus	96%	91%	88%	90%	88%	91%	91%	Less than 96%
Students living off campus (w family)	102%	98%	88%	88%	89%	90%	91%	Less than 96%
Average net cost to attend public institution. ³ First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarship	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Four-year institution	101.1%	94.4%	98.1%	94.6%	93.1%	92.6%		90% of peers
Expense per student FTE ³ IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Two-year institution	\$22,140	\$23,758	\$24,516	\$25,111	\$25,415	\$25,538	\$25,772	Less than \$20,000
Four-year institution	\$13,883	\$15,168	\$15,432	\$15,196	\$15,339	\$15,597	\$14,255	
	\$25,118	\$26,691	\$27,706	\$28,766	\$29,168	\$29,334	\$29,921	

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of degrees produced (Undergraduate) ¹	13,008	13,111	13,569	13,732	14,235	14,816	15,317	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.								
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.								
Percentage of students participating in internships	5%	5%	6%	6%	6%	6%	5%	10% or more
Percentage of undergraduate students participating in undergraduate research. ¹								
BSU	35%	37%	37%	43%	43%	34%	36%	Greater than 40%
ISU	43%	42%	41%	38%	36%	37%	37%	Greater than 50%
UI	64%	65%	61%	58%	60%	56%	53%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	11%	4%	
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹	20.6%	21.7%	22.0%	21.7%	21.9%	19.9%	19.5%	25% or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	46	50	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.								
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs. ⁵	NA	4	8	11	11	21	20	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	WWAMI-50%	WWAMI-51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho								
Boise	47%	56%	53%	73%	63%	38%	61%	At least 60%
ISU	43%	71%	29%	43%	43%	71%	71%	At least 60%
CDA	NA	50%	83%	72%	67%	71%	NA	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)	78	82	89	100	107	112	124	100
Notes:								
¹ FY20 performance measures for the postsecondary institutions are preliminary.								
² SDE report card data except Dual Credit has been modified to only include students with earned course credits								
³ This metric is contingent on the IPEDS data release.								
⁴ The Public Use Microdata Sample of the American Community Survey is published In November ea year.								
⁵ An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21								
⁶ Targets based on projected work force need								
⁷ Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion								
¹⁰ Spring IRI tests results not tabulated, ISAT not administered due to COVID closures								

Key: Not Met Not Met Diverging Far Converging Near Diverging Near Converging Met

SYSTEMWIDE POSTSECONDARY PERFORMANCE MEASURES

	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Number of degrees produced	14,269	14,551	15,356	15,620	16,838	17,410	18,030
Four-year institution	10,238	10,542	10,974	11,132	11,395	11,975	12,263
[1] Certificates of less than 1 academic year	161	268	331	457	520	637	794
BSU	127	200	248	360	411	515	628
ISU	1	19	26	29	6	4	5
LCSC			2	3	12	26	43
UI	33	49	55	65	91	92	118
[2] Certificates of 1 academic year or more	228	212	250	254	233	325	376
BSU							
ISU	206	194	231	242	219	300	357
LCSC	22	18	19	12	14	25	19
UI							
[3] Associate's degree	858	935	1,017	908	896	844	852
BSU	145	116	119	133	111	132	127
ISU	362	405	473	428	420	494	521
LCSC	351	414	425	347	365	218	204
UI							
[5] Bachelor's degree	6,702	6,746	6,796	7,033	7,101	7,443	7,309
BSU	3,174	3,317	3,373	3,472	3,680	3,929	4,078
ISU	1,228	1,168	1,166	1,233	1,155	1,284	1,073
LCSC	541	528	587	626	505	599	579
UI	1,759	1,733	1,670	1,702	1,761	1,631	1,579
[6] Certificate – Graduate	241	297	315	275	253	229	228
BSU	178	220	248	221	189	170	185
ISU	7	21	31	14	27	23	17
LCSC							2
UI	56	56	36	40	37	36	24
[7] Master's Degree	1,609	1,667	1,860	1,781	1,968	1,990	2,149
BSU	670	776	917	861	954	1,074	1,062
ISU	421	382	456	430	464	452	556
LCSC							
UI	518	509	487	490	550	464	531
[8] Education Specialist Degree	41	56	43	52	45	39	37
BSU	10	15	16	19	24	23	16
ISU	10	7	3	11	8	6	12
LCSC							
UI	21	34	24	22	13	10	9
Doctoral Degree	398	361	362	372	379	468	518
BSU	18	36	32	45	53	50	58
ISU	175	160	154	167	163	193	196
LCSC							
UI	205	165	176	160	163	225	264
Two-year Institution	4,031	4,009	4,382	4,488	5,443	5,435	5,767
[1] Certificates of less than 1 academic year	457	475	593	577	605	542	616
CEI	8		10	8	8	23	26
CSI	56	86	149	134	164	156	280
CWI	319	315	336	361	312	267	228
NIC	74	74	98	74	121	96	82
[2] Certificates of 1 academic year or more	792	931	1,222	1,359	2,117	2,040	2,109
CEI	112	109	110	101	104	96	80
CSI	192	151	154	146	129	147	134
CWI	229	240	402	508	1,264	1,158	1,327
NIC	259	431	556	604	620	639	568
[3] Associate's degree	2,782	2,603	2,567	2,552	2,721	2,852	3,039
CEI	118	121	93	146	166	227	276
CSI	919	816	800	839	947	947	1,009
CWI	996	979	984	886	949	944	1,037
NIC	749	687	690	681	659	734	717
[5] Bachelor's degree						1	3
CSI						1	3
Number of Graduates, Distinct per Attainment Level	13,732	13,788	14,623	14,967	16,174	16,739	17,406
Four-year institution	9,923	10,008	10,608	10,780	11,048	11,613	11,928
[1] Certificates of less than 1 academic year	160	267	323	455	513	624	779
BSU	127	200	248	360	411	515	628
ISU	1	19	21	28	6	4	5
LCSC			2	3	12	23	35
UI	32	48	52	64	84	82	111
[2] Certificates of 1 academic year or more	224	203	245	253	231	307	354
BSU							

ISU	202	189	227	238	218	288	335
LCSC	22	14	18	15	13	19	19
UI							
[3] Associate's degree	844	816	1,000	883	877	827	828
BSU	141	114	118	131	109	132	127
ISU	358	402	472	427	411	489	509
LCSC	345	300	410	325	357	206	192
UI							
[5] Bachelor's degree	6,410	6,459	6,470	6,718	6,795	7,138	7,055
BSU	2,998	3,141	3,196	3,289	3,525	3,754	3,946
ISU	1,196	1,139	1,131	1,174	1,104	1,227	1,031
LCSC	529	528	573	616	491	589	571
UI	1,687	1,651	1,570	1,639	1,675	1,568	1,507
[6] Certificate – Graduate	237	288	308	269	248	225	217
BSU	173	212	241	219	184	166	174
ISU	8	21	31	14	27	23	17
LCSC							2
UI	56	55	36	36	37	36	24
[7] Master's Degree	1,600	1,558	1,857	1,778	1,960	1,982	2,140
BSU	670	670	917	862	954	1,075	1,062
ISU	414	380	453	426	456	445	548
LCSC							
UI	516	508	487	490	550	462	530
[8] Education Specialist Degree	40	56	43	52	45	39	37
BSU	10	15	16	19	24	23	16
ISU	9	7	3	11	8	6	12
LCSC							
UI	21	34	24	22	13	10	9
Doctoral Degree	408	361	362	372	379	471	518
BSU	28	36	32	45	53	53	58
ISU	175	160	154	167	163	193	196
LCSC							
UI	205	165	176	160	163	225	264
Two-year Institution	3,809	3,780	4,015	4,187	5,126	5,126	5,478
[1] Certificates of less than 1 academic year	410	398	503	459	531	482	571
CEI	8		10	8	8	21	26
CSI	49	82	142	133	162	154	272
CWI	285	259	274	253	256	222	206
NIC	68	57	77	65	105	85	67
[2] Certificates of 1 academic year or more	786	919	1,133	1,281	2,034	1,958	2,024
CEI	112	109	110	101	104	96	80
CSI	189	148	152	146	129	147	134
CWI	226	240	337	451	1,197	1,086	1,260
NIC	259	422	534	583	604	629	550
[3] Associate's degree	2,613	2,463	2,379	2,447	2,561	2,685	2,880
CEI	117	121	93	141	164	220	263
CSI	853	774	736	795	861	876	943
CWI	910	893	891	861	917	913	1,009
NIC	733	675	659	650	619	676	665
[5] Bachelor's degree						1	3
CSI						1	3
Percent of first-time, full-time freshman graduating within 100% of time	20.37%	23.33%	24.76%	27.44%	31.63%	33.64%	33.29%
Four-year institution	22.51%	25.88%	27.49%	29.94%	35.05%	37.03%	36.14%
Bachelor's or equivalent seeking subcohort (Completers with 100% of time)	23.09%	25.97%	27.00%	29.69%	33.68%	35.79%	34.58%
BSU	21.07%	25.58%	28.71%	30.63%	38.15%	39.68%	39.33%
ISU	14.01%	15.97%	16.31%	19.59%	19.28%	23.81%	19.19%
LCSC	16.84%	16.39%	15.14%	21.07%	18.14%	24.21%	21.43%
UI	34.11%	35.41%	37.13%	38.17%	40.63%	41.13%	41.04%
Degree/certificate-seeking cohort (Completers with 100% of time)	21.13%	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%
BSU	21.13%	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%
Two-year Institution	12.07%	14.29%	15.28%	19.03%	18.62%	22.06%	22.67%
Degree/certificate-seeking cohort (Completers with 100% of time)	12.07%	14.29%	15.28%	19.03%	18.62%	22.06%	22.67%
CEI	37.78%	46.27%	58.33%	48.51%	31.67%	40.80%	28.19%
CSI	13.10%	14.52%	15.42%	20.33%	21.66%	30.72%	30.90%
CWI	5.81%	9.03%	10.55%	12.17%	14.17%	15.70%	14.48%
NIC	14.85%	16.80%	16.40%	20.21%	18.66%	17.39%	23.23%
Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).	34.70%	36.72%	39.97%	41.12%	43.14%	44.01%	46.42%
Four-year institution	41.15%	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%
Bachelor's or equivalent seeking subcohort	41.15%	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%

BSU	38.66%	43.42%	45.77%	50.30%	53.75%	53.00%	58.81%
ISU	27.67%	28.85%	31.77%	34.49%	32.65%	36.10%	34.01%
LCSC	29.87%	28.17%	34.49%	35.25%	34.13%	35.79%	29.41%
UI	56.11%	54.86%	59.30%	55.97%	59.40%	59.06%	60.78%
Two-year Institution	20.23%	21.60%	25.05%	26.06%	29.64%	29.96%	32.40%
Degree/certificate-seeking cohort	20.23%	21.60%	25.05%	26.06%	29.64%	29.96%	32.40%
CEI	53.85%	53.33%	53.73%	58.33%	55.97%	46.15%	46.55%
CSI	21.47%	26.49%	26.73%	30.68%	35.21%	35.53%	43.87%
CWI	12.91%	11.82%	20.02%	20.26%	22.71%	24.67%	26.51%
NIC	24.60%	23.12%	27.04%	25.48%	28.14%	28.28%	25.31%
Percent of new degree-seeking freshmen completing a gateway math course within two years.	45.30%	49.61%	53.29%	60.38%	62.42%	65.19%	64.40%
Four-year institution	67.48%	69.38%	72.28%	80.99%	80.24%	81.23%	83.38%
Math	67.48%	69.38%	72.28%	80.99%	80.24%	81.23%	83.38%
BSU	75.05%	77.14%	79.83%	86.59%	86.79%	85.93%	85.68%
ISU	68.64%	66.45%	65.97%	68.45%	67.73%	70.62%	73.24%
LCSC	49.61%	48.24%	52.08%	48.63%	36.48%	44.42%	52.43%
UI	63.13%	69.70%	70.79%	88.83%	89.81%	93.30%	91.72%
Two-year Institution	23.59%	25.59%	27.74%	33.61%	38.28%	41.34%	39.94%
Math	23.59%	25.59%	27.74%	33.61%	38.28%	41.34%	39.94%
CEI	30.43%	29.32%	43.30%	39.02%	52.78%	60.80%	52.63%
CSI	27.92%	29.42%	33.91%	40.86%	47.80%	50.19%	50.46%
CWI	15.90%	17.31%	18.37%	24.42%	26.83%	31.30%	29.52%
NIC	48.48%	50.09%	53.73%	53.22%	59.38%	52.50%	52.29%
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	21.22%	21.33%	22.05%	23.90%	23.34%	22.48%	23.01%
Four-year institution	26.18%	27.52%	28.48%	30.12%	31.32%	30.31%	29.55%
None	26.18%	27.52%	28.48%	30.12%	31.32%	30.31%	29.55%
BSU	23.94%	23.94%	23.86%	26.50%	28.68%	28.30%	27.88%
ISU	20.30%	24.32%	23.90%	23.77%	25.80%	23.69%	25.26%
LCSC	22.99%	25.03%	38.02%	30.58%	32.53%	28.66%	26.25%
UI	36.49%	37.67%	37.18%	43.69%	41.97%	41.84%	38.55%
Two-year Institution	8.40%	7.40%	7.84%	8.75%	7.46%	7.17%	8.09%
None	8.40%	7.40%	7.84%	8.75%	7.46%	7.17%	8.09%
CEI	13.24%	12.10%	7.99%	8.12%	5.89%	3.62%	9.80%
CSI	10.61%	10.67%	13.17%	13.99%	14.90%	12.70%	13.02%
CWI	3.75%	3.09%	3.89%	4.78%	4.05%	4.11%	3.48%
NIC	9.74%	9.94%	10.28%	10.54%	9.86%	10.20%	10.24%
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher.	38.82%	44.00%	44.73%	45.61%	47.00%	46.63%	48.29%
Four-year institution	49.45%	51.68%	52.80%	53.02%	54.06%	53.99%	56.87%
English	66.64%	68.89%	73.76%	74.98%	73.12%	69.38%	69.57%
BSU	83.22%	83.03%	87.46%	87.27%	87.13%	84.83%	78.93%
ISU	62.29%	77.19%	72.95%	74.07%	68.28%	59.66%	63.92%
LCSC	52.17%	43.01%	63.18%	71.98%	67.77%	60.52%	62.45%
UI	72.18%	69.64%	70.09%	63.25%	74.24%	68.95%	71.01%
Math	43.34%	46.16%	45.48%	43.51%	44.37%	48.37%	50.51%
BSU	55.11%	58.41%	57.42%	55.80%	56.69%	59.64%	65.08%
ISU	25.67%	28.76%	20.28%	23.04%	22.08%	28.53%	38.39%
LCSC	41.31%	39.95%	47.48%	44.35%	44.02%	45.22%	43.56%
UI	51.54%	47.31%	52.88%	52.83%	57.28%	52.36%	56.60%
Two-year Institution	28.71%	36.71%	36.70%	38.84%	40.04%	40.43%	41.61%
English	60.39%	63.13%	56.89%	60.50%	63.30%	59.43%	56.74%
CEI	80.95%	69.23%	85.71%	78.13%	75.95%	74.29%	70.00%
CSI	70.77%	79.49%	71.74%	77.78%	72.55%	70.56%	68.45%
CWI	70.18%	70.47%	66.96%	73.32%	73.65%	69.58%	64.20%
NIC	22.89%	30.92%	30.51%	22.73%	29.92%	21.07%	24.00%
Math	17.80%	25.85%	30.35%	31.14%	32.35%	34.32%	36.86%
CEI	42.22%	50.00%	39.04%	39.66%	45.69%	48.65%	64.50%
CSI	31.66%	41.30%	47.95%	47.59%	43.18%	47.83%	50.59%
CWI	9.77%	16.83%	22.00%	23.08%	26.73%	25.24%	25.04%
NIC	17.41%	22.77%	27.96%	27.33%	27.46%	30.87%	30.57%
Percent of dual credit students who graduate high school with an Associate's Degree	0.84%	1.90%	1.43%	1.40%	1.70%	2.28%	

Statutory Requirements

ELEMENTS OF STRATEGIC PLANS

Per Idaho Code 67-1903(1), each agency's strategic plan should, at a minimum, contain the following:

1. A comprehensive outcome-based vision or mission statement covering the major divisions and core functions of the agency;
2. Goals for the major divisions and core functions of the agency;
3. Objectives and/or tasks that indicate how the goals are to be achieved;
4. Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
5. Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
6. An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

OTHER STRATEGIC PLAN REQUIREMENTS

The strategic plan should also meet the following additional requirements outlined in Idaho Code 67-1903(2)-(6):

- Covers a period of not less than four years forward including the fiscal year it is submitted and is updated annually.
- Serves as a foundation for developing performance report information.
- Provides the opportunity to consult with appropriate members of the Legislature and other stakeholders.
- Minimize the number of printed copies by using electronic versions where possible.

Cybersecurity Plans

As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Agencies were ordered to implement the first five CIS Controls by June 30, 2018. An update on these efforts may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum.

Red Tape Reduction Act

As instructed in the Red Tape Reduction Act (*Executive Order 2019-02*), each state agency is required to designate a Rules Review Officer (RRO) “to undertake a critical and comprehensive review of the agency’s administrative rules to identify costly, ineffective, or outdated regulations.”

Each agency shall incorporate into its strategic plan a summary of how it will accomplish this effort, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

Progress must also be reported annually through the agency’s performance report under the profile of cases managed (see Part I-4 below). The following items must be reported:

- Number of Chapters of Administrative Code
- Number of Words in Administrative Code (Excluding Table of Contents and Index)
- Number of Restrictions in Administrative Code (Use of “shall,” “must,” “may not,” “prohibited,” and “required.”)

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ATTACHMENT 6

Master Planning Calendar (Updated August 2019)

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Jan	Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.	The SBOE reviews NWCCU accreditation results as available.	Board presents budget to the legislature	Rules and legislation are presented to the legislature	SBOE presentations to JFAC OSBE distributes annual Fact Book to legislators OSBE Financial Aid/FAFSA Awareness
Feb	Board approves K-20 Education Strategic Plan Agencies and institutions submit their strategic plans to the PPGA Committee for review and discussion prior to April Board meeting submittal.		Line item categories are developed and reviewed by the Presidents' Council and the BAHM Committee		OSBE presentation to germane committees
Mar	Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to April agenda cutoff.	Institutions and agencies revise performance measures and benchmarks to align with strategic plan. Early-April agencies and institutions submit <u>proposed</u> performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1 of the previous year)			
Apr	SBOE reviews and approves updated institution and agency strategic plans OSBE/SBOE receives final DFM strategic plan guidance	SBOE/OSBE receives final DFM performance reporting guidance (for agencies and institutions). SBOE reviews and approves agency and institution <u>proposed</u> performance measures and benchmarks through strategic plan approval.	SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions. SBOE approves line item categories for the institutions.	SBOE is briefed on new legislation as it impacts education agencies and institutions. OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy	
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations.			Agencies and institutions submit legislative ideas for PPGA Committee review and recommendation to Executive Director.	

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ATTACHMENT 6

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Jun			<p>OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to August Board agenda deadline).</p> <p>BAHR provides guidance on submitted line items to institutions and agencies prior to submittal of line items for SBOE action in August.</p>	<p>PPGA reviews and provides guidance to Executive Director on <u>proposed</u> agency and institution legislative ideas.</p> <p>OSBE/Executive Director submits legislative ideas to DFM prior to the required July 12 deadline.</p>	SBOE staff meets with legislators in Eastern Idaho (Idaho Falls)
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the July 1 deadline.		Agencies and institutions submit estimated MCO budget to OSBE prior to August Board agenda deadline.	<p>New legislation from prior session takes effect July 1.</p> <p>Department of Administration publishes proposed rules and 21 day review period is commenced.</p> <p>Governor's Office and DFM review legislative ideas.</p> <p>OSBE begins development of approved legislative ideas into draft legislation (as appropriate) for consideration at August Board meeting. Legislative language submitted by August agenda cutoff.</p>	
Aug		<p>Agencies and institutions submit agency and institution performance reports to OSBE in early-August. Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans.</p> <p>OSBE submits agency and institution performance reports to DFM by the required August 30 deadline.</p>	<p>-SBOE reviews and approves <u>final</u> budget request for next FY.</p> <p>-Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE.</p> <p>-OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance.</p> <p>In late-August all budget documents returned to OSBE for final submission to DFM and LSO. DFM Deadline for submittal August 30</p>	<p>Board approves any proposed administrative rules. August 30 last day to submit proposed legislative ideas for next session to DFM/Admin Rules</p> <p>Proposed legislation is approved by SBOE.</p> <p>Proposed (final draft) legislation is due to DFM August 16.</p>	<p>SBOE staff meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello)</p> <p>OSBE begins planning for annual Fact Book</p>

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ATTACHMENT 6

Month	Strategic Planning	Performance Reporting	Budgeting	Administrative Rules/Legislation	Communications
Sep	SBOE conducts self-assessment.		Final budget requests forwarded to DFM and LSO by September 1st deadline.	Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct		SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Authorized budget request revisions due to DFM October 30	DFM forwards legislation to LSO by mid-October . Board approves Pending Rules, modifications are made based on public comment.	SBOE staff meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes the annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.		-Proposed legislation in <u>bill format</u> returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board. Pending rules take effect at the end of the legislative session. November 29 final date for submitting pending rules to DFM/Admin rules for consideration during next session.	OSBE annual College Application Week
Dec				Early-December is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for final approval at special Board meeting if needed..	SBOE staff meets with legislators in North Idaho (Coeur d'Alene) OSBE finalizes annual Fact Book OSBE coordinates with institutions on JFAC presentations

Annual Performance Report Presentations

Month/Year	Institution/ Location	Agency
February 2020	BSU	ISDB /IPCSC/
April 2020	UI	HERC/IDLA
August 2020	ISU	ICTE/ IDPTV
October 2020	LCSC	IDVR/EPSCoR