

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 18, 2024**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>PPGA - STRATEGIC PLAN AND PERFORMANCE MEASURES</b>	Action Item

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**SUBJECT**

Strategic Plan and Performance Measures Revision

**REFERENCE**

February 2023	Board approved the annual K-20 Strategic Plan.
April 2023	Board approved first reading of Board governed institution and agency strategic plans.
June 2023	Board approved final institution and agency annual strategic plans
February 2024	Board approved the annual K-20 Strategic Plan.
June 2024	Board approved final institutions and agency annual strategic plans.

**BACKGROUND/DISCUSSION**

Sections 67-1901 through 1905, Idaho Code establish a statewide strategic planning process. The purpose of this process is to improve state agency accountability to state citizens and lawmakers, increase the legislature’s ability to oversee agency performance, assist lawmakers with policy and budget decisions, and to increase the ability of state agencies to improve delivery of services and overall program effectiveness. The process is applicable to all state agencies and special programs thereof that receive state funds through legislative appropriation.

The statutorily established process includes a strategic planning “front end”, and a performance reporting “back end”. Strategic plans outline goals, which the Board must approve. At the end of any given fiscal year, performance reports provide a snapshot of each agency’s outcomes on the goals established for that year.

Pursuant to Section 67-1905, Idaho Code, The Division of Financial Management is authorized to administer the statewide strategic planning process, including maintaining guidelines, managing timelines, and providing training to agencies and legislators. Performance reports are submitted to DFM in August as part of the budget submission process.

The strategic planning process is a year-long cycle. In February the Board approves any updates or revisions to its five-year strategic plan. In April, institutions and agencies governed by the Board submit drafts of their strategic plans for review. In June all plans are finalized and submitted to the Division of Financial Management along with budget requests for the next fiscal year.

In August, agencies and institutions submit performance measure reports, which are verified by Board staff for compliance and accuracy prior to being submitted to DFM. In October of 2024 the Board engaged in a work session with institutional presidents and staff to consider revisions to performance measures. As a follow-up, the PPGA committee met with representatives from each institution on

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December 4, 2024. This discussion focused around two primary questions:

1. What is/are the most important measure(s) of institutional success and how are they measured now?
2. How can we shift from a focus on inputs to a focus on outcomes?

Through the discussion several themes surfaced, including, that the nine (9) systemwide measures currently in place (last adopted in 2021) should be reduced in number and narrowed in scope, and that the Board should seek to strike a better balance of requirements and flexibility within strategic planning and performance reporting system. A specific theme was the repetition of key performance measures that have clear systemwide measurability. These include: persistence, retention, and graduation.

Based on the PPGA committee discussion, participants have been invited to briefly share their perspective on this work with the entire board. Additionally, staff was tasked with preparing a first draft of the Board's K-20 strategic plan for review as well as additional revisions to Board Policy I.M., which was presented as a separate agenda item.

The current K-20 strategic plan establishes three (3) goals with objectives. Attachment 2 presents the full K-20 strategic plan with the proposed edits in detail. Proposed revisions for consideration in February would only have a material impact on Goal 3 and are summarized as follows:

Goal 1: Educational Readiness (K-12)

Objectives: K-3 Literacy; 6-8 Math; Graduation

Goal 2: Educational Access (Transition)

Objectives: Opportunities; Engagement; College-Going

Goal 3: Educational Attainment (Postsecondary)

Objectives: ~~First-Year Student Retention; Timely Degree Completion Persistence; Educational Attainment Graduation~~

Separately, it is recommended to retain the unduplicated headcount. This measure is reported as a number, not a percentage, and as such, does not count against the ten (10) measure maximum in the DFM performance reports. The measure was discussed as relevant to all institutions.

The proposed shift to "retention, persistency, and graduation" would retain three existing systemwide measures and narrow the focus on the most meaningful measures. Furthermore, the federal Integrated Postsecondary Education Data System (IPEDS) maintains standard definitions of retention and graduation, making these measures efficient to collect. Additional work will need to be done

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between December and February to determine the most appropriate definitions for persistence measures.

Board discussion will inform any final edits to the proposed revision to the K-20 strategic plan, which will be presented in February for final approval.

**IMPACT**

Based on Board discussion in December, proposed revisions will be finalized and brought back for final consideration in February. The Board's strategic plan must be approved in February as agencies and institutions governed by the Board are required to submit drafts of their strategic plan updates for Board review in April. Institution and agency plans must be aligned to the Board's plan.

Additionally, the proposed edits to the K-20 strategic plan paired with the proposed edits to policy I.M. would result in institutions including retention, persistence, and graduation in their institutional strategic plans (to be Board approved in April) and the corresponding performance reports, providing consistent measurement of the most important performance outcomes in a format that is comparable across all institutions. Simultaneously, these changes would also provide flexibility for institutions to include up to 7 additional measures from their Board approved strategic plan based on institution selection of measures that highlight their unique success and contributions to Idaho's postsecondary landscape.

**ATTACHMENTS**

- Attachment 1 – Alignment of current systemwide measures, 2024 K-20 Strategic Plan, and 2025 proposed revisions.
- Attachment 2 – K-20 Strategic Plan Proposed Revisions, redline

**BOARD ACTION**

This item is for information only.

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**ATTACHMENT 1**

<b>Systemwide Measures (Adopted June 2021)</b>	<b>K-20 SBE Strategic Plan Measure Goal 3 – Educational Attainment (Adopted February 2024)</b>	<b>K-20 Strategic Plan Measures Goal 3 – Educational Attainment (Proposed February 2025)</b>
Percent of new full-time degree-seeking students who return for a second year in an Idaho public postsecondary institution (or who graduated)	<u>Objective A</u> – First Year Student Retention <u>Measure 1</u> – Return for a second year – percent of new full-time degree-seeking students who return for a second year in an Idaho public postsecondary institution (or who graduate).	<u>Objective A</u> – Retention <u>Measure 1</u> – Percentage of new full-time degree or certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Percent of undergrad, degree-seeking students completing 2 full-time semesters per academic year at the institution reporting.	<u>Objective A</u> – First Year Student Retention <u>Measure 2</u> – Adequate progress of undergraduates per semester	<u>Objective B</u> – Persistence <u>Measure 1</u> – percent of undergraduate degree-seeking students completing two full-time semesters per academic year at the institution reporting.
Percent of full-time, first-time, freshmen graduating with 150% of time (2 or 4 year)	<u>Objective B</u> – Timely Degree Completion <u>Measure 2</u> – Percent of full-time, first-time, freshmen graduating within 150% of time (2 or 4 year)	<u>Objective C</u> – Graduation <u>Measure 1</u> – percent of students who entered the institution as full-time, first-time degree/certificate seeking undergraduate students who graduated within 150% of the allotted time.
Unduplicated headcount of graduates by highest level credential attained by academic year.	<u>Objective C</u> – Educational Attainment <u>Measure 2</u> – Unduplicated headcount of graduates by highest level attained.	<u>Objective C</u> – Graduation <u>Measure 2</u> – Unduplicated headcount of graduates by highest level attained.  *Note – because this is not reported as a percentage, it could be required in the performance report, but not count against the 10 measure maximum.
Percent of full-time, first-time, freshmen graduating within 100% of time (2 or 4 year)	<u>Objective B</u> – Timely Degree Completion <u>Measure 1</u> – Percent of full-time, first-time, freshmen graduating within 100% of time (2 or 4 year)	
Percent of total credentials conferred that are in a STEM field	<u>Objective C</u> – Educational Attainment <u>Measure 1</u> – Percent of total credentials conferred in STEM fields.	
Total number of certificates produced broken-out by certificates of at least one academic year, associate degrees, and baccalaureate degrees.		
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course within a year and earning a “c” or higher.		
Percent of new degree-seeking freshmen completing a gateway math course within 2 years.		

FY2025-FY2029

**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 3
- Mathematics Proficiency and Growth – Grades 6 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

**Postsecondary Education**

- Recruitment and Access
- Retention
- Transfer and Completion

**GOAL 1: EDUCATIONAL READINESS (~~student-centered~~K-12)** – 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: Literacy** - Provide effective literacy instruction across grades K-3.

**Performance Measures:**

- I. **Proficiency:** Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).  
Benchmark: 75%<sup>1</sup>
- II. **Growth:** Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.  
Benchmark: ~~New Measure~~58.5%<sup>2</sup><sub>[JT1]</sub>

**Objective B: Mathematics** - Provide effective mathematics instruction across grades 6-8.

**Performance Measures:**

- I. **Proficiency:** Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).  
Benchmark: 43%<sup>3</sup>
- II. **Growth:** Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.  
Benchmark: ~~New Measure~~<sub>[JT2]</sub><sub>[JT3]</sub>47.6%

**Objective C: Graduation:** Increase Idaho’s high school graduation rate.

**Performance Measures:**

- I. **5-Year Adjusted Cohort Graduation Rate (ACGR)**<sup>4</sup>  
Benchmark: 87% or more

**GOAL 2: EDUCATIONAL ACCESS (transition)** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Objective A: Advanced Opportunities** – Increase high-school student participation in advanced opportunities.

**Performance Measures:**

- I. **Percent of high school graduates who were funded for or more advanced opportunities.**  
**Benchmark:** 90% or more

**Objective B: Student Engagement** - Increase high-school student engagement in exploring postsecondary opportunities.

**Performance Measures:**

- I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**  
**Benchmark:** 60% or more
- II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**  
**Benchmark:** ~~New Measure (IT4)~~ 52%

**Objective C: College-Going** - Increase the rate at which high school graduates pursue postsecondary opportunities.

**Performance Measures:**

- I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**  
**Benchmark:** 60%<sup>5</sup> or more
- II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution Within 36 months of high school graduation.**  
**Benchmark:** 80%<sup>6</sup> or more



**GOAL 3: EDUCATIONAL ATTAINMENT (~~opportunity~~postsecondary)** – 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: ~~First-Year Student Retention:~~** Increase the retention rate ~~of first-year students into the second year.~~

**Performance Measures:**

- I. ~~Percentage of new full-time ~~degree~~<sup>[JT5]</sup> or ~~certificate~~-seeking students ~~from the previous fall who either re-enrolled or successfully completed their program by the current fall. who return (or who graduate) for second year in an Idaho postsecondary public institution.~~~~

~~Benchmark: 75%<sup>7</sup> or more~~

~~II.~~

~~Percent of undergraduate, degree-seeking students completing two full-time semesters<sup>8</sup> per academic year at the institution reporting.~~

~~III. Benchmark: 55%<sup>9</sup> or more~~

**Objective B: ~~Timely Degree Completion~~Persistence** <sup>[JT6]</sup> – Increase on-time degree completion.

**Performance Measures:**

- I. ~~Percent of undergraduate, degree-seeking students completing two full-time semesters<sup>10</sup> per academic year at the institution reporting.~~

~~Benchmark: 55%<sup>11</sup> or more~~

- I. ~~Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).~~

~~Benchmark: 30%~~

- ~~II. Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years).~~

~~Benchmark: 50%~~

**Objective C: ~~Educational Attainment~~Graduation** – Increase completion of certificates and degrees through Idaho’s educational system.

**Performance Measures:**

- I. ~~**Graduation Rate:** Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years<sup>[JT7]</sup>).~~

~~Benchmark: 50%~~

- I. ~~Percent of total credentials conferred in STEM fields<sup>12</sup>.~~

~~Benchmark: 25%~~

- II. Unduplicated headcount of graduates, by highest level attained.

Benchmark: 18,000<sup>13</sup>

DRAFT

**KEY EXTERNAL FACTORS**

The Board’s responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

**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.

<sup>1</sup> Benchmark is based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.

<sup>2</sup> New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.

<sup>3</sup> Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.

<sup>4</sup> 5-Year ACGR considers students who graduate within 4 years of entering 9<sup>th</sup> grade, plus the summer after 12<sup>th</sup> grade. Benchmark is based on Accountability Oversight Committee recommendations.

<sup>5</sup> Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.

<sup>6</sup> Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.

<sup>7</sup> The 2021-2022 systemwide outcome was 70%.

<sup>8</sup> ~~A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.~~

<sup>9</sup> ~~The 2021-2022 systemwide outcome was 50%.~~

<sup>10</sup> ~~A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.~~

<sup>11</sup> ~~The 2021-2022 systemwide outcome was 50%.~~

<sup>12</sup> ~~For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.~~

<sup>13</sup> A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,483 graduates.