



**FY2018-2023**  
**Idaho K-20 Public Education - Strategic Plan**

An Idaho Education: High Potential – High Achievement

**MISSION STATEMENT**

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

**VISION STATEMENT**

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

**GOAL 1: A WELL EDUCATED CITIZENRY**

Idaho’s P-20 educational system will provide opportunities for individual advancement across Idaho’s diverse population

**Objective A: Access** - Set policy and advocate for increasing access to Idaho’s educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Performance Measures:**

**I. Annual number of state-funded scholarships awarded and total dollaramount.**

2013	2014	2015 (consolidated scholarships)	2016	Benchmark
8,225	7,864	1,787	1,798	≥ 3,000
\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700	≥ 16,000,000

**Benchmark:** 3,000<sup>1</sup>, \$16M<sup>2</sup> (by FY2023)

**II. Proportion of postsecondary graduates with student loan debt.**

2013 (class of 2012)	2014 (class of 2013)	2015 (class of 2014)	2016 (class of 2015)	Benchmark
64.3%	68.1%	71.3%	71.0%	<50%

**Benchmark:** 50% or less<sup>3</sup> (by FY2023)

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

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	≥ 60%
32.0%	34.0%	37.0%	36.8%	≥ 60%

**Benchmark:** SAT – 60%<sup>4</sup> (by FY2023)

ACT – 60% (by FY2023)

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

2013	2014	2015	2016	Benchmark
N/A	36.0%	38.9%	58.2%	≥ 80%

**Benchmark: 80%<sup>4</sup> (by FY2023)**

**V. Percent of dual credit students who graduate high school with an Associate's Degree.**

2013	2014	2015	2016	Benchmark
0.4%	0.4%	0.6%	1.0%	≥ 3%

**Benchmark: 3%<sup>5</sup> (by FY2023)**

**VI. Percent of high school graduates who enroll in a postsecondary institution:  
Within 12 months of high school graduation.**

2013	2014	2015	2016 (excluding spring semester)	Benchmark
54.3%	52.0%	50.6%	44.6%	≥ 60%

**Benchmark: 60%<sup>6</sup> (by FY2023)**

Within 36 months of high school graduation.

2013 (class of 2010)	2014 (class of 2011)	2015 (class of 2012)	2016 (class of 2013)	Benchmark
N/A	63.4%	64.1%	65.2%	≥ 80%

**Benchmark: 80%<sup>7</sup> (by FY2023)**

**VII. Limit increase in cost of attendance (to the student)**

2013	2014	2015	2016	Benchmark
1.9%	2.8%	-1.1%	-0.9%	< 4%

**Benchmark: less than 4%<sup>7</sup> (by FY2023)**

**VIII. Average net cost to attend public institution.**

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%	92.0%	90% of peers

**Benchmark: 4 year institutions - 90% of peers<sup>7</sup> (using IPEDS calculation) (by FY2023)**

**IX. Expense per student FTE**

2013	2014	2015	2016	Benchmark
\$20,303	\$21,438	\$22,140	\$23,758	≤ \$20,000

**Benchmark: \$20,000<sup>7</sup> or less (by FY2023)**

**X. Number of degrees produced**

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026	14,409	≥ 15,000

**Benchmark: 15,000<sup>6</sup> (by FY2023)**

**XI. Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.**

**Benchmark:** TBD

**Objective B: Adult Learner Re-integration** – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

**Performance Measures:**

**I. Percent of Idahoans ages 35-64 who have a college degree.**

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%	N/A	≥ 37%

**Benchmark:** 37%<sup>6</sup> (by 2020)

**II. Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)**

2013	2014	2015	2016	Benchmark
6	15	15	N/A	≥ 20

**Benchmark:** 20<sup>6</sup> (by 2023)

**III. Number of first-time postsecondary institution students with a GED**

2013	2014	2015	2016	Benchmark
3,731	3,476	2,761	2,145	≥ 3,000

**Benchmark:** 3,000<sup>1</sup>

**IV. Number of non-traditional postsecondary institution graduates (age>39)**

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	≥ 2,000

**Benchmark:** 2,000<sup>6</sup> (by 2020)

**V. Number of veterans enrolled at public postsecondary institutions (broken out by full-time and part-time status)**

2013	2014	2015	2016	Benchmark
2,578	2,307	2,171	2,026	≥ 2,500

**Benchmark:** 2,500<sup>6</sup> (by 2020)

**VI. Reduced gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.**

**Benchmark:** TBD

**Objective C: Higher Level of Educational Attainment** – Increase successful progression through Idaho’s educational system.

**Performance Measures:**

**I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%	N/A	≥ 60%

**Benchmark:** 60%<sup>8</sup> (by 2020)

**II. High School Cohort Graduation rate.**

2013 (old graduation rate)	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%	N/A	≥ 95%

**Benchmark:** 95%<sup>6</sup> (by 2023)

**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)**

2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 2 Year Institution
56.3%	52.5%	53.7%	54.4%	≥ 75%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 2 Year Institution
60.3%	56.2%	58.7%	51.6%	≥ 75%
2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 4 Year Institution
70.4%	68.5%	73.0%	74.2%	≥ 85%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 4 Year Institution
74.4%	72.6%	72.9%	74.9%	≥ 85%

**Benchmark:** (2 year Institutions) 75%<sup>6</sup> (by 2020)  
(4 year Institutions) 85%<sup>6</sup> (by 2020)

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

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%	20.1%	20.3%	≥ 50% 2 Yr Institution
42.6%	41.5%	41.6%	40.9%	≥ 50% 4 Yr Institution

**Benchmark:** 50%<sup>6</sup> (2yr/4yr) (by 2023)

- V. Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.

Benchmark: TBD

**Objective D: Quality Education** – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

**Performance Measures:**

- I. Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Grade	Subject	2013	2014	2015	2016	Benchmark
5 <sup>th</sup>	ELA	N/A	N/A	60.0%	62.0%	100%
5 <sup>th</sup>	Math	N/A	N/A	30.0%	31.0%	100%
5 <sup>th</sup>	Science	N/A	N/A	N/A	66.0%	100%
10 <sup>th</sup>	ELA	N/A	N/A	52.0%	54.0%	100%
10 <sup>th</sup>	Math	N/A	N/A	38.0%	50.0%	100%
10 <sup>th</sup>	Science	N/A	N/A	62.9%	63.0%	100%

Benchmark: 100% for both 5<sup>th</sup> and 10<sup>th</sup> Grade students, broken out by subject area (English Language Arts, Mathematics, Science)<sup>9</sup> (by 2023)

- II. Average composite college placement score of graduating secondary students.

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	≥ 24
1,356	1,357	1,366	999	≥ 1010

Benchmark: ACT – 24<sup>10</sup> (by 2023)  
SAT – 1010<sup>10</sup> (by 2023)

- III. Percent of students meeting college readiness benchmark on SAT in Mathematics.

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%	35%	≥ 60%

Benchmark: 60%<sup>10</sup> (by 2023)

- IV. Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Benchmark: TBD

**GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT**

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

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

**Performance Measures:**

**I. Percentage of students participating in internships.**

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%	3.9%	≥10%

**Benchmark:** 10%<sup>7</sup> (by 2023)

**II. Percentage of undergraduate students participating in undergraduate research.**

Institution	2014	2015	2016	Benchmark
BSU	29%	29.40%	35.2%	≥ 40%
ISU		41%	45%	≥ 50%
UI	59.60%	61.13%	58.80%	≥ 60%

**Benchmark:** Varies by institution<sup>7</sup> (by 2023)

**Objective B: Innovation and Creativity** – Increase creation and development of new ideas and solutions that benefit society.

**Performance Measures:**

**I. Total amount of research expenditures**

2013	2014	2015	2016	Benchmark
Baseline (\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)	N/A	≥ 20% increase

**Benchmark:** 20%<sup>7</sup> increase (by 2023)

**Objective C: Economic Growth** – New objective currently under development.

**Performance Measures:**

**I. Percentage of graduates employed in Idaho 1 and 3 years after graduation**

2013 (class of 2011)	2014 (class of 2012)	2015 (class of 2013)	2016 (class of 2014)	Benchmark 1 yr after graduation
77%	77%	77%	77%	≥ 80%
2013 (class of 2009)	2014 (class of 2010)	2015 (class of 2011)	2016 (class of 2012)	Benchmark 3 yrs after graduation
N/A	N/A	69%	70%	≥ 75%

**Benchmark:** 1 year - 80%<sup>6</sup> (by 2023)

**Benchmark:** 3 years - 75%<sup>6</sup> (by 2023)

**Objective D: Education to Workforce Alignment** – Deliver relevant education that meets the needs of Idaho and the region.

**Performance Measures:**

**I. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**

2013	2014	2015	2016	Benchmark
1:0.24	1:0.24	1:0.24	1:0.24	1:0.24

**Benchmark:** 1:0.25<sup>5</sup> (by 2023)

**II. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho’s graduate medical education programs.**

2013	2014	2015	2016	Benchmark
8	8	8	8	8

**Benchmark:** 8<sup>11</sup> graduates at any one time (annual)

**III. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	51%	≥ 60%

**Benchmark:** 60%<sup>12</sup> (by 2023)

**IV. Percentage of Family Medicine Residency graduates practicing in Idaho.**

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	≥ 60%
ISU	48%	48%	50%	50%	≥ 60%
CDA	NA	NA	NA	NA	≥ 60%

**Benchmark:** 60%<sup>12</sup> (by 2023)

**V. Percentage of Psychiatry Residency Program graduates practicing in Idaho.**

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)	N/A	≥ 50%

**Benchmark:** 50%<sup>12</sup> or more (annual)

**VI. Increase in postsecondary programs tied to workforce needs.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	New measure	10

**Benchmark:** 10<sup>13</sup> (by 2023)

**VII. Postsecondary nursing education programs.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	14 (new measure)	20

**Benchmark:** 20<sup>13</sup> (by 2023)

**VIII. Medical related postsecondary programs (other than nursing).**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	85 (new measure)	100

**Benchmark:** 100<sup>13</sup> (by 2023)

**GOAL 3: DATA-INFORMED DECISION MAKING**

Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision making and continuous improvement of Idaho’s educational system.

**Objective A: Data Access and Transparency** - Support effective, data-informed decision-making and encourage transparency through analysis, sharing, use, and dissemination of information about our public K-20 educational system.

**Performance Measures:**

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

**Benchmark:** Completed by FY2018<sup>10</sup>

**GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM** – Ensure educational resources are coordinated throughout the state and used effectively.

**Objective A: Quality Teaching Workforce** – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

**Performance Measures:**

- I. **Median SAT/ACT score of students in public institution teacher training programs.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	N/A	≥ 24
Old test	Old test	Old test	N/A	≥ 1010

**Benchmark:** ACT – 24<sup>14</sup> (by 2023)

SAT – 1010<sup>14</sup> (by 2023)

- II. **Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	96.5%	≥ 90%

**Benchmark:** 90%<sup>15</sup> (by 2023)



**Objective B: Alignment and Coordination** – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

**Performance Measures:**

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

2013 (2010 transfer)	2014 (2011 transfer)	2015 (2012 transfer)	2016 (2013 transfer)	Benchmark
N/A	19.0%	19.5%	13.5%	25%

**Benchmark:** 25%<sup>15</sup> (by 2023)

**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.**

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%	N/A	< 55% 2 yr institution
21.5%	23.2%	23.5%	N/A	< 20 4 yr institution

**Benchmark:** 2 year – less than 55%<sup>6</sup> (by 2023)

4 year – less than 20%<sup>6</sup> (by 2023)

**III. Percent of postsecondary students participating in a remedial program who successfully completed the program or course**

2013	2014	2015	2016	Benchmark
54%	46%	55%	57%	≥ 65%

**Benchmark:** 65%<sup>6</sup> (by 2023)

**Objective C: Productivity and Efficiency** – Apply the principles of program prioritization for resource allocation and reallocation.

**Performance Measures:**

**I. Graduates per \$100,000**

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5	1.5	≥ 1.7 or more

**Benchmark:** 1.7<sup>5</sup> or more (by 2020)

**II. Number of graduates**

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431	12,916	≥ 13,000 or more

**Benchmark:** 13,000<sup>6</sup> (by 2020)

**III. Cost per undergraduate weighted student credit hour**

2013	2014	2015	2016	Benchmark
\$493	\$519	\$536	\$565	< \$500
94.1%	98.2%	98.9%	93.1%	90% of WICHE peers

**Benchmark:** no more than \$500<sup>5</sup> (by 2023)

**Benchmark:** 2 year – 90%<sup>3</sup> of public 2-year institutions from WICHE states (annual)

**IV. Median number of credits earned at completion of Associate’s or Baccalaureate degree program.**

	2013	2014	2015	2016	Benchmark
Associates	92	89	87	87	69
Baccalaureate	142	144	142	140	138

**Benchmark:** Transfer Students: 69/138<sup>5</sup> (by 2020)

	2013	2014	2015	2016	Benchmark
Associates	80	79	79	78	69
Baccalaureate	132	131	129	127	138

**Benchmark:** non-transfer students: 69/138<sup>5</sup> (by 2020)

**V. Institutional reserves comparable to best practice.**

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU = 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU = 16.2%; UI = 4.2%; LCSC = 6.5%	BSU = 5.1%; ISU = 15.6%; UI = 5.1%; LCSC = 6.3%	BSU = 5.3%; ISU = 11.8%; UI = 5.4%; LCSC = 6.0%	5%

**Benchmark:** A minimum target reserve of 5% of operating expenditures<sup>16</sup> (annual)

**Objective D: Advocacy and Communication** – Educate the public and their elected representatives by advocating the value and impact of the educational system.

**Performance Measures:** This is a new objective under development.

**Benchmark:** TBD

**KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges & 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 they provide a framework for continuous improvement within 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.

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<sup>1</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>2</sup> Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

<sup>3</sup> 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.

<sup>4</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>5</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>6</sup> 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.

<sup>7</sup> 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).

<sup>8</sup> Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

<sup>9</sup> Benchmark is set based on a desired level of achievement for all students in Idaho.

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement (likely hood of being successful at the postsecondary level).

<sup>11</sup> Benchmark is set based on projected and currently available state resources.

<sup>12</sup> 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.

<sup>13</sup> New measure.

<sup>14</sup> 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). This is a new measure and still under development.

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<sup>15</sup> 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 analysis of workforce needs in Idaho.

<sup>16</sup> Benchmark set based on staff analysis of national best practices for public postsecondary institutions.

