Idaho State Board of Education

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

MISSION

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

VISION

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

An Idaho Education: High Potential – High Achievement

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.

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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)

Postseconday 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%
3rd Grade	80%

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

VII. Percent of high school graduates who enroll in a postsecondary institution:
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months 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		**4437[1]/1262[2]**	**2154**
College of Eastern Idaho		241	300
College of Southern Idaho		195	207
College of Western Idaho		365	402

[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.

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**

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: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] 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 less[5]

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 peers[4] (using IPEDS calculation)

V. **Average net price differential.** (This new 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: $20,000[4] or less

VII. **Unduplicated headcount of graduates, by highest level attained.**
Benchmark:

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: 50[6] 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: 8[7] 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: 120[6] 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.

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[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.