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

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

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 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.
- 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.
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:

<table>
<thead>
<tr>
<th>Idaho Reading Assessment</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>70%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>70%</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Idaho Reading Assessment</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Cohort</td>
<td>55%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>55%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>65%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>65%</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Idaho Standards Achievement Test</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>58.59%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>57.59%</td>
</tr>
<tr>
<td>High School</td>
<td>53.30%</td>
</tr>
<tr>
<td>ELA</td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>68.04%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>67.64%</td>
</tr>
<tr>
<td>High School</td>
<td>73.60%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>FY22 Baseline</td>
</tr>
<tr>
<td>High School</td>
<td>FY22 Baseline</td>
</tr>
</tbody>
</table>

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% or more
Within 36 months of high school graduation.
Benchmark: 80% 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

<table>
<thead>
<tr>
<th>Total number of certificates/degrees produced, by institution annually</th>
<th>Benchmark FY 2025</th>
<th>Benchmark FY 2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Certificates (based on certificates of less than one academic year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Eastern Idaho</td>
<td>142</td>
<td>150</td>
</tr>
<tr>
<td>College of Southern Idaho</td>
<td>301</td>
<td>335</td>
</tr>
<tr>
<td>College of Western Idaho</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>North Idaho College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates of at least one academic year</td>
<td>4437(^1)/1262(^2)</td>
<td>2154</td>
</tr>
<tr>
<td>College of Eastern Idaho</td>
<td>241</td>
<td>300</td>
</tr>
<tr>
<td>College of Southern Idaho</td>
<td>195</td>
<td>207</td>
</tr>
<tr>
<td>College of Western Idaho</td>
<td>365</td>
<td>402</td>
</tr>
</tbody>
</table>

\(^1\) Targets based on projected work force need
\(^2\) Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Associate degrees</th>
<th>Baccalaureate degrees</th>
<th>Masters degrees</th>
<th>Doctoral or Professional degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4070/4157</td>
<td>11897/7896</td>
<td>2146</td>
<td>1069</td>
</tr>
<tr>
<td>North Idaho College</td>
<td>117</td>
<td>517</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise State University</td>
<td>NA</td>
<td>4351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho State University</td>
<td>319</td>
<td>1067</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis-Clark State College</td>
<td>25</td>
<td>981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>NA</td>
<td>700</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>700</td>
<td>467</td>
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<td></td>
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<td></td>
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<td>534</td>
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<tr>
<td></td>
<td>419</td>
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<td></td>
<td>288</td>
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<td></td>
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<tr>
<td></td>
<td>764</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>455</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark: (2 year Institutions) 75% or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4 year Institutions) 85% or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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% or more
- (4 year Institutions) 85% or more

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

**Benchmark:** 50% 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 or less
   Benchmark: non-transfer students: 69/138 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

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% 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 (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 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: 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% or more

III. Percentage of Family Medicine Residency graduates practicing in Idaho.
   Benchmark: 80% or more

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.
   Benchmark: 50% 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.