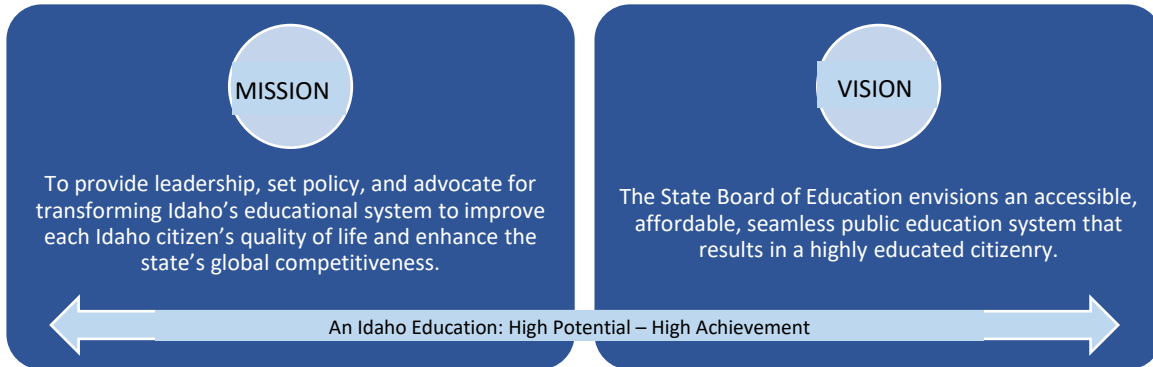




Idaho K-20 Public Education - Strategic Plan



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.

- **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.



**FY2021-2025
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: 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.

Performance Measures:

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

Benchmark: Completed by FY2020^{Error! Bookmark not defined.}

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%^{Error! Bookmark not defined.} or more (by 2024)

- 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 55%³ (by 2024)

4 year – less than 20%³ (by 2024)

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.

Performance Measures:

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (New measure, benchmark will be set October 2019)
- 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: TBD (New measure, benchmark will be set October 2019)
- III. **High School Cohort Graduation rate.**
Benchmark: 95%³ or more (by 2024)
- IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
Benchmark: SAT – 60%¹ or more (by FY2024)
ACT – 60%¹ or more (by FY2024)
- V. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%¹ or more (by FY2024)
- VI. **Percent of dual credit students who graduate high school with an Associate's Degree.**
Benchmark: 3%² or more (by FY2024)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60%³ or more (by FY2024)
Within 36 months of high school graduation.
Benchmark: 80%⁴ or more (by FY2024)

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: TBD (New measure, benchmark will be set October 2019)

II. Number of students participating in early readiness opportunities facilitated by the state.

Benchmark: TBD (New measure, benchmark will be set October 2019)

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.

Performance Measures:

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

Benchmark: 60%⁵ or more (by 2025)

II. Total number of certificates/degrees produced, by institution per year:

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

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 (by 2020)

(4 year Institutions) 85%³ or more (by 2020)

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) (by 2024)

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 (by 2025)

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

Benchmark: 60% or more (by 2025)

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: Transfer Students: 69/138² or less (by 2020)

Benchmark: non-transfer students: 69/138² or less (by 2020)

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. Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000⁶ or more, \$16M⁷ or more (by FY2024)

II. Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less⁸ (by FY2024)

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

Benchmark: 60% or more (by 2025)

IV. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions (by FY2024)

V. Average net cost to attend public institution.

Benchmark: 4 year institutions - 90% or less of peers⁴ (using IPEDS calculation) (by FY2024)

VI. Expense per student FTE

Benchmark: \$20,000⁴ or less (by FY2024)

VII. Number of degrees produced

Benchmark: 15,000³ or more (by FY2025)

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.

Performance Measures:

I. Percentage of students participating in internships.

Benchmark: 10%⁴ or more (by 2024)

- II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution⁴ (by 2024)
- III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark: 1:0.25² or more (by 2024)
- IV. **Increase in postsecondary programs tied to workforce needs.**
Benchmark: 10⁹ or more (by 2024)

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: 8¹⁰ graduates at any one time (annual – FY20)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%¹¹ or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%¹¹ or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%¹¹ or more (annual – FY20)
- V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100⁹ or more (by 2024)

RED TAPE REDUCTION ACT

Board staff will review Administrative Code, chapters 08, 55, and 47 annually and identify any outdated or unnecessary regulations for consideration of removal through the annual negotiated rulemaking process.

During the 2019-2020 annual cycle, seven sections were identified as unnecessary and allowed to expire and one additional section was identified as needing a whole scale reduction and rewrite and was allowed to expire. Four of these sections were in Chapter 08, two in Chapter 47, and two in Chapter 55. Due to the moratorium on administrative rule promulgation during the 2020-2021 annual cycle only four proposed rules were promulgated, three were based on federal or state requirements, while the fourth rule repealed an entire chapter.

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 Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

⁶ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

⁷ 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.

⁸ 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.

⁹ New measure.

¹⁰ Benchmark is set based on projected and currently available state resources.

¹¹ 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.