



Idaho State Department of Education

Strategic Plan

FY2023 – 2027

MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOALS

1. Ensure all Idaho children are reading at grade level by the third grade.
2. All Idaho students persevere in life and are ready for college and careers.
3. Collaborate with all Idaho education stakeholders to support student progress and achievement.
4. Idaho attracts and retains great teachers and leaders.

GOAL 1

Ensure all Idaho children are reading at grade level by the third grade.

Objective A: Implement a Kindergarten screener to assess readiness

As students begin their education, it is critical to identify their readiness for school and remediate potential obstacles. A comprehensive screener can provide actionable data on a student's educational, soft skills, and emotional development. Tailored instruction and support based on the screener results can ameliorate obstacles to learning and support long-term educational success.

Specific projects associated with this strategy include:

- Conduct background research and benchmark analysis on existing screener options.
- Summarize costs, benefits, and logistical implications for potential Kindergarten screener options, including the expansion of existing programs and the acquisition of new tools.
- Institute new contract (whether amendment to existing vendor agreement, sole source, or RFP) for most appropriate screening option.
- Develop training and implementation plan for chosen Kindergarten screener.
- Implement new Kindergarten screener.

Performance Measures:

- I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Goal 1						
Ensure all Idaho children are reading at grade level by the third grade.						
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2021/22 School Year data is available.		<i>2017-18 School Yr.</i>	<i>2018-19 School Yr.</i>	<i>2019-20 School Yr.</i>	<i>2020-21 School Yr.</i>	
	Actual	72.4%	70.4%	NA	65.9%	
	Benchmark	NA	NA*	TBD	TBD	

GOAL 2

All Idaho students persevere in life and are ready for college and careers

Objective A: Provide ongoing support for implementation of the Idaho Content Standards

Idaho Content Standards “represent the expectations for what students should know and be able to do by the end of each grade.” (IDAPA 08.02.03.007 14 Definitions A-G)

Implementation support begins with a regular standard review process to confirm that Idaho has the best standards for teaching and learning followed by professional development for stakeholders to ensure appropriate implementation and curricular review to provide guidance to schools and districts in choosing appropriate materials. In addition, formative and summative assessment tools should be built to support and assess student learning outlined in the standards.

These activities support teachers and districts, driving teaching, learning, and assessment through the expectations of the standards as set into IDAPA.

Specific projects associated with this strategy include:

- Standards Review - Every 6 years teams of teachers, administrators, parents, and community members review standards in each content area and suggest appropriate changes to the to the State Board of Education to be presented to the legislature for administrative rules.
- Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific
- Assessment support to teachers and districts showing alignment of standards and assessments as well as the use of assessment tools as learning tools.
- Capacity Builders support schools to improve teaching and learning through school-wide implementation of best practices as measured through state assessments.

Performance Measures:

- II. Fully Implement the Idaho Content Standards

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
II. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
	Actual	72.4%	70.4%	NA	65.9%	
	Benchmark	NA	NA*	TBD	TBD	

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
	3 rd Grade ELA ¹⁵ Actual	50.5%	50.7%	NA	47.9%	
	3 rd Grade ELA ¹⁶ Benchmark	58.2%	60.8%	63.4%	66.1%	
	3 rd Grade Math ¹⁵ Actual	52.9%	53.3%	NA	48.1%	
	3 rd Grade Math ¹⁶ Benchmark	48.1%	51.3%	54.6%	57.8%	
	8 th Grade ELA Actual	54.7%	54.4%	NA	56.4%	
	8 th Grade ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
	8 th Grade Math Actual	42.1%	41.5%	NA	36.8%	
	8 th Grade Math Benchmark	48.1%	51.3%	54.6%	57.8%	
	High School ELA Actual	60.6%	60.4%	NA	61.0%	
	High School ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
	High School Math Actual	34.2%	34.7%	NA	33.6%	
	High School Math Benchmark	48.1%	51.3%	54.6%	57.8%	

Objective B: Ensure funding is strategically aligned to benefit students

The Public School appropriation and statutory language determines how funding is distributed and utilized in Idaho’s public schools. The State Department appropriation determines the resources available to provide services to support Idaho’s public schools. The appropriation process begins with the Public School budget request and a State Department budget request. The steps outlined below will help ensure the needs of public schools are made known.

Specific projects associated with this strategy include:

- Work with the executive team to facilitate the inclusion of student-focused priorities in both the Public School and State Department of Education budget requests submitted annually.
- Ensure the budget facilitation process with each program includes discussions about measuring the return on investment for their requests.

Performance Measures:

III. Revenue and Expenditures

Revenue	FY 2018¹	FY 2019²	FY 2020³	FY 2021⁴
General Fund	1,685,262,200	1,785,265,900	1,879,414,900	1,886,178,500
Federal Grant	230,722,600	224,890,900	225,794,800	432,478,700
Dedicated Fund	91,638,500	91,901,500	104,924,600	105,608,400
Total	2,007,513,300	2,101,058,300	2,210,124,300	2,424,265,600
Expenditure	FY 2018⁵	FY 2019⁶	FY 2020⁷	FY 2021⁸
Personnel Costs	0	0	0	0
Operating Expenditures	12,725,900	12,777,300	10,834,200	10,378,800
Capital Outlay	1,200	0	0	0
Trustee/Benefit Payments	2,016,453,300	2,103,946,400	2,231,638,500	2,444,121,200
Total	2,028,979,700	2,116,723,700	2,242,472,700	2,454,500,000

GOAL 3

Collaborate with all Idaho education stakeholders to support progress and achievement

Objective A: Provide targeted support for identified districts to accelerate growth

The Idaho Consolidated State Plan describes Idaho’s accountability system for identifying schools in improvement based on the requirements under the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). Although the Idaho Department of Education has many systems, processes, and supports in place for Idaho’s underperforming schools across departments, this strategy will improve support to schools through a collaboration between the Federal Programs and the Content and Curriculum departments. Currently, the Idaho Building Capacity project capacity builders and the content coaches work in isolation of one another. Through strategic planning to unite the work of the capacity builders and content coaches, this strategy will significantly strengthen targeted support in improving achievement for identified schools.

Specific projects associated with this strategy include:

- Co-draft a proposal to unite the content coaches (classroom capacity builders) into the Idaho Capacity Building (IBC) project.
- Obtain approval to move forward with the proposal plan.
- Involve the university IBC regional coordinators, school improvement coordinator, math coordinator, ELA coordinator and the directors of Federal Programs, Content and Curriculum, and Assessment & Accountability to implement the Plan Components of the proposal.
- Develop a communication plan to 1) notify the IBC university partners and the current ELA and math coaches/specialists of the SDE’s shift in supporting schools, and 2) to roll out the new support system.
- Strengthen the Idaho Mastery Education Network

Idaho Mastery-Based Education defines a learning environment where students are

empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. Through our work on school culture, curriculum and assessment, instruction, and policy, we create practices and systems of Mastery-Based Education that support all students in meeting rigorous outcomes, defined by competencies, standards, and goals for our learners.

Specific projects associated with this strategy include:

- Develop a communication plan to “provide ongoing statewide outreach and communication to increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers;”
- Enhance the efforts of the Idaho Mastery Education Network (IMEN) through the creation of Mastery Advisory Groups (MAGS) with the specific purpose of fulfilling the specific goals outlined in statute.
- Develop an evaluation plan to measure student progress and implementation of mastery efforts throughout the state.
- Create a plan that promotes the awareness and use of the Idaho College and Career Readiness Competencies at all levels of implementation.

Performance Measures:

IV. Expand participation in the Idaho Mastery Education Network (IMEN).

	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
IV. Percentage of students in IMEN that meet their 3-year growth target in ELA and Math^	IMEN Cohort 1 ELA Actual	62.0%	62.1%	NA	NA
	ELA Benchmark	64.4%	65.4%	NA	>State Average
	IMEN Math Cohort 1 Actual	45.5%	46.4%	NA	NA
	Math Benchmark	53.8%	54.2%	NA	NA

^Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

GOAL 4

Idaho attracts and retains great teachers and leaders

Objective A: Align programs within the department to support educators

Provide ongoing, relevant, and actionable professional development that aligns, supports, and provides guidance for all Idaho Content Standards. Provide curriculum reviews that support the standards and help schools and districts in choosing appropriate materials. Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools to ensure appropriate implementation and help support and guide teaching and learning.

Specific projects associated with this strategy include:

- Classroom Capacity Builders in ELA, Science, and Math will work with teachers, schools, and districts to provide professional development to help ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific Coaches to extend to all content areas. Regional Learning Centers could also lead and facilitate a statewide mentorship program for first - third year teachers.
- Curriculum coordinators in partnership with educators to continue to provide content specific professional development that helps support the Idaho Content Standards.
- Curriculum Review and Implementation facilitated by the Content and Curriculum Team to provide guidance to schools and districts in choosing appropriate materials that help support the Idaho Content Standards.
- MTSS Support Team: Members from SDE departments who help give guidance and support for MTSS plans in districts.

Performance Measures:

V. Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service

		<i>2017-18 School Yr.</i>	<i>2018-19 School Yr.</i>	<i>2019-20 School Yr.</i>	<i>2020-21 School Yr.</i>		
V.	Teacher Retention Rate	Actual	89.02%	88.23%	89.29%	90.8%	
		Benchmark	92.%	92.%	92.%	92%	

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

- ¹ Revenues and expenditures, FY2017 Actual by Fund Source, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2018>,
- ¹ Revenues and expenditures, FY2018 Actual by Fund Source, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2019>,
- ¹ Revenues and expenditures, FY2019 Actual by Fund Source, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2020>,
- ¹ Revenues and expenditures, FY2020 Actual by Fund Source, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2021>,
- ¹ Revenues and expenditures, FY2017 Actual by Expenditure Classification, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2018>,
- ¹ Revenues and expenditures, FY2018 Actual by Expenditure Classification, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2019>,
- ¹ Revenues and expenditures, FY2019 Actual by Expenditure Classification, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2020>,
- ¹ Revenues and expenditures, FY2020 Actual by Expenditure Classification, <https://legislature.idaho.gov/iso/bpa/pubs/lfr/?y=2021>,
- ¹ Historical Fall Enrollment of Charter Schools by Grade by Year <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>,
- ¹ Historical Fall Enrollment/Membership by Grade for Idaho Public Schools <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>,
- ¹ 2017-2018 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>,
- ¹ 2018-2019 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>,
- ¹⁴ 2019-2020 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>,
- ¹⁵ Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.
- ¹⁶ Goals are not set at specific grades but derived using the same methodology <https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx>.
- ¹⁷ 2017 Idaho College Board SAT Suite of Assessments Annual Report <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>,
- ¹⁸ 2018 Idaho College Board SAT Suite of Assessments Annual Report <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>,
- ¹⁹ 2019 Idaho College Board SAT Suite of Assessments Annual Report <https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>
- ²⁰ The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.
- ²¹ Four-Year Graduation Rate <https://idahoschools.org/state/ID/graduation>,
- ²² Accountability Results – Graduation Rate <https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>
- ²³: 2020-2021 Statewide Certificated Staff Salary Public School Finance Report [Public School Finance / Departments / SDE \(idaho.gov\)](https://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2020-2021/2020-2021-Statewide-Certificated-Staff-Salary-Public-School-Finance-Report.pdf)
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