SUBJECT

Strategic Performance Plan Matrix

BACKGROUND

To support the implementation of Senate Bill 1339 (2026), the Idaho State Department of Education (Department) convened a committee consisting of 12 education stakeholders representing each of Idaho's six educational regions.

Committee membership included school board members, legislators, superintendents, curriculum and instructional leaders, and representatives from organizations such as the Idaho Association of School Administrators (IASA).

The committee was charged with designing a practical framework for statewide implementation of Senate Bill 1339, including planning requirements, stakeholder engagement processes, performance measures, and accountability expectations to ensure meaningful and sustainable improvement efforts in local school districts.

The committee met six times between May and July 2026. Throughout the process, Superintendent Debbie Critchfield was regularly consulted and provided feedback on key components of the framework and its implementation approach.

PROPOSAL

The Strategic Performance Plan Matrix provided as Attachment 1 is designed to help districts develop effective, locally driven plans that focus on improving student outcomes while strengthening community engagement. The framework includes required performance measures and four-year targets in the areas of:

- Early Literacy
- English Language Arts
- Mathematics
- College and Career Readiness
- Graduation Rates

In addition, districts are asked to establish measurable goals, identify research-based strategies, develop specific action steps, and describe how progress will be monitored and reported. The framework also includes expectations for ongoing local board governance and oversight through regular review of strategic plan progress.

While the goals, metrics, and performance targets are important, the committee emphasized that the most critical aspect of the Strategic Performance Plan is the planning process itself.

The intent of Senate Bill 1339 is not simply to create a compliance document, but to foster meaningful collaboration among school boards, district leadership, educators, parents, students, business leaders, and community stakeholders. The quality of stakeholder engagement, the identification of local priorities, and the

development of actionable improvement strategies will ultimately determine the value and effectiveness of each district's plan.

The framework places significant emphasis on stakeholder engagement, needs assessment, action planning, implementation monitoring, and continuous improvement. As described in the guidance materials, a high-quality strategic plan should provide not only desired outcomes but also a clear roadmap for achieving those outcomes through research-based strategies and measurable actions.

The proposed accountability framework further reinforces this approach by evaluating strategic performance based on four factors:

1. Achievement of established targets.
2. Growth toward goals when targets are not fully met.
3. Implementation of the strategies and action steps identified in the plan.
4. Ongoing progress monitoring and adjustment based on results.

Future Implementation Timeline

The first round of district Strategic Performance Plans will be due to the Department by **October 1, 2027**.

To support successful implementation, the Department will provide a series of statewide training and technical assistance opportunities, including:

- **September 16, 2026, at 2:00 p.m. MST**: Statewide virtual webinar for superintendents and district office staff.
- **December 1-2, 2026 (Boise)**: Strategic Performance Plan training for superintendents, assistant superintendents, and school board members.
- **December 3-4, 2026 (Pocatello)**: Strategic Performance Plan training for superintendents, assistant superintendents, and school board members.
- **December 8-9, 2026 (Moscow)**: Strategic Performance Plan training for superintendents, assistant superintendents, and school board members.

These trainings will focus on stakeholder engagement, goal development, action planning, performance monitoring, and board governance practices to help districts build strategic plans that are both locally meaningful and aligned with state expectations.

IMPACT

The Board’s approval of the Strategic Performance Plan Matrix (Attachment 1) will allow the Department to launch their outreach and training plan and will allow school districts and public charter schools to begin developing their local strategic performance plans for submission by October 1, 2027.

IDE STAFF COMMENTS AND RECOMMENDATIONS

The proposed Strategic Performance Plan Matrix meets the requirements established by Senate Bill 1339 (2026) and provides Idaho school districts and charter schools with the guidance needed to develop meaningful strategic plans for submission in 2027. The Department developed the framework in consultation with Idaho education stakeholders and has an appropriate training plan.

ATTACHMENTS

Attachment 1 – Strategic Performance Plan Matrix

BOARD ACTION

I move to adopt the Strategic Performance Plan Matrix, as provided in Attachment 1, in alignment with Section 33-320, Idaho Code.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-320

Vision/Mission and Stakeholder Engagement	
Please provide your vision and mission statements.	
Mission Statement	
Vision Statement	
The local governing board and the school district superintendent or charter administrator shall collaborate to develop the strategic performance plan by coordinating outreach to students, parents, educators, local industry partners, and the business community, as appropriate.	
Please provide a summary of stakeholder engagement process.	

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Student Academic Proficiency								
Area	**Measurement Tool**	**All Students**	**Baseline**	**28-29 Target**	**29-30 Target**	**30-31 Target**	**31-32 Target**	**Result**
Early Literacy	Specify the assessment tool used (e.g., IRI, local assessment, or other assessment utilized)	Grades K-3						
Literacy	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						
Math	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						

Student Academic Growth								
Area	**Measurement Tool**	**Economically Disadvantaged**	**Baseline**	**28-29 Target**	**29-30 Target**	**30-31 Target**	**31-32 Target**	**Result**
Early Literacy	Specify the assessment tool used (e.g., IRI, local assessment, or other assessment utilized)	Grades K-3						
Literacy	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						
Math	Specify the assessment tool used (e.g., ISAT, local assessment, or other assessment utilized)	Include at least 5 grade levels in grades 4-12						

College and Career Readiness								
Area	**Metric**	**All Students**	**Baseline**	**28-29 Target**	**29-30 Target**	**30-31 Target**	**31-32 Target**	**Result**
Graduation Rate	Graduation Rate	Grade 12						
College Readiness and Career Readiness	Enter the metrics your LEA will use, either from the list provided or one developed by your LEA. Metrics related to the number of students completing the FAFSA, developing postsecondary plans, or submitting applications to postsecondary institutions will not be considered.	Some or all students in grades 9-12						

Districts may submit a link to a district-created document that contains the requested information. This is an acceptable method of response; however, the submission must also identify the specific page number(s) where the requested information can be found to facilitate the review process.where the requested information can be found to facilitate the review process.

Early Literacy

Literacy

Math

College Readiness and Career Readiness

Graduation Rate

Governance & Board Stewardship		
At least quarterly, review, discuss, and approve progress reports on two (2) or more key areas of the strategic performance plan at a regular or special board meeting.		
Date of Board Meeting	**Which indicator was discussed?**	**Summary of Conversation**

Possible Strategic Performance Plan Timeline (implementation)

Strategic Performance Plan Timeline

Phase 1: Orientation & Alignment

Facilitate discussions with district leadership, principals, and the school board
Clarify purpose, scope, and success criteria for the strategic plan
Establish project governance, roles, and communication structures
Develop initial action plan and timeline

Phase 2: Data Review & Stakeholder Engagement

Conduct comprehensive data analysis (early literacy, ELA, math, college & career readiness)
Review current initiatives, performance trends, and gaps
Gather input from stakeholders (staff, students, families, community, industry partners)
Summarize findings in a needs assessment report

Phase 3: Goal Setting & Strategy Development

Establish measurable, outcomes-based goals for key priority areas
Identify evidence-based strategies and priority actions
Define success metrics and progress indicators

Phase 4: Plan Development

Develop the full Strategic Performance Plan, including:
Goals and performance targets
Research-based strategies
Detailed action steps
Roles and responsibilities
Resource alignment (staffing, funding, supports)
Monitoring and reporting processes
Present draft plan to stakeholders for feedback
Refine plan based on input
Obtain formal school board approval
Submit plan to the State Department of Education
Prepare implementation supports and communication materials

Strategic Plan Accountability Framework

Strategic Performance Progress is determined by considering what was accomplished (target attainment), the progress made toward unmet targets (growth), and the extent to which the LEA implemented the strategies and action steps outlined in its strategic plan (implementation).

Strategic Performance Progress (SPP)

An LEA will be considered to have made Strategic Performance Progress when it demonstrates implementation of stated strategies, accomplishment in a majority of goal areas, which includes growth, and progress monitoring.

Each year, as part of the strategic plan submission process, LEAs will complete an annual self-assessment that documents progress toward achieving the goals and priorities identified in their strategic plan. The self-assessment is intended to provide evidence of implementation, progress, and results, and will include, at a minimum, the following components:

1. Target Attainment

Did the LEA meet the majority of performance goals and growth targets established in its strategic plan?

2. Growth

Did the LEA demonstrate measurable improvement toward its goals, even if established targets were not fully achieved?

3. Implementation

Did the LEA implement the research-based strategies and complete the action steps identified in its strategic plan?

4. Progress Monitoring and Adjustment

Did the LEA regularly monitor progress, analyze results, and make appropriate adjustments to strategies, action steps, or supports based on identified needs?

This annual self-assessment will serve as the primary evidence used to determine whether the LEA has demonstrated Strategic Performance Progress (SPP) through a combination of target attainment, growth, implementation, and ongoing progress.