IDEA Public Schools

District Improvement Plan

2022-2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Demographics Summary

IDEA was founded on the belief that all students—regardless of race, ethnicity, zip code, or socio-economic status—should have equal access to a high-quality K-12 education and that every child can go to college. The reality is that children of color from lower-income neighborhoods rarely have access to the highest performing schools that also prepares every student for college. Therefore, IDEA intentionally and strategically locates its schools primarily in low-income communities. However, no enrollment preference is given to students of any race or economic profile.

IDEA operates 125 schools across seven regions in Texas including the Rio Grande Valley, Austin, San Antonio, El Paso, Houston, Tarrant County and the Permian Basin.

Region	Schools in Operation
01-RGV	51
02-San Antonio	30
03-Austin	16
04-El Paso	10
06-Tarrant County	8
07-Houston	6
08-Permian Basin	4

General Student Demographics

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	62,158	100.0%	5,359,040	100.0%	62,158	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	0	0.0%	20,991	0.4%
Pre-Kindergarten	3,836	6.2%	196,560	3.7%	3,836	6.2%	197,093	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	26,356	0.5%				
Pre-Kindergarten: 4-year Old	3,836	6.2%	170,204	3.2%				
Kindergarten	6,736	10.8%	360,865	6.7%	6,736	10.8%	361,349	6.7%
Grade 1	6,669	10.7%	380,973	7.1%	6,669	10.7%	381,403	7.1%
Grade 2	6,161	9.9%	379,725	7.1%	6,161	9.9%	380,122	7.1%
Grade 3	5,035	8.1%	380,802	7.1%	5,035	8.1%	381,135	7.1%
Grade 4	4,073	6.6%	385,090	7.2%	4,073	6.6%	385,364	7.2%
Grade 5	3,900	6.3%	395,436	7.4%	3,900	6.3%	395,649	7.4%
Grade 6	6,143	9.9%	414,197	7.7%	6,143	9.9%	414,357	7.7%
Grade 7	5,529	8.9%	421,222	7.9%	5,529	8.9%	421,347	7.8%

Grade 8	4,691	7.5%	422,386	7.9%	4,691	7.5%	422,505	7.9%
Grade 9	3,350	5.4%	436,396	8.1%	3,350	5.4%	436,523	8.1%
Grade 10	2,577	4.1%	420,502	7.8%	2,577	4.1%	420,705	7.8%
Grade 11	1,995	3.2%	388,143	7.2%	1,995	3.2%	388,443	7.2%
Grade 12	1,463	2.4%	362,888	6.8%	1,463	2.4%	364,600	6.8%
Ethnic Distribution:								
African American	3,937	6.3%	680,285	12.7%	3,937	6.3%	681,401	12.7%
Hispanic	53,071	85.4%	2,835,771	52.9%	53,071	85.4%	2,840,982	52.9%
White	4,121	6.6%	1,418,789	26.5%	4,121	6.6%	1,424,251	26.5%
American Indian	87	0.1%	18,712	0.3%	87	0.1%	18,755	0.3%
Asian	582	0.9%	253,856	4.7%	582	0.9%	254,163	4.7%
Pacific Islander	82	0.1%	8,259	0.2%	82	0.1%	8,271	0.2%
Two or More Races	278	0.4%	143,368	2.7%	278	0.4%	143,763	2.7%
Sex:								
Female	30,958	49.8%	2,620,239	48.9%	30,958	49.8%	2,624,722	48.9%
Male	31,200	50.2%	2,738,801	51.1%	31,200	50.2%	2,746,864	51.1%
Economically Disadvantaged	53,698	86.4%	3,229,178	60.3%	53,698	86.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	8,460	13.6%	2,129,862	39.7%	8,460	13.6%	2,138,169	39.8%
Section 504 Students	1,624	2.6%	387,490	7.2%	1,624	2.6%	387,622	7.2%
EB Students/EL	24,136	38.8%	1,108,207	20.7%	24,136	38.8%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	66,833	1.2%				

	Membership				Enrollment			
	---- District ----		**-------- State --------**		**---- District ----**		**-------- State --------**	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	252	0.4%	241,070	4.5%	252	0.4%	241,197	4.5%
Foster Care	3	0.0%	17,033	0.3%	3	0.0%	17,090	0.3%
Homeless	14	0.0%	57,709	1.1%	14	0.0%	57,811	1.1%
Immigrant	1,348	2.2%	108,025	2.0%	1,348	2.2%	108,092	2.0%
Migrant	69	0.1%	16,657	0.3%	69	0.1%	16,733	0.3%
Title I	61,361	98.7%	3,457,855	64.5%	61,361	98.7%	3,464,887	64.5%
Military Connected	48	0.1%	144,596	2.7%	48	0.1%	144,683	2.7%
At-Risk	30,855	49.6%	2,634,284	49.2%	30,855	49.6%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	23,223	37.4%	1,123,936	21.0%	23,223	37.4%	1,124,413	20.9%
Gifted and Talented Education	0	0.0%	443,781	8.3%	0	0.0%	443,849	8.3%
Special Education	4,413	7.1%	595,885	11.1%	4,413	7.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	4,413		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,826	41.4%	253,353	42.5%				

Students with Intellectual Disabilities	1,826	41.4%	253,352	42.5%				
Students with Physical Disabilities	1,085	24.6%	127,106	21.3%				
Students with Autism	681	15.4%	83,737	14.1%				
Students with Behavioral Disabilities	786	17.8%	122,624	20.6%				
Students with Non-Categorical Early Childhood	35	0.8%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	3,443	8.1%	726,083	13.8%				
By Ethnicity:								
African American	380	0.9%	148,832	2.8%				
Hispanic	2,789	6.6%	372,491	7.1%				
White	173	0.4%	160,748	3.1%				
American Indian	7	0.0%	2,944	0.1%				
Asian	25	0.1%	18,370	0.4%				
Pacific Islander	8	0.0%	1,484	0.0%				
Two or More Races	61	0.1%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	257	8.1%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	807	5.1%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	2,466	6.8%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	5,858	13.0%	700,130	16.6%				

Student Leaver Data

- Student perstience (overall | new): 83.26% | 77.82% (see addendum for student leaver data by sub pop)

Staff Demographics:

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	6,674.3	100.0%	745,316.3	100.0%
Professional Staff:	4,114.9	61.7%	479,219.1	64.3%
Teachers	2,892.4	43.3%	369,395.4	49.6%
Professional Support	777.0	11.6%	78,787.8	10.6%
Campus Administration (School Leadership)	399.3	6.0%	22,378.5	3.0%
Central Administration	46.2	0.7%	8,657.4	1.2%
Educational Aides:	833.0	12.5%	79,348.7	10.6%
Auxiliary Staff:	1,726.5	25.9%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,290.0	n/a

	Count	Percent		Percent
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	125.0	n/a	13,211.0	n/a
Part-time Counselors	27.0	n/a	1,126.0	n/a
Total Minority Staff:	5,913.8	88.6%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	267.8	9.3%	41,186.3	11.1%
Hispanic	2,205.5	76.3%	104,985.0	28.4%
White	371.5	12.8%	210,367.3	56.9%
American Indian	3.0	0.1%	1,261.0	0.3%
Asian	33.7	1.2%	6,656.1	1.8%
Pacific Islander	4.0	0.1%	618.8	0.2%
Two or More Races	6.8	0.2%	4,320.9	1.2%
Teachers by Sex:				
Males	717.6	24.8%	88,006.1	23.8%
Females	2,174.8	75.2%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	32.4	1.1%	4,422.7	1.2%
Bachelors	2,309.8	79.9%	269,818.0	73.0%
Masters	537.6	18.6%	92,432.5	25.0%
Doctorate	12.5	0.4%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	717.9	24.8%	24,880.4	6.7%
1-5 Years Experience	1,479.7	51.2%	102,753.7	27.8%
6-10 Years Experience	510.5	17.6%	74,854.8	20.3%
11-20 Years Experience	161.2	5.6%	107,653.1	29.1%

IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	23.0	0.8%	47,975.4	13.0%
Over 30 Years Experience	0.0	0.0%	11,278.0	3.1%
Number of Students per Teacher	21.5	n/a	14.5	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	2.8	6.4
Average Years Experience of Principals with District	2.3	5.5
Average Years Experience of Assistant Principals	2.7	5.5
Average Years Experience of Assistant Principals with District	2.3	4.8
Average Years Experience of Teachers:	3.7	11.2

Average Years Experience of Teachers:		3.7	11.2
Average Years Experience of Teachers with District:		2.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers		$52,118	$50,849
1-5 Years Experience		$53,221	$53,288
6-10 Years Experience		$57,638	$56,282
11-20 Years Experience		$61,329	$59,900
21-30 Years Experience		$67,433	$64,637
Over 30 Years Experience		-	$69,974
Average Actual Salaries (regular duties only):			
Teachers		$54,292	$57,641
Professional Support		$71,111	$68,030
Campus Administration (School Leadership)		$83,672	$83,424
Central Administration		$127,431	$109,662
Instructional Staff Percent:		56.2%	64.6%
Turnover Rate for Teachers:		17.1%	14.3%
Staff Exclusions:			
Shared Services Arrangement Staff:			
Professional Staff		0.0	1,136.9
Educational Aides		0.0	194.8
Auxiliary Staff		0.0	397.5
Contracted Instructional Staff:		0.0	5,731.4

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,870.6	6.2%
Career and Technical Education	0.0	0.0%	18,987.7	5.1%
Compensatory Education	0.0	0.0%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	2,692.5	93.1%	262,447.1	71.0%
Special Education	199.8	6.9%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

Additional data including community demographics, student persistence (overall, new student, SPED students, and CSI students), and attendance (by race and ethnicity) included in addendum.

Demographics Strengths

- Student leaver data is higher for supopulations including CSI and SPED students
- IDEA offers a competitive salary for teachers withexperience
- IDEA is achieving it's mission of college for all in serving a majority of economically disdvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to ensure equitable disciplinary consequences for black students. **Root Cause:** There has not been enough engaging and building community with our black students and their families. Staff must increase cultural competency and awareness to lead to Equitable disciplinary consequences for African American students including school wide behavior systems .

Problem Statement 2 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning

Student Learning Summary

STAAR Performance

The 2021-2022 STAAR administration gave us an opportunity to measure the gains and losses that occurred in the 2020-2021 school year. Using 2018-2019 as a baseline comparative year we were able to identify strengths and areas of improvement. The 2021-2022 STAAR administration and preliminary results then showed the effectiveness of the strategies and efforts that took place.

(See "Student Learning Summary Data" Addendum for comprehensive subject/test/regional historical trends)

Successes

When comparing 2021 to 2022 overall data, the Approaches levels increased nearly 13%, Meets levels increased 16% and Masters levels increased 13%. These results are nearing or have reached the previous 2019 levels and closed many gaps especially in ELA which was able to surpass Meets and Masters levels that were achieved in the 2018-2019 school year. During the 2022 STAAR admin, IDEA was able to show higher Approaches levels compared to the State in all tests but 3rd Reading, 3rd Math and 4th Math.

Areas of Improvement

Mathematics continues to be an area of improvement which currently shows approximately a 10% gap in Approaches levels to reach the performance of 2018-2019. Diving deeper into historical trends showed that 3rd, 4th and 5th Math are areas of slowest growth and has not recovered as quickly when compared to other grades and subjects. IDEA's newer regions such as Houston, struggled to maintain or increase performance in Mathematics year over year.

College, Career, and Military Readiness

IDEA began a strategic approach to TSI testing in 2018-2019 and has always offered AP tests for all students which has proven to be an effective strategy in getting graduates to meet CCMR criteria. The classes of 2018, 2019 and 2020 was able to achieve 87%, 98% and 99% CCMR rates respectively.

4-Year Graduation Rate

IDEA has maintained a high 4-Year graduation rate while also increasing the size of the graduation cohorts as well. Over the next years, the cohort size will continue to grow as more of the scaling schools scale up to 12th grade.

Class of	Cohort Size	4-Year Grad. Rate
2018	849	99.1%
2019	1177	98.8%
2020	1143	98.9%

English Language Proficiency

In 2019 IDEA's TELPAS progress rate was 34% and was able to increase to 48% in 2021 by implementation of targeted support and strategies for EL students across all content areas and TELPAS component skills.

Please see addendum for more data.

Student Learning Strengths

Student Learning Strengths

- Increase in all subjects compared to the 2020-2021 school year on STAAR
- Many tests recovered or nearly recovered to pre-pandemic levels on STAAR
- Continued high level College, Career and Military Readiness performance
- Maintenance of high 4-Year graduation rates
- Strong internal data tracking, progress monitoring and sub-population reporting
- Growth of EL students across TELPAS components and composite

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 20-30% of our 3-5th graders did not pass the reading and/or math state assessments. **Root Cause:** To address the gaps in student learning we must intentionally plan for targeted remediation in our scope and sequence, have consistent use of adaptive software, more data analysis on math and reading comprehension, and clearly define our Tier 2 supports.

Problem Statement 2 (Prioritized): Consistent remediation or intervention strategies for for 8-12th graders in literacy and math **Root Cause:** Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.

Problem Statement 3 (Prioritized): The percent of AP Scholar rates have increased minimally over the past several years. **Root Cause:** AP courses have a different level of rigor that state assessments, and we need more consistent leader and teacher training on what instruction must look like in these courses, and a clear pathway to more meets and masters percentages

Problem Statement 4 (Prioritized): 1st and 2nd grade literacy gaps have increased over the past two years **Root Cause:** Two years of remote learning for our youngest students to learn foundational literacy has had a long-lasting impact, and we need consistent utilization of the programming materials, vision for independent work time to be meaningful and monitored, including individualized learning platforms.

Problem Statement 5 (Prioritized): Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause:** Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

District Processes & Programs

District Processes & Programs Summary

Curriculum & Instruction Processes

IDEA Public Schools academic programs include four pillars:

1. Rigorous core instruction: Students in all grades are challenged through engaging and rigorous instruction provided through a vertically aligned program focused on the Texas Essential Knowledge and Skills and Advanced Placement (AP) standards for all subject areas. All students at IDEA Public Schools take at least eleven Advanced Placement (AP) courses throughout their high school career. In addition to core academics, IDEA students have access to fine arts, technology, athletics, Computer Science, and CTE courses.

2. Data analysis to guide instruction and inform student support: IDEA utlizes both norm-referenced and criterion-referenced assessments to diagnose student knowledge and skills and continously monitor progress on the acquisition of grade-level content and skills.

3. Targeted student support for academic, social-emotional, and health needs: We proactively identify student needs and provide related services, including English Language instruction, special education instruction and related services support, Critical Student Intervention, Reaching Independence through Support & Education (RISE), and social-emotional counseling.

4. Individualized Learning for all students: Individualized learning ensures students are mastering content and skills within their own zone of proximal development. For students in grades PreK-2, literacy instruction is delivered using a systematic phonics program that includes homogenous grouping based on student placement test results. In kidergarten through 7th grade, students engage in individualized instruction and practice through adaptive software in mathematics and literacy. All students at IDEA Public Schools are issued a personal technology device so they have access to instruction from anywhere and at any time.

The IDEA Program Team leads the development of a common district curriculum for all IDEA Public Schools, grades PreK-12. This includes -

- a comprehensive instructional materials review and adoption process to ensure the adoption of high-quality instructional materials for all core academic courses, PreK-12.
- a cycle of curriculum development that includes feedback from campus personnel and regional instructional support staff, quality reviews from curriculum and content experts, and annual revisions to align to changing standards and state assessments.
- a suite of curricular materials that includes for each course: a scope and sequence, unit plans, daily lesson plans, and additional materials teachers may use to reinforce knowledge and skills.
- common district assessments delivered approximately every ten instructional days for each course, used to track learning progress and identify learning gaps so they may addressed before new material is delivered.
- guidance for the use of adaptive software for mathematics and literacy.

In addition to providing an aligned, rigorous curriculum, the Program Team and Content Professional Development Team work collaboratively to provide curriculum and content professional development to teachers, campus-based instructional leaders, and regional-based instructional leaders. The district professional development includes -

- resources for planning instructional delivery and internalizing course content and material.
- teacher webinars every other Wednesday throughout the school year (approximately 15 per year) to support with the implementation of curriculum, build teachers' pedagogical content knowledge, and analyze district assessment data.
- teacher professional development (Course Collaboration) offered four times per year to support with the implementation of the upcoming quarter of instruction, build teachers' content knowledge, and provide collaborative opportunties for teachers to share best practices in content area delivery.
- regional and campus leadership professional development that focuses on coaching the curriculum implementation, including the use of coaching tools aligned to district curriculum.

Special Education Program

In SY 20–21, approximately 6% of IDEA students with needs ranging from speech language therapy services to more significant disabilities received special education services at our schools. Instructional arrangements range from students served all day in general education classrooms with just accommodation support to students being served in one of our RISE classrooms with a lower teacher/student ratio. Our special education teachers are required to hold valid special education teacher certification in order to most effectively serve our students with the highest need. Identification/Evaluation (Process): Students identified with special needs are serviced via their IEP. More specifically, IDEA Public Schools initiates a service delivery approach that offers intervention to all students who need extra help to reach grade level academic proficiency. Here are more details:

1. PreK, K, 1st and 2nd grade: Direct Instruction ("DI") is a curriculum that is utilized at each campus for PreK–2nd grade students. Every student in DI is receiving instruction at their individual level in Reading.
2. 3rd through 12th grade: IDEA always seeks to provide students instruction in the Least Restrictive Environment, but support services are offered along continuum from being fully main streamed into general education classrooms to a self-contained classroom with low student/teacher ratio based on each student's individual needs per their IEP.

Speech Therapy: Students who qualify for educational based speech/language services are provided with therapy from an IDEA speech language pathologist according to their IEP

Occupational Therapy: Students who demonstrate an educational based need for fine motor or sensory services are provided with therapy from a certified occupational pathologist according to their IEP

Physical Therapy: Students who demonstrate an educational based need for gross motor services are provided with therapy from a certified occupational pathologist according to their IEP

Special Education Counseling: Students who qualify for counseling based on their identified educational disability are provided this service from an IDEA Licensed Specialist in School Psychology (LSSP) according to their IEP

Auditory Impairment Services: Students who require direct or consult support from an Auditory Impairment specialist will receive this service according to their IEP

Visual Impairment Services: Students who require direct or consult support from a Visual Impairment specialist will receive this service according to their IEP

Orientation & Mobility Services: Students with Visual Impairment who require support in their ability to effectively and independently navigate through a variety of settings will receive this service according to their IEP
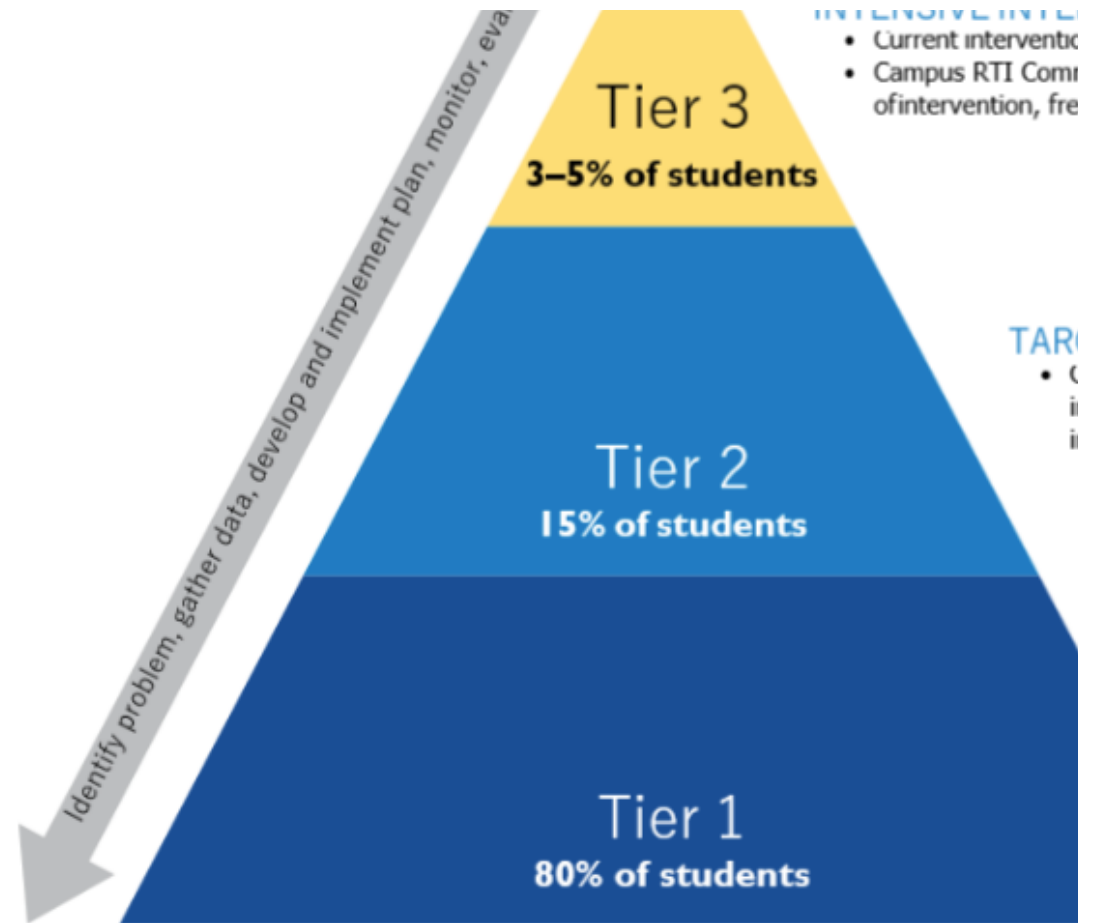
Adaptive Physical Education (PE): Students who are unable to access the general physical education class will receive this service according to their IEP

Response to Intervention
We use a model called Response to Intervention (RTI) to match instructional and other supports to students' individual needs. RTI is defined as "the changein behavior or performance as a function of an intervention." (Greshman, 1991) We use the RTI model to provide high-quality instruction/interventionmatched to student needs and usinglearning rate over time as well as level of performance to inform educational decisions for each individual. This meansthat RTI is not a model for use with students with an identified special education need, but with all students. RTI must be considered and documented beforeany retention action is taken for an individual student.Reaching Independence through Support and Education (RISE)

Tier 3
3–5% of students

Tier 2
15% of students

Tier 1
80% of students

Identify problem, gather data, develop and implement plan, monitor, eva...

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- Campus RTI Com...
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Reaching Independence through Support and Education (RISE)

Functions as a class that targets specific individual education plan goals. RISE's primary goal is to develop post-secondary readiness for students that requireintensetargeted instruction. We know that students that receive targeted small ratio instruction will yield to accelerating growth and cultivating post-secondary success.Founded on individualized instruction, RISE develops students who are prepared academically, socially, emotionally and physically for post-secondaryoptions. Studentshave clear and specific goals that align with the alignment to their interests for post-secondary transition.

RISE goals for students are:
1.Master their IEP goals
2.Meet or exceed growth on their state assessments
3.Pass their state assessments

Built into RISE curriculum is the opportunity for students to develop and practice crucial independent learner skills that they'll need to be successful for post-secondary success. The curriculums that are district supported are:
1. Attainment;
2. Do the Math;
3. 18+ Program;
4. Direct Instruction (RMSE, DISTAR Math, Corrective Reading, Expressive Writing, DI for Spoken English, Corrective Math, and Essentials for Algebra)

Our RISE classrooms are strategically placed across the region, but not at every school site. We plan ahead as new school sites are identified at ensuring that our RISE classrooms are available within each region so that students who require this type of setting have access to that service.

For SY '22-23, the Curriculum Corner will have a new RISE section with instructional materials for staff to access via our internal website.

Section 504 Services

IDEA provides services for students who qualify under Section 504 as part of our commitment to meeting each individual child's needs. Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. In order to provide 504 services, each school has a committee which is knowledgeable about the requirements of Section 504 and which operates under the direction of the principal. When the committee makes decisions particular to an individual student, persons who are knowledgeable about the student, who have expertise in the areas of suspected impairment, and who have expertise in interpreting data, are added as members. A Section 504 committee must review the data (from all relevant sources), to ensure that there is an agreed upon educational need. Once the committee agrees that the student does have an impairment and the impairment substantially limits that child in one or more major life activities; then the committee creates an Individual Accommodation Plan that is shared with teachers and staff for use in the general education classroom. All students who are receiving Section 504 Accommodations are re-evaluated every three years. We use the following list to actively monitor for students who may qualify for 504 Accommodations when:
- A student is evaluated and does not qualify for Special Education services under the IDEA
- A parent frequently expresses a concern about their child's performance
- A suspension or expulsion is being considered for a student
- A retention is being considered for any student
- A student shows a pattern of not benefiting from research-based instruction
- A student returns to school after a serious illness or injury
- A student exhibits a chronic health condition
- A student has been identified as having a psychiatric diagnosis such as Attention Deficit Hyperactivity Disorder (ADHD)
- Substance abuse is an issue—the individual must have stopped using the substance and should either be in rehabilitation or have gone through the rehabilitation process
- A disability of any kind is known or suspected

Bilingual/Emergent Bilingual Instruction
We identify students who are English Language Learners within the first few weeks of entry into our schools so that we can offer them the type of instructional supports needed. We offer targeted language acquisition support programs such as Imagine Learning, Español to English, Direct Instruction for Spoken English, and Rosetta Stone for our students during their intervention blocks. The graphic below shows which instructional programs we use in each grade level.

Homebound ServicesHomebound placement is an instructional service for students who are certified to be confined to the home for a minimum of four consecutive weeks for medical reasons or are chronically ill and expected to be confined to the home for any period of time totaling at least four weeks throughout the school year for a medical reason as documented by physician or psychiatrist licensed to practice in the United States. The school is required to provide a teacher who teaches at least four hours of services each week to a student who qualifies for homebound services

Social Emoriional Learning and Mental Health

IDEA Public Schools believes that all students should feel a sense of belonging and psychological safety to thrive in our schools and beyond. All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff.

Campus Leadership Roles

- School Counselor (On-Model): The role of School Counselor leads the campus family engagement vision, social emotional learning program, and coordination of mental health and counseling supports for all scholars on the campus.
- Social Worker (Off-Model, hired through discretionary funds utilized by school leader): Social Workers work directly with our at-risk scholars to ensure that they graduate from IDEA and go to and through college by providing them individualized emotional, behavioral, and mental health support. Social Workers manage a caseload of at-risk scholars and provide individual and group interventions to support them independently master coping skills to address and overcome mental, behavioral, and academic challenges.

Training Provided/Final Data/Source

- Monthly Professional Learning Community led by Student Performance and Advocacy Team and Regional Manager of Student and Family support. Apricot 360: Utilized for documenting services provided to students individually and in groups

Spcial-Emotional Learning Curriculum: Move This World

- All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff. All counselors and social workers are trained in directing campus curriculum implementation; all teachers are trained in delivering curriculum during Beginning of year PD week. School Counselor is Campus Owner; Teachers own daily delivery in their homerooms during Move This World Block

Anti-Bullying

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form or allegation of bullying. Preventative Psychoeducation: 100% of students receive a health curriculum that includes evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment. Counseling: Campus ensures that 100% of students are aware of the school district's policy regarding the actions a student should take to obtain assistance and intervention in response to bullying and must set out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying. Additionally, the state mandates school counselors or school personnel to notify the parent or legal guardian of the victim of available counseling options. Staff Training: 100% of campus staff receive a minimum of four hours (new employees) and two hours (returning employees) of training on preventing, identifying, responding to, and reporting incidents of bullying before the FDOS.

Sexual Abuse Prevention

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form of sexual abuse or allegations of sexual misconduct. Preventative Psychoeducation: Campus ensures that 100% of students receive age- and grade-appropriate preventative education regarding child sexual abuse prevention education for all K-12 students. Instruction shall be limited to 1) what constitutes abuse or an assault, and 2) how students may safely and confidentially report to a school official the circumstances surrounding any such abuse or assaults. Staff Training: Campus ensures 100% of employees have received training concerning prevention techniques for and recognition of sexual abuse and all other maltreatment of children each year.

Family Engagement

- IDEA Public Schools believes that once a student enters our organization, they are a part of the team and family. It is our responsibility to ensure 100% of students go to and through college and we follow through on our commitment to families. We specifically track and monitor the duration of time each student spends in our schools and the impact family engagement has on the longevity of that relationship and ultimate success of the goal of college matriculation.

- We focus specifically on new student persistence in response to historical data showing us that students within their first year of IDEA have higher rates of leaving. This data should drive more effective recruitment, enrolling, and onboarding so that students in year 1 at IDEA stay with IDEA. Historical data also shows us that when students are with us for more than 1 year, they are more likely to stay.
- We track 2 different groups of students.
  - New Students: Defined as a student in their first year of any IDEA school.
  - Overall Student: Defined as all students present on Day 10 of one year to all students present on Day 10 for the next school year

Technology Integration

Student technology supports our mission of preparing students for college and beyond.

As schools continue to evolve to meet the needs of modern society, IDEA Public Schools is strengthening its commitment to support students on the path to and through college by providing personal technology equipment to all scholars enrolled at IDEA. Our 1 to 1 program ensures every IDEA scholar is issued a Windows or Chromebook device at no cost to families. Additionally, we offer family resources to support scholars to continue learning at home. This includes access to Microsoft Office 365 Education apps, individualized learning apps, home internet access and remote technical support.

Personnel, Organizational & Administrative

Model

Every IDEA school has a similar structure, mission, goal, and orientation. IDEA applies replicable steps for launching schools. The school launch core elements are: identifying and developing excellent school leaders; establishing an enrollment pattern; communicating early and often with families; and preparing to implement the IDEA program model. This starts with consistent leadership development. IDEA's Principals in Residence program supports aspiring principals as they develop skills and knowledge achieve during their residency at an existing IDEA school, before launching a new school. Historically, each IDEA campus houses two schools, supervised by two principals. This includes a K-5 Academy and a 6-12 College Prep. IDEA uses a research-driven elementary program that gradually releases more responsibility for learning from teachers to students. The literacy program provides targeted instruction for students in the early grades, ensuring that students master the knowledge and skills needed for success in 3rd-5th grades through a balanced literacy program. The elementary math program is centered on development of mathematical thinking skills. Every 6-8 grade student takes a pre-AP course sequence that prepares them to read, write and think like an AP scholar All students take at least 11 AP courses, with the option to take up to 20. High school students take English and Math, Science and Social Studies courses that go well beyond what is required on state assessments; High School students also take a Road to College course focused on building independence and organizational skills,as well as a free ACT prep courses provided by the school.

Talent Capacity

Each IDEA campus typically launches with 26 teachers and co-teachers, and 25-31 administrative and operations staff. This varies depending on transportation offerings. A campus reaches full-scale after 7 years, employing a total of 76 teachers and co-teachers, and 41-53 administrative and operations staff. IDEA employs co-teachers, alongside teachers, in grades K-2. This increases student support through our K-2 Direct Instruction model.

Each K-12 campus has two principals: one for the elementary (Academy) school, and one for the secondary (College Prep) school. In addition to the principals, assistant principal of operations, and facilities manager, campuses employ multiple assistant principals of instruction. These administrators focus entirely on building teaching expertise among the faculty and ensuring high quality instruction in every classroom. College Preparatory campuses have a college counseling team made up of a director and two counselors, once a 12th grade is in place. Both primary and secondary schools have standard staffing structures that enable them to implement the IDEA program with fidelity. Principals may make changes to their staffing plan to meet school needs, with approval.

Talent: Sourcing and Training

The search for principals includes a widely publicized internal call for talent across IDEA, as well as a national dragnet for candidates. A wide net is cast online and in person via IDEA's human assets team to recruit teachers and staff.

New IDEA employees are onboarded to the organization and campus. New staff attend an in-person "Welcome to IDEA" event, as well as new employee onboarding at each campus. New teachers attend IDEA's New Teacher Institutes, which lasts between one and two weeks.

Year # Months from Launch | Major Launch Activity

28 | Principals in Residence Identified

24 | Principals in Residence Begin as Full-time Staff

14 | Next Cohort of Principals in Residence Identified

12 | School Operations Staff Hired

10 | Teacher Recruitment – Initiated

6 | Principals launching new schools become Rhodes fellows to plan school vision via training/PD cohort

2 | All teachers hired & new employee onboarding begins

Central Office Support

Headquarters staff play a significant role in the launch of new schools. This includes extensive in-region and statewide, network support for fundraising, marketing, communications, enrollment, operations, finance, hiring, information technology, compliance, and staff development. Every IDEA region is led by a seasoned executive director, whose primary responsibility is ensuring that every school is academically strong. The executive director is supported by IDEA headquarters teams, as well as their regional team. The Regional Director of Operations is IDEA's local operations leader who oversees the operations of all campuses within a region, including efforts such as recruitment, enrollment, and operations hiring. The Regional Director supports each campuses' Assistant Principals of Operations through coaching, development, and monitoring of performance metrics. IDEA's chief financial officer and chief human assets officer share responsibility for ensuring compliance around financial and legal obligations. As such, every school, and every headquarters team, has procedures in place to report and share issues related to compliance. Headquarters staff also provides a cohesive set of curricular tools and resources under the direction of the chief program officer. IDEA curriculum managers at the headquarters level partners closely with school-level leadership to ensure they have a command of lessons and materials, and can provide in-field coaching for teachers. IDEA headquarters also has a robust data analytics team that collects data to help leaders determine if each student, school, and region are on track to meet goals. Using this data, headquarters teams provide technical assistance to school leaders and more training for teachers.

IDEA's organization as a whole is made up of many different teams that are split across the network in order to best ensure students and staff have everything they need to be successful as we work toward our mission and vision. The Headquarters teams dedicate themselves to supporting schools and staff across all campuses and regions, while the regional teams work to ensure that their campuses and stakeholders are successful. Below, you will find descriptions of the teams at both the national and regional levels and how they best support you as a staff member at IDEA.

TALENT MANAGEMENT & THE STAFF DEVELOPMENT CYCLE

At IDEA we believe in continuous improvement. Every staff member is not only working toward their performance goals, but also working toward their own professional development. The formal process of ensuring this growth is a) taking place, b) being tracked, and c) being celebrated is the Staff Development Cycle. There are three rounds:

Round 1: Goal Setting. This is where you and your manager meet to internalize what the goals will be for the year and what the high leverage strategies will be for hitting them. This happens early in the year, typically in July or August. However, mid-year goal setting can take place if the hire date is later in the year.

Round 2: 2x2. This is the time for reflection and feedback. Your manager will provide you with feedback on your strengths, as well as your areas of growth. You will also self-assess. Additionally, you will also provide feedback on your manager's strengths and areas for growth. They will also self-assess. At this point, the launching principals will have been named and will attend this meeting with you and your manager. This will help them in their transition to their role, as well as you in your transition between managers.

Round 3: Annual Performance Review. This is your final evaluation for the year. It is also an opportunity for career planning with your manager. You may be managing others for the first time. This adds a layer of responsibility during the staff development cycle as well as Progress Toward Goals (PTGs) and Talent Reviews. The Staff Development Cycle focuses on your personal and professional growth.

Professional Devleopment Vision

The Professional Development Team exists to provide learning experiences for all staff members that enhance their knowledge and skills, build deeper connections across the network, and provide a space for learning from each other's perspectives and experiences.

Our Programs & Leaders

<u>Program(s)</u>	<u>Leader</u>
Summer Professional Development & Campus BOY PD	Melinda Hardy
Best Practices	Katie Christon
EmpowerEd To Teach, Manager	Jaraux Washington
Dean of Instructional Preparation Programs	Johnathon Kruger
Leadership & Management & Teams Leading Change	Rachel Carreon
New Leader Institute, Coaching Academy, Accelerator, & GET Certification	Liz Khirallah-Jackson
New Teacher Institute, Roadmap & TeachBoost	Richel Raich Cantu
Teacher Laureates, Teacher Leader Foundations, & Teacher Advisory Council	Crischelle Navalta Barnes

Please see addendum for more information.

District Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
  IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds

of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement strategy is not comprehensive and cohesive across district teams, therefore has not been consistent across all schools. **Root Cause:** Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals.

Problem Statement 2 (Prioritized): Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause:** Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Problem Statement 3 (Prioritized): Schools across Texas have different physical facility safety gaps on core physical safety components (perimeter fencing, gate communication, front door communication and locking mechanism, emergency landline, exterior door numbering, bus security cameras, exterior door access control systems, security cameras, exterior glass ballistic film, and AED machines). **Root Cause:** -Older instructional facilities in need of upgrades/enhancements -Retrofits required to meet updated TEA/TAC school facilities standards -Misalignment on requirements for new construction projects -Revised district core building safety standards approved in 2020

Perceptions

Perceptions Summary

WHO WE ARE
IDEA Public Schools was founded on the radical belief in the unlimited potential of all students and has a long history of democratizing excellent education. Since 2000, IDEA Public Schools has grown from a small school with 150 students to the fastest-growing network of tuition-free, Pre-K-12 public charter schools in the United States.

With this in mind, we continue to be committed to a mission of "College for ALL children," ensuring more students from low-income backgrounds, students who would be the first generation in their families to attend college, and students who come from groups historically underrepresented in higher education have access to realizing their dreams by first completing their college degree on the path to becoming the future leaders of tomorrow.

To achieve our mission, we commit to be a diverse, equitable, inclusive and anti-racist organization, where we honor and include the voices, values, and beliefs of all our students, staff, alumni, families, and community members. This is essential to students' academic, social, and collective growth, as well as to achieving equity and social justice across our schools, our organization, and our communities.

To realize this vision, we work collectively to increase our cultural competency and capacity to productively engage across all lines of difference. This allows us to identify, disrupt, and rebuild more equitable policies and practices for all our students, families, and staff. We recognize and are committed to the continuous learning necessary to be an organization that strengthens diversity, uplifts equity, and honors inclusion.

IDEA Public Schools boasts national rankings on *The Washington Post* and *U.S. News & World Report's* top high schools lists. IDEA serves more than 80,000 college-bound students in 145 schools across Texas, Southern Louisiana, Florida and Ohio and is on-track to maintain its legacy of sending 100% of its graduates to college. We are a 501(c)(3) nonprofit organization that thrives on the engagement of our alumni and community members as well as the financial support of advocates, donors, foundations, and friends of IDEA.

ORGANIZATION & STRUCTURE

IDEA's organization as a whole is made up of many different teams that are split across the network in order to best ensure students and staff have everything they need to be successful as we work toward our mission and vision. The Headquarters teams dedicate themselves to supporting schools and staff across all campuses and regions, while the regional teams work to ensure that their campuses and stakeholders are successful. Below, you will find descriptions of the teams at both the national and regional levels and how they best support you as a staff member at IDEA.

THE ROLE OF HEADQUARTERS

IDEA's headquarters is organized into ten functional areas/teams that support schools, so non- instructional activities are efficient and effectively delivered.

Academic Services Team (Program Team)

The Academic Services Team (AST) is broken up into several branches: elementary program, secondary program, Individualized Learning, and Special Services. The team studies, creates, and supports districtwide implementation of IDEA curriculum. The elementary program partners with the National Institute for Direct Instruction to train and implement DI in all Pre-K-2nd grade classrooms, in addition to some intervention settings. Scope, sequence, and curriculum are created for 3rd-5th grade settings. The secondary program team creates curriculum for all 6-12th classrooms and supports partnerships for training, like with the National Math and Science Institute for the AP Program. The Individualized Learning team supports all hybrid learning: Accelerated Reader, Adaptive Math Program, Catalyst, and Online Learning. The student support team works with special education, intervention, and bilingual programs to ensure curriculum implementation.

AST supports teachers' use of curriculum by working with district "course leaders" (or one of the highest performing teachers in that grade level content area) to host bi- weekly

course webinars to overview curriculum, lesson plans, and potential roadblocks in student learning. The curriculum team and course leaders also host four course collaboration days throughout the year to support teachers with what's upcoming in curriculum. The AST team partners closely with Human Assets and the Schools team for training of teachers and coaching in the field.

Advancement Team

The Advancement team identifies mission-aligned communities for expansion, raises private philanthropic support, manages external and community relations with donors, elected officials, government agencies, and is ultimately charged with building relationships, raising funds and ensuring charter access in new locations in order to grow the network from 61 to 143 schools (includes IDEA schools outside of Texas) by 2022. The Advancement team engages in legislative advocacy and focuses on building a strong advocacy network to ensure that IDEA has the policies and resources necessary to best serve its students and to ensure long-term sustainability and support. As such, state and national policy advocacy efforts are managed centrally to drive better outcomes. The Advancement team also leads IDEA's partnerships with school districts, advocacy organizations, government agencies, and charter management organization coalitions.

Business Office Team

The Business Office team is responsible for IDEA finance, accounting, financial reporting, regulatory compliance, institutional investor relations, budgeting and forecasting, banking and capital markets, real estate contracts, and selected areas related to construction and risk management functions. These responsibilities are executed in partnership with IDEA's Academic teams. The Business Office team maintains a focus on satisfaction through being accountable, proactive, and responsive to school needs, and efficiency.

College Success Team

The College Success team designs and supports the implementation of the College Success program across all IDEA campuses at the national level. This team identifies resources, drives the creation of the Road to College curriculum, supports its implementation by counselors, and ensures that best practices are shared. The Chief College and Diversity Officer and their team are responsible for helping to create a strategy to ensure school-level goals are met and training school personnel to ensure they are on track to hit their goals. In addition, this team is charged with achieving college matriculation and graduation goals.

The Alumni Success team at IDEA Public Schools is responsible for ensuring that alumni complete college in four to six years. The team is led by a Senior Director of Alumni Affairs, who is responsible for the Managers of Alumni Affairs. Managers of Alumni Affairs begin working with senior students during their last year at IDEA in a series of workshops and a brunch series. The Alumni Affairs Team partners with colleges, most closely the University of Texas – Rio Grande Valley, to track student success and plan necessary interventions for students who may be struggling academically or personally. The team also manages IDEA's internal "Give Me 5" Scholarship program and disbursement of awards to alumni enrolled in college.

Communications Team *(New Chief Area in 2021-2022 School Year)*

The Communications team manages all internal and external communications, public relations, marketing and events.

Compliance & Administrative Team *(New Chief Area in 2021-2022 School Year)*

The Compliance & Administrative Office is responsible for charter authorizer relations and compliance, contract review, legal communication and guidance, internal auditing, open records processing across the states we operate in, training on governance and compliance, and supporting IDEA's national and state-based Boards of Directors.

Executive Office

The Executive Office is made up of the Chief Executive Officer and all Chief Officers. This team manages all instructional, operational and business functions.

Human Assets Team

The Human Assets team works to attract, develop, and retain highly talented and committed staff across all levels of the organization. The Human Assets team leads the organization's human capital vision and strategy, while ensuring high quality training, tools, and support for managers across IDEA regions to execute on that vision with their teams. Principals, assistant principals, and other managers in the field are best positioned to impact the actual performance and experiences of staff members, particularly as IDEA continues to grow. Therefore, every manager in the organization executes strong hiring, coaching, and retention practices within their teams and is supported in doing so by the Human Assets team.

Information Systems & Technology Team *(New Chief Area in 2021-2022 School Year)*

The Information Systems & Technology team is responsible for data security, information systems (student, staff, and business data), instructional technology (for students and staff), software development, product development, project management, technology operations. Prior to splitting into its own Chief strand in 2021, the team was under the Operations team; during that time, they created proprietary software, partnered tremendously with instructional leaders to provide views of student performance to drive decision-making, and most recently, spearheaded the district's 1:1 technology initiative to tackle the impact of the COVID-19 pandemic on education delivery. Their focus on customer service and industry standards of project management leads the way in the organization.

Operations Team

The Operations team is responsible for facilitating and executing operations management throughout the district so that the daily core foci of schools are student instruction and achievement. The team is divided into six strands: campus and regional operations, the Child Nutrition Program (CNP), enrollment and school launch operations, facilities and construction, student and community health, and transportation and warehousing. The team works with Regional VPs of Operations (RVPO) and Regional Directors of Operations (RDO) to support campus operations and regional efforts.

Schools Team

The Schools Team is responsible for supporting IDEA school leaders across all regions. The Superintendent manages Area Superintendents, who manage regional Executive Directors. Executive Directors are each responsible for the success of their region and coach and manage regional staff, including the Senior Vice Presidents of Schools who each manage a cohort of school principals.

THE ROLE OF REGIONAL OFFICES

Expansion in non-RGV regions has pushed IDEA to better understand how local dynamics and history influence opinions on school choice and charter schools within a region. As IDEA expands into new regions and states, it gives runway for Executive Directors and regional leaders to build relationships and connections with regional education leaders, elected officials, grassroots organizations, and families. This timeline for regional offices, coupled with executive directors whom they will serve, allows IDEA to best lead specific regions of Texas and the country while also leveraging its knowledge of running excellent schools. Executive Directors will be trained with team members in IDEA's existing regions and new principals will be trained through IDEA's Principal in Residence program at IDEA schools in the existing regions.

Every region, with the exception of the IDEA Rio Grande Valley region, is led by an Executive Director, who report directly to Area Superintendents, Dr. Ernie Cantu and Rolando Posada. Given it's size, the RGV is led by an Area Superintendent. The Executive Director (ED) or Area Superintendent (RS) is ultimately responsible for the results of the region and maintaining schools of excellence.

Regional Organizational Structure

Each regional leader (Executive Director or Area Superintendent) manages regional leaders of functional departments. Some of those include VPs of Schools, Regional Directors of Operations (RDO), Regional Director of Staffing (RDS), Regional HR Director/Manager (RDHR/RHRM), Regional Director of Leadership Development (RDLD), etc.

At scale, a region's team has a matrix reporting structure managed up through the Executive Director and supported by IDEA National Headquarters business partners. The regional support roles align with IDEA's national structure to ensure clarity of support. IDEA's staffing model is a recommendation and can be customized depending on regional need or preference. However, as the local structure changes, there may be tradeoffs in the level or quality of support from headquarters.

THE ROLE OF SCHOOL-LEVEL STAFF

Campus instruction is led by a Principal or Executive Principal. They are managed by a region's ED, RS, or VP of Schools. The Principal or Executive Principal manages a minimum of 6 staff, and at full scale manages upwards of 100 staff members counting indirect staff members. The Principal relies on Assistant Principals of Instruction (APIs) to manage teachers and co-teachers for their respective portfolio according to grade level or subject, and is responsible for the execution of instructional excellence across the following facets of work: student persistence, academic results, parent engagement, student achievement, teacher's coaching and development, etc.

Campus operations are led by an Assistant Principal of Operations (APO). They are dually managed by both the Academy and College Preparatory school principals, creating an important leadership triad for each campus. The APO manages a minimum of 8 staff, and at full scale manages upwards of 40 staff members and serves 1,700 students. The APO manages campus operations for their respective schools and is responsible for the execution of operational excellence across the following facets of work: front office management, student information systems, child nutrition, transportation, health services, business office, facility maintenance, new construction management, technology coordination, student enrollment. The APO develops operations protocols and procedures, assists with troubleshooting, and builds management capacity to ensure efficiency.

OUR CORE VALUES

Every student, teacher and staff member at IDEA Public Schools uses the core values to guide our actions and decisions:

WE ACT WITH INTEGRITY

We put the best interests of the IDEA Team & Family—and most importantly our students—at the forefront of all our decisions and actions, taking personal responsibility to model the honest and ethical behavior we want our students and each other to demonstrate every day.

WE ACHIEVE ACADEMIC EXCELLENCE

We believe ensuring college success for 100% of our students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each student on every campus and in every classroom receives a high-quality education.

WE DELIVER RESULTS

We set ambitious goals, hold ourselves and each other accountable for achieving results, and believe that our students will succeed to and through college. Our results show what's possible when the adults in the system get it right and represent the collective effort and focus of the entire IDEA Team & Family.

WE ENSURE EQUITY

We set high expectations and share compassion and empathy for every member of the IDEA Team & Family. We differentiate our support and resources, proactively address racism and discrimination, and advocate alongside our students and staff to empower them with the opportunities to succeed and ensure the respect they deserve

WE BUILD TEAM & FAMILY

We foster a sense of belonging and inclusivity by treating every member of the IDEA Team & Family—our students, staff, families, and community—with compassion, respect, and humility. We maximize our individual best efforts through collaboration and support of each other in the focused pursuit of our collective mission.

WE BRING JOY

We create a positive, uplifting, and joyful environment for every member of the IDEA Team & Family, every single day. We operate with a sense of optimism, and our traditions celebrate learning, growth, and the accomplishments of our students, staff, and community.

WE SWEAT THE SMALL STUFF

We embrace that achieving excellence lies in paying attention to and carrying out the details—the 'small stuff'—that go into effective execution and positive implementation. Every step of the way, the IDEA Team & Family prioritizes actions contributing to our mission of College for All.

2021-22 CORRESPONDING DATA

- 21-22 Staff Retention: approximately 80%
- 21-22 Great Place to Work Data: 77% average agreement on the Great Place to Work model
- Parent Surveys: Over a 4.0 (0-5 range) on each topic description investigated through parent surveys
- Student Surveys: Over 3.1 (0-5 range) response on each question in student survey
- Disparities in Black student achievement exist at IDEA in addition to chornic absenteesim

Please see addendum for more information.

Perceptions Strengths

Each year, IDEA asks all staff members to complete the Great Places To Work survey. Below are key highlights of the data from the 2021-22 Great Places to Work Survey:

- Improved in 3 statements
    - +1, people here are given a lot of responsibility (88 to 89)
    - +2, this is a physically safe place to work (83 to 85)
    - +2, I have a best friend at work (65 to 67)
- IDEA remains a great workplace in a foundational & demanding field at the height of a historic time
    - 78% say it's a great workplace, well above the US average of 57%
- Employees continue to find great purpose in their work serving students and communities
    - Nearly nine out of 10 say their work has meaning, they make a difference, and they feel pride in their accomplishments.

Strengths as an organization include the following statements, which employees affirmed:

- People here are treated fairly regardless of their sexual orientation
- People here are treated fairly regardless of their race
- People here are treated fairly regardless of their gender
- People here are given a lot of responsibility
- Our culture respects individuals and values differences

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause:** There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 2 (Prioritized): There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause:** Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 3 (Prioritized): Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause:** Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Problem Statement 4: There is a need to focus on creating strong school and student culture at new and developing schools and regions. **Root Cause:** Best practices around school and student culture have not been consistently collected and shared in a meaningful was with new and developing schools.

Priority Problem Statements

Problem Statement 2: There is a need to ensure equitable disciplinary consequences for black students.

Root Cause 2: There has not been enough engaging and building community with our black students and their families. Staff must increase cultural competency and awareness to lead to Equitable disciplinary consequences for African American students including school wide behavior systems .

Problem Statement 2 Areas: Demographics

Problem Statement 4: 20-30% of our 3-5th graders did not pass the reading and/or math state assessments.

Root Cause 4: To address the gaps in student learning we must intentionally plan for targeted remediation in our scope and sequence, have consistent use of adaptive software, more data analysis on math and reading comprehension, and clearly define our Tier 2 supports.

Problem Statement 4 Areas: Student Learning

Problem Statement 9: Our family engagement strategy is not comprehensive and cohesive across district teams, therefore has not been consistent across all schools.

Root Cause 9: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 11: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools.

Root Cause 11: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 11 Areas: Perceptions

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years.

Root Cause 1: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Problem Statement 1 Areas: Demographics

Problem Statement 6: Consistent remediation or intervention strategies for for 8-12th graders in literacy and math

Root Cause 6: Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.

Problem Statement 6 Areas: Student Learning

Problem Statement 10: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work

Root Cause 10: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 3: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health.

Root Cause 3: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 3 Areas: Perceptions

Problem Statement 5: The percent of AP Scholar rates have increased minimally over the past several years.

Root Cause 5: AP courses have a different level of rigor that state assessments, and we need more consistent leader and teacher training on what instruction must look like in these courses, and a clear pathway to more meets and masters percentages

Problem Statement 5 Areas: Student Learning

Problem Statement 13: Schools across Texas have different physical facility safety gaps on core physical safety components (perimeter fencing, gate communication, front door communication and locking mechanism, emergency landline, exterior door numbering, bus security cameras, exterior door access control systems, security cameras, exterior glass ballistic film, and AED machines).

Root Cause 13: -Older instructional facilities in need of upgrades/enhancements -Retrofits required to meet updated TEA/TAC school facilities standards -Misalignment on requirements for new construction projects -Revised district core building safety standards approved in 2020

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 12: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement.

Root Cause 12: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Problem Statement 12 Areas: Perceptions

Problem Statement 7: 1st and 2nd grade literacy gaps have increased over the past two years

Root Cause 7: Two years of remote learning for our youngest students to learn foundational literacy has had a long-lasting impact, and we need consistent utilization of the programming materials, vision for independent work time to be meaningful and monitored, including individualized learning platforms.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college.

Root Cause 8: Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of full time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Timelines for monitoring: Goal Setting 9/6 - 10/14, 2x2 conversations 11/28-1/31, Annual Performance Reviews (APRs) 4/17-6/13 Formative evaluation includes benchmark progress on a weekly basis. **Strategy's Expected Result/Impact:** Completion and investment in staff development **Staff Responsible for Monitoring:** Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **Problem Statements:** District Processes & Programs 2 - Perceptions 2 **Funding Sources:** - State Funding				
Strategy 2 Details	Reviews			
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Timelines for monitoring: training will be conducted within one month before each cycle and ongoing throughout Formative evaluation criteria to include completion rates monitored on a weekly basis **Strategy's Expected Result/Impact:** effective execution of each Staff Development Cycle task **Staff Responsible for Monitoring:** Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **Problem Statements:** District Processes & Programs 2 - Perceptions 2 **Funding Sources:** - State Funding				
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.
Perceptions
Problem Statement 2: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause**: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Goal 1: Increase staff retention

Performance Objective 2: 100% of staff complete IDEA's required Annual All Staff Training (AAST), including preventing sexual misconduct (staff to students and staff to staff), mandatory reporting of child abuse, McKinney-Vento identifying homeless students, internet security, campus emergency operations plan, overtime management, bloodborne pathogens & communicable diseases

    High Priority

    Evaluation Data Sources: Roadmap, IDEA's Learning Management System (LMS)

Strategy 1 Details	Reviews			
Strategy 1: Continuous improvement each year to ensure the most updated, relevant and required content is included:	**Formative**			**Summative**
Timelines for monitoring: July 18th - August 26th Formative evaluation criteria: weekly progress monitoring during the annual window for completion	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Important information is included for employees to review and understand
    Staff Responsible for Monitoring: Human Resources
VP of Human Resources - Jessica Neyman
 	
    Problem Statements: District Processes & Programs 2, 3 - Perceptions 1, 2
    Funding Sources: - State Funding				

Strategy 2 Details	Reviews			
Strategy 2: Comprehensive communication plan and tracking to completion	**Formative**			**Summative**
Timelines for monitoring: weekly reminders to be sent during the first four weeks and daily reminders during the last 10 school days of the window Formative evaluation criteria: daily progress monitoring for completion	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: ensure all staff complete the required training
    Staff Responsible for Monitoring: Human Resources team
VP of Human Resources - Jessica Neyman
 	
    Problem Statements: District Processes & Programs 2, 3 - Perceptions 1, 2
    Funding Sources: - State Funding				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs

Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Problem Statement 3: Schools across Texas have different physical facility safety gaps on core physical safety components (perimeter fencing, gate communication, front door communication and locking mechanism, emergency landline, exterior door numbering, bus security cameras, exterior door access control systems, security cameras, exterior glass ballistic film, and AED machines). **Root Cause**: -Older instructional facilities in need of upgrades/enhancements -Retrofits required to meet updated TEA/TAC school facilities standards -Misalignment on requirements for new construction projects -Revised district core building safety standards approved in 2020

Perceptions

Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 2: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause**: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Goal 1: Increase staff retention

Performance Objective 3: 80% Great Place to Work Trust Index Survey Agreement for IDEA Texas employees for 22-23 school year

High Priority

Evaluation Data Sources: Great Place to Work annual survey administered by third party in January, 2023

Strategy 1 Details	Reviews			
Strategy 1: Comprehensive communication and tracking plans to ensure high completion rate	**Formative**			**Summative**
Timelines for monitoring: daily updates and individualized reminders toward completion Formative evaluation criteria: progress monitoring by region, team, and campus	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ensure high completion rates that lead to broad stakeholder input **Staff Responsible for Monitoring:** Talent Management Team VP of Talent Management - Elise Gilbert **Problem Statements:** District Processes & Programs 2 - Perceptions 2 **Funding Sources:** - State Funding				

Strategy 2 Details	Reviews			
Strategy 2: Data analysis and resources provided to managers to interpret and act on the survey results	**Formative**			**Summative**
Timelines for monitoring: initial data analysis to be completed and presented within 5 business days of survey window closing Formative evaluation criteria: identified strengths and areas for opportunities with aligned recommended strategies	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: improved employee engagement **Staff Responsible for Monitoring:** Talent Management team VP of Talent Management - Elise Gilbert **Problem Statements:** District Processes & Programs 2 - Perceptions 2 **Funding Sources:** - State Funding				

Strategy 3 Details	Reviews			
Strategy 3: Better leverage wellness programs already in place with a revamped engagement and communications plan	Formative			Summative
Timelines for monitoring: Quarterly review of program participation, annual review of Great Place to Work results and growth, and monthly review of engagement with communication tools	**Nov**	**Jan**	**Mar**	**June**
Formative evaluation criteria: Wellness program participation, engagement with communication tools, and ratings on Great Place to Work				
Strategy's Expected Result/Impact: Improve employee well-being and engagement				
Staff Responsible for Monitoring: Human Assets - Benefits Team				
VP of Compensation and Benefits - Jennifer Meer				
Problem Statements: Perceptions 2				
Funding Sources: - State Funding				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Perceptions
Problem Statement 2: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause**: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 95% of graduates immediately enroll in college after high school

    High Priority

    HB3 Goal

    Evaluation Data Sources: National Student Clearinghouse

Strategy 1 Details	Reviews			
Strategy 1: Establish staffing model for all seniors to have access to School and College Counselors, and Road To and Through College teachers as a source to understand graduation plans, college admissions, and financial aid	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Annual KPIs
o October - 100% of students accepted to college by April 2023
o January - 100% of students apply to a four-year college and submit the FAFSA
o April - 100% of students accepted to college
o June - 100% of students identify their attending college or exemption status
 	
Resources
o College counseling staff (College Counselors and Directors of College Counseling)
o College and career planning platform (e.g., Naviance)
o Technology with connectivity for students to research and apply to colleges
 	
Timeline
o 2022 - 94.9% immediate college enrollment (baseline vs 44.9% for the state per TAPR)
o 2023 - 95% immediate college enrollment
o 2024 - 95% immediate college enrollment
o 2025 - 95% immediate college enrollment
o 2026 - 95% immediate college enrollment
 	
    Strategy's Expected Result/Impact: 100% of 12th graders accepted to a four-year college; 100% of 12th graders complete the FAFSA or TASFA; 100% of 12th graders set an attending college, enlist in the military, or receive a medical- or faith-based exemption
    Staff Responsible for Monitoring: VP of College Success, VP of Finance, VP of Compensation
 	
    Problem Statements: Student Learning 2, 3, 5
    Funding Sources: Salaries and fringe benefits (3 allocations per campus; one regional allocation; 8 national allocations) - State Funding - Per Org Code				

Strategy 2 Details	Reviews			
Strategy 2: Establish Culture Teams that monitor attendance, dropouts, and persistence and coordinate initiatives for ensuring students feel a sense of belonging at their campus so student stay, show up every day, and move to next grade level accordingly.	Formative			Summative
	Nov	Jan	Mar	June

Annual KPIs
o October - 92% enrollment met for October snapshot
o January - 96% On Track to Graduate; 92% average daily attendance for fall semester
o April - 92% ADA between October and March
o June - 96% On Track to Graduate; 92% average daily attendance for spring semester
 	
Resources:
o Culture Teams made up of regional and campus representatives
o Attendance and Persistence Dashboard
o On Track to Graduate Dashboard
 	
Timeline
o 2022 - 0.1% 4-year longitudinal dropout rate for class of 2020 (baseline vs 0.1% for State per TAPR)
o 2023 - 0.1% 4-year longitudinal dropout rate for for class of 2021
o 2024 - 0.1% 4-year longitudinal dropout rate for for class of 2022
o 2025 - 0.1% 4-year longitudinal dropout rate for for class of 2023
o 2026 - 0.1% 4-year longitudinal dropout rate for for class of 2024
 	
    Strategy's Expected Result/Impact: 96% of 9th-12th grade entering cohort On Track to Graduate; 92% average daily attendance;
    Staff Responsible for Monitoring: Principals, Directors of College Counseling, School Counselors, Assistant Principal of Operations
 	
    Problem Statements: Demographics 2 - Student Learning 2, 3, 5 - Perceptions 1, 3
    Funding Sources: Already existing campus-based staffing allocations to make up Culture Team members - State Funding - Per Org Code				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning

Problem Statement 2: Consistent remediation or intervention strategies for for 8-12th graders in literacy and math **Root Cause**: Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.

Problem Statement 3: The percent of AP Scholar rates have increased minimally over the past several years. **Root Cause**: AP courses have a different level of rigor that state assessments, and we need more consistent leader and teacher training on what instruction must look like in these courses, and a clear pathway to more meets and masters percentages

Problem Statement 5: Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Perceptions

Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Average ACT score of 21 or better by high school graduation

    High Priority

    HB3 Goal

    Evaluation Data Sources: ACT Online Reporting

Strategy 1 Details	Reviews			
Strategy 1: Acquire ACT Prep resources for elective curriculum so that students can meet CCMR requirement and expand their college options through ACT performance	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Annual KPIs
o October - 100% of students take the ACT test
o January - 100% of students complete 60+ hours of ACT prep
o April - 100% of 11th graders take the ACT test
o June - 1+ increase in average ACT score
 	
Resources
o ACT prep platform (e.g., MasteryPrep)
o Road To & Through College Course in master schedule at all high schools
 	
Timeline
o 2022 - 18 Average ACT for class of 2022 (baseline vs 20 for class of 2020 for State per TAPR)
o 2023 - 19 Average ACT for class of 2023
o 2024 - 20 Average ACT for class of 2024
o 2025 - 21 Average ACT for class of 2025
o 2026 - 21 Average ACT for class of 2026
    Strategy's Expected Result/Impact: Average ACT score increases by 1 point since last October administration
    Staff Responsible for Monitoring: Directors of College Counseling, College Counselors, RTTC Teachers, and Grade Team Leaders
 	
    Problem Statements: Student Learning 5
    Funding Sources: ACT prep platform - Federal Grant, ACT prep platform - State Funding				

Strategy 2 Details	Reviews			
Strategy 2: Generate teachers who are certified in preparing students for the ACT and train staff members on how to prepare students for the ACT	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Annual KPIs o October - 100% of Road To and Through College teachers complete 50% of certification o January - 100% of Road To and Through College teachers complete 100% of certification o April - 100% of students complete 60+ hours of ACT Prep o June - 1+ increase in average ACT score Resources o ACT prep platform (e.g., MasteryPrep) o Road To & Through College Course in master schedule at all high schools Timeline o 2022 - 85% of current Road To and Through College teachers get certified (baseline) o 2023 - 100% of new Road To and Through College teachers and 100% of non-certified returning teachers get certified o 2024 - 100% of new Road To and Through College teachers get certified o 2025 - 100% of new Road To and Through College teachers get certified o 2026 - 100% of new Road To and Through College teachers get certified **Strategy's Expected Result/Impact:** 100% of Road To and Through College teachers are ACT Teacher certified **Staff Responsible for Monitoring:** VP of College Success Eduardo Sesatty, Ph.D **Problem Statements:** Student Learning 5 **Funding Sources:** Road To and Through College teacher allocations - State Funding - Per Org Code				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of graduates meet TSIA college readiness benchmark

High Priority

HB3 Goal

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Establish consistent testing expectations and interventions that align with when TSIA content is taught throughout 9th-12th.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Annual KPIs
o October - 100% of needed vouchers ordered; 100% of 10th graders retest for Math section
o January - 100% of 11th graders tested for ELAR section
o April - 100% of 10th graders tested for Math section; 100% of 11th graders retest for ELAR section
o June - 5% increase for TSIA exemption rate
 	
Resources
o Dedicated testing dates and technology with connectivity for each student
 	
Timeline
o 2022 - 70.4% TSIA Exemption rate for class of 2020 (baseline vs 18.8% for Texas per TAPR)
o 2023 - 75% TSIA Exemption rate for class of 2021
o 2024 - 85% TSIA exemption rate for class of 2022
o 2025 - 95% TSIA exemption rate for class of 2023
o 2026 - 100% TSIA exemption rate for class of 2024
    Strategy's Expected Result/Impact: 5% increase in percent of students meeting TSIA CCMR benchmark.
    Staff Responsible for Monitoring: Principals, Directors of College Counseling, College Counselors, RTTC Teacher
 	
    Problem Statements: Demographics 2 - Student Learning 2, 3, 5 - Perceptions 3
    Funding Sources: Vouchers for TSI tests - State Funding - Per Org Code				

Strategy 2 Details	Reviews			
Strategy 2: Invest in purchasing enough TSI vouchers for students to test at least 3 times throughout their high school years.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Annual KPIs
o October - 100% of needed vouchers ordered
o January - 100% of 9th graders and 11th graders tested
o April - 100% of 10th graders tested
o June - 100% of needed vouchers ordered for next school year
 	
Resources
o At least 3 TSI vouchers per student
 	
Timeline
o 2022 - 100% of seniors tested
o 2023 - 100% of seniors tested two times by senior year
o 2024 - 100% of seniors tested three times by senior year
o 2025 - 100% of seniors tested three times by senior year
o 2026 - 100% of seniors tested three times by senior year
    Strategy's Expected Result/Impact: 100% of 12th graders test at least 3 times 9th-12th grade
    Staff Responsible for Monitoring: Testing Coordinators, Directors of College Counseling
 	
    Problem Statements: Demographics 2 - Student Learning 2, 3, 5 - Perceptions 3
    Funding Sources: Vouchers for TSI Tests - State Funding				

0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning
Problem Statement 2: Consistent remediation or intervention strategies for for 8-12th graders in literacy and math **Root Cause**: Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.
Problem Statement 3: The percent of AP Scholar rates have increased minimally over the past several years. **Root Cause**: AP courses have a different level of rigor that state assessments, and we need more consistent leader and teacher training on what instruction must look like in these courses, and a clear pathway to more meets and masters percentages

Student Learning
Problem Statement 5: Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.
Perceptions
Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 50% to 60% in Spring 2024.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will ensure that all classroom teachers receive impactful coaching and development.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors **Problem Statements:** Demographics 2 - Student Learning 1, 4 - District Processes & Programs 2 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will close gaps for all students, including special populations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors **Problem Statements:** Student Learning 1, 2, 4 - District Processes & Programs 2 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create an intense focus on sub-groups and individualized learning pathways for students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4, 5 - District Processes & Programs 2 - Perceptions 3				

Strategy 4 Details		Reviews			
Strategy 4: All Kindergarten through 3rd-grade teachers, including special education teachers and leaders participate in Teacher Literacy Achievement Academies.		Formative			Summative
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: This strategy will increase student learning and outcomes.
    Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors
 	
    Problem Statements: Student Learning 1, 4 - District Processes & Programs 2 - Perceptions 3					

Strategy 5 Details		Reviews			
Strategy 5: Planning in the S&S (Scope and Sequence) for all math and reading "pause points" for reteach and remediation instead of a big review unit before the state assessment.		Formative			Summative
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: This strategy will allow teachers to ascertain student learning and adjust accordingly to address student learning gaps
    Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors
 	
    Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 5					

Strategy 6 Details		Reviews			
Strategy 6: Monitor implementation of adaptive software, Imagine Learning and AR.		Formative			Summative
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: This strategy will provide targeted, skills-based instruction at the student academic level to close learning gaps.
    Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors
 	
    Problem Statements: Demographics 2 - Student Learning 1, 4					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning

Problem Statement 1: 20-30% of our 3-5th graders did not pass the reading and/or math state assessments. **Root Cause**: To address the gaps in student learning we must intentionally plan for targeted remediation in our scope and sequence, have consistent use of adaptive software, more data analysis on math and reading comprehension, and clearly define our Tier 2 supports.

Problem Statement 2: Consistent remediation or intervention strategies for for 8-12th graders in literacy and math **Root Cause**: Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.

Problem Statement 3: The percent of AP Scholar rates have increased minimally over the past several years. **Root Cause**: AP courses have a different level of rigor that state assessments, and we need more consistent leader and teacher training on what instruction must look like in these courses, and a clear pathway to more meets and masters percentages

Problem Statement 4: 1st and 2nd grade literacy gaps have increased over the past two years **Root Cause**: Two years of remote learning for our youngest students to learn foundational literacy has had a long-lasting impact, and we need consistent utilization of the programming materials, vision for independent work time to be meaningful and monitored, including individualized learning platforms.

Problem Statement 5: Our average ACT score stands at an 18.55, 2.45 points below the standard college readiness benchmark of 21, and 1.55 points below the Texas state average of 20.1. Not only do low ACT scores limit access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: Better school ratings does not always translate to higher ACT scores, so we must acquire time and a platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

District Processes & Programs

Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Perceptions

Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 50% in Spring 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will ensure that all classroom teachers receive impactful coaching and development.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will close gaps for all students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create an intense focus on sub-groups and individualized learning pathways for students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation of adaptive software, Dreambox.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will provide targeted, skills-based instruction at the student academic level to close learning gaps.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Student Learning 1 - District Processes & Programs 2				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning
Problem Statement 1: 20-30% of our 3-5th graders did not pass the reading and/or math state assessments. **Root Cause**: To address the gaps in student learning we must intentionally plan for targeted remediation in our scope and sequence, have consistent use of adaptive software, more data analysis on math and reading comprehension, and clearly define our Tier 2 supports.

District Processes & Programs
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Goal 3: IDEA achieves an A rating

Performance Objective 3: All students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 50% in Spring 2024.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will ensure that all classroom teachers receive impactful coaching and development	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				

Strategy 2 Details	Reviews			
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will close gaps for all students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				

Strategy 3 Details	Reviews			
Strategy 3: Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create an intense focus on sub-groups and individualized learning pathways for students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				

Strategy 4 Details	Reviews			
Strategy 4: Monthly national leaders' meetings focused on identifying opportunities for growth and creating action plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will bring together team members from different National teams: Human Assets, Academic Services Team, and School's Team to align on impactful practices and focus on clear execution.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chiefs, Superintendent, Area Superintendents, National VPs				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 40% of 5th-grade students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Targeted instruction with strategic seating.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a blueprint for delivering impactful instruction for all students, especially priority, Domain III students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Student Learning 1 - District Processes & Programs 2				
Strategy 2 Details	Reviews			
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will increase emergent bilingual students' language attainment to either maintain or increase proficiency.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors				
Problem Statements: Demographics 2 - Student Learning 1 - District Processes & Programs 2				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning

Problem Statement 1: 20-30% of our 3-5th graders did not pass the reading and/or math state assessments. **Root Cause**: To address the gaps in student learning we must intentionally plan for targeted remediation in our scope and sequence, have consistent use of adaptive software, more data analysis on math and reading comprehension, and clearly define our Tier 2 supports.

District Processes & Programs

Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Goal 3: IDEA achieves an A rating

Performance Objective 5: 40% of 7th-grade students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details		Reviews			
Strategy 1: Targeted instruction with strategic seating.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a blueprint for delivering impactful instruction for all students, especially priority, Domain III students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors					
Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2					
Strategy 2 Details		Reviews			
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will increase emergent bilingual students' language attainment to either maintain or increase proficiency.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors					
Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 2					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Student Learning
Problem Statement 2: Consistent remediation or intervention strategies for for 8-12th graders in literacy and math **Root Cause**: Lack of a common district wide Tier 2 and Tier 3 intervention the way CSI is defined, implemented and monitored, without most schools relying heavily on after school or Saturday school intervention.

District Processes & Programs
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Goal 4: Increase student daily attendance

Performance Objective 1: Reduce chronic absenteeism rate among student population from 30% (2021-2022 average) to 10% or less by the end of the 22-23 academic year.

    High Priority

    Evaluation Data Sources: ADA Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Build data visibility and adult accountability through regular use of the Chronic Absenteeism report on the ADA dashboard to facilitate conversations and interventions around learning loss.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Org-wide awareness of current chronic absenteeism risk down to the school level
    Staff Responsible for Monitoring: Inelba Figueroa, Managing Director of Student Information Systems
    Tanya Torres, Sr. VP of Regional Operations
 	
    Problem Statements: Demographics 2 - Perceptions 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased communication and engagement with families of frequently absent scholars to change trajectory early in the process.
    Staff Responsible for Monitoring: Inelba Figueroa, Managing Director of Student Information Systems
 	
    Problem Statements: Demographics 2 - District Processes & Programs 2 - Perceptions 1, 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

District Processes & Programs
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 4% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work **Root Cause**: Although, the Great Resignation and a more challenging labor market are two factors contributing to this, IDEA must update and revamp its employee value proposition in order to make it a great place to work.

Perceptions
Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.
Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 4: Increase student daily attendance

Performance Objective 2: Achieve a 97% annual attendance rate by the last day of school for the network.

High Priority

Evaluation Data Sources: ADA Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Leverage broad access to technology through district 1-to-1 program ensuring a device for every student and integrating into daily lessons for differentiated instruction, enrichment, and after-school access.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved engagement from scholars and differentiated supports for critical student intervention. **Staff Responsible for Monitoring:** Efren Montenegro, VP of Technology Operations Pablo Mejia, Sr. VP of Program Innovation **Problem Statements:** Demographics 2 - District Processes & Programs 1 - Perceptions 1, 3					
Strategy 2 Details		Reviews			
Strategy 2: Build shared investment and accountability between operational and instructional leaders to ensure every aspect of family engagement recognizes the instructional value of daily attendance		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Operational and instructional leaders at schools, regions, and central office collaborate regularly on efforts to address missed attendance based on trends. **Staff Responsible for Monitoring:** Matthew Sawyer, VP of Information Systems Tanya Torres, Sr VP of Regional Operations Heather Pardo, VP of Student Advocacy **Problem Statements:** Demographics 1, 2 - District Processes & Programs 1 - Perceptions 1, 3					
0% No Progress	100% Accomplished		Continue/Modify		Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to ensure equitable disciplinary consequences for black students. **Root Cause**: There has not been enough engaging and building community with our black students and their families. Staff must increase cultural competency and awareness to lead to Equitable disciplinary consequences for African American students including school wide behavior systems .

Demographics

Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

District Processes & Programs

Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across district teams, therefore has not been consistent across all schools. **Root Cause**: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals.

Perceptions

Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of campuses receive a score of proficient or higher on the campus safety scorecard for the 2022-2023 school year

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details			Reviews			
Strategy 1: Biannual Safety & Security audits assessing various areas of school safety (physical building safety, climate and culture, access controls, compliance) in quarters 1 and 3.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve overall safety and security readiness **Staff Responsible for Monitoring:** Jorge Chipres, Director of Safety and Security **Problem Statements:** District Processes & Programs 3 - Perceptions 1, 2						

Strategy 2 Details			Reviews			
Strategy 2: Campus execution of actions & recommendations identified on audit findings reports in quarters 2 and 4.			Formative			Summative
Strategy's Expected Result/Impact: Improve overall safety and security readiness			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Jorge Chipres, Director of Safety and Security **Problem Statements:** District Processes & Programs 3 - Perceptions 1, 3						

Strategy 3 Details			Reviews			
Strategy 3: Ongoing training and communication on district school safety initiatives throughout the year (students, staff, and families).			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve awareness, staff investment, and accountability for safety initiatives **Staff Responsible for Monitoring:** Jorge Chipres, Director of Safety and Security **Problem Statements:** District Processes & Programs 3 - Perceptions 1, 2, 3						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 3: Schools across Texas have different physical facility safety gaps on core physical safety components (perimeter fencing, gate communication, front door communication and locking mechanism, emergency landline, exterior door numbering, bus security cameras, exterior door access control systems, security cameras, exterior glass ballistic film, and AED machines). **Root Cause**: -Older instructional facilities in need of upgrades/enhancements -Retrofits required to meet updated TEA/TAC school facilities standards -Misalignment on requirements for new construction projects -Revised district core building safety standards approved in 2020

Perceptions
Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.
Problem Statement 2: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause**: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.
Problem Statement 3: Since the pandemic, chronic absenteeism has risen to a peak average of 30.4% across regions, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance. In addition, there is a lack of consistent remediation and system to target chronic absenteeism across the district.

Goal 5: Increase student persistence

Performance Objective 1: 80% NEW student persistence in every region by 10th day of 23-24 SY

High Priority

Evaluation Data Sources: Persistence dashboard (sourced from PowerSchool)

Strategy 1 Details		Reviews			
Strategy 1: Monthly campus lead team training, including Principal, API, PIR, school counselors, APO, Enrollment Coordinators beginning August 2022 through March 2023		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and ability to engage with new families **Staff Responsible for Monitoring:** Heather Pardo, VP of Student Performance & Advocacy **Problem Statements:** Demographics 2 - District Processes & Programs 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Increased data visibility data, tracking and monitoring for new family onboarding throughout the school year through 10th day of school during the 23-34 SY		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus leaders will be able to identify new families and assess whether or not they are integrating new families effectively into the campus community and culture **Staff Responsible for Monitoring:** Heather Pardo, VP of Student Performance & Advocacy **Problem Statements:** Demographics 2 - District Processes & Programs 1		**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

District Processes & Programs
Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across district teams, therefore has not been consistent across all schools. **Root Cause**: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals.

Goal 5: Increase student persistence

Performance Objective 2: 80% student persistence in Kindergarten, 6th, and 8th within the district August 2022 - August 2023

High Priority

Evaluation Data Sources: Student Persistence Dashboard (source: Powerschool)

Strategy 1 Details	Reviews			
Strategy 1: Partnership with the Curriculum Team to increase teacher awareness, knowledge of persistence data in K, 6th and 8th so that they can better educate and build relationships with families to understand the academic program and what happens in the classroom by November 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in leavers in the Academic leaver code category
    Staff Responsible for Monitoring: Maya Martin, Director of Family Engagement
 	
    Problem Statements: Demographics 2 - District Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Partnership with the College Counseling Team to expand and define the way we educate and invest parents and students in the 8th to high school academic, non-academic, and college counseling experience beginning in the Fall 2022 to Fall 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in the 8th to 9th grade student leavers
    Staff Responsible for Monitoring: Maya Martin, Director of Family Engagement
 	
    Problem Statements: Demographics 2 - District Processes & Programs 1				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

District Processes & Programs
Problem Statement 1: Our family engagement strategy is not comprehensive and cohesive across district teams, therefore has not been consistent across all schools. **Root Cause**: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time for training with principals.

Goal 5: Increase student persistence

Performance Objective 3: Increase student support in SEL competencies and mental health through our district wide counseling program and vision, prioritizing our positive behavior support interventions and our students in special programs, including students with special needs, English Learners, and students who have a 504 plan

High Priority

HB3 Goal

Evaluation Data Sources: Student Persistence Dashboard, Leaver Reasons (source data: PowerSchool), Move This World lesson completion reports, and Mission Lists

Strategy 1 Details	Reviews			
Strategy 1: Hiring and retaining licensed school counselors at every school	**Formative**			**Summative**
Strategy's Expected Result/Impact: Highly qualified and licensed counselors for students and staff to appropriately support our counseling program at the school level	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Rob Wagner, Director of Mental Health & SEL **Problem Statements:** Perceptions 1 **Funding Sources:** Licensed Counselors - State Grant				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of a common SEL program, Move this World, across all schools	**Formative**			**Summative**
Strategy's Expected Result/Impact: Achieve 4.7/5.0 rating on Student Survey statement in Spring 2023: "I feel safe at school."	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Robert Wagner, Director of Mental Health & SEL **Problem Statements:** Perceptions 1 **Funding Sources:** Move this World for all regions except PB - State Grant, Move this World for Permian Basin - Philanthropic Grant				

Strategy 3 Details	Reviews			
Strategy 3: Ensure all schools complete requirements of bullying prevention program and safe touch programs annually	**Formative**			**Summative**
Strategy's Expected Result/Impact: Achieve 4/7/5.0 rating on Student Survey statement in Spring 2023: "I feel safe at school."	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Robert Wagner, Director of Mental Health & SEL

Problem Statements: Perceptions 1

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: During the past couple of years, student mental health concerns have increased without the consistent resources and training for schools. **Root Cause**: There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming specifically to build social emotional skills and build student mental health.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $94,000,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

IDEA's state compensatory education funds are supplemental to our programs and services, such as targeted supplemental instruction, extended day and year instruction (summer school), tutoring, transportation for extended day and year programs, and professional development designed to provide instructors the knowledge to deliver accelerated instruction to students.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The distrcit and all schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by principals and assistant principals of instruction.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DIP was developed with the involvement of senior leaders, vice presidents and directors.

Stakeholders were involved with the development of this plan in the following ways: 1. District requested feedback on district goals and priorities from it's senior leaders including Chiefs, Vice Presidents, Area Superintendents/Executive Directors and principals. 2. Final goals were shared and reviewed with all staff.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I will occur in addition to the formative reviews required by this improvement plan. At the district level, regular monitoring of implementation will include quarterly reviews related to progress towards goals and poretnital adjustments of strategies as needed to attain the intenteded outcomes.

2.3: Available to parents and community in an understandable format and language

The DIP will be available on our website for parents to access. Each CIP will be posted on it's respective website.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these school-wide reform strategies:

1. Ensure all teachers are delivering a strong, effective First Teach.
2. Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration.
3. Monthly national leaders' meetings focused on identifying opportunities for growth and creating action plans.
4. Targeted instruction with strategic seating.

2.5: Increased learning time and well-rounded education

IDEA will increase learning time by:

1. Limiting instructional disruptions

2. Ensuring classroom transitions are quick classroom (standards and expectations set with students during first weeks of school)

3. Having teachres execute instruction from bell to bell

4. Students are tasked with a Do Now as soon as the bell rings

2.6: Address needs of all students, particularly at-risk

1. Implement appropriate, targeted skills-based learning pathways for intervention and acceleration
2. Interventionists to support sub population student learning
3. Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The DIP will be evaluated on a quarterly basis through progress towards goal meetings and through our budget process. Updates regarding our goal progress will be dissementated to staff via email and scheduled monthly calls.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

IDEA is currently working on it's parent and family engagement policy. However, IDEA does have guides and best practices for parent and family enagement.

We provide two-way communication with our families which does the following:

-Included in the culture of the school
-Informs our families of the value they place in their scholar's academic excellence
-Involves them in the process of keeping their scholar on the path to college!

This honors parents as the experts in their children!

Our family engagement practices are tied to our core values:

•We Achieve Academic Excellence: Each day our scholars work toward the goal of college through their daily work!
•We Deliver Results: We solve problems with our families to ensure we provide them each opportunity to continue on the path to college.
•We Build Team and Family: Once an IDEA scholar comes to our campus they remain an IDEA scholar. We are committed to seeing our scholars to and through college.

At IDEA we believe we create a culture that engages ALL of our families founded on these beliefs:

1.Our families know what is best for them, they have chosen our schools as the path to college for their child.
2.We want all our students and families to feel welcome, heard and seen by our school communities.

3.Families and our communities must know and feel we will work hard to partner with them to meet the needs of our families.

We show these beliefs with families by:
•Mission Centered – We engage our families knowing we both want their scholar to remain on the path to college.
•Empathetic – our families need to know that we appreciate their wants and circumstances.
•Fair – our families want to feel they receive adequate attention and reasonable answers.
•Open – our families want to feel their wants and input have influence on the outcome.
•Flexible – our families want to know there are many avenues to meet their needs; serving them is not one size fits all.

IDEA Public Schools also has an Advocacy Action Team that is comprised of parent advocates who use their voices and stories to advocate for high-quality public education for all children in Texas. They are family members who are passionate about creating change at local, state, and federal levels.

4.2: Offer flexible number of parent involvement meetings

  • Welcome to IDEA - all new parents and students must attend a Welcome to IDEA session at their school to learn more about their school and expectations

Parent Advocacy Meetings:

Virtual Lower Valley AAT Info Session	**9/6/2022 0:00**
Virtual Upper Valley AAT Info Session	9/7/2022 0:00
Virtual El Paso Info Session	9/8/2022 0:00
Virtual Austin Info Session	9/12/2022 0:00
Virtual San Antonio Info Session	9/13/2022 0:00
Virtual Tarrant Info Session	9/14/2022 0:00
Virtual Spanish Info Session	9/17/2022 0:00
Virtual Houston Info Session	9/18/2022 0:00
Virtual Permian Basin Info Session	9/19/2022 0:00
IDEA Votes VDR Info Session	9/22/2022 0:00
Lower Valley Community Meeting	12/15/2022 0:00
El Paso Community Meeting	12/12/2022 0:00
Houston Community Meeting	12/13/2022 0:00
Upper Valley Community Meeting	12/10/2022 0:00
Permian Basin	12/11/2022 0:00
Tarrant County Community Meeting	12/9/2022 0:00
Austin Community Meeting	12/8/2022 0:00
2021 Parent Advocacy Summit	12/10/2022 0:00
San Antonio Community Organizing	12/13/2022 0:00
What's on my Ballot? Spring 2022	2/22/2023 0:00
Power Map - Tarrant, Houston, PB Spring 2022	4/22/2023 0:00
Power Map Round 2	4/23/2023 0:00

Virtual Lower Valley AAT Info Session	**9/6/2022 0:00**
Power Map Round 3	4/24/2023 0:00
College Signing Day Letter Writing	5/1/2023 0:00
Advocacy Team End of Year Event	5/26/2023 0:00

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Each campus has conducted an in depth analysis of At-risk populations. Identified students will be served through multiple supports, tutorials, wrap around services, and intensive targeted strategies.

District Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	ACT prep platform		$0.00
				Sub-Total	$0.00

			State Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	1	Licensed Counselors		$0.00
5	3	2	Move this World for all regions except PB		$0.00
				Sub-Total	$0.00

			Philanthropic Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	2	Move this World for Permian Basin		$0.00
				Sub-Total	$0.00

			State Funding		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
2	1	1	Salaries and fringe benefits (3 allocations per campus; one regional allocation; 8 national allocations)	Per Org Code	$0.00
2	1	2	Already existing campus-based staffing allocations to make up Culture Team members	Per Org Code	$0.00
2	2	1	ACT prep platform		$0.00
2	2	2	Road To and Through College teacher allocations	Per Org Code	$0.00
2	3	1	Vouchers for TSI tests	Per Org Code	$0.00
2	3	2	Vouchers for TSI Tests		$0.00

State Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

Addendums

IDEA: STAAR Results

2019, 2021, 2022

IDEA Data: 2019, 2021, 2022 STAAR Subject Results

Test	Year	Approaches	Meets	Masters
All Grades All Subjects	2022	79%	52%	27%
	2021	66%	36%	14%
	2019	84%	55%	27%
All ELA/Reading	2022	81%	59%	30%
	2021	71%	44%	17%
	2019	82%	54%	24%
All Math	2022	74%	43%	21%
	2021	61%	29%	12%
	2019	84%	54%	28%
All Science	2022	84%	57%	25%
	2021	73%	40%	14%
	2019	91%	69%	33%
All Social Studies	2022	79%	50%	31%
	2021	67%	38%	20%
	2019	87%	61%	37%

IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
3 Reading	2022	5722	**76%**	**50%**	**28%**
	2021	3702	62%	31%	12%
	2019	2927	76%	43%	25%
3 Math	2022	5730	**68%**	**38%**	**17%**
	2021	3716	48%	18%	7%
	2019	2926	74%	41%	19%
4 Reading	2022	4760	**79%**	**55%**	**29%**
	2021	2864	61%	31%	14%
	2019	2875	78%	44%	21%
4 Math	2022	4766	**67%**	**36%**	**18%**
	2021	2882	48%	24%	12%
	2019	2875	74%	43%	24%

IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
5 Reading	2022	3928	**85%**	**62%**	**40%**
	2021	2779	73%	43%	28%
	2019	2340	82%	54%	30%
5 Math	2022	3937	**79%**	**45%**	**19%**
	2021	2800	63%	34%	15%
	2019	2340	88%	59%	36%
5 Science	2022	3933	**78%**	**48%**	**24%**
	2021	3665	61%	25%	7%
	2019	4068	85%	60%	31%

IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
6 Reading	2022	5996	**76%**	**47%**	**24%**
	2021	4608	63%	29%	12%
	2019	4251	75%	40%	19%
6 Math	2022	5995	**75%**	**41%**	**17%**
	2021	4603	64%	31%	10%
	2019	4245	56%	52%	23%
7 Reading	2022	3399	**85%**	**61%**	**40%**
	2021	4050	73%	46%	24%
	2019	5655	82%	54%	31%
7 Math	2022	5634	**72%**	**41%**	**23%**
	2021	4058	57%	27%	11%
	2019	3323	84%	54%	23%

IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
8 Reading	2022	4831	**87%**	**64%**	**33%**
	2021	3632	78%	49%	22%
	2019	2982	87%	64%	43%
8 Social Studies	2022	4826	**70%**	**35%**	**22%**
	2021	3610	52%	19%	8%
	2019	2968	81%	50%	30%
8 Science	2022	1977	**79%**	**50%**	**28%**
	2021	1714	64%	35%	15%
	2019	1771	90%	63%	33%

IDEA Data: 2019, 2021, 2022 STAAR EOC Results

Test	Year	# Students Tested	Approaches	Meets	Masters
Algebra I	2022	5740	**82%**	**52%**	**34%**
	2021	4215	64%	27%	13%
	2019	3101	92%	70%	44%
Biology	2022	5242	**90%**	**65%**	**23%**
	2021	4071	83%	51%	17%
	2019	2679	97%	79%	35%
English I	2022	4132	**75%**	**62%**	**16%**
	2021	3101	70%	53%	11%
	2019	2486	81%	70%	18%
English II	2022	2881	**84%**	**70%**	**16%**
	2021	2340	81%	68%	12%
	2019	1781	85%	70%	16%
U.S. History	2022	2171	**96%**	**80%**	**51%**
	2021	1847	92%	71%	40%
	2019	1273	99%	86%	53%

IDEA vs State of Texas Comparison

2022 Data

IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
3 Reading	IDEA	5722	**76%**	**50%**	**28%**
	Texas	348,661	77%	52%	31%
3 Math	IDEA	5730	**68%**	**38%**	**17%**
	Texas	362,689	70%	42%	21%
4 Reading	IDEA	4760	**79%**	**55%**	**29%**
	Texas	357,636	77%	54%	28%
4 Math	IDEA	4766	**67%**	**36%**	**18%**
	Texas	368,708	69%	41%	23%

IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
5 Reading	IDEA	3928	**85%**	**62%**	**40%**
	Texas	367,445	80%	57%	37%
5 Math	IDEA	3937	**79%**	**45%**	**19%**
	Texas	374,512	75%	46%	23%
5 Science	IDEA	3933	**78%**	**48%**	**24%**
	Texas	374,183	66%	37%	17%

IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
6 Reading	IDEA	5996	76%	47%	24%
	Texas	391,712	69%	42%	22%
6 Math	IDEA	5995	75%	41%	17%
	Texas	385,256	72%	37%	15%
7 Reading	IDEA	3399	85%	61%	40%
	Texas	407,900	78%	54%	36%
7 Math	IDEA	5634	72%	41%	23%
	Texas	348,719	59%	29%	12%

IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
8 Reading	IDEA	4831	87%	64%	43%
	Texas	408,313	82%	56%	36%
8 Social Studies	IDEA	4826	70%	35%	22%
	Texas	413,508	59%	29%	17%
8 Science	IDEA	1977	79%	50%	28%
	Texas	407,563	73%	43%	22%

IDEA Verses State Comparison | 2022 Texas EOC Data

Test	Entity	# Students Tested	Approaches	Meets	Masters
Algebra I	IDEA	5740	82%	52%	34%
	Texas	473,054	74%	46%	30%
Biology	IDEA	5242	90%	65%	23%
	Texas	445,791	82%	57%	23%
English I	IDEA	4132	75%	62%	16%
	Texas	499,992	63%	48%	11%
English II	IDEA	2881	84%	70%	16%
	Texas	441,956	71%	57%	9%
U.S. History	IDEA	2171	96%	80%	51%
	Texas	380,277	89%	71%	44%

IDEA: SPED STAAR Results

2019, 2021, 2022

SPED |IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
3 Reading	2022	334	45%	18%	7%
	2021	200	35%	10%	2%
	2019	139	41%	15%	8%
3 Math	2022	335	42%	15%	4%
	2021	202	28%	8%	4%
	2019	139	45%	14%	6%
4 Reading	2022	280	49%	26%	9%
	2021	163	26%	9%	3%
	2019	137	38%	9%	4%
4 Math	2022	280	43%	15%	5%
	2021	164	24%	10%	3%
	2019	137	43%	18%	7%

SPED |IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
5 Reading	2022	255	**52%**	**27%**	**12%**
	2021	174	34%	12%	9%
	2019	107	42%	13%	2%
5 Math	2022	254	**53%**	**20%**	**7%**
	2021	176	37%	15%	6%
	2019	106	56%	25%	8%
5 Science	2022	253	**48%**	**19%**	**9%**
	2021	175	32%	10%	2%
	2019	106	47%	23%	8%

SPED | IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
6 Reading	2022	509	43%	15%	6%
	2021	345	22%	5%	1%
	2019	261	33%	10%	3%
6 Math	2022	506	53%	18%	4%
	2021	340	34%	10%	2%
	2019	260	56%	21%	6%
7 Reading	2022	454	50%	20%	9%
	2021	276	30%	11%	4%
	2019	224	39%	17%	8%
7 Math	2022	450	41%	12%	5%
	2021	279	22%	5%	1%
	2019	224	52%	21%	6%

SPED | IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
8 Reading	2022	356	**52%**	**21%**	**9%**
	2021	230	35%	17%	7%
	2019	176	40%	18%	4%
8 Social Studies	2022	354	**34%**	**9%**	**5%**
	2021	227	26%	6%	3%
	2019	173	44%	15%	8%
8 Science	2022	131	**36%**	**12%**	**4%**
	2021	110	35%	12%	4%
	2019	124	60%	21%	7%

SPED | IDEA Data: 2019, 2021, 2022 STAAR EOC Results

Test	Year	# Students Tested	Approaches	Meets	Masters
Algebra I	2022	452	55%	16%	8%
	2021	308	45%	13%	4%
	2019	194	64%	30%	11%
Biology	2022	436	64%	26%	6%
	2021	280	55%	20%	4%
	2019	151	80%	34%	3%
English I	2022	359	35%	21%	2%
	2021	210	29%	17%	1%
	2019	175	31%	19%	0%
English II	2022	227	44%	26%	2%
	2021	128	38%	21%	1%
	2019	103	39%	17%	0%
U.S. History	2022	129	80%	46%	17%
	2021	89	70%	36%	16%
	2019	52	87%	52%	21%

IDEA: EL STAAR Results

2019, 2021, 2022

EL |IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
3 Reading	2022	2513	**72%**	**44%**	**21%**
	2021	1587	55%	23%	8%
	2019	1237	71%	36%	20%
3 Math	2022	2513	**65%**	**34%**	**14%**
	2021	1597	43%	14%	6%
	2019	1236	72%	37%	15%
4 Reading	2022	2051	**76%**	**50%**	**24%**
	2021	1268	54%	23%	9%
	2019	1158	73%	36%	14%
4 Math	2022	2053	**64%**	**32%**	**15%**
	2021	1279	43%	18%	8%
	2019	1158	71%	39%	20%

EL |IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
5 Reading	2022	1710	**81%**	**57%**	**34%**
	2021	1265	67%	37%	21%
	2019	893	73%	39%	18%
5 Math	2022	1714	**77%**	**44%**	**17%**
	2021	1280	59%	30%	12%
	2019	894	85%	51%	28%
5 Science	2022	1716	**75%**	**44%**	**20%**
	2021	1266	55%	20%	5%
	2019	889	80%	49%	21%

EL |IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
6 Reading	2022	2689	**70%**	**38%**	**17%**
	2021	1528	54%	21%	7%
	2019	1567	64%	28%	11%
6 Math	2022	2689	**72%**	**37%**	**13%**
	2021	2121	58%	27%	8%
	2019	1563	81%	43%	17%
7 Reading	2022	2577	**80%**	**53%**	**32%**
	2021	1745	63%	34%	16%
	2019	1170	74%	39%	19%
7 Math	2022	2567	**70%**	**39%**	**18%**
	2021	1746	50%	22%	8%
	2019	1154	79%	47%	14%

EL |IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
8 Reading	2022	2088	**82%**	**55%**	**32%**
	2021	1534	71%	38%	14%
	2019	879	77%	44%	15%
8 Social Studies	2022	2093	**62%**	**26%**	**14%**
	2021	1541	41%	13%	5%
	2019	897	70%	31%	15%
8 Science	2022	910	**75%**	**41%**	**20%**
	2021	781	53%	23%	8%
	2019	536	85%	48%	17%

EL | IDEA Data: 2019, 2021, 2022 STAAR EOC Results

Test	Year	# Students Tested	Approaches	Meets	Masters
Algebra I	2022	2542	79%	45%	27%
	2021	1776	59%	22%	10%
	2019	947	90%	60%	31%
Biology	2022	2307	86%	56%	15%
	2021	1533	75%	39%	10%
	2019	724	93%	60%	15%
English I	2022	1900	66%	50%	9%
	2021	1220	59%	39%	5%
	2019	752	66%	47%	6%
English II	2022	1193	75%	57%	6%
	2021	790	67%	49%	3%
	2019	433	66%	41%	2%
U.S. History	2022	743	92%	68%	32%
	2021	491	84%	49%	18%
	2019	256	98%	70%	30%

IDEA: Eco.Dis. STAAR Results

2019, 2021, 2022

Eco. Dis. | IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
3 Reading	2022	4758	**74%**	**47%**	**25%**
	2021	3134	58%	27%	10%
	2019	2500	74%	38%	22%
3 Math	2022	4765	**66%**	**35%**	**15%**
	2021	3145	44%	15%	6%
	2019	2499	72%	37%	16%
4 Reading	2022	3907	**77%**	**52%**	**26%**
	2021	2446	58%	28%	11%
	2019	2495	76%	41%	18%
4 Math	2022	3910	**65%**	**33%**	**16%**
	2021	2461	45%	21%	10%
	2019	2495	72%	41%	22%

Eco. Dis. | IDEA Data: 2019, 2021, 2022 STAAR 3-5 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
5 Reading	2022	3205	**83%**	**59%**	**37%**
	2021	2373	71%	41%	25%
	2019	1975	81%	51%	27%
5 Math	2022	3212	**77%**	**42%**	**17%**
	2021	2390	60%	31%	14%
	2019	1976	87%	57%	34%
5 Science	2022	3212	**76%**	**46%**	**21%**
	2021	2360	58%	22%	6%
	2019	1972	84%	58%	28%

Eco. Dis. | IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
6 Reading	2022	4805	**74%**	**43%**	**21%**
	2021	3945	61%	27%	10%
	2019	3589	72%	37%	16%
6 Math	2022	4802	**74%**	**38%**	**14%**
	2021	3938	62%	29%	9%
	2019	3585	84%	50%	22%
7 Reading	2022	4688	**84%**	**59%**	**37%**
	2021	3575	71%	44%	22%
	2019	2939	81%	52%	29%
7 Math	2022	4665	**70%**	**39%**	**18%**
	2021	3584	56%	26%	10%
	2019	2877	83%	52%	21%

Eco. Dis. | IDEA Data: 2019, 2021, 2022 STAAR 6-8 Results

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
8 Reading	2022	4047	87%	62%	40%
	2021	3189	77%	47%	20%
	2019	2603	86%	62%	31%
8 Social Studies	2022	4054	68%	32%	19%
	2021	3164	50%	17%	7%
	2019	2588	80%	48%	28%
8 Science	2022	1688	78%	48%	26%
	2021	1490	62%	32%	13%
	2019	1551	89%	61%	32%

Eco. Dis. | IDEA Data: 2019, 2021, 2022 STAAR EOC Results

Test	Year	# Students Tested	Approaches	Meets	Masters
Algebra I	2022	4855	**81%**	**50%**	**32%**
	2021	3711	63%	27%	13%
	2019	2727	92%	69%	42%
Biology	2022	4383	**89%**	**63%**	**21%**
	2021	3414	82%	49%	16%
	2019	2380	96%	78%	33%
English I	2022	3514	**73%**	**59%**	**15%**
	2021	2736	69%	52%	10%
	2019	2237	80%	68%	16%
English II	2022	2430	**82%**	**68%**	**11%**
	2021	2097	80%	66%	11%
	2019	1579	84%	69%	14%
U.S. History	2022	1850	**95%**	**78%**	**49%**
	2021	1669	91%	69%	39%
	2019	1123	98%	85%	51%

IDEA vs State of Texas | SPED

Data Comparison

2022 Data

SPED | IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
3 Reading	IDEA	334	**45%**	**18%**	**7%**
	Texas	46,665	49%	23%	12%
3 Math	IDEA	335	**42%**	**15%**	**4%**
	Texas	47,901	41%	18%	8%
4 Reading	IDEA	280	**49%**	**26%**	**9%**
	Texas	47,855	44%	22%	9%
4 Math	IDEA	280	**43%**	**15%**	**5%**
	Texas	48,857	36%	16%	7%

SPED | IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
5 Reading	IDEA	255	52%	27%	12%
	Texas	48,019	46%	22%	11%
5 Math	IDEA	254	53%	20%	7%
	Texas	48,760	44%	16%	6%
5 Science	IDEA	253	48%	19%	9%
	Texas	48,579	33%	14%	5%

SPED | IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
6 Reading	IDEA	509	43%	15%	6%
	Texas	46,962	31%	12%	5%
6 Math	IDEA	506	53%	18%	4%
	Texas	46,882	41%	11%	1%
7 Reading	IDEA	454	50%	20%	9%
	Texas	45,107	40%	16%	8%
7 Math	IDEA	450	41%	12%	5%
	Texas	43,289	27%	7%	2%

SPED | IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
8 Reading	IDEA	356	52%	21%	9%
	Texas	41,525	44%	16%	7%
8 Social Studies	IDEA	354	34%	9%	5%
	Texas	41,478	25%	8%	4%
8 Science	IDEA	131	36%	12%	4%
	Texas	41,394	34%	11%	4%

SPED | IDEA Verses State Comparison | 2022 Texas EOC Data

Test	Entity	# Students Tested	Approaches	Meets	Masters
Algebra I	IDEA	452	55%	16%	8%
	Texas	46,693	41%	14%	6%
Biology	IDEA	436	64%	26%	6%
	Texas	42,456	54%	20%	4%
English I	IDEA	359	35%	21%	2%
	Texas	50,261	22%	11%	1%
English II	IDEA	359	35%	21%	2%
	Texas	41,296	28%	15%	1%
U.S. History	IDEA	129	80%	46%	17%
	Texas	30,950	63%	33%	14%

IDEA vs State of Texas | EL

Data Comparison

2022 Data

EL | IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
3 Reading	IDEA	2513	72%	44%	21%
	Texas	68,856	70%	41%	21%
3 Math	IDEA	2513	65%	34%	14%
	Texas	82,859	65%	36%	16%
4 Reading	IDEA	2051	76%	50%	24%
	Texas	78,057	71%	43%	19%
4 Math	IDEA	2053	64%	32%	15%
	Texas	89,484	64%	35%	17%

EL | IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
5 Reading	IDEA	1710	81%	57%	34%
	Texas	82,204	72%	44%	24%
5 Math	IDEA	1714	77%	44%	17%
	Texas	90,673	71%	38%	17%
5 Science	IDEA	1716	75%	44%	20%
	Texas	89,248	53%	24%	9%

EL | IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
6 Reading	IDEA	2689	70%	38%	17%
	Texas	94,190	52%	23%	9%
6 Math	IDEA	2689	72%	37%	13%
	Texas	93,421	61%	23%	7%
7 Reading	IDEA	2577	80%	53%	32%
	Texas	92,024	62%	32%	17%
7 Math	IDEA	2567	70%	39%	18%
	Texas	82,724	45%	16%	5%

EL | IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
8 Reading	IDEA	2088	82%	55%	32%
	Texas	80,826	65%	32%	15%
8 Social Studies	IDEA	2093	62%	26%	14%
	Texas	81,404	34%	10%	4%
8 Science	IDEA	910	75%	41%	20%
	Texas	80,690	53%	22%	8%

EL | IDEA Verses State Comparison | 2022 Texas EOC Data

Test	Entity	# Students Tested	Approaches	Meets	Masters
Algebra I	IDEA	2542	79%	45%	27%
	Texas	96,664	61%	30%	16%
Biology	IDEA	2307	86%	56%	15%
	Texas	89,280	64%	29%	6%
English I	IDEA	1900	66%	50%	9%
	Texas	111,452	34%	19%	1%
English II	IDEA	1193	75%	57%	6%
	Texas	84,585	40%	23%	1%
U.S. History	IDEA	743	92%	68%	32%
	Texas	58,276	71%	38%	14%

IDEA vs State of Texas | Eco. Dis. Data Comparison

2022 Data

Eco. Dis.| IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
3 Reading	IDEA	4758	74%	47%	25%
	Texas	203,017	70%	41%	21%
3 Math	IDEA	4765	66%	35%	15%
	Texas	215,899	62%	31%	13%
4 Reading	IDEA	3907	77%	52%	26%
	Texas	209,425	70%	43%	19%
4 Math	IDEA	3910	65%	33%	16%
	Texas	219,964	60%	31%	14%

Eco. Dis.| IDEA Verses State Comparison | 2022 3-5 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
5 Reading	IDEA	3205	83%	59%	37%
	Texas	215,748	74%	47%	27%
5 Math	IDEA	3212	77%	42%	17%
	Texas	223,388	68%	36%	15%
5 Science	IDEA	3212	76%	46%	21%
	Texas	222,058	56%	27%	10%

Eco. Dis.| IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
6 Reading	IDEA	4805	74%	43%	21%
	Texas	232,679	60%	30%	14%
6 Math	IDEA	4802	74%	38%	14%
	Texas	230,971	63%	26%	8%
7 Reading	IDEA	4688	84%	59%	37%
	Texas	242,696	72%	43%	26%
7 Math	IDEA	4665	70%	39%	18%
	Texas	217,779	50%	20%	7%

Eco. Dis.| IDEA Verses State Comparison | 2022 6-8 Data

Grade/Test	Entity	# Students Tested	Approaches	Meets	Masters
8 Reading	IDEA	4047	87%	62%	40%
	Texas	239,629	76%	46%	27%
8 Social Studies	IDEA	4054	68%	32%	19%
	Texas	242,056	48%	18%	9%
8 Science	IDEA	1688	78%	48%	26%
	Texas	239,018	64%	32%	14%

Eco. Dis.| IDEA Verses State Comparison | 2022 Texas EOC Data

Test	Entity	# Students Tested	Approaches	Meets	Masters
Algebra I	IDEA	4855	81%	50%	32%
	Texas	278,580	67%	37%	21%
Biology	IDEA	4383	89%	63%	21%
	Texas	255,823	76%	46%	13%
English I	IDEA	3514	73%	59%	15%
	Texas	298,340	53%	37%	5%
English II	IDEA	2430	82%	68%	11%
	Texas	251,963	62%	46%	4%
U.S. History	IDEA	1850	95%	78%	49%
	Texas	205,156	85%	61%	33%

Testing Performance Data

STAAR Exams | Regional Results

2021 – 2022 Comparison

IDEA: STAAR Regional Results

2021, 2022

IDEA Data: 2021, 2022 STAAR 3rd Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	75%	48%	24%
	2021	53%	24%	8%
El Paso	2022	73%	50%	29%
	2021	68%	35%	12%
RGV	2022	77%	50%	26%
	2021	62%	31%	12%
San Antonio	2022	**82%**	**58%**	**34%**
	2021	68%	38%	17%
Tarrant County	2022	71%	48%	27%
	2021	58%	29%	9%
Permian Basin	2022	53%	29%	14%
	2021	44%	20%	5%
Houston	2022	57%	31%	15%
	2021			

IDEA Data: 2021, 2022 STAAR 3rd Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	62%	30%	14%
	2021	40%	14%	5%
El Paso	2022	64%	36%	15%
	2021	48%	15%	6%
RGV	2022	70%	39%	17%
	2021	47%	17%	7%
San Antonio	2022	**76%**	47%	**21%**
	2021	57%	24%	10%
Tarrant County	2022	74%	**48%**	18%
	2021	56%	29%	9%
Permian Basin	2022	52%	24%	7%
	2021	47%	11%	4%
Houston	2022	45%	19%	8%
	2021			

IDEA Data: 2021, 2022 STAAR 4th Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	72%	48%	25%
	2021	50%	24%	10%
El Paso	2022	81%	60%	**34%**
	2021	63%	29%	15%
RGV	2022	*82%*	57%	29%
	2021	63%	33%	13%
San Antonio	2022	*82%*	61%	32%
	2021	67%	36%	17%
Tarrant County	2022	71%	50%	26%
	2021			
Permian Basin	2022	64%	39%	12%
	2021	30%	9%	3%
Houston	2022	65%	39%	16%
	2021			

IDEA Data: 2021, 2022 STAAR 4th Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	55%	24%	10%
	2021	36%	16%	10%
El Paso	2022	65%	36%	16%
	2021	38%	14%	6%
RGV	2022	71%	40%	**21%**
	2021	50%	26%	11%
San Antonio	2022	**72%**	**42%**	**21%**
	2021	57%	30%	17%
Tarrant County	2022	69%	40%	**21%**
	2021			
Permian Basin	2022	70%	31%	12%
	2021	40%	11%	7%
Houston	2022	40%	13%	3%
	2021			

IDEA Data: 2021, 2022 STAAR 5th Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	81%	55%	36%
	2021	71%	42%	27%
El Paso	2022	**90%**	**64%**	41%
	2021	63%	35%	22%
RGV	2022	85%	**64%**	41%
	2021	74%	45%	29%
San Antonio	2022	87%	**64%**	**42%**
	2021	75%	44%	29%
Tarrant County	2022	82%	57%	30%
	2021	64%	36%	24%
Permian Basin	2022	76%	41%	22%
	2021	60%	24%	11%
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR 5th Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	70%	37%	15%
	2021	62%	32%	16%
El Paso	2022	80%	**51%**	19%
	2021	50%	33%	11%
RGV	2022	82%	50%	**23%**
	2021	62%	34%	16%
San Antonio	2022	79%	43%	16%
	2021	66%	38%	16%
Tarrant County	2022	74%	37%	18%
	2021	67%	40%	20%
Permian Basin	2022	**84%**	46%	12%
	2021	73%	46%	23%
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR 5th Science Results

Test	Year	Approaches	Meets	Masters
Austin	2022	77%	49%	25%
	2021	65%	29%	9%
El Paso	2022	77%	41%	20%
	2021	43%	17%	7%
RGV	2022	**79%**	**51%**	**26%**
	2021	58%	24%	7%
San Antonio	2022	**79%**	47%	23%
	2021	68%	27%	8%
Tarrant County	2022	67%	38%	19%
	2021	64%	24%	5%
Permian Basin	2022	75%	41%	14%
	2021	64%	29%	10%
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR 6th Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	75%	47%	23%
	2021	58%	26%	10%
El Paso	2022	77%	49%	23%
	2021	68%	33%	12%
RGV	2022	76%	47%	25%
	2021	62%	28%	12%
San Antonio	2022	**79%**	**50%**	**28%**
	2021	70%	36%	14%
Tarrant County	2022	**79%**	49%	25%
	2021	72%	33%	15%
Permian Basin	2022	73%	45%	24%
	2021	48%	19%	4%
Houston	2022	66%	36%	17%
	2021	69%	30%	11%

IDEA Data: 2021, 2022 STAAR 6th Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	70%	38%	13%
	2021	55%	25%	8%
El Paso	2022	80%	47%	19%
	2021	74%	41%	14%
RGV	2022	75%	42%	18%
	2021	60%	26%	9%
San Antonio	2022	80%	43%	18%
	2021	76%	40%	14%
Tarrant County	2022	**85%**	**56%**	**28%**
	2021	79%	50%	24%
Permian Basin	2022	77%	45%	23%
	2021	66%	35%	14%
Houston	2022	69%	33%	11%
	2021	72%	39%	15%

IDEA Data: 2021, 2022 STAAR 7th Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	86%	61%	41%
	2021	70%	44%	21%
El Paso	2022	**89%**	**68%**	45%
	2021	74%	45%	22%
RGV	2022	84%	59%	38%
	2021	70%	44%	23%
San Antonio	2022	85%	65%	42%
	2021	79%	55%	31%
Tarrant County	2022	87%	**68%**	**46%**
	2021	80%	54%	28%
Permian Basin	2022	78%	56%	31%
	2021			
Houston	2022	87%	67%	41%
	2021			

IDEA Data: 2021, 2022 STAAR 7th Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	66%	41%	19%
	2021	50%	25%	9%
El Paso	2022	**84%**	**54%**	26%
	2021	61%	35%	16%
RGV	2022	72%	41%	20%
	2021	56%	25%	10%
San Antonio	2022	70%	38%	18%
	2021	65%	36%	17%
Tarrant County	2022	81%	52%	**27%**
	2021	72%	40%	18%
Permian Basin	2022	71%	47%	21%
	2021			
Houston	2022	78%	48%	21%
	2021			

IDEA Data: 2021, 2022 STAAR 8th Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	83%	58%	37%
	2021	76%	51%	23%
El Paso	2022	**90%**	**68%**	45%
	2021	79%	50%	25%
RGV	2022	88%	65%	43%
	2021	78%	49%	21%
San Antonio	2022	89%	**68%**	**46%**
	2021	82%	52%	22%
Tarrant County	2022	89%	66%	43%
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR 8th Science Results

Test	Year	Approaches	Meets	Masters
Austin	2022	74%	42%	22%
	2021	59%	30%	11%
El Paso	2022	**89%**	**89%**	**56%**
	2021			
RGV	2022	84%	57%	34%
	2021	64%	37%	17%
San Antonio	2022	82%	58%	34%
	2021	75%	47%	23%
Tarrant County	2022			
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR 8th Social Studies Results

Test	Year	Approaches	Meets	Masters
Austin	2022	60%	29%	16%
	2021	56%	19%	7%
El Paso	2022	**81%**	**46%**	**27%**
	2021	63%	23%	7%
RGV	2022	72%	36%	22%
	2021	49%	19%	9%
San Antonio	2022	72%	37%	22%
	2021	59%	22%	11%
Tarrant County	2022	74%	42%	**27%**
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR Algebra 1 Results

Test	Year	Approaches	Meets	Masters
Austin	2022	73%	41%	27%
	2021	60%	26%	12%
El Paso	2022	73%	37%	22%
	2021	65%	20%	12%
RGV	2022	84%	54%	35%
	2021	63%	27%	14%
San Antonio	2022	86%	59%	39%
	2021	69%	32%	16%
Tarrant County	2022	**91%**	**67%**	**50%**
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR English 1 Results

Test	Year	Approaches	Meets	Masters
Austin	2022	73%	60%	17%
	2021	65%	47%	10%
El Paso	2022	78%	65%	**20%**
	2021			
RGV	2022	75%	62%	17%
	2021	73%	56%	13%
San Antonio	2022	**79%**	**66%**	17%
	2021	67%	52%	11%
Tarrant County	2022			
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR English 2 Results

Test	Year	Approaches	Meets	Masters
Austin	2022	81%	64%	11%
	2021	83%	70%	12%
El Paso	2022			
	2021			
RGV	2022	**85%**	**72%**	**15%**
	2021	81%	70%	14%
San Antonio	2022	84%	71%	13%
	2021	80%	63%	10%
Tarrant County	2022			
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR Biology Results

Test	Year	Approaches	Meets	Masters
Austin	2022	87%	62%	18%
	2021	83%	47%	14%
El Paso	2022	92%	67%	**26%**
	2021	86%	58%	24%
RGV	2022	89%	63%	24%
	2021	82%	52%	18%
San Antonio	2022	92%	70%	**26%**
	2021	84%	53%	16%
Tarrant County	2022	**95%**	**75%**	**26%**
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR U.S. History Results

Test	Year	Approaches	Meets	Masters
Austin	2022	**97%**	**84%**	**60%**
	2021	93%	72%	37%
El Paso	2022			
	2021			
RGV	2022	96%	80%	52%
	2021	92%	72%	42%
San Antonio	2022	95%	77%	46%
	2021	91%	69%	37%
Tarrant County	2022			
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR All Reading Results

Test	Year	Approaches	Meets	Masters
Austin	2022	78%	54%	29%
	2021	65%	38%	16%
El Paso	2022	82%	59%	**34%**
	2021	71%	39%	17%
RGV	2022	81%	59%	30%
	2021	70%	44%	17%
San Antonio	2022	**83%**	**62%**	33%
	2021	73%	46%	19%
Tarrant County	2022	80%	56%	33%
	2021	70%	37%	18%
Permian Basin	2022	69%	42%	21%
	2021	45%	17%	5%
Houston	2022	69%	43%	22%
	2021	69%	30%	11%

IDEA Data: 2021, 2022 STAAR All Math Results

Test	Year	Approaches	Meets	Masters
Austin	2022	66%	36%	17%
	2021	51%	24%	10%
El Paso	2022	74%	43%	20%
	2021	61%	28%	12%
RGV	2022	76%	44%	23%
	2021	57%	26%	11%
San Antonio	2022	77%	45%	23%
	2021	65%	33%	15%
Tarrant County	2022	**80%**	**52%**	**28%**
	2021	70%	41%	18%
Permian Basin	2022	72%	39%	16%
	2021	57%	24%	12%
Houston	2022	60%	29%	11%
	2021	72%	39%	15%

IDEA Data: 2021, 2022 STAAR All Science Results

Test	Year	Approaches	Meets	Masters
Austin	2022	79%	51%	22%
	2021	66%	33%	11%
El Paso	2022	**88%**	62%	25%
	2021	79%	51%	22%
RGV	2022	85%	58%	**26%**
	2021	71%	40%	14%
San Antonio	2022	85%	60%	**26%**
	2021	78%	44%	15%
Tarrant County	2022	86%	**63%**	25%
	2021	64%	24%	5%
Permian Basin	2022	75%	41%	14%
	2021	65%	30%	10%
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR All Social Studies Results

Test	Year	Approaches	Meets	Masters
Austin	2022	69%	42%	27%
	2021	64%	31%	14%
El Paso	2022	**81%**	46%	27%
	2021	63%	23%	7%
RGV	2022	**81%**	**53%**	**33%**
	2021	65%	40%	22%
San Antonio	2022	78%	48%	29%
	2021	69%	37%	19%
Tarrant County	2022	74%	42%	27%
	2021			
Permian Basin	2022			
	2021			
Houston	2022			
	2021			

IDEA Data: 2021, 2022 STAAR All Subjects Results

Test	Year	Approaches	Meets	Masters
Austin	2022	73%	46%	23%
	2021	58%	30%	12%
El Paso	2022	79%	52%	27%
	2021	67%	34%	14%
RGV	2022	80%	53%	27%
	2021	64%	36%	14%
San Antonio	2022	**81%**	**55%**	28%
	2021	70%	40%	16%
Tarrant County	2022	80%	54%	**30%**
	2021	70%	38%	16%
Permian Basin	2022	71%	41%	18%
	2021	50%	20%	8%
Houston	2022	65%	36%	17%
	2021	71%	34%	13%

DEMOGRAPHICS

NEW STUDENT PERSISTENCE

Year-Over-Year Comparison (New Students)

19,947

⬇ New Student FDOP Enrolled

1,620

⬇ New Student Entry

4,784

⬇ New Student Leavers

(District)

Legend: ▯ 2020-2021 ▮ 2021-2022
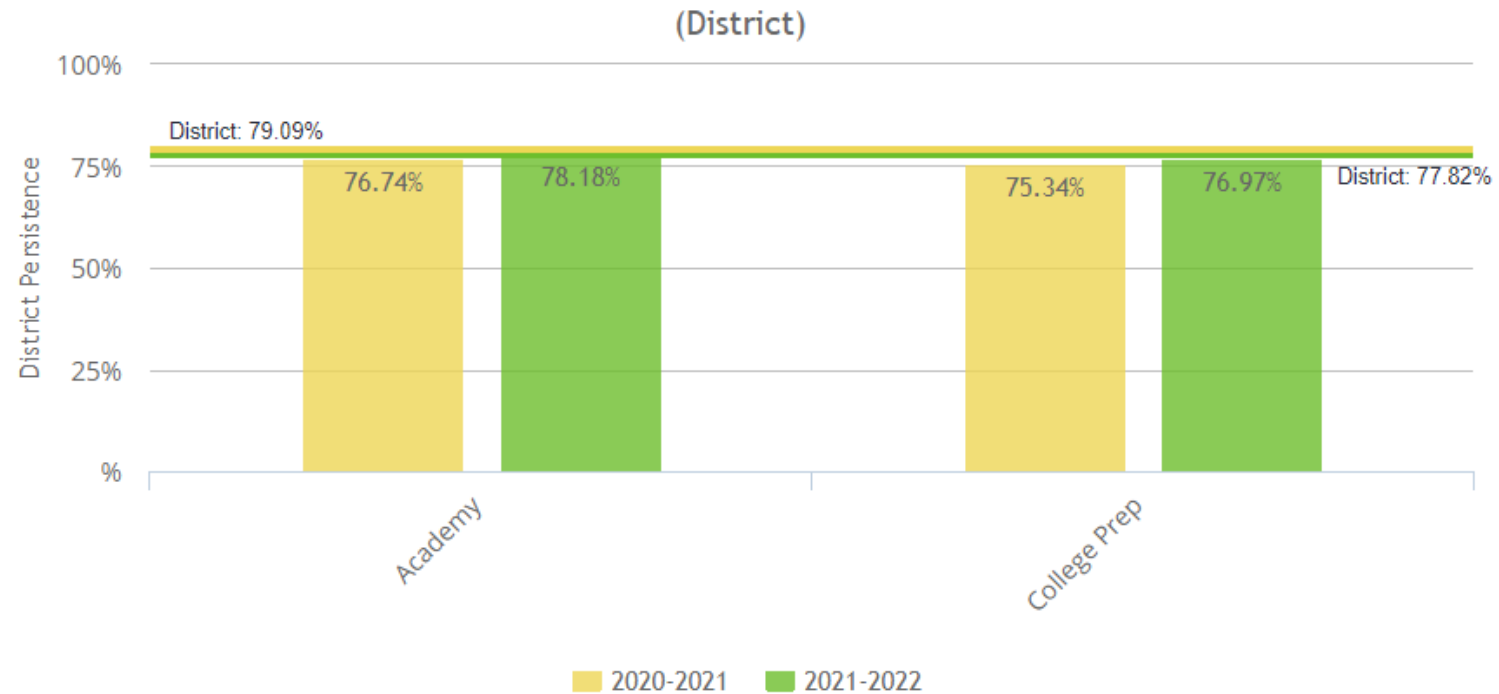
OVERALL STUDENT PERSISTENCE
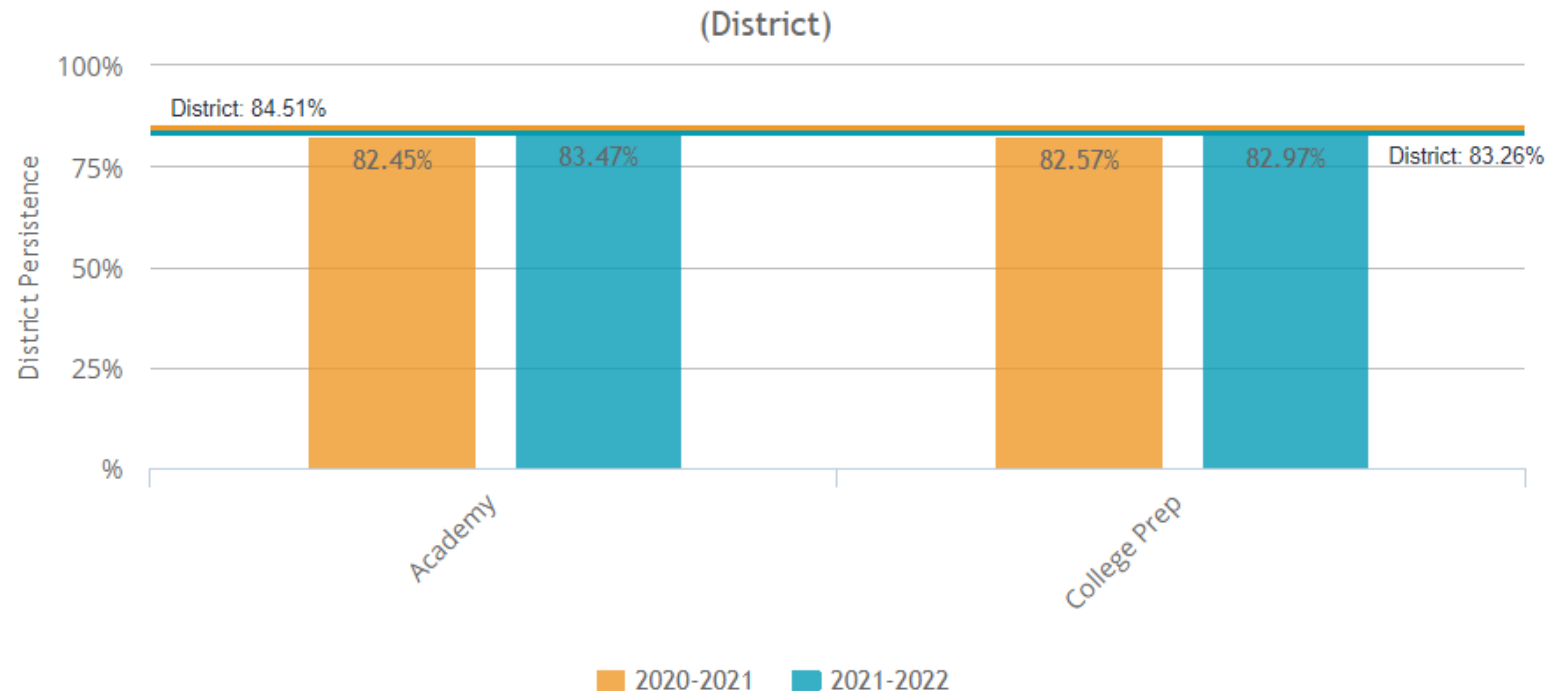
CRITICAL STUDENT INTERVENTION STUDENT PERSISTENCE
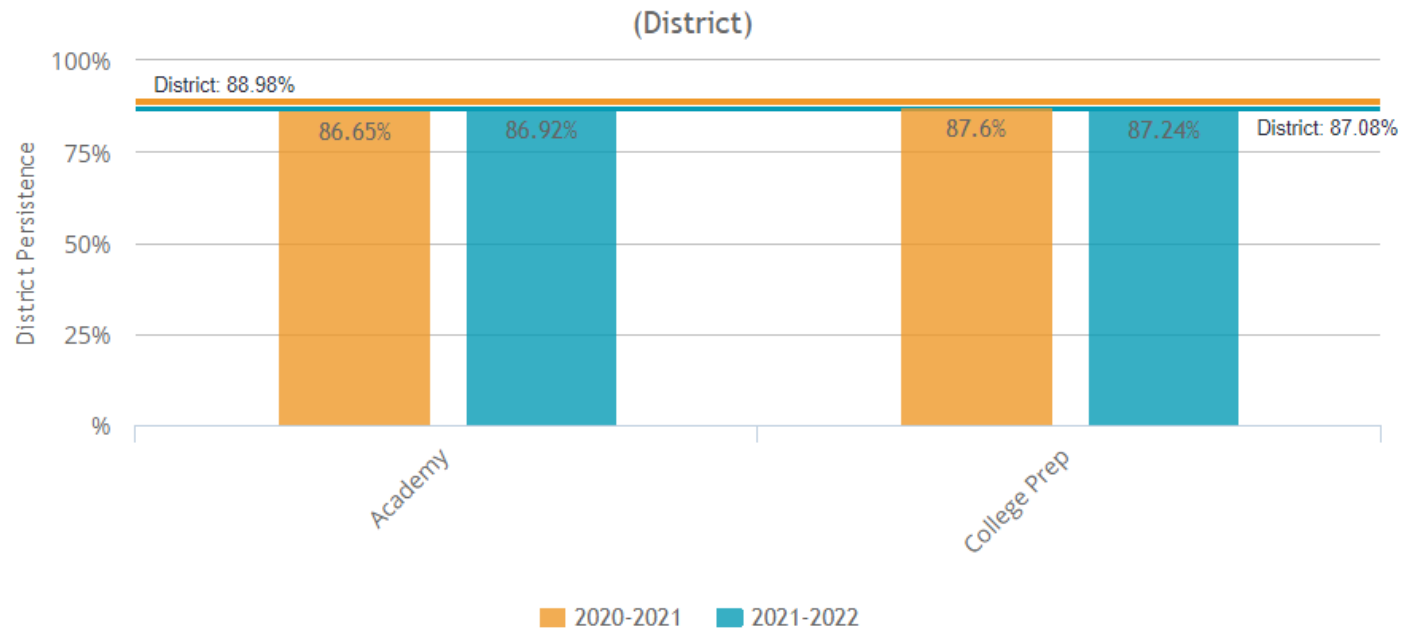
IDEA Texas disciplinary data

Black students receive a disproportionate share of disciplinary actions in Texas

In SY 2018-19
- 1 in 25 students identified as Black, but
- <u>1 in 12</u> received a disciplinary action

IDEA Public Schools
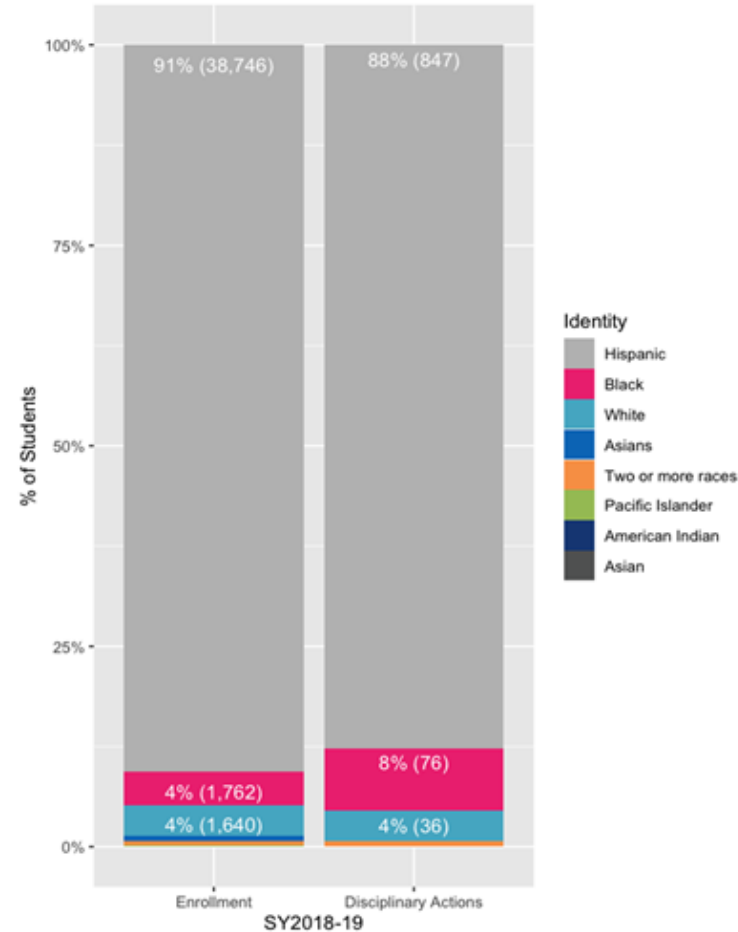
All students' persistence decreased in 2020-2021, but the gap between Black students and Hispanic students' persistence grew to 9 points.

Campus Culture was the top Reason for our Black, Hispanic, and White student leavers in 2021-2022!
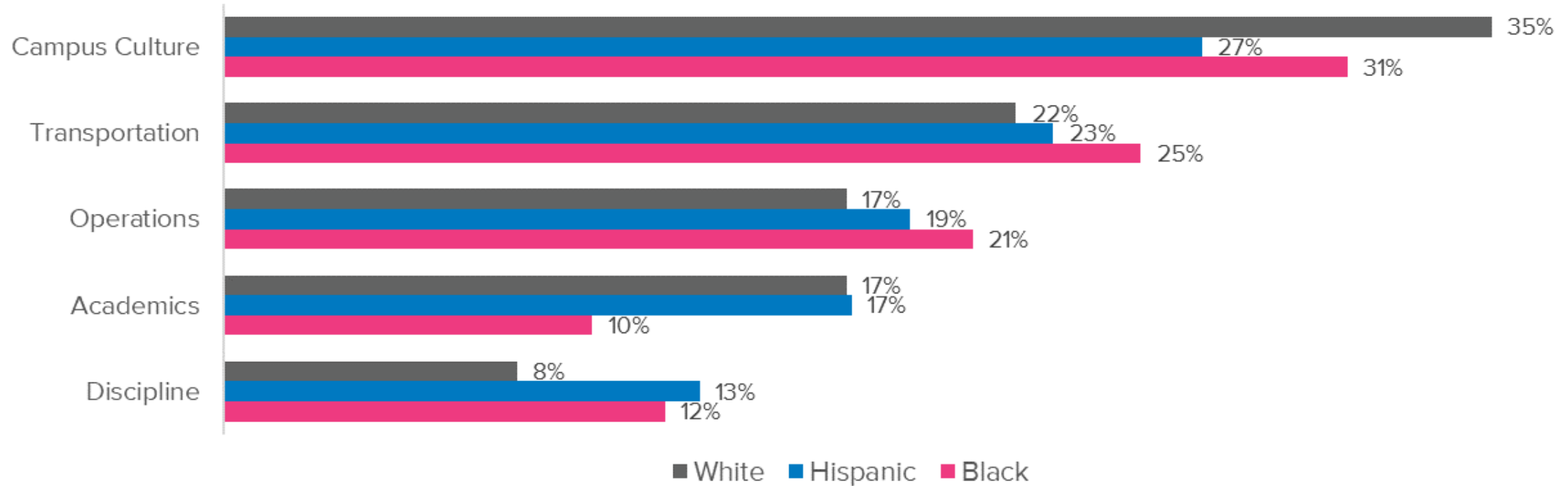
- More than 30% of our Black and White students are leaving due to Campus Culture.
- More than 20% of our Black, Hispanic, & White students are leaving due to Transportation.

- That means more than 50% of our Black, Hispanic, & White students are leaving for these two reasons!

Note: Leaver Reasons out of our control were removed, such as Movers, Family reasons, and Medical reasons.

ADA by Race/Ethnicity - 4 Largest Student Groups

- In 2017-2018, there was no disparity in ADA for Black and White students.

- The gap grew in 2018-2019, decreased slightly in 2019-2020, and then grew in 2020-2021.

- All students ADA decreased in 2021-2022. The gap between White and Black students decreased.

Last 5 Years' Average Daily Attendance by Race/Ethnicity
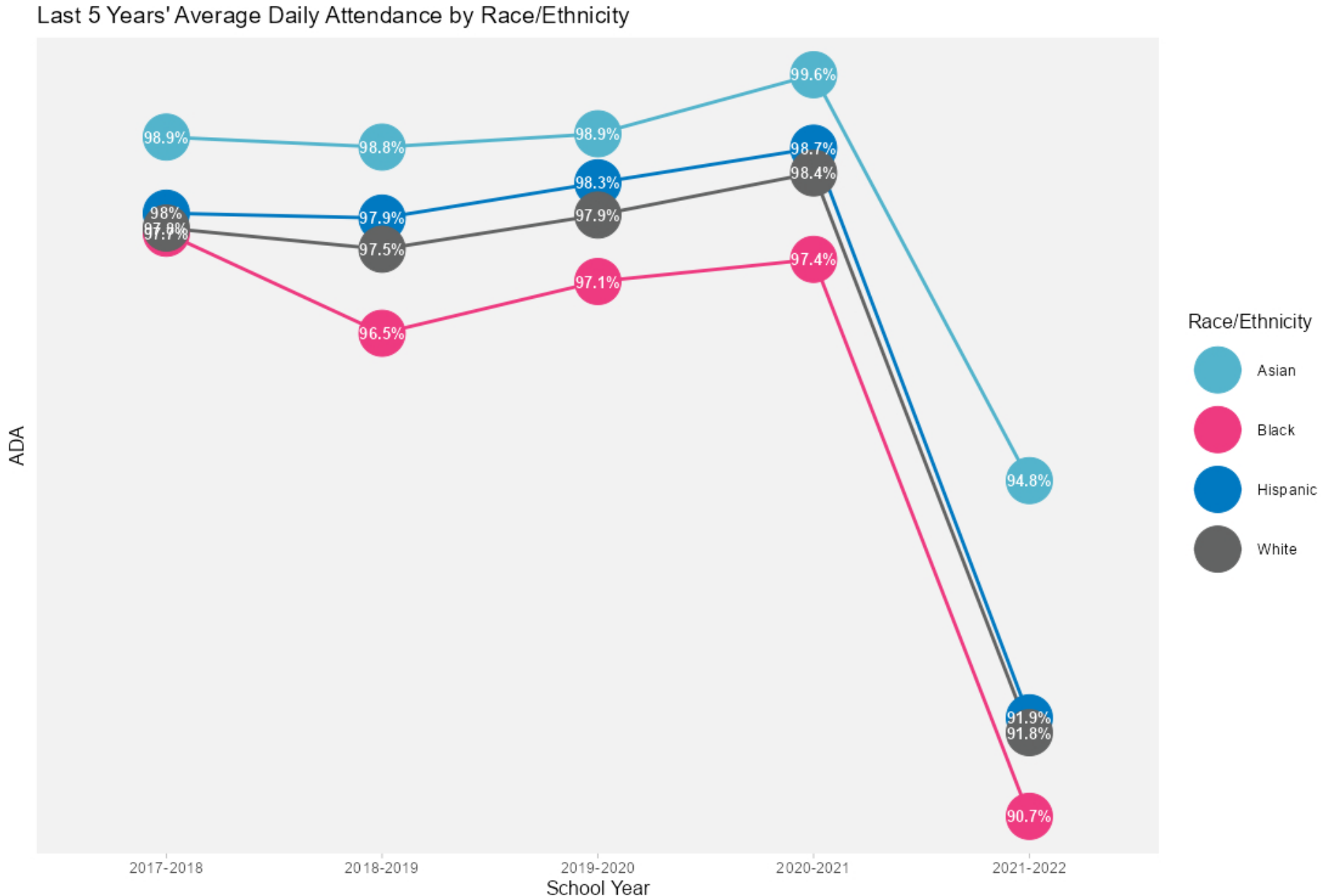
IDEA STUDENT DEMOGRAPHICS ACROSS THE LAST 3 YEARS

Percent of IDEA Students Across the Last Three Years
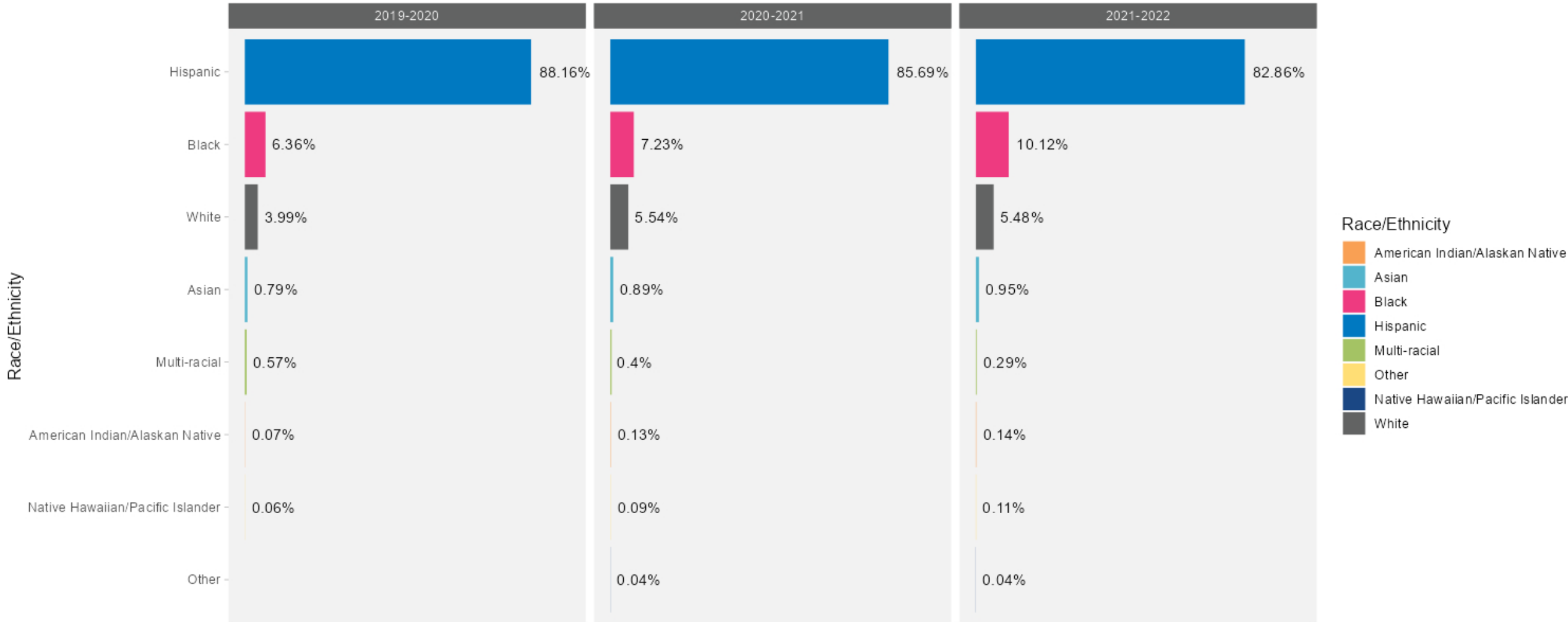
*Note: Other includes students who did not report a Race or Ethnicity.

DEMOGRAPHICS:
OUR COMMUNITIES

RIO GRANDE VALLEY

Income & Poverty ▲	Starr County, Texas	Hidalgo County, Texas	Cameron County, Texas
ⓘ Population Estimates, July 1 2021, (V2021)	⚠ 66,049	⚠ 880,356	⚠ 423,029
👤 **PEOPLE**			
Income & Poverty			
ⓘ Median household income (in 2020 dollars), 2016-2020	$30,931	$41,846	$41,200
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$14,545	$17,816	$18,247
ⓘ Persons in poverty, percent	⚠ 25.2%	⚠ 23.9%	⚠ 24.4%
Education			
ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020	57.6%	66.9%	68.6%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	10.9%	19.3%	18.2%
Race and Hispanic Origin			
ⓘ White alone, percent	⚠ 98.6%	⚠ 96.9%	⚠ 97.0%
ⓘ Black or African American alone, percent (a)	⚠ 0.5%	⚠ 1.0%	⚠ 0.9%
ⓘ American Indian and Alaska Native alone, percent (a)	⚠ 0.4%	⚠ 0.6%	⚠ 0.7%
ⓘ Asian alone, percent (a)	⚠ 0.3%	⚠ 1.1%	⚠ 0.8%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ Z	⚠ 0.1%	⚠ 0.1%
ⓘ Two or More Races, percent	⚠ 0.2%	⚠ 0.5%	⚠ 0.5%
ⓘ Hispanic or Latino, percent (b)	⚠ 96.3%	⚠ 92.6%	⚠ 90.0%
ⓘ White alone, not Hispanic or Latino, percent	⚠ 3.3%	⚠ 5.7%	⚠ 8.5%

IDEA Public Schools

AUSTIN

Income & Poverty ▲	Hays County, Texas	Williamson County, Texas	Travis County, Texas
ⓘ Population Estimates, July 1 2021, (V2021)	⚠ 255,397	⚠ 643,026	⚠ 1,305,154
👤 **PEOPLE**			
Income & Poverty			
ⓘ Median household income (in 2020 dollars), 2016-2020	$68,724	$90,834	$80,668
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$32,988	$38,494	$45,453
ⓘ Persons in poverty, percent	⚠ 9.6%	⚠ 5.6%	⚠ 10.2%
Education			
ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020	90.4%	93.3%	90.3%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	38.6%	41.9%	51.5%
Race and Hispanic Origin			
ⓘ White alone, percent	⚠ 89.4%	⚠ 79.0%	⚠ 78.9%
ⓘ Black or African American alone, percent (a)	⚠ 4.7%	⚠ 7.7%	⚠ 9.1%
ⓘ American Indian and Alaska Native alone, percent (a)	⚠ 1.3%	⚠ 0.9%	⚠ 1.2%
ⓘ Asian alone, percent (a)	⚠ 2.0%	⚠ 9.1%	⚠ 7.9%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ 0.1%	⚠ 0.2%	⚠ 0.1%
ⓘ Two or More Races, percent	⚠ 2.4%	⚠ 3.1%	⚠ 2.8%
ⓘ Hispanic or Latino, percent (b)	⚠ 40.6%	⚠ 25.4%	⚠ 33.4%
ⓘ White alone, not Hispanic or Latino, percent	⚠ 51.5%	⚠ 55.9%	⚠ 48.4%

IDEA Public Schools

SAN ANTONIO

Income & Poverty ▾	🔍 Bexar County, Texas
ⓘ **Population Estimates, July 1 2021, (V2021)**	⚠ 2,028,236

👤 PEOPLE

Income & Poverty

ⓘ Median household income (in 2020 dollars), 2016-2020	$58,288
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$28,313
ⓘ Persons in poverty, percent	⚠ 15.0%

Education

ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020	84.4%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	28.5%

Race and Hispanic Origin

ⓘ White alone, percent	⚠ 83.7%
ⓘ Black or African American alone, percent (a)	⚠ 8.9%
ⓘ American Indian and Alaska Native alone, percent (a)	⚠ 1.3%
ⓘ Asian alone, percent (a)	⚠ 3.4%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ 0.2%
ⓘ Two or More Races, percent	⚠ 2.6%
ⓘ Hispanic or Latino, percent (b)	⚠ 61.3%
ⓘ White alone, not Hispanic or Latino, percent	⚠ 26.1%

IDEA Public Schools

EL PASO

Income & Poverty ▾	🔍 El Paso County, Texas
ℹ️ Population Estimates, July 1 2021, (V2021)	⚠️ 867,947
👤 **PEOPLE**	
Income & Poverty	
ℹ️ Median household income (in 2020 dollars), 2016-2020	$48,292
ℹ️ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$22,490
ℹ️ Persons in poverty, percent	⚠️ 17.6%
Education	
ℹ️ High school graduate or higher, percent of persons age 25 years+, 2016-2020	79.0%
ℹ️ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	24.0%
Race and Hispanic Origin	
ℹ️ White alone, percent	⚠️ 91.4%
ℹ️ Black or African American alone, percent (a)	⚠️ 4.2%
ℹ️ American Indian and Alaska Native alone, percent (a)	⚠️ 1.1%
ℹ️ Asian alone, percent (a)	⚠️ 1.4%
ℹ️ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠️ 0.2%
ℹ️ Two or More Races, percent	⚠️ 1.6%
ℹ️ Hispanic or Latino, percent (b)	⚠️ 82.9%
ℹ️ White alone, not Hispanic or Latino, percent	⚠️ 11.4%

IDEA Public Schools

TARRANT COUNTY

Income & Poverty	
ⓘ Median household income (in 2020 dollars), 2016-2020	$70,306
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$34,045
ⓘ Persons in poverty, percent	⚠ 10.5%
Education	
ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020	86.5%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	32.6%
Race and Hispanic Origin	
ⓘ White alone, percent	⚠ 71.6%
ⓘ Black or African American alone, percent (a)	⚠ 18.5%
ⓘ American Indian and Alaska Native alone, percent (a)	⚠ 0.9%
ⓘ Asian alone, percent (a)	⚠ 6.0%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ 0.3%
ⓘ Two or More Races, percent	⚠ 2.7%
ⓘ Hispanic or Latino, percent (b)	⚠ 30.2%
ⓘ White alone, not Hispanic or Latino, percent	⚠ 43.7%

IDEA
Public Schools

HOUSTON

Income & Poverty ▼	Q	Houston city, Texas
ⓘ Population Estimates, July 1 2021, (V2021)		⚠ 2,288,250

👤 PEOPLE

Income & Poverty

ⓘ Median household income (in 2020 dollars), 2016-2020	$53,600
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020	$33,626
ⓘ Persons in poverty, percent	⚠ 19.6%

Education

ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020	79.7%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	34.3%

Race and Hispanic Origin

ⓘ White alone, percent	⚠ 51.5%
ⓘ Black or African American alone, percent (a)	⚠ 22.8%
ⓘ American Indian and Alaska Native alone, percent (a)	⚠ 0.3%
ⓘ Asian alone, percent (a)	⚠ 6.9%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ 0.0%
ⓘ Two or More Races, percent	⚠ 7.0%
ⓘ Hispanic or Latino, percent (b)	⚠ 44.5%
ⓘ White alone, not Hispanic or Latino, percent	⚠ 24.1%

IDEA Public Schools

PERMIAN BASIN

Income & Poverty ▲		Q	Ector County, Texas
ⓘ Population Estimates, July 1 2021, (V2021)			⚠ 161,091
👤 **PEOPLE**			
Income & Poverty			
ⓘ Median household income (in 2020 dollars), 2016-2020			$63,096
ⓘ Per capita income in past 12 months (in 2020 dollars), 2016-2020			$29,510
ⓘ Persons in poverty, percent			⚠ 13.6%
👤 **PEOPLE**			
Education			
ⓘ High school graduate or higher, percent of persons age 25 years+, 2016-2020			76.6%
ⓘ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020			16.6%
Race and Hispanic Origin			
ⓘ White alone, percent			⚠ 89.8%
ⓘ Black or African American alone, percent (a)			⚠ 5.3%
ⓘ American Indian and Alaska Native alone, percent (a)			⚠ 1.6%
ⓘ Asian alone, percent (a)			⚠ 1.4%
ⓘ Native Hawaiian and Other Pacific Islander alone, percent (a)			⚠ 0.3%
ⓘ Two or More Races, percent			⚠ 1.6%
ⓘ Hispanic or Latino, percent (b)			⚠ 64.7%
ⓘ White alone, not Hispanic or Latino, percent			⚠ 28.2%

STUDENT ACHIEVEMENT

2021-2022 SCHOOL RATING HIGHLIGHTS

58% A Schools (n=70)

33% B Schools (n=40*)

4% C Schools (n=5)
Parmer Park CP (AUS)
Horizon Vista AC (EP)
Hardy AC (HOU)
Mesa Hills AC (EP)

2% D Schools (n=3)
Spears AC (HOU)
Palmview AC (RGV)

0% F Schools (n=0)

2% TBD Schools (n=3)
All SOLA

Frontier Academy earned a 99!!!!!

*Currently in an appeal process for IDEA Toros which could move them to an 'A'

IDEA
Public Schools

IDEA TX

Accountability Rating Summary

	Component Score	Scaled Score	Rating	
Overall		89	B	**93 without cap**
Student Achievement		89	B	**92 without cap**
STAAR Performance	53	84		
College, Career and Military Readiness	94	99		
Graduation Rate	99.9	95		
School Progress		89	B	**95 without cap**
Academic Growth	84	93	A	
Relative Performance (Eco Dis: 83.3%)	74	95	A	
Closing the Gaps	84	88	B	

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.
* This district did not receive an A rating in the Student Achievement domain because the district includes at least one campus that received a scaled score less than 70 in the Student Achievement domain.
* This district did not receive an A rating in the School Progress domain because the district includes at least one campus that received a scaled score less than 70 in the School Progress domain.

Distinction Designations

✓ Postsecondary Readiness

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Public Schools
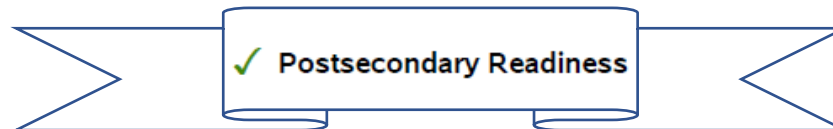
COLLEGE, CAREER, & MILITARY READINESS

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	1,405	
Total credit for CCMR criteria	1,326	94%

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	1,173	84%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	1,206	86%
Met TSI assessment criteria	1,074	76%
Met ACT criteria	388	28%
Met SAT criteria	52	4%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	1,237	88%
Met TSI assessment criteria	1,119	80%
Met ACT criteria	379	27%
Met SAT criteria	29	2%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	1,063	76%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	23	2%
Industry-Based Certifications		
Earned an industry-based certification from approved list	2	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	5	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	2	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	66	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

STUDENT GROWTH

ELA Growth

85% of students met growth goals

4.4% did not met goal but at least maintained

10.6% did not met goals or maintain

Math Growth

76.3% of students met growth goals

8.3% did not met goal but at least maintained

15.4% did not met goals or maintain

STUDENT GROUPS & DOMAIN 3

Met All Applicable D3 Targets
- African American
- Hispanic
- ECD
- EL (even met ELPS 45%)

Missed at Least 1 D3 Target
- All Students
- White
- SpEd
- Former SpEd
- Continuously Enrolled
- Non-Continuously Enrolled

Mainly missed Academic Achievement Status in Math (5/10 targets)

(Meets or higher)

IDEA
Public Schools

Distinctions

27% of Schools Met ALL Applicable Distinctions

IDEA Achieve Academy
IDEA Amber Creek College Preparatory
IDEA Brownsville Academy
IDEA Burke College Preparatory
IDEA Carver College Preparatory
IDEA Converse College Preparatory
IDEA Frontier Academy
IDEA Frontier College Preparatory
IDEA Harlingen Academy
IDEA Hidden Meadow College Preparatory
IDEA Horizon Vista College Preparatory
IDEA Ingram Hills Academy
IDEA Los Encinos College Preparatory
IDEA Mays Academy
IDEA Mays College Preparatory
IDEA McAllen Academy
IDEA McAllen College Preparatory

IDEA Mesa Hills College Preparatory
IDEA Mesquite Hills College Preparatory
IDEA Palmview College Preparatory
IDEA Pharr College Preparatory
IDEA Quest Academy
IDEA Quest College Preparatory
IDEA Rio Vista College Preparatory
IDEA Rise College Preparatory
IDEA Riverview College Preparatory
IDEA Round Rock Tech College Preparatory
IDEA Rundberg College Preparatory
IDEA Southeast College Preparatory
IDEA Toros College Preparatory
IDEA Weslaco Pike Academy

IDEA
Public Schools
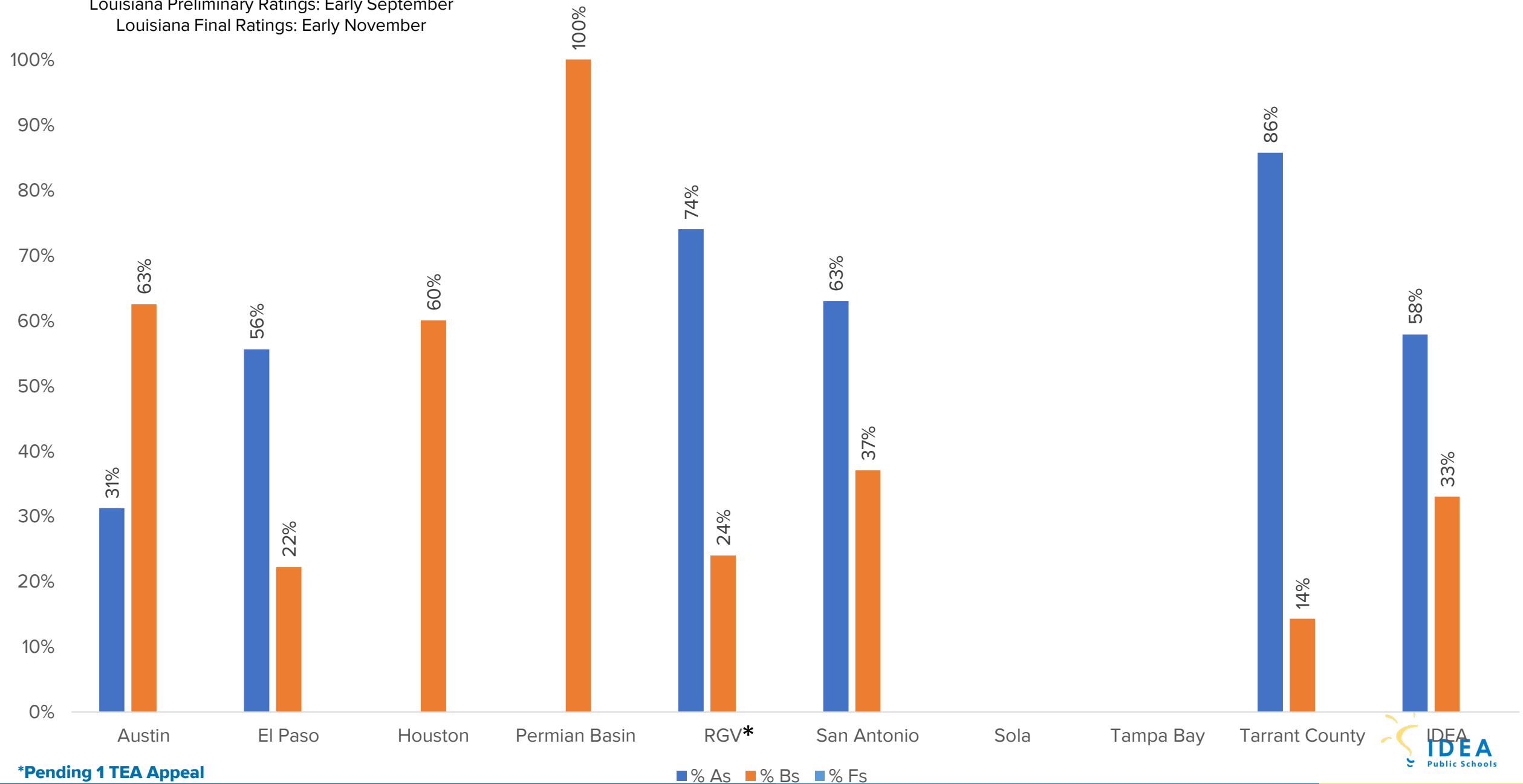
TESTING PERFORMANCE DATA
STAAR EXAMS

2019 - 2022

STAAR 3-5 Results: 2019, 2021, 2022

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
3 Reading	2022	5722	76%	50%	28%
	2021	3702	62%	31%	12%
	2019	2927	76%	43%	25%
3 Math	2022	5730	68%	38%	17%
	2021	3716	48%	18%	7%
	2019	2926	74%	41%	19%
4 Reading	2022	4760	79%	55%	29%
	2021	2864	61%	31%	14%
	2019	2875	78%	44%	21%
4 Math	2022	4766	67%	36%	18%
	2021	2882	48%	24%	12%
	2019	2875	74%	43%	24%

IDEA Public Schools

STAAR 3-5 Results: 2019, 2021, 2022

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
5 Reading	2022	3928	85%	62%	40%
	2021	2779	73%	43%	28%
	2019	2340	82%	54%	30%
5 Math	2022	3937	79%	45%	19%
	2021	2800	63%	34%	15%
	2019	2340	88%	59%	36%
5 Science	2022	3933	78%	48%	24%
	2021	3665	61%	25%	7%
	2019	4068	85%	60%	31%

IDEA Public Schools

STAAR 6-8 Results: 2019, 2021, 2022

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
6 Reading	2022	5996	76%	47%	24%
	2021	4608	63%	29%	12%
	2019	4251	75%	40%	19%
6 Math	2022	5995	75%	41%	17%
	2021	4603	64%	31%	10%
	2019	4245	56%	52%	23%
7 Reading	2022	3399	85%	61%	40%
	2021	4050	73%	46%	24%
	2019	5655	82%	54%	31%
7 Math	2022	5634	72%	41%	23%
	2021	4058	57%	27%	11%
	2019	3323	84%	54%	23%

IDEA Public Schools

STAAR 6-8 Results: 2019, 2021, 2022

Grade/Test	Year	# Students Tested	Approaches	Meets	Masters
8 Reading	2022	4831	**87%**	**64%**	**33%**
	2021	3632	78%	49%	22%
	2019	2982	87%	64%	43%
8 Social Studies	2022	4826	**70%**	**35%**	**22%**
	2021	3610	52%	19%	8%
	2019	2968	81%	50%	30%
8 Science	2022	1977	**79%**	**50%**	**28%**
	2021	1714	64%	35%	15%
	2019	1771	90%	63%	33%

IDEA Public Schools

STAAR EOC Results: 2019, 2021, 2022

Test	Year	# Students Tested	Approaches	Meets	Masters
Algebra I	2022	5740	82%	52%	34%
	2021	4215	64%	27%	13%
	2019	3101	92%	70%	44%
Biology	2022	5242	90%	65%	23%
	2021	4071	83%	51%	17%
	2019	2679	97%	79%	35%
English I	2022	4132	75%	62%	16%
	2021	3101	70%	53%	11%
	2019	2486	81%	70%	18%
English II	2022	2881	84%	70%	16%
	2021	2340	81%	68%	12%
	2019	1781	85%	70%	16%
U.S. History	2022	2171	96%	80%	51%
	2021	1847	92%	71%	40%
	2019	1273	99%	86%	53%

AP RESULTS FOR SY 21-22

As of 08/16/2022

Senior AP Participation district-wide remained very high!

- Maintained High participation while steadily increasing the number of students in 12th grade as students matriculate through our schools!
- 2020-2021 and 2021-2022 participation is only 0.1% different!
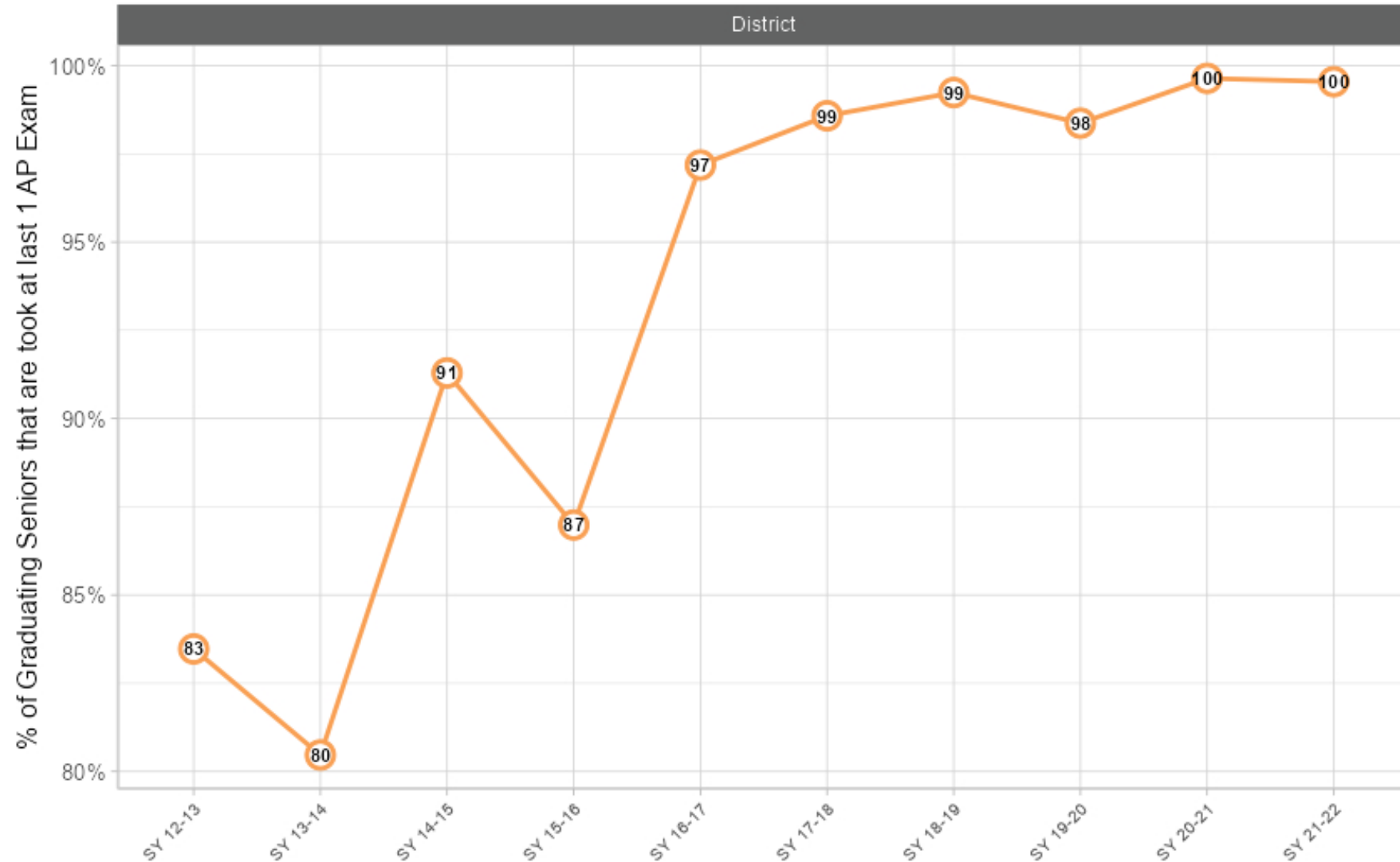
Average AP Scores are UP across all but 1 exam, Statistics with a very small decrease of 0.02 AP points.

- Average increase of 0.18 AP points–*a 3.6% gain on a 5-point scale* –across the district and AP subjects

- English Lit & Composition Exam led the way with a 0.5 AP point increase–a 10% gain!

- Spanish Language & Lit Exams followed close behind with an increase of 0.48 AP points–a 9.6% gain!

- The loss of 0.02 AP points on the Statistics exam is minimal–only 0.4% loss with 9% more students taking this exam over last year.
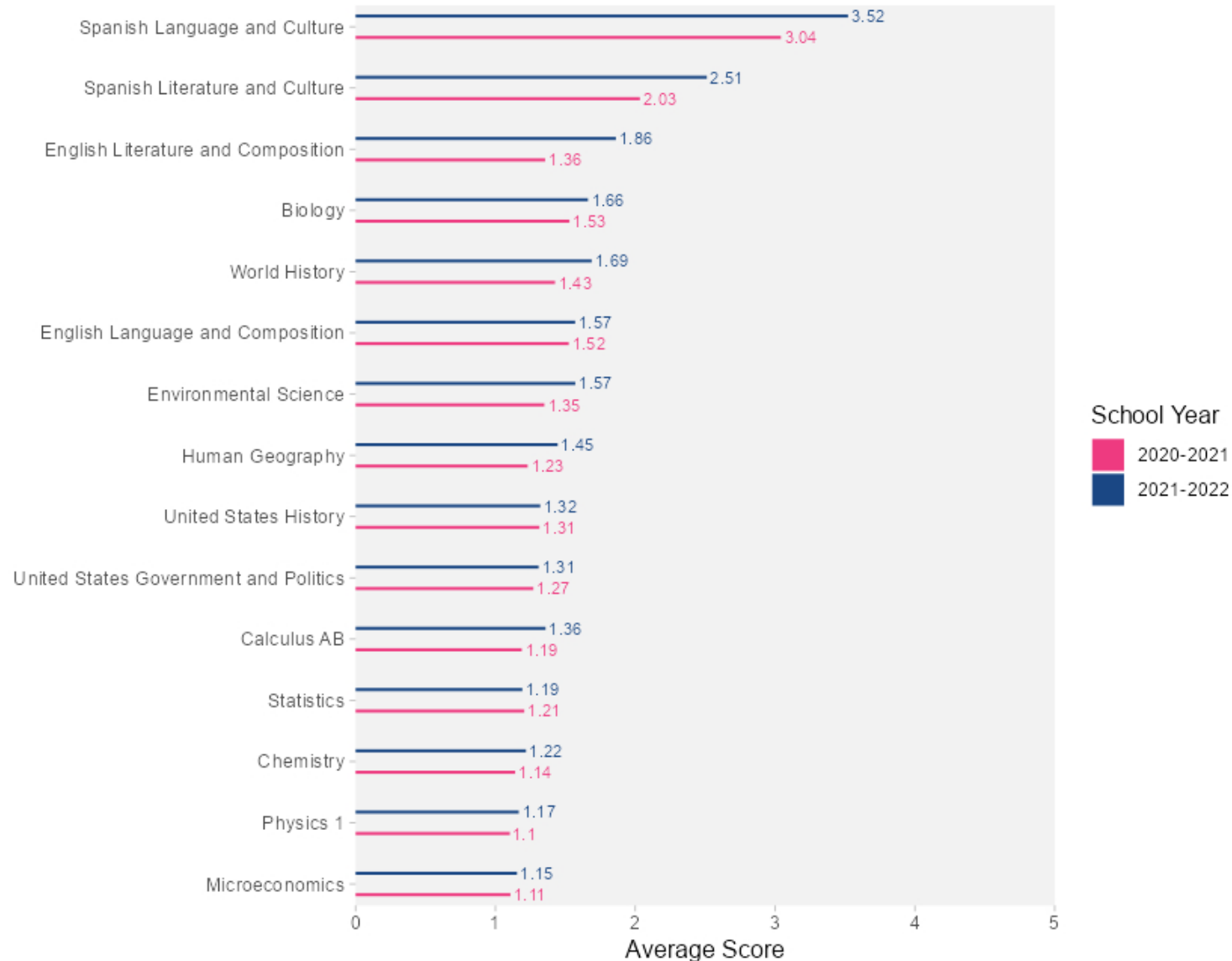
As with Average AP Scores Passing Rates are Up! Only Chemistry had a 1% lower passing rate than last year.

- Spanish Lit & Culture and English Lit & Composition increased 20 percentage points!

- Average increase of 5.5 percentage points across all exams

- Ten out of the 15 exams (67%) had increased passing rates between 1-20 percentage points, 4 exams (27%) maintained the same passing rate, and only 1 decreased by 1 percentage point.
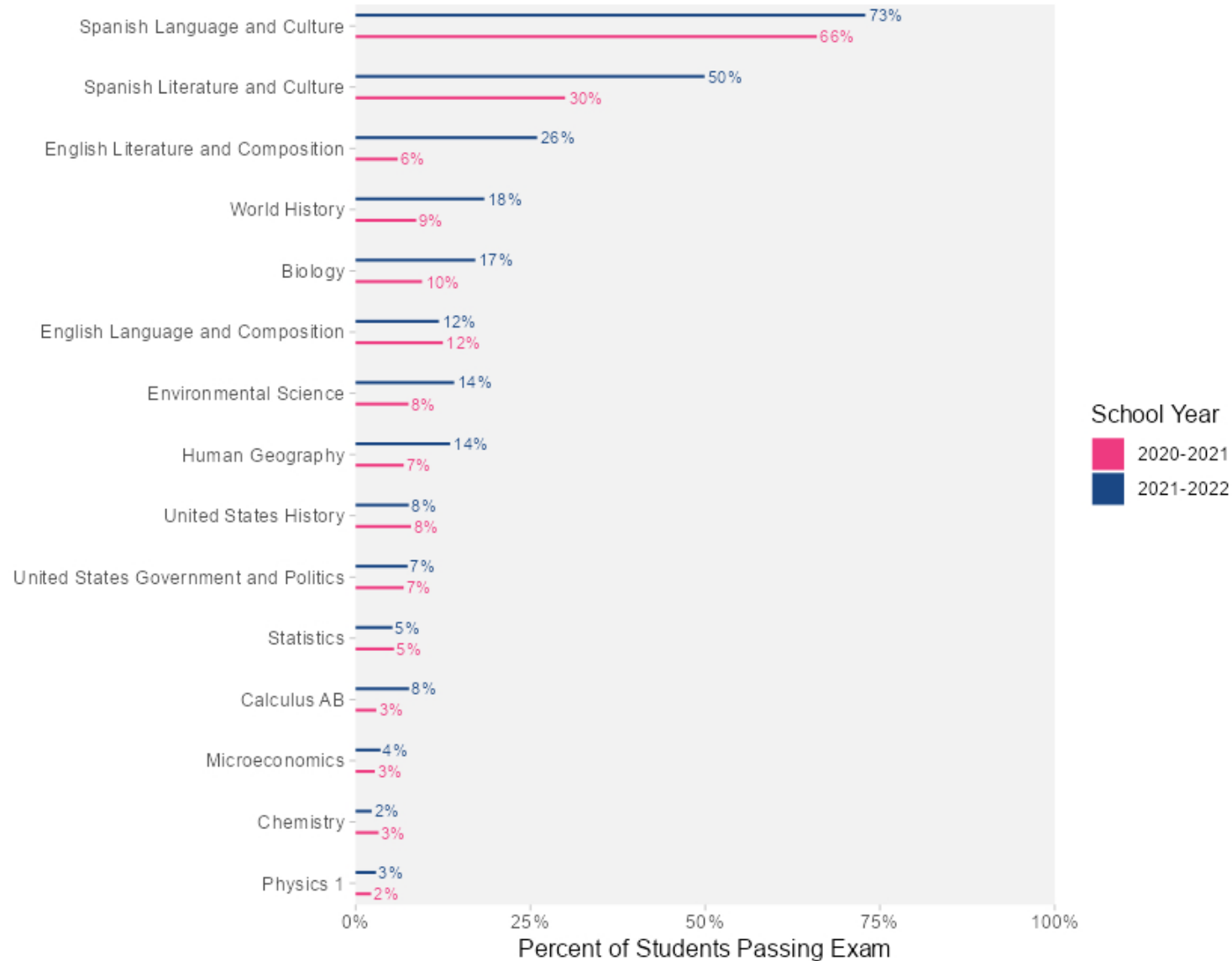
Senior AP Scholars are Up from last year! Hit the AP Scholars Goal!

- As of 8/16/2022, 29.8% (459/1,541) of Graduating Seniors are AP Scholars.
- Back to pre-pandemic AP Scholars!
- As scores come in and records are corrected, this percentage will change!
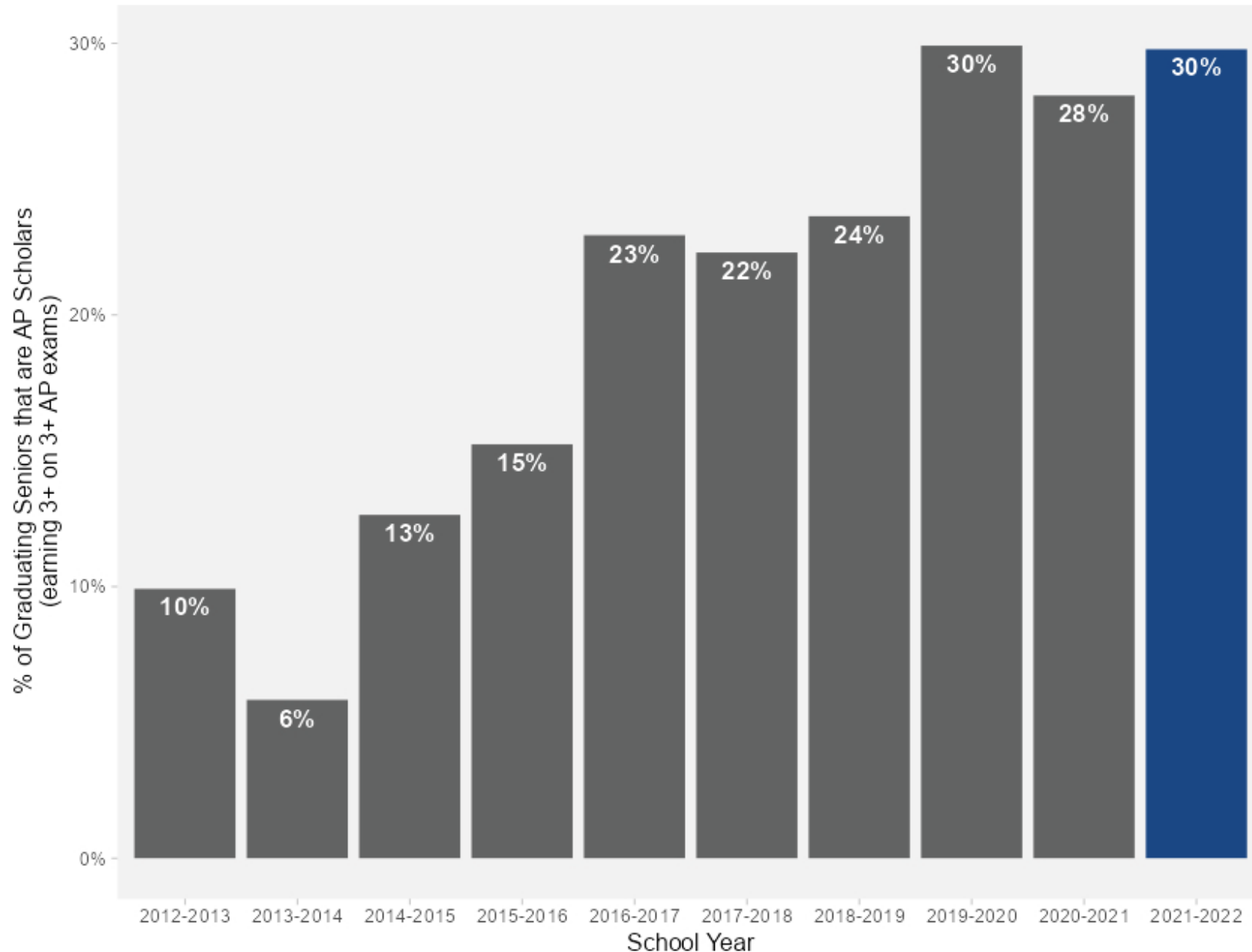
*Note. 2021-2022 includes Frontier, all previous years exclude Frontier. The other 3 IB schools are excluded. Thrive students at Toros were excluded.

The RGV continues to lead the way with Senior AP Scholars

- All 3 regions increased their percentage of Senior AP Scholars from last year to this year!
  - RGV up by 1 percentage point (32% to 33%)
  - Austin up by 5 percentage points (16% to 21%)
  - San Antonio up by 4 percentage points (16% to 20%)

Percent of Graduating Senior AP Scholars 2022

% of Graduating Seniors that are AP Scholars (earning 3+ on 3+ AP exams)
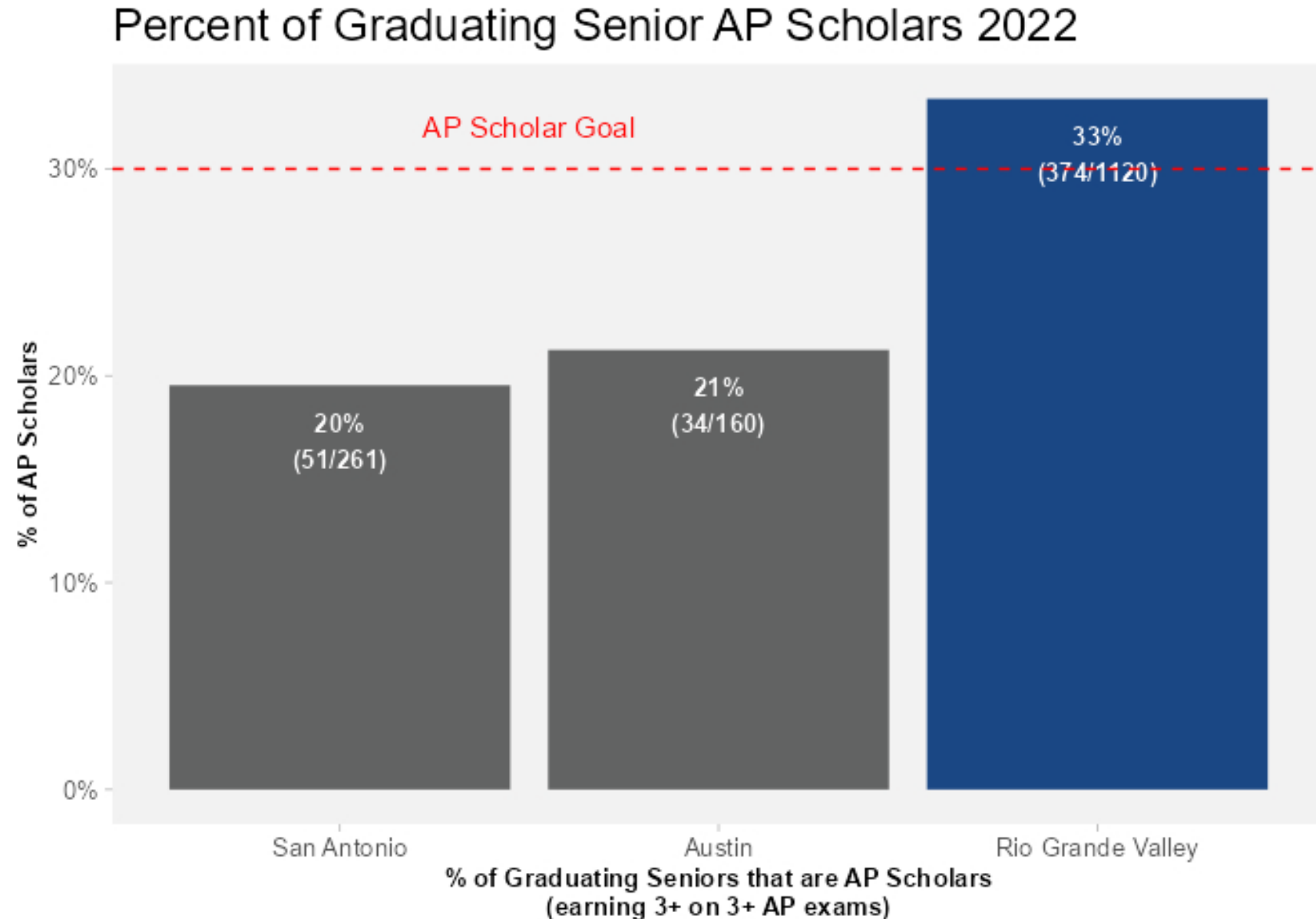
YOY School performance broadly reflects YOY district performance, some campuses lost ground

- 6 campuses had declining AP Scholar performance, a couple small and others large.

- Monterrey Park had a slight dip (3 pts) and San Juan a small dip (5 pts).

- Large declines were Weslaco Pike (19 pts), Edinburg (15 pts), Mission (12 pts), and Alamo (10pts).
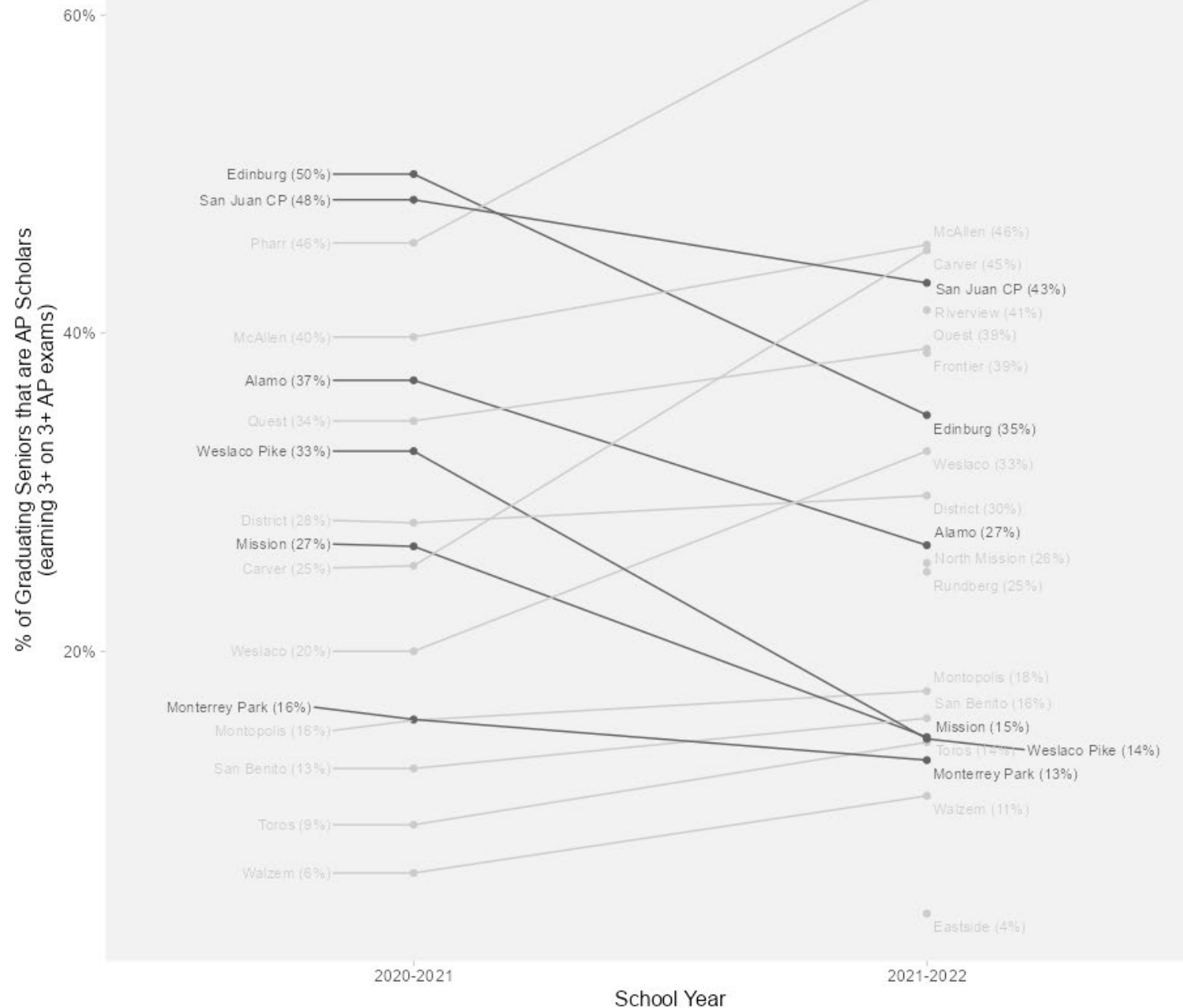
YOY School performance broadly reflects YOY district performance, with some exceptions

- While those that fell, fell substantially, there were many more that gained, several gained mightily!

- 63% of Pharr's seniors finished as AP Scholars!

- Nearly ½ of seniors at McAllen and Carver did so as well.

- Carver, Pharr, and Weslaco had the most growth, with 20 pts, 17 pts, and 13 pts, respectively.
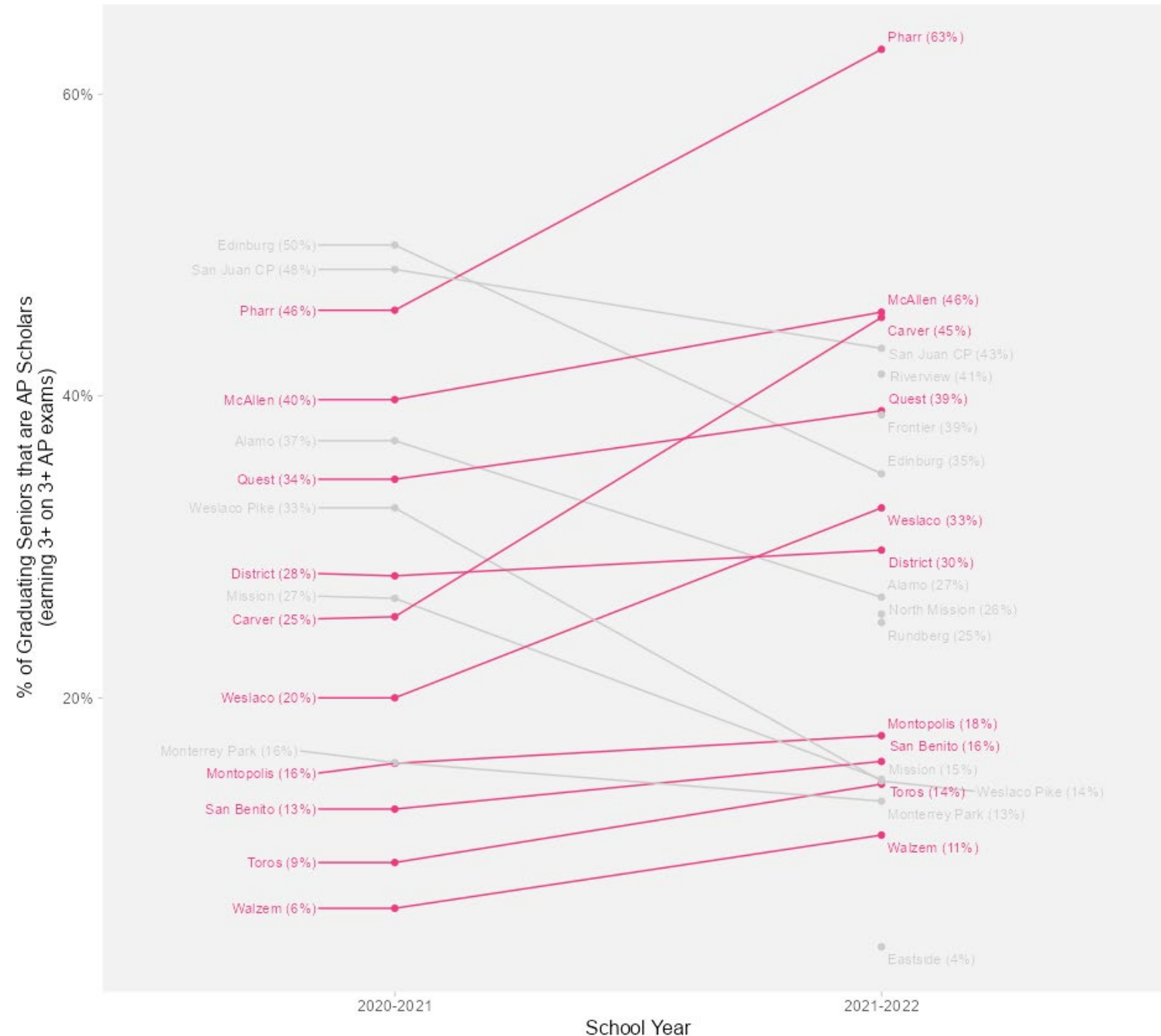
9 Campuses hit 30% AP Scholar Goal!

- Pharr
- McAllen
- Caver
- San Juan
- Riverview
- Quest
- Frontier
- Edinburg
- Weslaco

We are working with principals to verify all Senior AP Scholars

Percent of Graduating Senior AP Scholars

Campus	% of AP Scholars
Pharr	63%
McAllen	46%
Carver	45%
San Juan CP	43%
Riverview	41%
Quest	39%
Frontier	39%
Edinburg	35%
Weslaco	33%
District	30%
Alamo	27%
North Mission	26%
Rundberg	25%
Montopolis	18%
San Benito	16%
Mission	15%
Weslaco Pike	14%
Toros	14%
Monterrey Park	13%
Walzem	11%
Eastside	4%

y-axis: % of Graduating Seniors that are AP Scholars (earning 3+ on 3+ AP exams)

x-axis: % of AP Scholars

AP Scholar Goal (red dashed line at 30%)

Graduating Senior AP Scholars by Race/Ethnicity is driven by our Hispanic students

Percent of Graduating Senior AP Scholars 2022

Black: 14% (6/43)
Hispanic: 30% (434/1456)
White: 44% (14/32)
Asian/PI: 50% (4/8)
Other: 50% (1/2)

AP Scholar Goal

% of AP Scholars

% of Graduating Seniors that are AP Scholars
(earning 3+ on 3+ AP exams)

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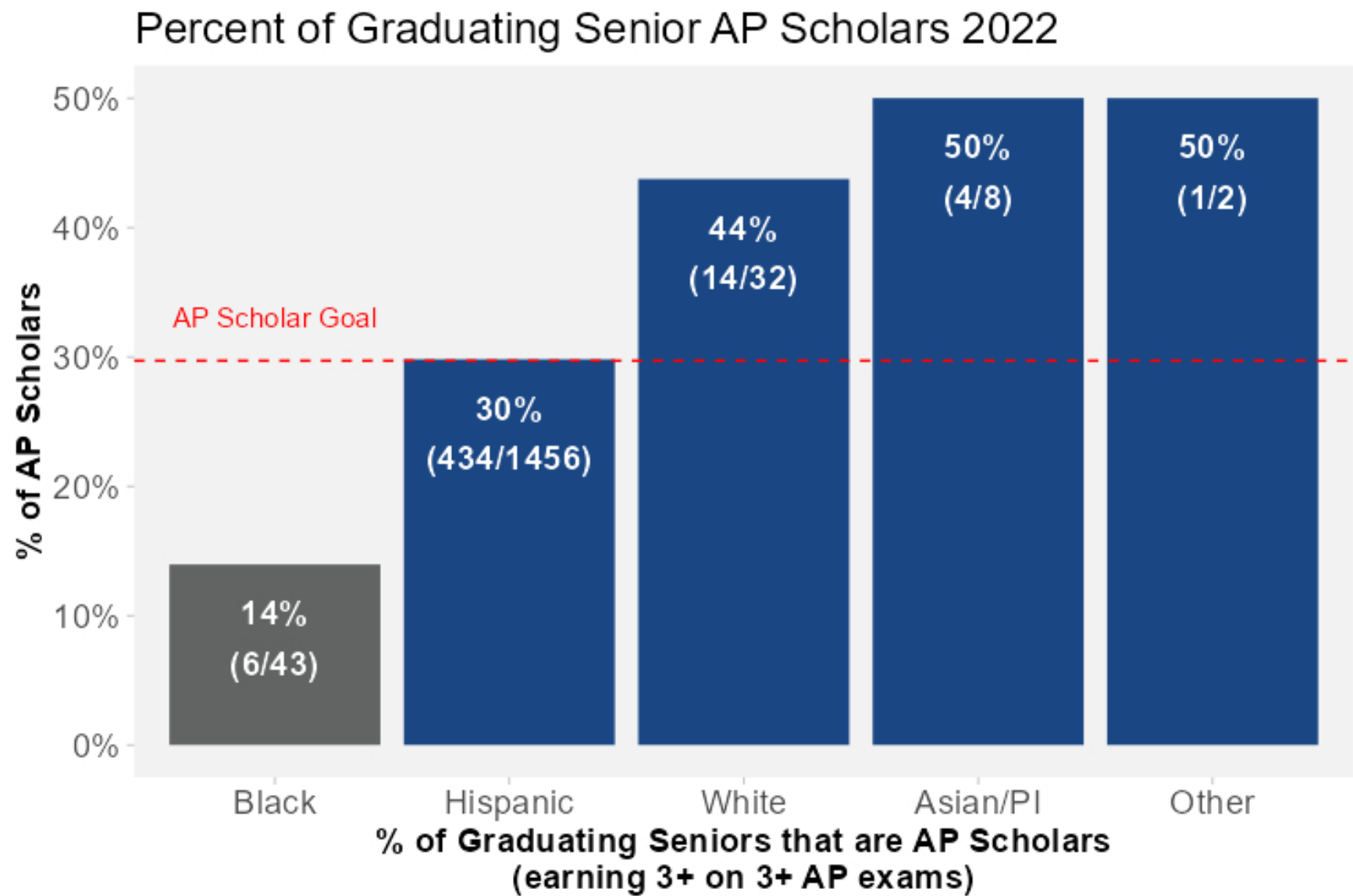
Looking ahead to 2022-2023

- **Over 15% of current juniors** (class of 2023) have already attained AP Scholar designation

- **2 campuses** have already hit AP Scholar goal
  - McAllen
  - Riverview

- **2 campuses** are within 1% of the AP Scholar goal
  - Pharr
  - Alamo

Percent of 11th Grade AP Scholars 2022

Campus	% of AP Scholars
McAllen	41%
Riverview	30%
Pharr	29%
Alamo	29%
Frontier	22%
Quest	22%
Edinburg	22%
Carver	22%
San Juan CP	17%
Rundberg	17%
Weslaco Pike	16%
North Mission	16%
District	15%
Mission	13%
Montopolis	13%
San Benito	11%
Weslaco	10%
Mays	10%
Sports Park	6%
Toros	4%
Monterrey Park	3%
Bluff Springs	3%
South Flores	3%
Judson	2%
Walzem	0%
Eastside	0%

Y-axis: % of 11th Grade Students that are AP Scholars (earning 3+ on 3+ AP exams)

District Average

X-axis: % of AP Scholars

ACT AVERAGE SCORES IDEA AND NATIONAL

Board of Directors

Superintendent

Chief Program Officer
- PK-12 Academic Program
- Special Education
- Special Programs
- Program Innovation
- PE, Health, Athletics
- Content PD
- Assessments
- Social Emotional Counseling & Social Work
- Family Engagement
- Accountability

Chief College Officer
- College Access
- College Completion & Alumni Affairs
- After School Programming

Area Superintendent
- Executive Directors
- Vice Presidents of Schools & Regional Cabinet
- Principals

Area Superintendent
- Executive Directors
- Vice Presidents of Schools & Regional Cabinet
- Principals

Area Superintendent
- Vice Presidents of Schools & Regional Cabinet
- Principals

Authorizer Relations & Pupil Services
- School Discipline
- Title IX (Student)
- Authorizer Relations & State Compliance

Acting CEO

Chief Communications Officer
- Communications
- Marketing
- Events
- Creative Services

Chief Operating Officer
- Transportation & Warehousing
- Child Nutrition Program
- Facilities & Maintenance
- Construction
- New School Launch
- Health & Wellness
- Student Recruitment & Enrollment

Chief Information Officer
- Research & Analysis
- Technology Operations
- Software Development
- Business & Employee Information Systems
- Student Information Systems
- Information Technology
- Project Management Office
- State Reporting

Chief Human Assets Officer
- Talent Development
- Compensation & Benefits
- Human Resources
- Talent Management
- Talent Acquisition
- Diversity, Equity & Inclusion

Chief Advancement Officer
- Growth
- Regional Development
- National Development
- Public Affairs & Advocacy
- Adv. Operations
- Camp Rio

Chief Financial Officer
- Accounting
- Financial Planning & Analysis
- Payroll
- Risk Management
- Treasury
- Procurement & Contract Services
- Fiscal Compliance & Grants Management
- Real Estate Acquisition and Financing

Sr. Chief of Staff & Administrative Officer
- Governance & Compliance
- Fiduciary Boards
- Public Information
- Legal Affairs

Audit Committee of the Board
- Internal Audit

Staff Demographics

	Hispanic	Black	White	Asian	Multi-racial	Other
IDEA-Wide	74%	14%	10%	1%	1%	0.2%
Austin	58%	18%	21%	1%	0.5%	2%
San Antonio	67%	15%	15%	1%	0.3%	1%
El Paso	88%	3%	7%	1%	1%	1%
Greater Houston	36%	58%	2%		3%	1%
Tarrant County	41%	40%	17%	0.3%	2%	
Rio Grande Valley	94%	0.3%	5%	0.1%	0.1%	
Permian Basin	61%	5%	26%	7%	1%	2%
Baton Rouge	4%	85%	9%	1%	1%	
Tampa Bay	24%	62%	9%	3%	1%	1%

■ Hispanic ■ Black ■ White ■ Asian ■ Multi-racial ■ Other

All Staff Retention by Region

Data from 7/8/22: excludes New Orleans & Coastal Bend counts for 20-21 & 21-22

21-22 Teacher Retention by Region

Legend: ■ 20-21 ■ 21-22

Region	20-21	21-22
IDEA-Wide	90%	84%
Cincinnati		100%
Rio Grande Valley	93%	90%
El Paso	96%	89%
Houston	71%	84%
Permain Basin	93%	83%
San Antonio	88%	82%
Baton Rouge	84%	77%
Austin	85%	75%
Tarrant County	93%	73%
Tampa Bay	95%	67%
Jacksonville		50%

85% EOY Target

21-22 Data from 6/10/22: excludes New Orleans, Cincinnati, and Jacksonville counts
20-21 Data from 6/11/22: excludes New Orleans

IDEA Public Schools

21-22 Mid-Year Teacher Leavers

Teacher Mid-Year Leavers: 343 (52% out of the 663 Teacher Leaver Total)

Legend: ■ Sept 2021 ■ Oct 2021 ■ Nov 2021 ■ Dec 2021 ■ Jan 2022 ■ Feb 2022 ■ Mar 2022 ■ Apr 2022

Category	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022
College Prep (All Levels)	15%	14%	14%		20%	17%	14%	6%
Teacher (Academy/CP Shared)	21%	19%	11%	1%	19%	11%	10%	8%
Academy	19%	16%	13%		20%	14%	12%	6%

Data from 6/10/22: excludes New Orleans counts

IDEA Public Schools
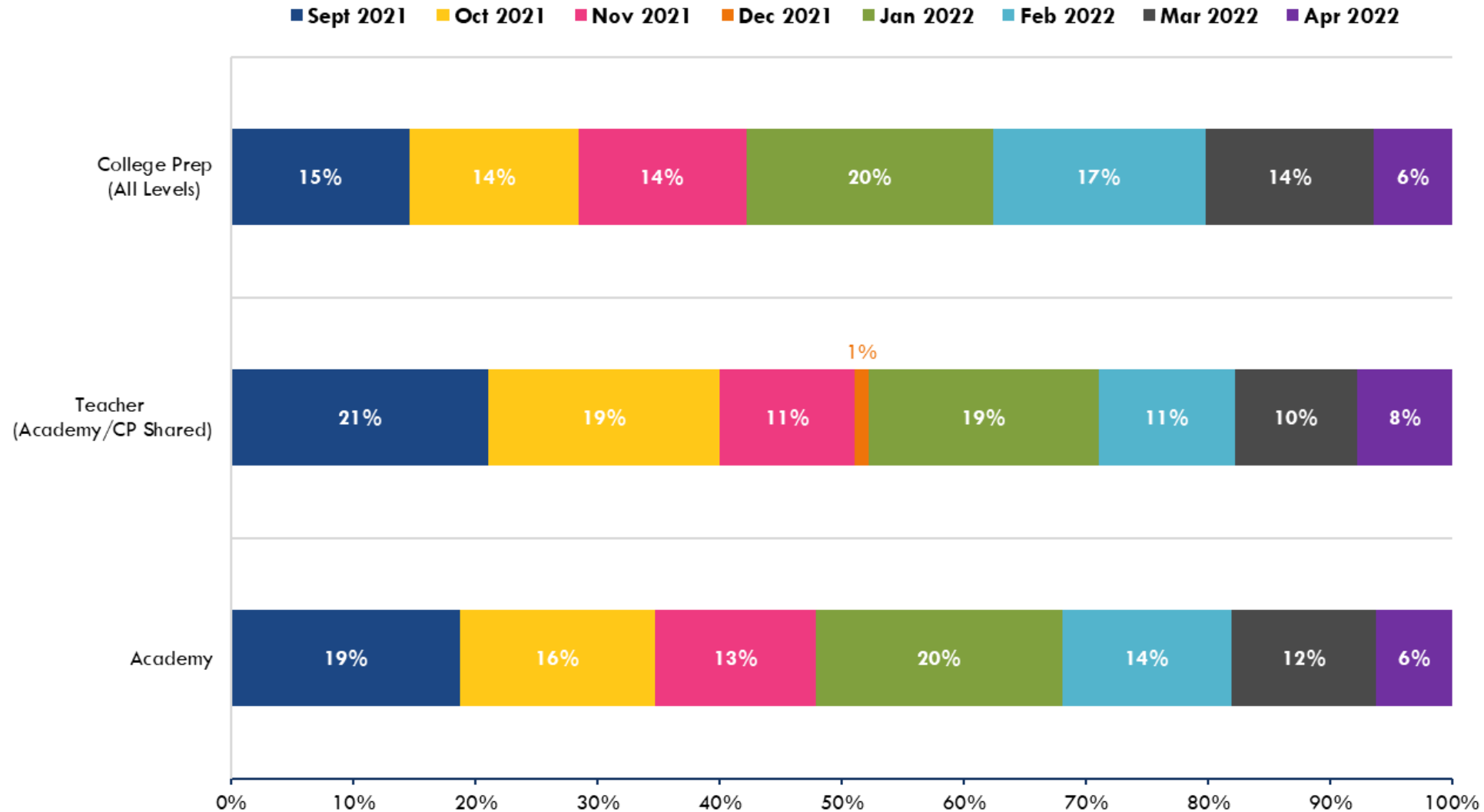
PROFESSIONAL DEVELOPMENT

Vision
The Professional Development Team exists to provide learning experiences for all staff members that enhance their knowledge and skills, build deeper connections across the network, and provide a space for learning from each other's perspectives and experiences.

Our Programs & Leaders

Program(s)	Leader
Summer Professional Development & Campus BOY PD	Melinda Hardy
Best Practices	Katie Christon
EmpowerEd To Teach, Manager	Jaraux Washington
Dean of Instructional Preparation Programs	Johnathon Kruger
Leadership & Management & Teams Leading Change	Rachel Carreon
New Leader Institute, Coaching Academy, Accelerator, & GET Certification	Liz Khirallah-Jackson
New Teacher Institute, Roadmap & TeachBoost	Richel Raich Cantu
Teacher Laureates, Teacher Leader Foundations, & Teacher Advisory Council	Crischelle Navalta Barnes

SAFETY & SECURITY TENETS

Key Takeaways

IDEA's Safety & Security Tenets:

1. Student and staff safety is our **#1** priority

2. Safety is a **shared** responsibility

3. Everything I **say and do**, matters (and so does everything I don't say and don't do)

CAMPUS CRISIS TEAM

CAMPUS SAFETY CALENDAR

CRISIS MANAGEMENT

TEXAS		AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
	Week 1			Fire	Fire			Fire	Fire	Fire	Fire	
				Oct 3 - Oct 9	Oct 31 - Nov 4			Jan 30 - Feb 3	Feb 27 - Mar 3	Apr 3 - Apr 7	May 1 - May 5	
	Week 2		Fire	Shelter - Severe Weather	Secure	Fire	Fire	Secure				Fire
			Sep 5 - Sep 9	Oct 10 - Oct 14	Nov 7 - Nov 11	Dec 5 - Dec 9	Jan 9 - Jan 13	Feb 6 - Feb 10				Jun 5 - Jun 9
	Week 3	Fire	Secure	Evacuation *EP-Fire	Hold	Shelter for Hazmat		Hold				
		Aug 15 - Aug 19	Sep 12 - Sep 16	Oct 17 - Oct 21	Nov 14 - Nov 18	Dec 12 - Dec 16		Feb 13 - Feb 17				
	Week 4	Hold	Lockdown / Active Shooter	Shelter - Severe Weather (EP)			Lockdown / Active Shooter					
		Aug 22- Aug 26	Sep 19 - Sep 23	Oct 24 - Oct 28			Jan 23 - Jan 27					
	Week 5				Lockdown / Active Shooter							
					Nov 28 - Dec 2							
	Total	2	3	3	4	2	2	3	1	1	1	1

Key Takeaways

1. Every campus has a **Campus Crisis Team**

2. The Campus Crisis Team is a **site-based cross-functional team** that leads the campus safety and security strategy

3. The **three** Campus Crisis Teams **priority areas** are:
   i. Crisis Management (Standard Response Protocol)
   ii. Rapid Response (medical emergencies)
   iii. Behavior Threat Assessment (CSTAG)

4. Anyone can **activate** the CCT response when support is needed

Who is the Campus Crisis Team

Role	Required Member
Incident Commander	Principals *(AC & CP)*
Operations Leader	APO
Student & Staff Recovery Services Leader	Counselor/Social Worker/SSA *(1 AC & 1 CP)*
Rapid Response Leader	Health Aide
Student & Staff Accountability Leader	API *(1 AC & 1 CP)*
Facility Safety Leader	Facilities Manager
Transportation Safety Leader	Transportation Manager (where applicable)
Cafeteria Safety Leader	Cafeteria Manager/CAM
Rapid Response Support	PE Coach *(1 AC & 1 CP)*
*School Security Support	SRO/SSO (where applicable)

IDEA Public Schools

EMERGENCY OPERATIONS PLAN AND STANDARD REPONSE PROTOCOL

Key Takeaways

1. Every school has a site-based **Emergency Operations Plan (EOP)**: a guide with campus specific and district-level policies and procedures (e.g., emergency response protocols)

2. The **Standard Response Protocol** (SRP) is a set of uniform & action-based emergency response procedures

3. The **five SRP actions** are: Hold, Secure/Lockout, Evacuate, Lockdown, Shelter

4. When activating an SRP response, each SRP **action** is followed by a **directive**

i love u guys
FOUNDATION®

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What is an EOP?

- **Campus based Emergency Operations Plan (EOP)**: a guide with campus-specific and district level policies/procedures that inform actions to take and tasks to complete to ensure a physically and emotionally safe school

- It addresses the five stages of **emergency management**: *prevention, mitigation, preparedness, response, and recovery*
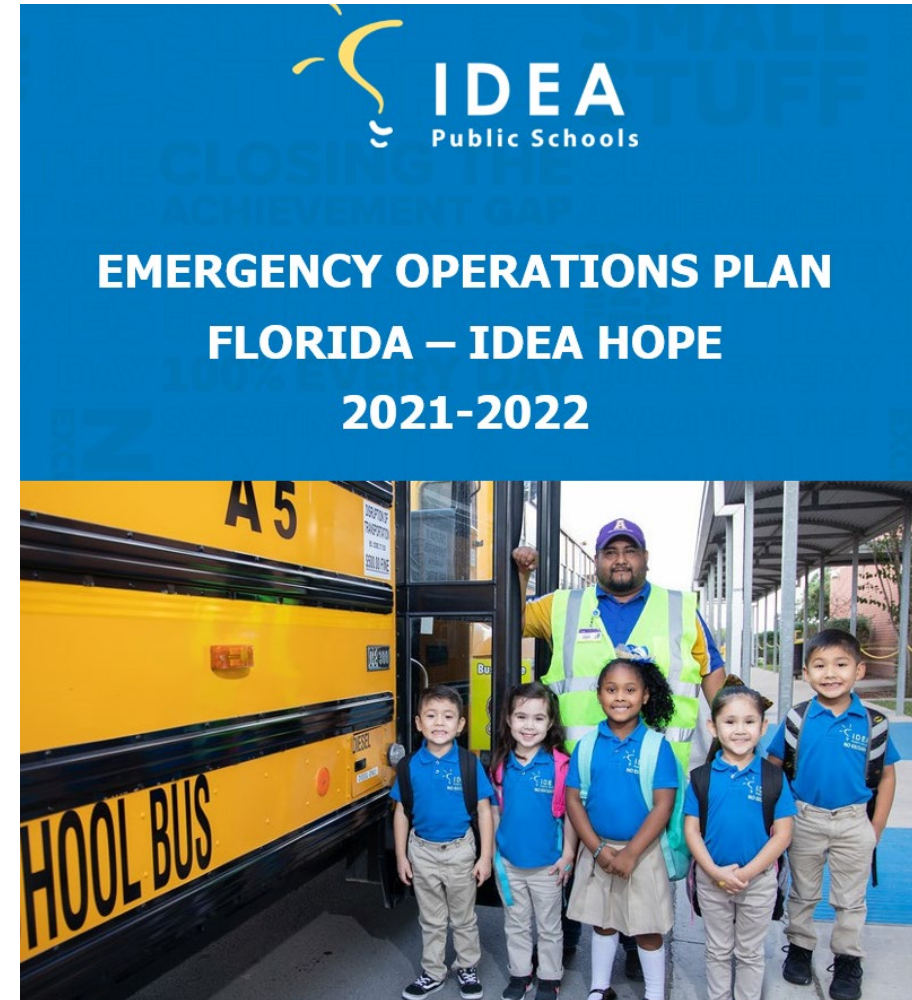
Standard Response Protocol

Standard Response Protocol

	Hold	Secure (Lockout)	Evacuate	Lockdown	Shelter
Public Address	Hold in your area. Lock the doors. Clear the halls	Secure. Get inside. Lock outside doors.	Evacuate to the (location). *Fire – fire alarm.	Lockdown! Locks. Lights. Out of Sight.	Shelter for X. (Directive)
Release	The Hold is released. All clear.	The Secure is released. All clear.	The Evacuate is released. You may go back X.	*ONLY released room-room by CCT or PD	The Shelter for X is released. All clear..
Conditions	Medical emergency; escalated behavior	Threat outside the building; threat in neighboring area	Fire; bomb threat; CO2 alarm; need to relocation	Critical threat inside; weapon; active assailant	Hazmat; storm; tornado; hurricane
Key Staff Actions	-Scan hallway -Bring students in -Close & lock door -Grab emergency folder -Account & report -Resume class	-Bring everyone indoors -Exterior gates & doors are locked -Increase situational awareness -Grab emergency folder -Account & report -Resume class	-Grab emergency folder -Lead students and staff to rally point -Account & report -Students face away -Wait for guidance	-Quickly recover students from hallway if possible -Lock door -Turn lights off -Barricade door -Shelter in hard corner -Prepare to avoid or defend -Wait in silence	-Grab emergency folder -Lead safety strategy -Increase situational awareness -Account & report -Shelter as needed

DEI Commitment adopted by Board September, 2021

Core Values

We Ensure Equity

We set high expectations and share compassion and empathy for every member
of the IDEA Team & Family.
We differentiate our support and resources,
proactively address racism and discrimination, and advocate alongside our students
And staff to empower them with the opportunities to succeed
And ensure the respect they deserve

2022-23 Org Priorities

Annual Focus: We are known as the greatest place to work in education and operate physically and emotionally safe schools so that families love IDEA, students look forward to attending school and therefore our students excel academically. All of this is done with integrity and in compliance of internal and external accountability.

Priorities:

1. Work to become known as the greatest place to work in education.

2. We operate physically and emotionally safe schools.

3. Our students succeed academically.

   • Excellent writing, discourse and use of evidence across core contents

4. Families love IDEA and students want to show up every day.

   • Strong family engagement as measured by Average Daily Attendance and persistence

PARENT SURVEY REGARDING THEIR SCHOOL

In the spring of 2022, 19,062 IDEA parents participated in a survey providing feedback about their school. Below is a summary of the results of that survey. Range of responses is 0-5; 5 being the most favored.

Summary

Topic Description	Results
Family Survey Data about School	**4.5** 0.0 since last survey
Healthy Kids Here Initiative	**4.3** 0.0 since last survey
Mental health and social emotional learning	**4.4**
School safety and security	**4.6**

19,062 responses

IDEA Public Schools

PANORAMA SOCIAL EMOTIONAL LEARNING COMPETENCY ASSESSMENT: SPRING 2021

In the Spring of 2021, 16,140 students representing grades 3-12 from 85 schools participated in the Panorama Social Emotional Learning (SEL) Survey. This survey measured SEL competencies (social, emotional, and motivational skills that help students excel in school, career, and life) and Student supports and Environment (the environment in which students learn, which influences their academic success and social-emotional development).

Survey Domains	
Self-Management	How well students manage their emotions, thoughts, and behaviors in different situations.
Social Awareness	How well students consider the perspectives of others and empathize with them.
Emotion Regulation	How well students regulate their emotions.
School Climate	Student perceptions of the overall social and learning climate of the school.
Student-Teacher Relationships	How strong the social connection is between teachers and students within and beyond the school.
Sense of Belonging	How much students feel that they are valued members of the school community.
School Safety	Perceptions of student physical and psychological safety while at school.

Grade Level	Count	Self-Management	Social Awareness	Emotion Regulation	Teacher-Student Relationships	Sense of Belonging	School Safety	School Climate (0-6)
3	2,181	2.1	2.8	2.3	3.1	3.0	2.7	4.0
4	1,500	2.2	2.8	2.3	3.2	3.0	2.8	4.1
5	1,794	2.2	2.7	2.4	3.1	2.9	2.9	4.1
6	2,471	3.1	2.7	2.4	3.2	2.6	3.1	4.2
7	2,498	3.0	2.7	2.4	3.0	2.5	3.1	4.0
8	2,173	3.1	2.7	2.5	3.0	2.5	3.0	4.0
9	1,350	3.0	2.7	2.5	2.9	2.4	3.0	3.9
10	980	2.9	2.8	2.5	2.9	2.5	3.0	3.9
11	709	3.0	2.9	2.6	2.9	2.6	3.1	3.9
12	483	3.0	2.9	2.7	3.0	2.7	3.0	4.1

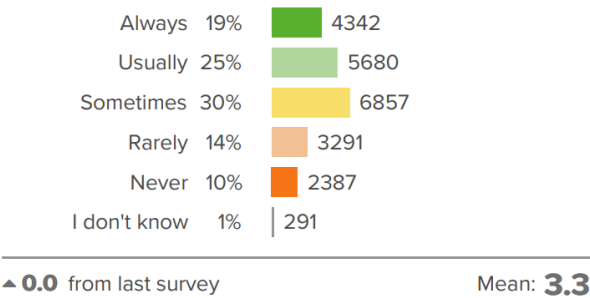|	Self-Management	Social Awareness	Emotion Regulation	Teacher-Student Relationships	Sense of Belonging	School Safety	School Climate
Academy	2.16	2.78	2.32	3.14	2.96	2.79	4.09
College Prep	3.05	2.74	2.47	3.02	2.53	3.04	4.01

Panorama SEL Survey Results (All domains but School Climate scored 0-4, School Climate scored 0-6)
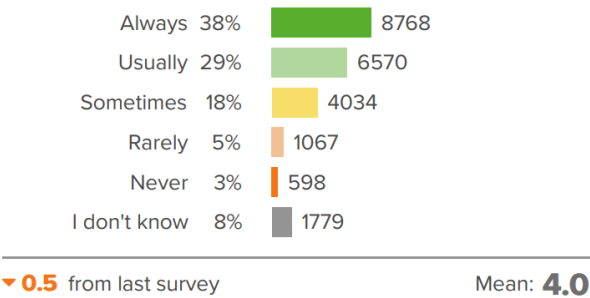
STUDENT SURVEY REGARDING THEIR SCHOOL

In the spring of 2022, 22,886 IDEA 6th -12th grade students participated in a survey providing feedback about their school. Below is a summary of the results of that survey. Range is 0-5; 5 being the most favored.
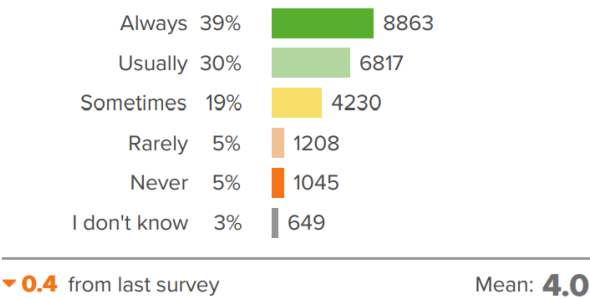
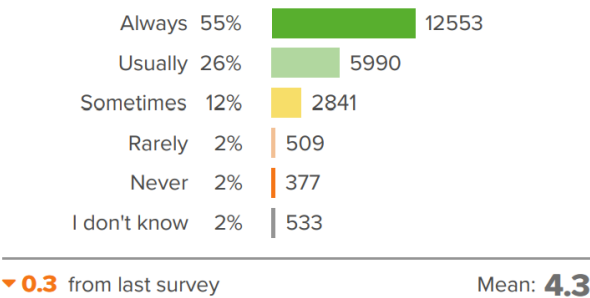**Q.1: I am excited to go to school every day.**

Always	19%	4342
Usually	25%	5680
Sometimes	30%	6857
Rarely	14%	3291
Never	10%	2387
I don't know	1%	291

▲ **0.0** from last survey   Mean: **3.3**

Q.2: The adults at this school care about me.

Always	38%	8768
Usually	29%	6570
Sometimes	18%	4034
Rarely	5%	1067
Never	3%	598
I don't know	8%	1779

▼ **0.5** from last survey   Mean: **4.0**

Q.3: I feel safe at this school.

Always	39%	8863
Usually	30%	6817
Sometimes	19%	4230
Rarely	5%	1208
Never	5%	1045
I don't know	3%	649

▼ **0.4** from last survey   Mean: **4.0**

Q.4: My teachers challenge me to do my best.

Always	55%	12553
Usually	26%	5990
Sometimes	12%	2841
Rarely	2%	509
Never	2%	377
I don't know	2%	533

▼ **0.3** from last survey   Mean: **4.3**

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STUDENT SURVEY REGARDING THEIR SCHOOL (CONTINUED)

Q.5: I have fun at school.

Strongly Agree	24%	5481
Agree	30%	6901
Neutral	33%	7556
Disagree	7%	1697
Strongly Disagree	5%	1211

▲ **0.1** from last survey   Mean: **3.6**
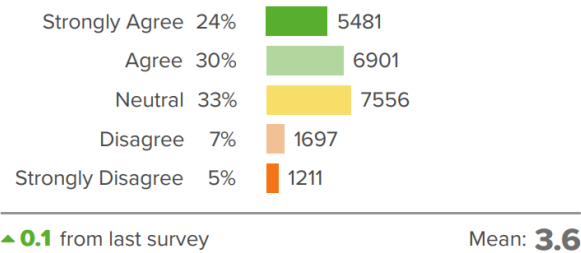
Q.6: I have a best friend at school.

Strongly Agree	61%	13891
Agree	22%	5083
Neutral	10%	2348
Disagree	3%	712
Strongly Disagree	4%	799

▲ **0.3** from last survey   Mean: **4.3**
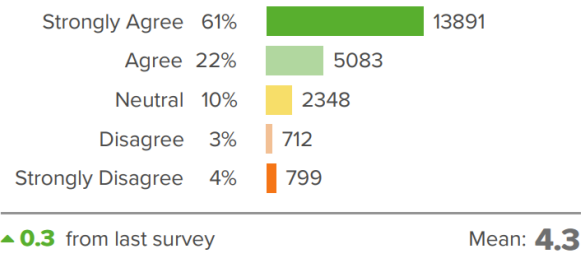
Q.7: I can find many ways around problems.

Strongly Agree	29%	6552
Agree	35%	7896
Neutral	28%	6417
Disagree	5%	1229
Strongly Disagree	3%	727

▲ **0.0** from last survey   Mean: **3.8**
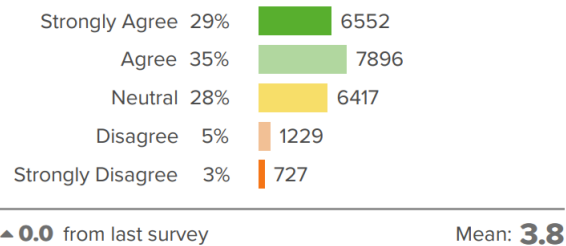
Q.8: I will invent something that changes the world.

Strongly Agree	18%	4163
Agree	17%	3866
Neutral	36%	8245
Disagree	15%	3401
Strongly Disagree	14%	3145

▼ **0.1** from last survey   Mean: **3.1**
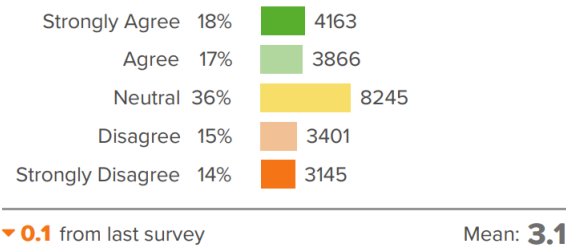
Q.9: I am involved in at least one activity, such as a club, music, sports or volunteering.

Yes	59%	13384
No	41%	9460

▲ **0.4** from last survey   Mean: **3.3**

IDEA Public Schools
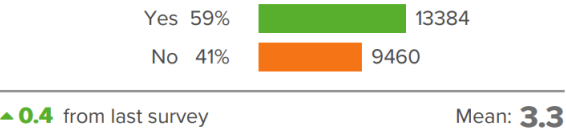
IDEA TX vs. TX | STUDENT ACHIEVEMENT

While the gaps for Black students at IDEA are lower than Texas state average, we still have work to do to achieve our mission of preparing <u>all</u> for success in college

2020-2021 STAAR % At Approaches Grade Level or Above by Subject Area and Sub-Population for IDEA TX & TX

All Subjects
- IDEA TX: White 70%, Hispanic -4%, Black -7%
- Texas: White 81%, Hispanic -20%, Black -26%

Reading
- IDEA TX: White 72%, Hispanic -1%, Black -6%
- Texas: White 81%, Hispanic -19%, Black -24%

Math
- IDEA TX: White 66%, Hispanic -6%, Black -10%
- Texas: White 81%, Hispanic -23%, Black -30%

Legend: ■ White ■ Hispanic ■ Black
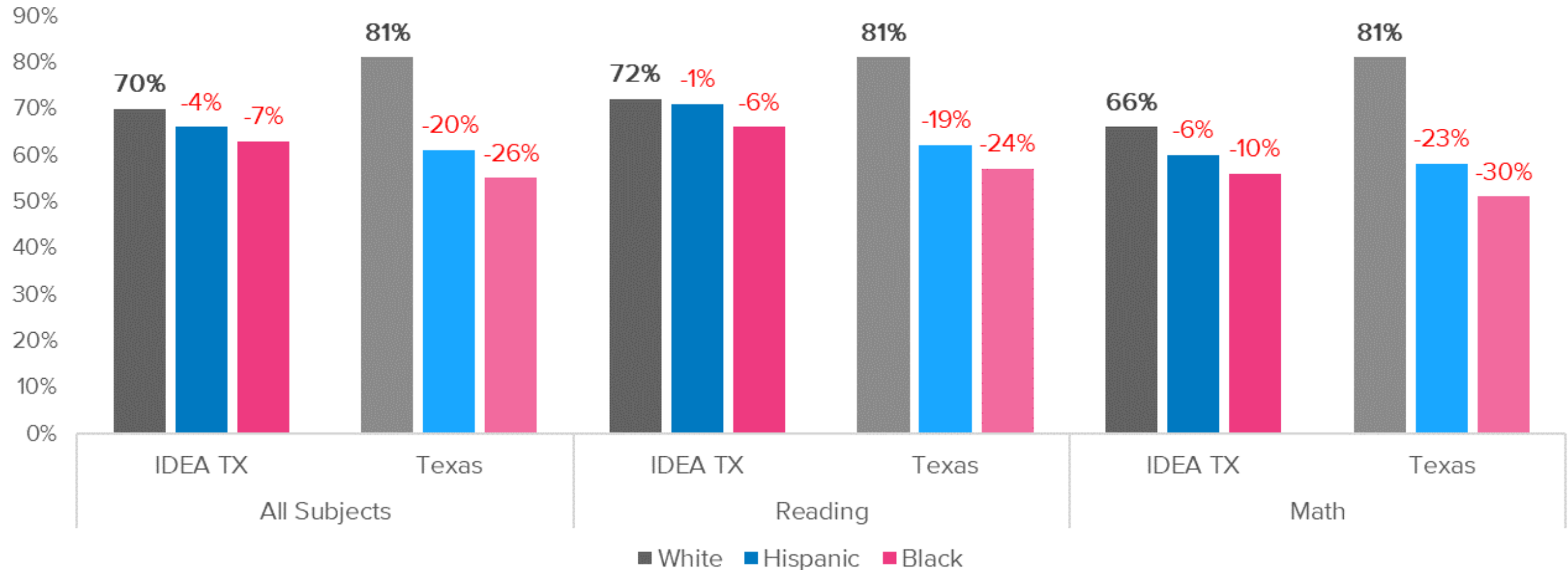
Chronic Absenteeism by Region & Race/Ethnicity - 4 Largest Groups

- The percentage of students that were chronically absent increased for all Race/Ethnicities in all regions during the 2021-2022 school year.
- In some regions, such as El Paso, Permian Basin, San Antonio, and SOLA, Asian students appeared in this chronically absent group. This may be a result of the pandemic or an artifact of increased racial diversity in the newer regions.

Last 5 Years' Pecentage of Chronic Absenteeism by Region & Race/Ethnicity
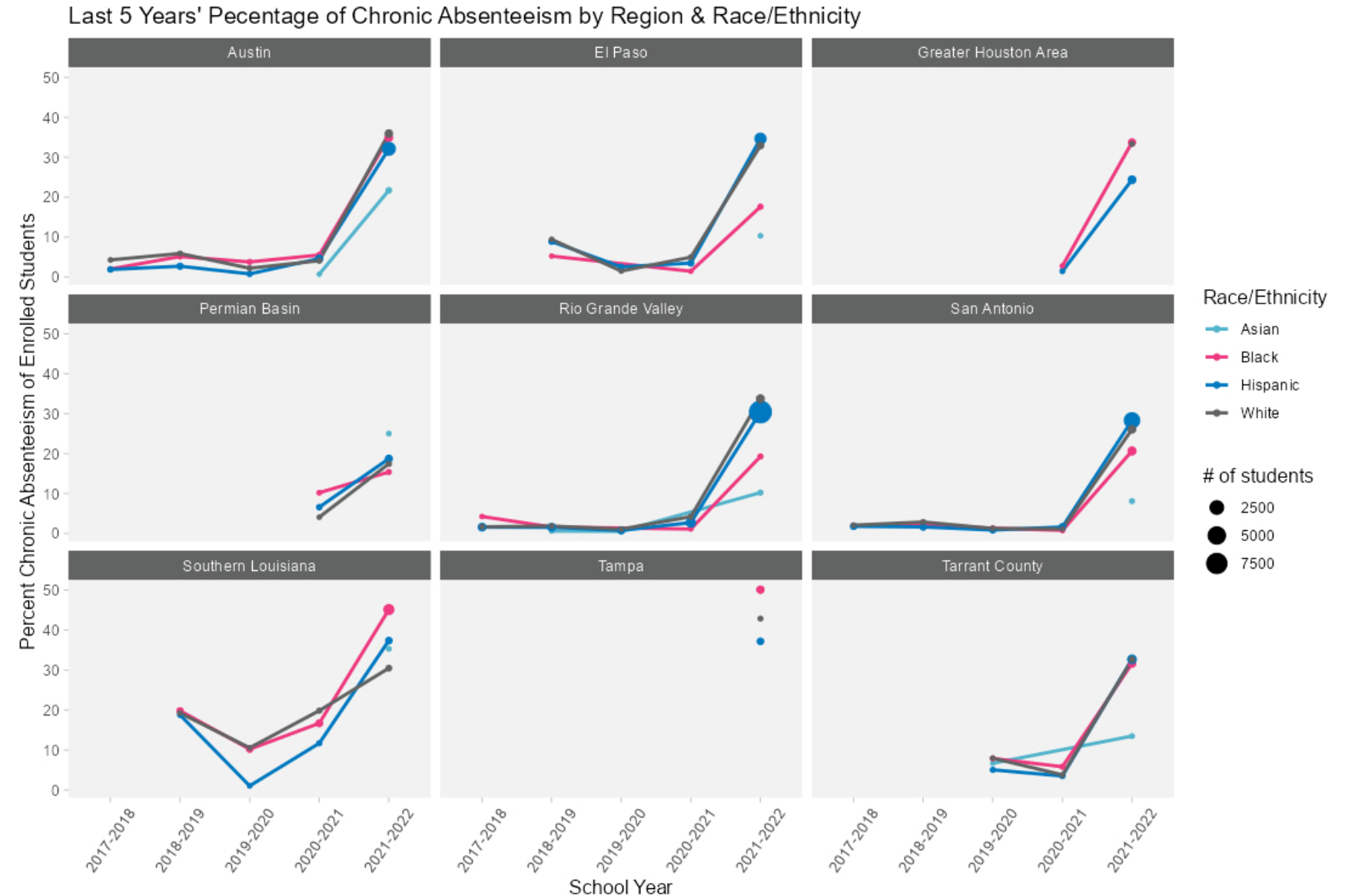
Chronic Absenteeism by Race/Ethnicity - 4 Largest Groups

- Of the students enrolled within each one of these Race/Ethnicity groups, the percent of students who were chronically absent (ADA ≤ 0.90), represented less than 5% of students in all groups during the 2017-2018 SY.

- The percentage of Black students who were chronically absent more than doubled in 2018-2019.

- The percentage of chronically absent students increased for all students in 2021-2022, but more for Black students.

Last 5 Years' Pecentage of Chronic Absenteeism by Race/Ethnicity
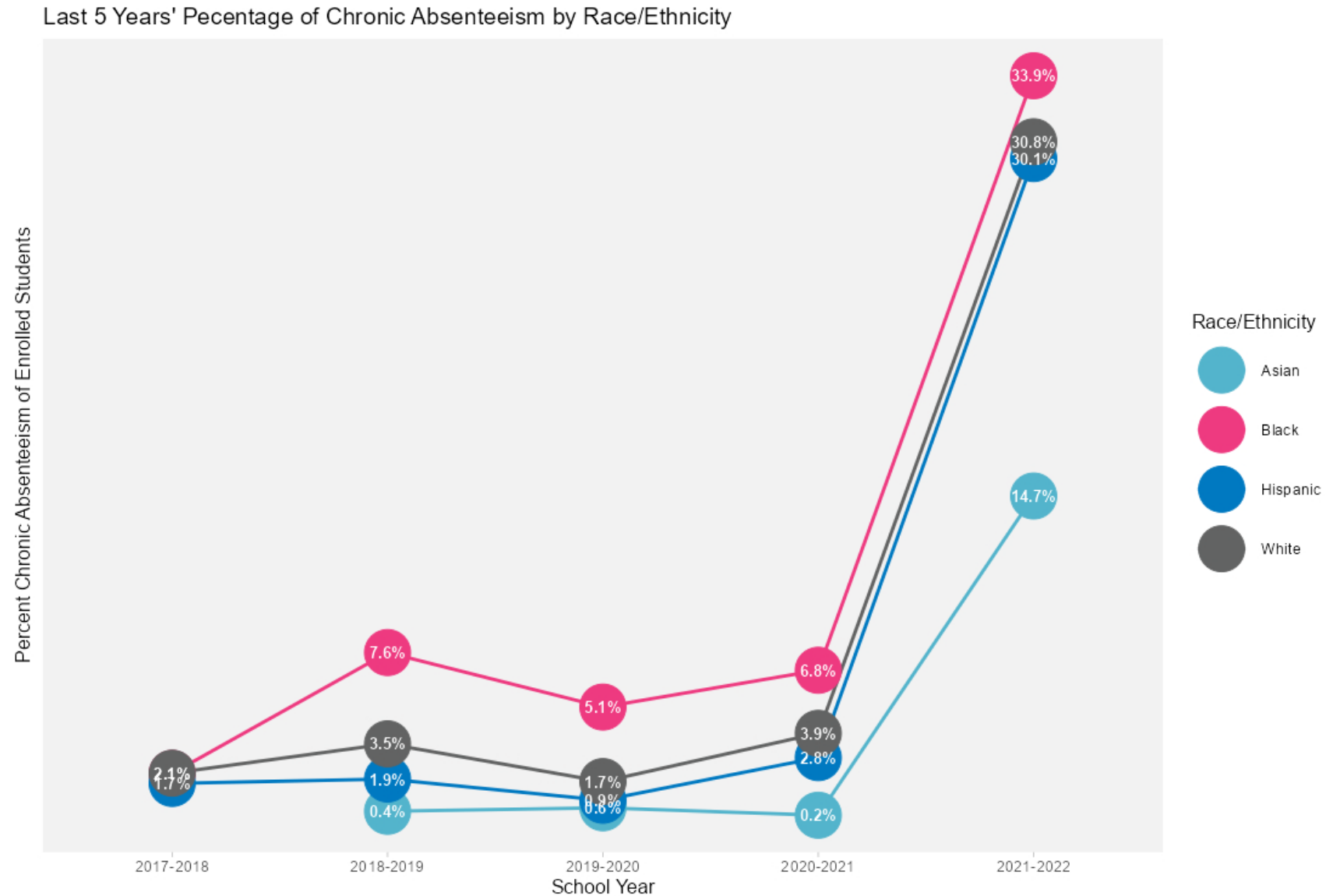
PERCEPTIONS: STAFF

Great Place to Work

January 2022

2021-22 ORG WIDE RESULTS

- **Data Highlights**:

  79% Completion Rate (-9 pts from LY)

  77% average agreement of Great Place to Work Model (-3 pts from LY)

  78% average agreement of all GPTW statements *and* IDEA Custom statements (-3 pts from LY)

  78% of employees affirmed the statement "*Taking everything into account, I would say this is a great place to work.*" (-5 pts from LY)

- According to GPTW CEO, the top 100 organizations saw an average drop of -3pts with the hardest hit industries being: 1) hospitality; 2) healthcare; 3) education

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2021-22 ORG WIDE RESULTS

- **Decreased** in **56** statements

  – Average decrease -3 pts with a range from 1-9 pts

- **Remained Constant** in 7 statements

- **Improved** in **3** statements

  – **+1**, *people here are given a lot of responsibility* (88 to 89)

  – **+2,** *this is a physically safe place to work* (83 to 85)

  – **+2**, *I have a best friend at work* (65 to 67)

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2021-22 ORG WIDE RESULTS

IDEA remains a great workplace in a foundational & demanding field at the height of a historic time

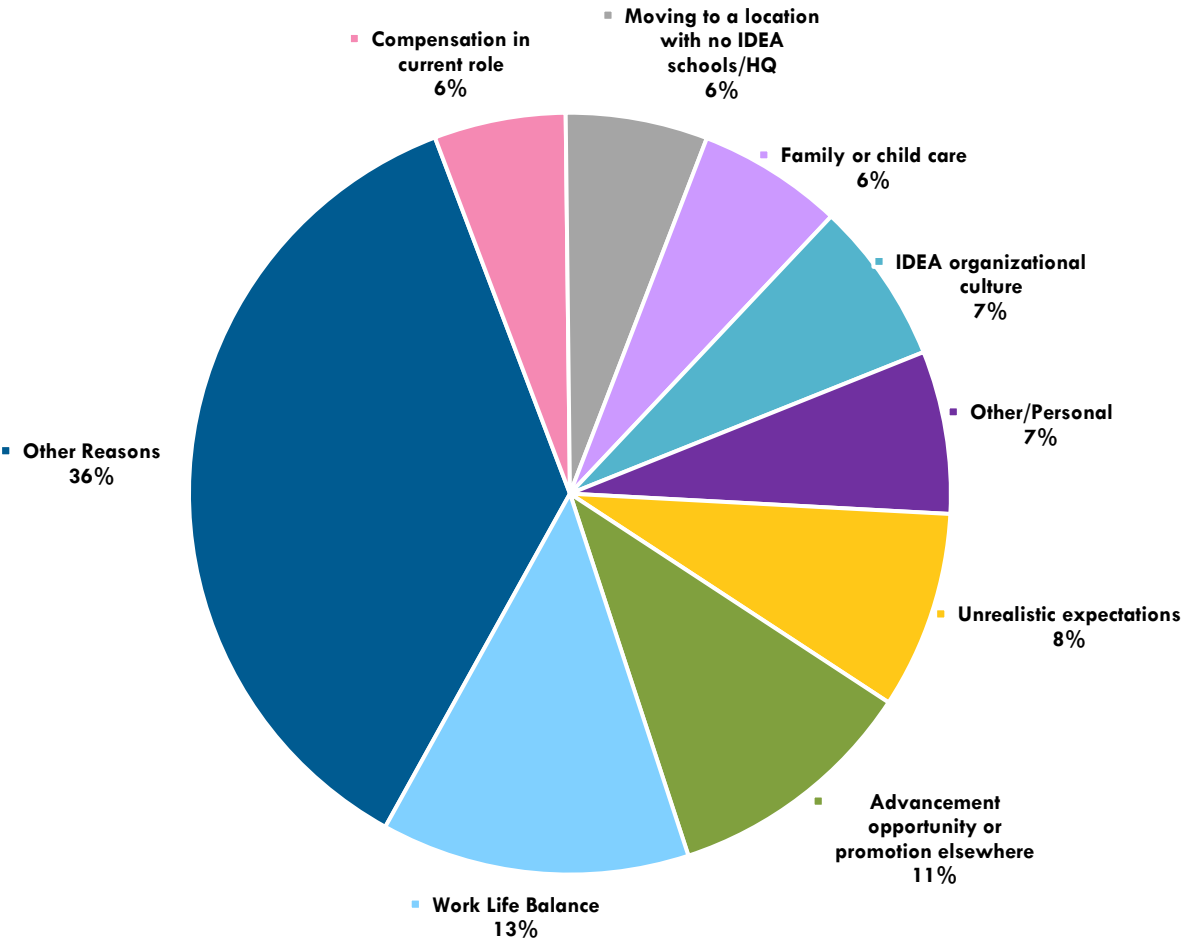- 78% say it's a great workplace, well above the US average of 57%.

Employees continue to find **great purpose in their work** serving students and communities

- Nearly nine out of 10 say their work has meaning, they make a difference, and they feel pride in their accomplishments.

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EXIT SURVEY DATA

698 Completed Surveys

#1 Reason for all staff

Pie chart:
- Other Reasons 36%
- Compensation in current role 6%
- Moving to a location with no IDEA schools/HQ 6%
- Family or child care 6%
- IDEA organizational culture 7%
- Other/Personal 7%
- Unrealistic expectations 8%
- Advancement opportunity or promotion elsewhere 11%
- Work Life Balance 13%

Race/Ethnicity	#1 Reason for Leaving	#2 Reason for Leaving	#3 Reason for Leaving
Black	IDEA organizational culture	Unrealistic expectations	Advancement opportunity or promotion elsewhere
Hispanic	Work life balance	Unrealistic expectations	Family or childcare
White	Work life balance	Unrealistic expectations	IDEA organizational culture
Asian	Advancement opportunity or promotion elsewhere	Work life balance	Compensation in current role
Multi-racial	Unrealistic expectations	Lack of Trust/Autonomy from Manager	Work life balance

IDEA Public Schools