

IDEA Public Schools
District Improvement Plan
2023-2024

Accountability Rating: B



Board Approval Date: October 27, 2023

Mission Statement

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

Vision

To serve as the nation's leader in preparing students for success in college and beyond.

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Please see the document named 23-24 DNA_Org Priority SWOT and Root Causes for Needs Assessment Overview.

Demographics

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

Graduation Profiles

-

Staff Demographics:

CCMR Data:

Please see IDEA 21-22 TAPR report for more details.

Demographics Strengths

- IDEA's staff mirrors that of its student population in terms of ethnicity
- IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students
- IDEA's drop out rates are significantly lower than those of the state and region it operates in.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There are schools in regions where students feel unsafe or unconnected to their school. **Root Cause:** There is not an owner for this work nationally who has the capacity to provide a vision and coordinate towards success in this area, resulting in a lack of tier one systems for behavior (leaders aren't comprehensively trained on it, not all schools have them).

Problem Statement 2: Staff retention has decreased across all regions from last year to this year. **Root Cause:** Top leaver reason within the organization's locus of control is work life balance.

Student Learning

Student Learning Summary

Below is a comparison of IDEA results in the STAAR exam (all students; all tests) against the results from the state of Texas and each region it operates within.

Student Learning Strengths

- District 2022 Accountability Rating: B
- IDEA has higher rates of students meeting College, Career and Military Readiness standards than the state and other regions at 94.4%
- IDEA continues to provide significantly more AP/IB participation opportunities for students compared to the state and other regions
- IDEA had 5% graduates which were students with special needs/disabilities

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On average, our students are not mastering grade level material which is not setting them up for success in the next grade level. This is a particular concern in grades 3-8. **Root Cause:** Lack of shared understanding, alignment, and normed expectations for what we expect around discipline and engaging instruction along with insufficient and inconsistent onboarding, ongoing training, and performance management for all our managers and leaders

District Processes & Programs

District Processes & Programs Summary

Please see IDEA's curriculum overview and course catalog in the addendum.

Please see TELPAS preliminary data in the addendum.

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 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

<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

District Processes & Programs Strengths

District Processes & Programs Strengths

Curriculum & Instruction:

IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy.

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 16 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.

SEL/ Mental Health and Family Engagement

- IDEA retains 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 holds 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 has redefined 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): There is a lack of alignment in onboarding, training, and development both across departments and across roles. (for example: APIs are not always trained in a way that aligns to the training that our teachers receive) **Root Cause:** Our SLLs and Leadership Competencies do not reflect an up-to-date and accurate standard of how we want our managers to lead. As a result, we do not have a common standard to align our training and development to.

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, 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 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.

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.

Governance Team

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

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, communications, 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 its 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 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.

Perceptions Strengths

- We are one of the most diverse CMOs in the country with regard to proportional representation of staff to students of color
- Increased net promoter score across Staff Experience sessions this year across all staff groups
- Pride in working at IDEA and accomplishments continues to be a strength in Annual Employee Engagement data
- 4 regions are ahead of where they were last year with student persistence.

- ADA increased in quarters 3 and 4 of last year
- Move this world implementation increasing as well as increased CTE offerings.
- Increase and mandate of having a licensed mental health provider at every school.
- Teacher Retention Increased slightly from 2021-22 to 2022-23 (+0.13%) (final retention numbers pending)
- All Staff Retention Increased from 2021-22 to 2022-23 (+0.15%) (final retention numbers pending)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Employees are having increasingly negative and inconsistent/different experiences across teams, location, and demographics. **Root Cause:** We lack a common understanding and normed expectation for what we expect for people management and performance management; specifically, relationship trust.

Problem Statement 2 (Prioritized): Employees are having increasingly negative and inconsistent/different experiences across teams, location, and demographics. This includes a lack of perceived clarity of direction 62% (down from 75%) "IDEA senior leadership has a clear vision of the direction IDEA is headed and how we will get there. **Root Cause:** The changes in leadership over the last three years coupled with significant short-term challenges have prevented us from reflecting on our organization's original vision and mission to ensure it aligns and inspires us toward long-term strategic and collaborative planning.

Priority Problem Statements

Problem Statement 1: There are schools in regions where students feel unsafe or unconnected to their school.

Root Cause 1: There is not an owner for this work nationally who has the capacity to provide a vision and coordinate towards success in this area, resulting in a lack of tier one systems for behavior (leaders aren't comprehensively trained on it, not all schools have them).

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of alignment in onboarding, training, and development both across departments and across roles. (for example: APIs are not always trained in a way that aligns to the training that our teachers receive)

Root Cause 2: Our SLLs and Leadership Competencies do not reflect an up-to-date and accurate standard of how we want our managers to lead. As a result, we do not have a common standard to align our training and development to.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Employees are having increasingly negative and inconsistent/different experiences across teams, location, and demographics.

Root Cause 3: We lack a common understanding and normed expectation for what we expect for people management and performance management; specifically, relationship trust.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Employees are having increasingly negative and inconsistent/different experiences across teams, location, and demographics. This includes a lack of perceived clarity of direction 62% (down from 75%) "IDEA senior leadership has a clear vision of the direction IDEA is headed and how we will get there.

Root Cause 4: The changes in leadership over the last three years coupled with significant short-term challenges have prevented us from reflecting on our organization's original vision and mission to ensure it aligns and inspires us toward long-term strategic and collaborative planning.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: On average, our students are not mastering grade level material which is not setting them up for success in the next grade level. This is a particular concern in grades 3-8.

Root Cause 5: Lack of shared understanding, alignment, and normed expectations for what we expect around discipline and engaging instruction along with insufficient and inconsistent onboarding, ongoing training, and performance management for all our managers and leaders

Problem Statement 5 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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- Observation Survey results

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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback







Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Goal 1: All IDEA students matriculate to college







Performance Objective 1: 15% of the class of 2024 matriculate to a Tier 1 college by October 31, 2024

Strategy 1 Details	Reviews			
Strategy 1: Improve the percent of 12th graders who (1) apply to at least 4 Tier 1 universities, and (2) are admitted through Early Decision applications. Strategy's Expected Result/Impact: Increase in the percent of 2024s applying to at least 4 Tier 1 universities and and increase in Early Decision admission rates. Staff Responsible for Monitoring: Directors of College Counseling at the campus level, and Directors of College Success at the regional and national level.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track meetings with families, not just scholars, and develop a point of view on high quality family partnerships. Strategy's Expected Result/Impact: Deliverable on Family Partnerships for College Counseling Staff Responsible for Monitoring: VP of College Success	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All IDEA students matriculate to college

Performance Objective 2: Average ACT score of 21 or above for 12th grade by June 30, 2024 (HB3)


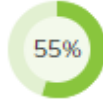




HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Ensure highest leverage scholars (2 or less points away from 21) are mastering essential learning targets. Strategy's Expected Result/Impact: Drop in the percent of 2024s and 2025s with a 20 or less. Staff Responsible for Monitoring: ACT Captains at the campus level, RDCSs and Director of ACT at regional and national level	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure 12th graders have 4 or more ACT scores and that 11th graders have 3 or more ACT scores by October of 12th grade. Strategy's Expected Result/Impact: Increase in the percent of 12th and 11th graders who will graduate with at least 4 ACT scores. Staff Responsible for Monitoring: ACT Captains at the campus level, RDCSs and Director of ACT at regional and national level	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of 12th graders meet TSIA college readiness benchmark by September 30, 2024 (HB3)

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Embed TSI Math and TSI ELAR questions as formative, warmups, and exit tickets for SY24-25 curriculum. Strategy's Expected Result/Impact: TSI prep happens through core content teachers more frequently. Staff Responsible for Monitoring: TSI Lonestar Leads at the campus level and Director of ACT Programming	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Individually course correct with campuses who underperformed in SY22-23. Strategy's Expected Result/Impact: Increase in TSI exemption rates at campuses which will raise overall TSI rate/CCMR rate. Staff Responsible for Monitoring: TSI Lonestar Leads at the campus level and Director of ACT Programming	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 55% in Spring 2024 (HB3)

High Priority

HB3 Goal






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

Strategy 1 Details	Reviews			
Strategy 1: Coach and develop all leaders and teachers in implementing effective first teach (GET 1B & GET 3), intervention and acceleration (GET 4) with district curriculum. Strategy's Expected Result/Impact: 90% of 3rd grade teachers are rated proficient on GET 1B, 3, 4. This strategy will ensure that all classroom teachers receive impactful coaching and development. Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 45% in Spring 2024. (HB3)

High Priority
HB3 Goal
Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis





Strategy 1 Details	Reviews			
Strategy 1: Coach and develop all leaders and teachers in implementing effective first teach (GET 1B & GET 3), intervention and acceleration (GET 4) with district curriculum. Strategy's Expected Result/Impact: 90% of 3rd grade teachers are rated proficient on GET 1B, 3, 4. This strategy will ensure that all classroom teachers receive impactful coaching and development. Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority






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

Strategy 1 Details	Reviews			
Strategy 1: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing. Strategy's Expected Result/Impact: This strategy will increase emergent bilingual students' language attainment to either maintain or increase proficiency. Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)






High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: All Accelerated Learning scholars are being tracked towards completion of minutes. All accelerated Learning scholars' weekly assessments, mock exams and semester exams are being reported in Power BI and teachers to respond to data appropriately.</p> <p>Strategy's Expected Result/Impact: Tutoring will take place after school, before school and embedded during the school day,</p> <p>Staff Responsible for Monitoring: Campus leaders and VP are expected to monitor completion of minutes in P4L. VP of School Development will monitor at a high level regional completion. This will be part of quarterly PTGs where campuses will update minutes completed.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating






Performance Objective 5: 70% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: internal assessments, semester exams, mock exams

Strategy 1 Details	Reviews			
Strategy 1: Track each student with an IEP performance on internak assessments, semester exams, and mock STAAR by using the Locus dashboard's Sped Demographic data to respond to data appropriately Strategy's Expected Result/Impact: Students will be able to effectively engage in on grade level instruction to master content Staff Responsible for Monitoring: National Special Program Team-Develop resources, Regional Special Program Team-Oversee region for implementation of training and coaching, Campus Specl Program Team-Execute	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Resources, training and coaching on effective in class support services Strategy's Expected Result/Impact: Special education support being offered in class during the guided and independent practice time will ensure students get the support to master content and/or provide reteach as needed Staff Responsible for Monitoring: National Special Program Team-Develop resources, Regional Special Program Team-Oversee region for implementation of training and coaching, Campus Special Program Team-Execute	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Ensure high quality related services are being provided (Speech, Occupational Therapy, etc) Strategy's Expected Result/Impact: As collaboration between services providers and SP teachers happens, it will increase access students have to their education and support mastering content Staff Responsible for Monitoring: National Special Program Team-Support regional directors as they source and hire high quality IDEA or contract related service providers, Regional Special Program Team-Hire, onboard, and oversee that high quality related services are happening at campuses in their region.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IDEA achieves an A Rating






Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1 Details	Reviews			
Strategy 1: Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 7: 5% increase in grade level performance on state literacy assessments

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Review lesson internalizations and observe instruction with a focus on exemplars, writing/speaking, and releasing thinking to students. Strategy's Expected Result/Impact: increased performance in literacy assessments Staff Responsible for Monitoring: Colleen Stearns	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lead regular Writing Deep Dives (format can be SWAMs during a check in or ET huddles with grade bands) and track writing progress over time Strategy's Expected Result/Impact: increased performance in literacy assessments Staff Responsible for Monitoring: Colleen Stearns	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

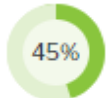




Goal 3: Increase student persistence

Performance Objective 1: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority






HB3 Goal

Evaluation Data Sources: Safety and Security audit rubric

Strategy 1 Details	Reviews			
Strategy 1: Campuses are audited in the fall and spring semesters using the Safety and Security audit rubric. Resources and differentiated support/intervention is provided to campuses based on findings from the fall audit to address existing gaps. Strategy's Expected Result/Impact: Safety and Security program initiative/strategy is implemented with fidelity by all campuses in alignment with district and state requirements to ensure the safety of students, staff, and visitors. Staff Responsible for Monitoring: Campus Crisis Team members at the campus level, RDOs and VPs of Schools at the regional level, Safety and Security Department at the national level.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: Increase student persistence

Performance Objective 2: 95% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: (Title 1 compliance- family engagement)- Increased persistence due to increase parent engagement because families have the information and details of invitations to campus events. Increased compliance and documentation aligned to state expectations Staff Responsible for Monitoring: Texas Title 1 Family Engagement Manager Regional Student and Family Manager (when present) School Counselor Counselor Manager APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student persistence



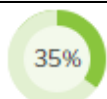




Performance Objective 3: 95% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
Strategy 1: National support team will embed the mandatory curriculum in the expectations for BOY student culture camp to increase the implementation of the programs. Schools that cannot do the lessons at that time will submit the plan and calendar of when they will complete the student trainings. Strategy's Expected Result/Impact: Students increased awareness of safety and ability to identify, communicate and prevent unsafe or traumatic events from occurring. Staff increased awareness and partnership with students and families to keep students safe . Increased compliance with state mandated policies Staff Responsible for Monitoring: National Director of Crisis Prevention and Response Regional Student and Family Manager (when present) School Counselor Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student persistence








Performance Objective 4: 86.7% of students enrolled during the 23-24 school year will persist and return for the start of the 24-25 school year.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Lead culture rounds.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Real time coach teachers to proficiency on culture.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Lead deliberate practice on foundational culture skills (in check-ins, training, or practice clinics).	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 3: Increase student persistence

Performance Objective 5: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200.

Strategy 1 Details	Reviews			
Strategy 1: Communicating the Data to celebrate and Stamp Key action steps Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coordinate or mediate between key business partners (internal and external) to maintenance dashboard accuracy. (on-going/ weekly) Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Organize curriculum and provide effective job related training to align with the expectations of the department. Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase student persistence

Performance Objective 6: 100% of students from 6th-7th and 9th-11th grade meet their MVPA minutes goal of 900.

Strategy 1 Details	Reviews			
Strategy 1: Communicating the Data to celebrate and Stamp Key action steps Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coordinate or mediate between key business partners (internal and external) to maintenance dashboard accuracy. (on-going/ weekly) Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Organize curriculum and provide effective job related training to align with the expectations of the department. Strategy's Expected Result/Impact: Increase MVPA minute completion Staff Responsible for Monitoring: Eren Kirksey	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA will achieve a 96% annual attendance rate for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: 100% of campuses execute an effective minute by minute daily process that leads to more students in classrooms daily, learning. RDOs are required to complete minute by minute observations at least twice a year in partnership with VPs of Schools. Strategy's Expected Result/Impact: Effective minute by minute processes will ensure as many students are in school daily to receive the learning time they need and deserve to achieve ambitious academic results. Staff Responsible for Monitoring: RDO, APO, Principal, VP of Schools	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				





Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: 95% of IDEA campuses will meet or exceed their growth target for attendance for the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: 100% of campuses execute an effective minute by minute daily process that leads to more students in classrooms daily, learning. Strategy's Expected Result/Impact: Effective minute by minute processes will ensure as many students are in school daily to receive the learning time they need and deserve to achieve ambitious academic results. RDOs are expected to complete full minute by minute observations in fall and spring in partnership with VPs of Schools. Staff Responsible for Monitoring: RDO, APO, Principal, VP of Schools	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 4: Increase student daily attendance

Performance Objective 3: IA & CP: IDEA will reduce the chronic absenteeism rate from an average of 19% in 2022-23 to <10% by the end of the 23-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Execute the escalation matrix across campuses in alignment with state policies and requirements. Strategy's Expected Result/Impact: With consistent and effective execution of the escalation matrix, chronic absenteeism should decrease across campuses because students should be in school and parents understand the impact of missing classes. Staff Responsible for Monitoring: APO, Principal, RDO, SIS/Registrar	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Consistent tracking of chronic absenteeism across all campuses through operating mechanisms and weekly check-ins. Strategy's Expected Result/Impact: By ensuring data analysis and visibility across campuses of chronically absent students, campuses should be able to manage the execution of the escalation matrix and reduce chronic absenteeism. Staff Responsible for Monitoring: APO, Principal, Counselor, API, RDO, VP of Schools	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 4: IA & CP: IDEA maintains a 90% or higher average teacher submission compliance rate for the 23-24 school year.





Strategy 1 Details	Reviews			
Strategy 1: APOs and Principals ensure 100% of teachers submit accurate, on time attendance on the daily basis. Strategy's Expected Result/Impact: If all teachers submit accurate, on time attendance, we can ensure scholars are safe and in school learning to achieve their academic goals. Staff Responsible for Monitoring: APO, SIS, Registrar, Principal, APIs	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: APOs and Principals execute on teacher appliance submission escalation matrix for teachers who are not following expectations for compliant submission Strategy's Expected Result/Impact: Teachers who receive progressive discipline should change their behavior in order to meet the expectation Staff Responsible for Monitoring: SIS/Registrar, APO, Principal, API	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: 80.6% of all full-time 23-24 IDEA staff members will be retained and return for the 24-25 school year.

Summative Evaluation: Met Objective

Next Year's Recommendation: 85% of all full-time 23-24 IDEA staff members will be retained and return for the 24-25 school year; 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Effective hiring that includes compelling and accurate job previews to ensure organizational fit. Staff Responsible for Monitoring: Christopher Thompson	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Effective onboarding that includes scaffolded and ongoing support throughout a new hire's first year at IDEA. Staff Responsible for Monitoring: Disha Jain	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Directors of Leader Development will be responsible for New Principal and New Assistant Principal onboarding, training, and coaching throughout the school year. Strategy's Expected Result/Impact: 90% retention of 1st year principals Staff Responsible for Monitoring: VP of Schools MD of New Leader Development Sr. Director of Leaders Development Results Driven Accountability - Equity Plan Funding Sources: Director of Leader Development - Title II, Part A (4121) - \$1,300,000, Sr. Director of Leaders Development - Title II, Part A (4121) - \$310,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase staff retention

Performance Objective 2: 83.5% of staff would indicate that they strongly agree/agree to the statement "I would recommend my manager to other IDEA employees" from our Annual Employee Engagement survey.

High Priority

Summative Evaluation: Met Objective





Next Year's Recommendation: 83.5% of staff would indicate that they strongly agree/agree to the statement "I would recommend my manager to other IDEA employees" from our Annual Employee Engagement survey

Strategy 1 Details	Reviews			
Strategy 1: Training and support for managers around the 6 most critical leadership traits that lead to success at IDEA. Staff Responsible for Monitoring: Elise Gilbert	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze data from two pulse checks in the fall and spring survey administration to track our progress on improvements on the staff experience. Staff Responsible for Monitoring: Elise Gilbert	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Execution of revamped engagement and communications plan. Staff Responsible for Monitoring: Elise Gilbert	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: Increase staff retention

Performance Objective 3: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date. Staff Responsible for Monitoring: Elise Gilbert	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity. Staff Responsible for Monitoring: Elise Gilbert	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
5	1	3	Directors of Leader Development will be responsible for New Principal and New Assistant Principal on-boarding, training, and coaching throughout the school year.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$97,078,247.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

IDEA Public Schools utilizes State Compensatory Education funds to provide supplemental campus staff and services for students who are identified as at-risk of dropping out of school or who have not performed satisfactorily on state EOC assessments.

Title I

1.1: Comprehensive Needs Assessment

The district 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.

2.1: 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 its 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 potential adjustments of strategies as needed to attain the intended 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 its 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:

Ensure all teachers are delivering a strong, effective First Teach.

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

2.5: Increased learning time and well-rounded education

IDEA will increase learning time by:

IDEA Public Schools
Generated by Plan4Learning.com

1. Limiting instructional disruptions
2. Ensuring classroom transitions are quick classroom (standards and expectations set with students during first weeks of school)
3. Having teachers 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.

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

IDEA is currently working on its parent and family engagement policy. However, IDEA does have guides and best practices for parent and family engagement.

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. In addition, IDEA hosts parent advocacy meetings for parents to join and learn more about IDEA.

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IDEA Staff	Academic Counselors	College Prep	85.0
IDEA Staff	Other Professional Aux.	Academy/College Prep	4.0
IDEA Staff	AR Zone Facilitator	Academy/College Prep	94.0
IDEA Staff	Co Teacher Gen Ed	Academy/College Prep	411.0
IDEA Staff	RTTC Counselor	College Prep	75.0
IDEA Staff	Director of CC	Academy/College Prep	32.0
IDEA Staff	Flex Co Teacher	Academy	1.0
IDEA Staff	i Learning Co Teacher	Academy/College Prep	85.0
IDEA Staff	i Learning Teacher	Academy	1.0
IDEA Staff	Interventionist Teacher	Academy/College Prep	239.0
IDEA Staff	Student Enrollment Coordinator	Academy/College Prep	51.0
IDEA Staff	RTTC/ACT Teachers	Academy/College Prep	9.0

Plan Notes

State Comp Ed FY24 Supplemental Positions by Type

Position Type	FTE Count
AR ZONE FACILITATOR	16
BLENDED LEARNING TEACHER	1
CO-TEACHER	455
FLEX SPED CO-TEACHER	1
ILEARNING HOT SPOT FACILITATOR	66
INTERVENTIONIST	168
INTERVENTIONIST CO-TEACHER	3
TEACHER	9
TUTOR	160
Grand Total	879



2023-2024 Student Learning

Committee Role	Name	Position
Administrator	Ernesto Cantu	Chief Schools Officer
Administrator	Cassandra Flores	VP of School Development
Administrator	Jacklyn Verdin	Chief of Staff - Schools

100% College Matriculation

Committee Role	Name	Position
Administrator	Phillip Garza	Chief College Officer
Administrator	Nick Vander Meer	College Team Data Analyst

Campus Attendance Committee

Committee Role	Name	Position
Administrator	Layne Fisher	Chief Operations Officer
Administrator	Ana Padron	Chief of Staff - Operations

Campus Student Persistence Committee

Committee Role	Name	Position
Administrator	Ernesto Cantu	Chief Schools Officer
Administrator	Heather Pardo	Sr. VP of Student Performance and Advocacy

Staff Quality & Retention Commitee

Committee Role	Name	Position
Administrator	Elise Gilbert	VP of Talent Management
Administrator	Nancy Zarazua	Director of Project Integration Management
Administrator	Disha Jain	Vice President of Talent Development
Administrator	Joel Keough	Federal Grant Manager
Administrator	Armando Perez	Director of Federal Programs
Administrator	Dennis Vasquez	Director of Financial Planning & Analysis-Grants & State Programs
Administrator	Chris Borthwick	Managing Director- Fiscal Compliance & Grants

District Funding Summary

State Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,627,958.00
+/- Difference					\$7,627,958.00
State Funding (4312)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$421,029,541.00
+/- Difference					\$421,029,541.00
State Compensatory Education (PIC 24/30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100,806,106.00
+/- Difference					\$100,806,106.00
Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,624,650.00
+/- Difference					\$33,624,650.00
Title II, Part A (4121)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Director of Leader Development		\$1,300,000.00
5	1	3	Sr. Director of Leaders Development		\$310,000.00

Title II, Part A (4121)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,610,000.00
Budgeted Fund Source Amount					\$4,566,920.00
+/- Difference					\$2,956,920.00
Title III, Part A (4122)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,926,252.00
+/- Difference					\$2,926,252.00
Title IV, Part A (4124)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,327,911.00
+/- Difference					\$2,327,911.00
IDEA-B (4130)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,146,129.00
+/- Difference					\$11,146,129.00
ESSER II (4127)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER III (4128)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

ESSER III (4128)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$136,987,620.00
+/- Difference					\$136,987,620.00
State SPED (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$53,871,758.00
+/- Difference					\$53,871,758.00
State BESL (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,822,808.00
+/- Difference					\$17,822,808.00
State CTE (PIC 22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,052,140.00
+/- Difference					\$25,052,140.00
Early Education Allotment (PIC 36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,875,192.00
+/- Difference					\$18,875,192.00
Dyslexia Allotment (PIC 37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Dyslexia Allotment (PIC 37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$529,745.00
+/- Difference					\$529,745.00
Grand Total Budgeted					\$837,194,730.00
Grand Total Spent					\$1,610,000.00
+/- Difference					\$835,584,730.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: IDEA PUBLIC SCHOOLS

District Number: 108807

2022 Accountability Rating: B

Distinction Designations:

Postsecondary Readiness

This district is a Charter District.

2022 Special Education Determination Status:

Meets Requirements

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

ASVAB Test not Offered

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	77%	*	77%	*	-	*	-	*	56%	67%	80%	70%	75%	74%
	2021	67%	57%	63%	56%	63%	67%	*	68%	80%	90%	48%	45%	65%	57%	59%	56%
At Meets Grade Level or Above	2022	51%	49%	51%	*	51%	*	-	*	-	*	35%	40%	54%	45%	48%	45%
	2021	39%	27%	32%	28%	31%	39%	*	50%	80%	45%	27%	14%	33%	28%	28%	25%
At Masters Grade Level	2022	30%	26%	28%	*	28%	*	-	*	-	*	11%	17%	30%	23%	25%	22%
	2021	19%	11%	13%	13%	12%	19%	*	30%	60%	14%	8%	6%	14%	10%	11%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	69%	*	69%	*	-	*	-	*	55%	54%	72%	64%	67%	66%
	2021	62%	45%	49%	41%	49%	54%	*	69%	80%	66%	43%	34%	50%	45%	45%	43%
At Meets Grade Level or Above	2022	43%	41%	39%	*	39%	*	-	*	-	*	33%	29%	42%	34%	36%	35%
	2021	31%	17%	19%	17%	18%	26%	*	44%	40%	31%	28%	9%	19%	18%	16%	15%
At Masters Grade Level	2022	21%	18%	17%	*	17%	*	-	*	-	*	15%	12%	18%	15%	15%	14%
	2021	14%	6%	7%	10%	7%	12%	*	28%	20%	3%	13%	1%	7%	7%	6%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	79%	*	80%	*	-	*	-	-	59%	67%	84%	73%	78%	77%
	2021	63%	56%	62%	66%	62%	60%	*	75%	*	100%	41%	51%	68%	54%	60%	56%
At Meets Grade Level or Above	2022	54%	52%	56%	*	56%	*	-	*	-	-	41%	40%	61%	48%	53%	51%
	2021	36%	28%	33%	40%	32%	36%	*	61%	*	63%	27%	25%	36%	27%	29%	26%
At Masters Grade Level	2022	28%	25%	29%	*	29%	*	-	*	-	-	17%	19%	32%	24%	26%	24%
	2021	17%	12%	14%	18%	13%	16%	*	25%	*	50%	9%	6%	15%	13%	12%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	68%	*	68%	*	-	*	-	-	55%	56%	72%	61%	66%	65%
	2021	59%	44%	50%	47%	49%	56%	*	78%	*	56%	39%	42%	53%	44%	46%	45%
At Meets Grade Level or Above	2022	43%	43%	37%	*	37%	*	-	*	-	-	34%	27%	40%	32%	34%	33%
	2021	36%	22%	25%	27%	24%	32%	*	58%	*	44%	28%	25%	28%	21%	23%	21%
At Masters Grade Level	2022	23%	22%	18%	*	18%	*	-	*	-	-	17%	8%	21%	14%	16%	15%
	2021	21%	10%	13%	13%	12%	16%	*	47%	*	33%	9%	12%	13%	11%	11%	9%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	85%	-	85%	-	-	-	-	-	61%	73%	88%	80%	84%	83%
	2021	73%	68%	74%	67%	74%	75%	*	90%	60%	*	43%	63%	77%	69%	72%	69%
At Meets Grade Level or Above	2022	58%	57%	63%	-	63%	-	-	-	-	-	40%	41%	66%	57%	60%	59%
	2021	46%	39%	44%	41%	44%	52%	*	74%	40%	*	26%	31%	47%	41%	42%	39%
At Masters Grade Level	2022	36%	34%	40%	-	40%	-	-	-	-	-	17%	27%	43%	36%	37%	36%
	2021	30%	23%	29%	25%	28%	36%	*	61%	0%	*	13%	20%	31%	26%	26%	23%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	79%	80%	-	80%	-	-	-	-	-	63%	73%	82%	77%	79%	80%
	2021	70%	58%	63%	59%	63%	71%	*	87%	60%	*	47%	59%	63%	64%	61%	61%
At Meets Grade Level or Above	2022	48%	49%	50%	-	50%	-	-	-	-	-	36%	42%	53%	45%	47%	50%
	2021	44%	30%	35%	30%	35%	42%	*	63%	20%	*	29%	26%	36%	34%	32%	32%
At Masters Grade Level	2022	25%	24%	24%	-	24%	-	-	-	-	-	17%	11%	25%	21%	22%	24%
	2021	25%	14%	16%	14%	15%	19%	*	47%	0%	*	13%	7%	16%	15%	14%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	79%	-	79%	-	-	-	-	-	58%	69%	82%	75%	77%	77%
	2021	62%	48%	62%	61%	61%	71%	*	84%	80%	*	43%	63%	62%	62%	59%	57%
At Meets Grade Level or Above	2022	38%	40%	50%	-	50%	-	-	-	-	-	34%	42%	53%	44%	47%	47%
	2021	31%	19%	26%	22%	25%	36%	*	53%	0%	*	24%	20%	26%	26%	23%	22%
At Masters Grade Level	2022	18%	18%	25%	-	25%	-	-	-	-	-	18%	27%	27%	20%	22%	23%
	2021	13%	6%	8%	7%	7%	14%	*	34%	0%	*	10%	2%	8%	7%	6%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	68%	78%	67%	78%	*	-	*	*	-	53%	68%	81%	76%	76%	73%
	2021	62%	56%	65%	65%	65%	68%	60%	86%	58%	67%	37%	55%	67%	64%	63%	58%
At Meets Grade Level or Above	2022	43%	40%	48%	43%	48%	*	-	*	*	-	30%	37%	51%	47%	45%	42%
	2021	32%	25%	31%	33%	30%	37%	20%	70%	33%	33%	23%	26%	32%	30%	29%	25%
At Masters Grade Level	2022	23%	20%	25%	22%	25%	*	-	*	*	-	15%	17%	27%	24%	22%	19%
	2021	15%	10%	13%	13%	12%	11%	0%	34%	8%	17%	12%	9%	14%	12%	11%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	77%	66%	77%	*	-	*	*	-	61%	69%	77%	77%	75%	74%
	2021	68%	54%	65%	65%	65%	72%	60%	91%	33%	83%	46%	54%	63%	67%	63%	61%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	33%	43%	33%	43%	*	-	*	*	-	33%	36%	42%	43%	40%	39%
	2021	36%	20%	32%	33%	31%	38%	40%	77%	0%	50%	28%	34%	29%	34%	30%	29%
At Masters Grade Level	2022	16%	12%	18%	15%	18%	*	-	*	*	-	16%	10%	18%	18%	16%	15%
	2021	15%	6%	11%	11%	11%	14%	20%	34%	0%	33%	13%	14%	10%	12%	10%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	87%	91%	87%	*	-	-	-	-	60%	74%	90%	85%	85%	84%
	2021	69%	64%	74%	73%	73%	80%	*	87%	80%	85%	43%	59%	77%	72%	72%	68%
At Meets Grade Level or Above	2022	56%	54%	63%	79%	63%	*	-	-	-	-	36%	43%	66%	62%	61%	57%
	2021	45%	39%	48%	47%	47%	56%	*	68%	40%	55%	27%	24%	53%	45%	45%	40%
At Masters Grade Level	2022	37%	34%	41%	50%	41%	*	-	-	-	-	18%	25%	43%	40%	38%	35%
	2021	25%	20%	25%	24%	24%	30%	*	45%	40%	40%	12%	12%	30%	22%	23%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	73%	74%	73%	*	-	-	-	-	53%	66%	73%	73%	71%	73%
	2021	55%	45%	58%	54%	58%	62%	*	79%	60%	83%	37%	45%	60%	58%	57%	55%
At Meets Grade Level or Above	2022	31%	31%	43%	41%	43%	*	-	-	-	-	29%	34%	43%	42%	41%	42%
	2021	27%	18%	29%	21%	28%	35%	*	61%	20%	67%	23%	14%	29%	28%	27%	26%
At Masters Grade Level	2022	13%	13%	20%	18%	21%	*	-	-	-	-	19%	9%	21%	20%	19%	20%
	2021	12%	7%	12%	11%	12%	13%	*	29%	0%	33%	14%	3%	12%	12%	11%	11%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	89%	*	89%	*	*	-	-	-	62%	84%	94%	86%	88%	86%
	2021	73%	68%	79%	78%	79%	83%	*	95%	*	95%	49%	66%	85%	76%	78%	75%
At Meets Grade Level or Above	2022	58%	57%	66%	*	66%	*	*	-	-	-	38%	46%	73%	62%	64%	60%
	2021	46%	39%	50%	52%	49%	56%	*	74%	*	79%	35%	39%	56%	47%	48%	44%
At Masters Grade Level	2022	37%	36%	44%	*	44%	*	*	-	-	-	20%	30%	50%	40%	41%	37%
	2021	21%	16%	22%	23%	21%	27%	*	51%	*	53%	13%	21%	25%	20%	20%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	99%	-	99%	*	-	-	-	-	99%	-	100%	99%	99%	100%
	2021	62%	42%	95%	*	94%	100%	-	*	-	-	99%	-	94%	95%	94%	97%
At Meets Grade Level or Above	2022	40%	41%	96%	-	96%	*	-	-	-	-	99%	-	100%	95%	96%	94%
	2021	36%	19%	83%	*	80%	100%	-	*	-	-	99%	-	94%	80%	81%	93%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	75%	-	74%	*	-	-	-	-	79%	-	80%	73%	76%	72%
	2021	11%	5%	61%	*	59%	50%	-	*	-	-	76%	-	78%	57%	57%	59%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	75%	82%	-	82%	*	*	-	-	-	63%	58%	88%	78%	82%	79%
	2021	68%	57%	65%	71%	64%	83%	*	90%	*	92%	59%	56%	69%	63%	64%	59%
At Meets Grade Level or Above	2022	45%	44%	54%	-	53%	*	*	-	-	-	49%	25%	61%	48%	52%	48%
	2021	43%	31%	37%	44%	35%	50%	*	80%	*	67%	44%	44%	39%	36%	35%	29%
At Masters Grade Level	2022	24%	22%	31%	-	31%	*	*	-	-	-	30%	13%	37%	26%	29%	25%
	2021	24%	14%	16%	18%	15%	30%	*	65%	*	58%	24%	22%	18%	16%	15%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	72%	*	72%	*	*	-	-	-	48%	62%	78%	68%	70%	66%
	2021	57%	44%	53%	66%	52%	61%	*	89%	*	76%	42%	56%	55%	52%	51%	47%
At Meets Grade Level or Above	2022	31%	27%	37%	*	37%	*	*	-	-	-	28%	22%	44%	33%	34%	30%
	2021	28%	17%	20%	28%	19%	25%	*	61%	*	43%	26%	29%	22%	19%	19%	17%
At Masters Grade Level	2022	18%	15%	22%	*	22%	*	*	-	-	-	18%	13%	27%	19%	20%	16%
	2021	14%	7%	9%	14%	8%	11%	*	34%	*	19%	12%	20%	10%	9%	8%	6%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	64%	78%	*	78%	71%	-	-	*	-	48%	60%	80%	70%	76%	73%
	2021	67%	63%	71%	58%	71%	72%	*	78%	*	67%	42%	41%	76%	58%	70%	66%
At Meets Grade Level or Above	2022	47%	44%	60%	*	61%	43%	-	-	*	-	33%	42%	64%	50%	58%	52%
	2021	50%	45%	54%	47%	55%	53%	*	70%	*	67%	32%	29%	59%	43%	53%	47%
At Masters Grade Level	2022	11%	9%	16%	*	16%	29%	-	-	*	-	13%	6%	18%	12%	15%	12%
	2021	12%	9%	12%	7%	12%	13%	*	35%	*	22%	11%	0%	14%	8%	11%	8%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	70%	85%	*	85%	*	-	-	-	-	55%	53%	87%	77%	84%	81%
	2021	71%	67%	81%	70%	82%	78%	*	100%	*	*	49%	80%	84%	69%	80%	76%
At Meets Grade Level or Above	2022	55%	51%	69%	*	69%	*	-	-	-	-	38%	35%	72%	58%	67%	61%
	2021	57%	51%	68%	52%	68%	64%	*	100%	*	*	36%	60%	71%	53%	66%	61%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	14%	*	14%	*	-	-	-	-	13%	0%	15%	11%	12%	9%
	2021	11%	8%	13%	12%	13%	13%	*	63%	*	*	15%	0%	14%	7%	12%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	80%	83%	100%	83%	100%	*	-	-	*	63%	76%	85%	82%	83%	82%
	2021	73%	64%	65%	63%	64%	72%	80%	91%	*	67%	52%	58%	65%	64%	64%	63%
At Meets Grade Level or Above	2022	43%	44%	47%	33%	48%	29%	*	-	-	*	25%	32%	49%	46%	46%	44%
	2021	41%	29%	28%	26%	28%	30%	40%	68%	*	29%	25%	31%	29%	28%	27%	26%
At Masters Grade Level	2022	27%	26%	30%	33%	30%	14%	*	-	-	*	14%	15%	31%	29%	28%	27%
	2021	23%	14%	14%	16%	13%	15%	40%	56%	*	29%	13%	20%	15%	13%	13%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	82%	91%	100%	91%	*	-	-	-	*	70%	82%	92%	89%	90%	88%
	2021	82%	76%	84%	84%	83%	82%	*	94%	*	93%	62%	79%	88%	79%	82%	79%
At Meets Grade Level or Above	2022	55%	48%	62%	71%	63%	*	-	-	-	*	34%	51%	65%	61%	60%	55%
	2021	55%	43%	52%	52%	52%	59%	*	79%	*	60%	32%	51%	59%	46%	50%	45%
At Masters Grade Level	2022	21%	15%	23%	29%	23%	*	-	-	-	*	12%	12%	26%	20%	20%	16%
	2021	22%	13%	18%	17%	17%	22%	*	58%	*	27%	11%	15%	21%	14%	16%	13%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	96%	*	96%	-	-	-	-	-	85%	78%	96%	94%	95%	95%
	2021	88%	84%	92%	84%	92%	97%	*	100%	*	-	79%	100%	92%	90%	91%	88%
At Meets Grade Level or Above	2022	68%	61%	77%	*	77%	-	-	-	-	-	56%	67%	79%	70%	76%	73%
	2021	69%	58%	71%	64%	71%	83%	*	100%	*	-	56%	100%	73%	61%	70%	60%
At Masters Grade Level	2022	42%	33%	49%	*	49%	-	-	-	-	-	28%	44%	50%	39%	46%	40%
	2021	43%	29%	40%	36%	40%	51%	*	89%	*	-	23%	29%	42%	31%	39%	28%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	86%	85%	56%	85%	93%	*	100%	*	-	55%	*	85%	77%	84%	80%
	2021	95%	91%	91%	92%	91%	89%	-	100%	*	*	68%	71%	91%	83%	90%	88%
At Meets Grade Level or Above	2022	64%	39%	31%	16%	31%	53%	*	70%	*	-	4%	*	31%	21%	29%	21%
	2021	69%	48%	37%	40%	36%	50%	-	86%	*	*	11%	0%	37%	30%	35%	25%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	4%	4%	0%	4%	5%	*	40%	*	-	0%	*	4%	2%	3%	2%
	2021	14%	4%	3%	8%	2%	4%	-	29%	*	*	0%	0%	3%	0%	2%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	80%	71%	80%	85%	100%	100%	*	*	59%	68%	83%	77%	78%	77%
	2021	67%	59%	66%	63%	66%	70%	61%	84%	61%	81%	46%	52%	69%	63%	64%	61%
At Meets Grade Level or Above	2022	48%	45%	52%	42%	52%	52%	60%	82%	*	*	35%	37%	55%	48%	49%	47%
	2021	41%	32%	36%	33%	36%	41%	39%	64%	30%	53%	29%	24%	40%	32%	34%	31%
At Masters Grade Level	2022	23%	21%	26%	20%	26%	19%	20%	59%	*	*	17%	16%	27%	24%	24%	22%
	2021	18%	12%	14%	14%	14%	18%	18%	40%	12%	26%	13%	9%	15%	13%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	82%	75%	82%	74%	*	100%	*	*	56%	70%	85%	78%	80%	78%
	2021	68%	63%	71%	66%	71%	72%	56%	83%	61%	88%	43%	55%	74%	67%	69%	65%
At Meets Grade Level or Above	2022	53%	50%	59%	54%	59%	47%	*	83%	*	*	36%	41%	63%	54%	56%	53%
	2021	45%	38%	44%	40%	43%	48%	32%	68%	44%	59%	29%	26%	48%	38%	41%	37%
At Masters Grade Level	2022	25%	22%	30%	28%	30%	37%	*	67%	*	*	16%	20%	31%	30%	28%	25%
	2021	18%	13%	17%	17%	17%	21%	16%	41%	19%	32%	12%	10%	18%	16%	16%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	76%	67%	76%	86%	*	100%	*	*	60%	66%	77%	74%	74%	74%
	2021	66%	53%	61%	56%	60%	66%	57%	83%	53%	72%	47%	49%	62%	60%	59%	57%
At Meets Grade Level or Above	2022	42%	40%	43%	31%	43%	48%	*	80%	*	*	32%	33%	44%	42%	40%	40%
	2021	37%	24%	29%	26%	28%	34%	29%	63%	18%	44%	28%	22%	29%	29%	27%	25%
At Masters Grade Level	2022	20%	19%	21%	13%	21%	8%	*	53%	*	*	18%	11%	21%	21%	19%	19%
	2021	18%	9%	12%	12%	11%	14%	19%	39%	6%	21%	14%	9%	11%	12%	11%	10%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	85%	100%	85%	100%	*	*	-	*	65%	74%	87%	83%	84%	83%
	2021	71%	63%	73%	71%	73%	78%	83%	90%	89%	94%	56%	68%	76%	70%	72%	68%
At Meets Grade Level or Above	2022	47%	44%	55%	71%	55%	73%	*	*	-	*	36%	44%	57%	54%	53%	50%
	2021	44%	33%	40%	38%	39%	49%	83%	70%	22%	68%	32%	35%	42%	37%	38%	33%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	17%	24%	29%	24%	33%	*	*	-	*	17%	18%	26%	21%	22%	19%
	2021	20%	11%	14%	13%	13%	21%	33%	51%	11%	35%	14%	10%	15%	13%	12%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	79%	*	79%	*	*	-	-	-	59%	64%	88%	71%	78%	76%
	2021	73%	67%	67%	71%	66%	74%	86%	91%	*	76%	53%	63%	75%	56%	65%	59%
At Meets Grade Level or Above	2022	50%	45%	50%	*	50%	*	*	-	-	-	36%	27%	63%	36%	48%	44%
	2021	49%	41%	38%	37%	37%	46%	71%	68%	*	43%	35%	40%	50%	24%	37%	30%
At Masters Grade Level	2022	30%	24%	30%	*	31%	*	*	-	-	-	21%	16%	39%	21%	28%	24%
	2021	29%	20%	20%	20%	19%	25%	29%	45%	*	19%	16%	21%	27%	11%	19%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	33%	33%	*	33%	*	-	*	-	-	29%	25%	36%	28%	30%	28%
	2021	24%	13%	15%	13%	14%	23%	*	38%	40%	21%	22%	3%	16%	14%	13%	11%
Reading and Mathematics Including EOC	2022	36%	33%	33%	*	33%	*	-	*	-	-	29%	25%	36%	28%	30%	28%
	2021	24%	13%	15%	13%	14%	23%	*	38%	40%	21%	22%	3%	16%	14%	13%	11%
Reading Including EOC	2022	51%	49%	51%	*	51%	*	-	*	-	-	35%	40%	54%	44%	48%	45%
	2021	38%	27%	31%	28%	31%	39%	*	47%	80%	45%	27%	14%	33%	27%	28%	24%
Math Including EOC	2022	43%	41%	39%	*	39%	*	-	*	-	-	34%	29%	42%	34%	36%	35%
	2021	31%	17%	19%	16%	18%	26%	*	41%	40%	31%	27%	9%	19%	18%	16%	15%
4th Graders																	
Reading and Mathematics	2022	36%	35%	32%	*	32%	*	-	*	-	-	29%	20%	35%	27%	29%	28%
	2021	26%	16%	20%	20%	19%	24%	*	53%	*	50%	24%	17%	21%	17%	17%	15%
Reading and Mathematics Including EOC	2022	36%	35%	32%	*	32%	*	-	*	-	-	29%	20%	35%	27%	29%	28%
	2021	26%	16%	20%	20%	19%	24%	*	53%	*	50%	24%	17%	21%	17%	17%	15%
Reading Including EOC	2022	54%	52%	56%	*	56%	*	-	*	-	-	41%	40%	61%	48%	53%	51%
	2021	36%	28%	33%	40%	32%	36%	*	61%	*	63%	27%	25%	36%	27%	29%	26%
Math Including EOC	2022	43%	43%	37%	*	37%	*	-	*	-	-	34%	27%	40%	32%	34%	33%
	2021	36%	21%	25%	27%	24%	32%	*	58%	*	44%	28%	25%	28%	21%	23%	21%
5th Graders																	
Reading and Mathematics	2022	41%	41%	43%	-	43%	-	-	-	-	-	30%	26%	46%	37%	40%	41%
	2021	34%	23%	27%	23%	26%	36%	*	63%	0%	*	22%	21%	28%	26%	24%	24%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	41%	43%	-	43%	-	-	-	-	-	30%	26%	46%	37%	40%	41%
	2021	34%	23%	27%	23%	26%	36%	*	63%	0%	*	22%	21%	28%	26%	24%	24%
Reading Including EOC	2022	58%	57%	63%	-	63%	-	-	-	-	-	40%	41%	66%	57%	60%	59%
	2021	46%	39%	44%	41%	44%	52%	*	74%	40%	*	26%	31%	47%	41%	42%	39%
Math Including EOC	2022	48%	49%	50%	-	50%	-	-	-	-	-	36%	42%	53%	45%	47%	50%
	2021	44%	30%	35%	30%	35%	42%	*	63%	20%	*	29%	26%	36%	34%	32%	32%
6th Graders																	
Reading and Mathematics	2022	31%	26%	34%	27%	34%	*	-	*	*	-	26%	25%	34%	33%	30%	29%
	2021	24%	14%	21%	23%	20%	25%	20%	66%	0%	33%	22%	20%	20%	22%	19%	17%
Reading and Mathematics Including EOC	2022	31%	26%	34%	27%	34%	*	-	*	*	-	26%	25%	34%	33%	30%	29%
	2021	24%	14%	21%	23%	20%	25%	20%	66%	0%	33%	22%	20%	20%	22%	19%	17%
Reading Including EOC	2022	43%	40%	48%	43%	48%	*	-	*	*	-	30%	38%	51%	47%	45%	42%
	2021	32%	25%	31%	33%	30%	37%	20%	70%	33%	33%	23%	26%	32%	30%	29%	25%
Math Including EOC	2022	40%	33%	43%	33%	43%	*	-	*	*	-	33%	36%	43%	43%	40%	39%
	2021	36%	21%	32%	33%	31%	38%	40%	77%	0%	50%	28%	34%	29%	34%	30%	29%
7th Graders																	
Reading and Mathematics	2022	32%	28%	38%	41%	38%	*	-	-	-	-	25%	25%	39%	38%	36%	36%
	2021	26%	17%	25%	21%	24%	33%	*	55%	20%	50%	20%	11%	26%	24%	23%	21%
Reading and Mathematics Including EOC	2022	33%	29%	38%	41%	39%	*	-	-	-	-	25%	25%	40%	38%	37%	37%
	2021	27%	18%	25%	21%	24%	33%	*	55%	20%	53%	20%	11%	26%	24%	23%	21%
Reading Including EOC	2022	56%	54%	63%	79%	63%	*	-	-	-	-	36%	43%	66%	62%	61%	57%
	2021	45%	39%	48%	47%	47%	56%	*	68%	40%	55%	27%	24%	53%	45%	45%	40%
Math Including EOC	2022	37%	33%	43%	41%	43%	*	-	-	-	-	29%	35%	43%	43%	41%	43%
	2021	32%	21%	29%	22%	28%	36%	*	61%	20%	68%	23%	14%	29%	28%	27%	26%
8th Graders																	
Reading and Mathematics	2022	27%	30%	96%	-	96%	*	-	-	-	-	99%	-	100%	95%	96%	94%
	2021	21%	11%	83%	*	80%	100%	-	*	-	-	98%	-	94%	80%	81%	93%
Reading and Mathematics Including EOC	2022	41%	41%	49%	*	49%	*	*	-	-	-	28%	28%	59%	44%	47%	43%
	2021	33%	22%	25%	28%	24%	26%	*	63%	*	29%	30%	28%	25%	25%	24%	22%
Reading Including EOC	2022	58%	58%	66%	*	66%	*	*	-	-	-	38%	46%	73%	62%	64%	60%
	2021	47%	41%	50%	52%	49%	56%	*	74%	*	79%	35%	39%	56%	47%	48%	44%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	50%	58%	*	58%	*	*	-	-	-	35%	36%	67%	53%	56%	54%
	2021	43%	28%	29%	27%	29%	32%	*	69%	*	25%	32%	32%	29%	29%	28%	28%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	36%	31%	36%	38%	-	80%	*	-	30%	24%	38%	34%	33%	32%
	2021	26%	16%	22%	20%	21%	28%	19%	55%	13%	37%	25%	14%	22%	22%	20%	18%
Reading and Mathematics Including EOC	2022	36%	34%	38%	30%	38%	40%	*	80%	*	-	27%	25%	40%	35%	35%	34%
	2021	28%	18%	22%	21%	21%	28%	26%	56%	16%	36%	23%	15%	22%	22%	20%	18%
Reading Including EOC	2022	53%	52%	57%	54%	57%	50%	*	80%	*	-	36%	41%	61%	54%	55%	52%
	2021	41%	33%	39%	38%	39%	45%	37%	66%	45%	58%	27%	25%	41%	37%	37%	33%
Math Including EOC	2022	43%	41%	45%	35%	45%	50%	*	100%	*	-	33%	34%	46%	43%	42%	42%
	2021	37%	23%	28%	26%	28%	34%	30%	62%	19%	43%	28%	23%	27%	29%	26%	25%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	85	86	*	86	*	-	*	-	-	76	87	87	84	86	87
	2019	61	66	64	63	64	69	-	81	*	58	57	64	64	66	64	64
Grade 4 Mathematics	2022	74	86	83	*	83	*	-	*	-	-	75	78	85	81	83	85
	2019	65	65	63	74	62	72	-	85	*	50	63	75	62	66	62	60
Grade 5 ELA/Reading	2022	87	91	93	-	93	-	-	-	-	-	84	89	93	93	93	94
	2019	81	80	82	88	81	89	-	81	*	94	80	90	81	83	81	80
Grade 5 Mathematics	2022	79	91	91	-	91	-	-	-	-	-	89	85	91	92	92	94
	2019	83	85	86	80	86	83	-	92	*	78	81	89	86	85	86	86
Grade 6 ELA/Reading	2022	61	66	76	83	76	*	-	*	*	-	76	82	71	79	75	75
	2019	42	37	51	61	51	53	*	73	*	65	46	51	51	52	50	47
Grade 6 Mathematics	2022	61	70	78	83	78	*	-	*	*	-	77	76	74	80	77	76
	2019	54	44	58	64	57	63	*	89	*	58	50	51	56	59	56	53
Grade 7 ELA/Reading	2022	88	91	94	93	94	*	-	-	-	-	84	85	95	93	93	94
	2019	77	78	79	81	79	80	*	89	*	100	75	89	78	80	79	78
Grade 7 Mathematics	2022	60	72	78	73	78	*	-	-	-	-	69	65	81	77	78	79
	2019	62	65	67	68	66	71	*	93	*	92	56	65	66	67	66	67
Grade 8 ELA/Reading	2022	83	88	90	*	90	*	*	-	-	-	84	84	91	89	90	90
	2019	77	78	79	78	79	75	*	75	*	89	74	65	79	79	79	79
Grade 8 Mathematics	2022	74	86	90	-	90	*	-	-	-	-	90	-	92	89	88	87
	2019	82	88	90	*	89	*	-	-	-	-	90	-	100	89	90	100
End of Course English II	2022	71	74	85	-	85	-	-	-	-	-	85	80	85	86	86	85
	2019	69	67	76	83	76	77	*	75	60	*	72	90	75	77	75	74
End of Course Algebra I	2022	67	75	75	*	75	*	*	-	-	-	51	60	83	69	74	74
	2019	75	79	79	77	79	77	*	95	*	83	57	80	82	76	78	76
All Grades Both Subjects	2022	74	81	84	81	84	78	*	83	*	-	77	79	85	83	84	84
	2019	69	69	70	72	70	71	88	84	71	73	62	69	71	69	69	68
All Grades ELA/Reading	2022	78	82	87	85	87	88	*	*	*	-	81	85	87	87	87	87
	2019	68	68	70	72	70	70	86	79	67	77	65	70	71	70	70	69
All Grades Mathematics	2022	69	80	80	78	80	69	*	*	*	-	72	73	83	78	80	81
	2019	70	70	69	72	69	71	92	90	79	68	60	68	70	68	68	67

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	80%	76%	65%	100%	-	20%	76%	80%	75%	79%	80%	86%	82%	76%	96%
	2021	67%	59%	66%	52%	50%	*	*	-	52%	60%	56%	64%	59%	71%	70%	58%	91%
At Meets Grade Level or Above	2022	48%	45%	52%	46%	36%	60%	-	20%	47%	47%	43%	45%	48%	59%	56%	45%	76%
	2021	41%	32%	36%	23%	21%	*	*	-	23%	29%	23%	30%	28%	39%	41%	27%	65%
At Masters Grade Level	2022	23%	21%	26%	22%	15%	20%	-	0%	23%	20%	17%	20%	20%	29%	30%	20%	43%
	2021	18%	12%	14%	9%	7%	*	*	-	9%	9%	7%	10%	9%	16%	17%	9%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	82%	79%	67%	*	-	*	80%	81%	74%	80%	81%	87%	85%	78%	97%
	2021	68%	63%	71%	59%	54%	*	*	-	59%	63%	61%	67%	63%	75%	75%	62%	94%
At Meets Grade Level or Above	2022	53%	50%	59%	52%	42%	*	-	*	53%	53%	50%	50%	55%	68%	64%	51%	89%
	2021	45%	38%	44%	28%	24%	*	*	-	28%	34%	30%	34%	35%	45%	49%	33%	79%
At Masters Grade Level	2022	25%	22%	30%	27%	19%	*	-	*	27%	22%	21%	23%	22%	34%	35%	23%	54%
	2021	18%	13%	17%	12%	10%	*	*	-	12%	10%	10%	11%	10%	18%	21%	11%	32%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	76%	71%	58%	*	-	*	72%	77%	72%	79%	77%	83%	77%	73%	94%
	2021	66%	53%	61%	48%	49%	*	*	-	48%	58%	54%	65%	56%	66%	64%	54%	87%
At Meets Grade Level or Above	2022	42%	40%	43%	40%	29%	*	-	*	40%	40%	36%	42%	40%	47%	45%	39%	63%
	2021	37%	24%	29%	21%	21%	*	*	-	21%	24%	19%	32%	23%	33%	31%	23%	51%
At Masters Grade Level	2022	20%	19%	21%	18%	11%	*	-	*	18%	19%	16%	20%	19%	24%	23%	18%	32%
	2021	18%	9%	12%	8%	6%	*	*	-	8%	9%	6%	12%	8%	15%	13%	9%	21%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	85%	79%	72%	-	-	-	79%	88%	92%	84%	89%	92%	87%	82%	96%
	2021	71%	63%	73%	56%	65%	-	*	-	56%	69%	76%	63%	70%	74%	78%	65%	94%
At Meets Grade Level or Above	2022	47%	44%	55%	49%	39%	-	-	-	49%	52%	52%	45%	53%	67%	60%	48%	69%
	2021	44%	33%	40%	21%	30%	-	*	-	21%	33%	24%	27%	34%	42%	46%	29%	63%
At Masters Grade Level	2022	21%	17%	24%	22%	13%	-	-	-	23%	17%	14%	15%	17%	26%	28%	18%	34%
	2021	20%	11%	14%	5%	8%	-	*	-	5%	9%	5%	8%	9%	16%	17%	8%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	79%	80%	80%	-	-	-	-	74%	64%	70%	75%	87%	83%	72%	97%
	2021	73%	67%	67%	38%	33%	-	*	-	-	52%	37%	60%	50%	72%	73%	53%	85%
At Meets Grade Level or Above	2022	50%	45%	50%	35%	35%	-	-	-	-	40%	22%	39%	41%	51%	55%	38%	81%
	2021	49%	41%	38%	19%	13%	-	*	-	-	22%	11%	27%	21%	35%	44%	23%	58%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	24%	30%	20%	20%	-	-	-	-	21%	7%	19%	22%	31%	36%	19%	54%
	2021	29%	20%	20%	6%	7%	-	*	-	-	8%	5%	8%	8%	17%	25%	8%	31%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	81%	84%	89%	83%	*	-	*	89%	83%	76%	84%	83%	85%	84%	84%	90%
	2019	69%	69%	70%	71%	71%	-	-	-		63%	63%	*		70%		66%	
All Grades ELA/Reading	2022	78%	82%	87%	90%	86%	*	-	-	90%	87%	84%	87%	87%	87%	87%	87%	91%
	2019	68%	68%	70%	71%	71%	-	-	-		66%	66%	*		70%		68%	
All Grades Mathematics	2022	69%	80%	80%	88%	82%	*	-	*	88%	78%	68%	80%	77%	84%	80%	80%	89%
	2019	70%	70%	69%	71%	71%	-	-	-		61%	61%	*		71%		65%	

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	100%	98%	100%	100%	*	75%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	96%	80%	96%	55%	56%	76%	*	50%	97%	95%	97%	94%	96%	94%
Not Included in Accountability: Mobile	5%	4%	1%	19%	1%	43%	44%	24%	*	25%	1%	4%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	0%	0%	0%	*	0%	1%	1%	2%	3%	3%	5%
Not Tested	1%	1%	0%	1%	0%	3%	0%	0%	*	25%	1%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	1%	0%	3%	0%	0%	*	25%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	95%	81%	95%	39%	*	67%	*	*	96%	94%	95%	94%	95%	91%
Not Included in Accountability: Mobile	5%	4%	1%	19%	1%	61%	*	33%	*	*	1%	4%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	2%	4%	4%	0%	4%	0%	*	0%	*	*	3%	1%	4%	3%	4%	8%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	98%	99%	96%	*	100%	*	*	99%	99%	99%	100%	99%	99%
Included in Accountability	93%	93%	97%	82%	97%	63%	*	88%	*	*	98%	94%	98%	95%	97%	96%
Not Included in Accountability: Mobile	5%	4%	2%	16%	1%	34%	*	12%	*	*	1%	5%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	1%	2%	1%	4%	*	0%	*	*	1%	1%	1%	0%	1%	1%
Absent	1%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	2%	0%	4%	*	0%	*	*	0%	1%	1%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	96%	*	*	-	*	99%	100%	99%	100%	99%	99%
Included in Accountability	93%	94%	97%	58%	97%	65%	*	*	-	*	98%	98%	98%	95%	97%	95%
Not Included in Accountability: Mobile	4%	4%	1%	42%	1%	30%	*	*	-	*	1%	2%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	*	0%	0%	0%	3%	2%	3%
Not Tested	2%	2%	1%	0%	1%	4%	*	*	-	*	1%	0%	1%	0%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	4%	*	*	-	*	1%	0%	1%	0%	1%	0%
Social Studies																
Assessment Participant	98%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	98%	60%	98%	50%	*	*	-	-	99%	99%	99%	96%	98%	97%
Not Included in Accountability: Mobile	4%	3%	1%	40%	1%	50%	*	*	-	-	1%	1%	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	-	0%	0%	0%	2%	1%	2%
Not Tested	2%	1%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	89%	89%	89%	91%	*	100%	*	*	82%	*	89%	93%	90%	88%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	85%	80%	85%	84%	80%	89%	90%	79%	81%	81%	85%	84%	85%	89%
Included in Accountability	83%	69%	81%	78%	81%	79%	71%	87%	86%	79%	78%	78%	83%	79%	81%	81%
Not Included in Accountability: Mobile	3%	2%	0%	1%	0%	1%	4%	0%	2%	1%	0%	0%	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	1%	3%	4%	0%	4%	4%	4%	2%	2%	0%	3%	3%	2%	5%	4%	8%
Not Tested	12%	26%	15%	20%	15%	16%	20%	11%	10%	21%	19%	19%	15%	16%	15%	11%
Absent	2%	1%	3%	8%	3%	5%	8%	3%	5%	10%	3%	5%	2%	4%	3%	2%
Other	10%	25%	12%	12%	12%	11%	13%	9%	6%	11%	15%	14%	12%	12%	12%	9%
Reading																
Assessment Participant	89%	76%	86%	79%	86%	84%	79%	89%	93%	79%	83%	82%	86%	85%	86%	91%
Included in Accountability	83%	69%	78%	78%	78%	78%	64%	86%	86%	79%	76%	76%	80%	77%	79%	77%
Not Included in Accountability: Mobile	3%	2%	0%	1%	0%	1%	5%	0%	2%	1%	0%	0%	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	3%	6%	7%	0%	7%	6%	10%	2%	5%	0%	7%	6%	6%	8%	7%	14%
Not Tested	11%	24%	14%	21%	14%	16%	21%	11%	7%	21%	17%	18%	14%	15%	14%	9%
Absent	2%	1%	3%	9%	2%	6%	8%	3%	5%	13%	4%	4%	2%	4%	3%	1%
Other	10%	22%	11%	11%	12%	10%	13%	8%	2%	8%	13%	14%	12%	11%	11%	8%
Mathematics																
Assessment Participant	88%	71%	83%	79%	83%	81%	74%	87%	88%	77%	79%	78%	82%	83%	83%	87%
Included in Accountability	84%	69%	81%	77%	81%	77%	68%	85%	85%	76%	78%	77%	82%	79%	81%	83%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	2%	0%	1%	0%	1%	6%	0%	3%	1%	0%	0%	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	2%	3%	0%	1%	0%	0%	1%	1%	0%	3%	2%	4%
Not Tested	12%	29%	17%	21%	17%	19%	26%	13%	13%	23%	21%	22%	18%	17%	17%	13%
Absent	2%	1%	4%	9%	3%	7%	13%	4%	8%	9%	4%	7%	3%	5%	4%	3%
Other	10%	27%	13%	12%	14%	12%	13%	9%	5%	14%	17%	15%	15%	12%	13%	11%
Science																
Assessment Participant	87%	72%	87%	83%	87%	87%	86%	92%	90%	84%	84%	86%	87%	87%	87%	90%
Included in Accountability	84%	70%	85%	83%	85%	81%	86%	91%	90%	84%	83%	86%	86%	83%	85%	86%
Not Included in Accountability: Mobile	3%	1%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	2%	5%	0%	0%	0%	0%	0%	0%	0%	3%	2%	4%
Not Tested	13%	28%	13%	17%	13%	13%	14%	8%	10%	16%	16%	14%	13%	13%	13%	10%
Absent	2%	1%	2%	6%	2%	5%	0%	0%	0%	5%	2%	5%	1%	3%	2%	2%
Other	10%	26%	11%	11%	11%	9%	14%	8%	10%	11%	15%	9%	12%	10%	11%	9%
Social Studies																
Assessment Participant	87%	75%	89%	82%	90%	91%	100%	94%	*	81%	80%	86%	94%	85%	89%	92%
Included in Accountability	84%	74%	88%	79%	88%	88%	100%	94%	*	81%	79%	86%	94%	82%	88%	89%
Not Included in Accountability: Mobile	3%	1%	0%	2%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	1%	3%	0%	0%	*	0%	1%	0%	0%	2%	1%	2%
Not Tested	13%	25%	11%	18%	10%	9%	0%	6%	*	19%	20%	14%	6%	15%	11%	8%
Absent	3%	2%	3%	9%	3%	4%	0%	2%	*	15%	3%	4%	2%	4%	3%	2%
Other	10%	23%	8%	9%	8%	5%	0%	4%	*	4%	17%	11%	4%	11%	8%	6%
Accelerated Testers																
SAT/ACT Participant	85%	67%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.4%	98.6%	98.5%	98.6%	98.6%	98.0%	99.5%	98.5%	99.1%	98.2%	98.5%	98.6%
2019-20	98.3%	98.3%	99.0%	98.6%	99.1%	98.8%	98.8%	99.6%	99.0%	98.6%	98.6%	99.0%	99.2%
Chronic Absenteeism													
2020-21	15.0%	11.1%	3.9%	4.2%	3.8%	4.1%	5.6%	1.5%	6.0%	2.2%	4.8%	4.0%	3.7%
2019-20	6.7%	6.9%	1.8%	4.5%	1.6%	2.7%	9.1%	0.6%	0.0%	4.4%	3.3%	1.8%	1.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	0.6%	1.6%	0.6%	0.5%	7.1%	0.0%	0.0%	1.6%	1.3%	0.7%	0.4%
2019-20	0.5%	0.1%	0.1%	1.1%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.0%	0.6%	0.7%	0.6%	1.3%	0.0%	0.0%	0.0%	5.3%	1.0%	0.6%	0.6%
2019-20	1.6%	0.9%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	98.6%	93.5%	98.7%	100.0%	*	100.0%	*	*	95.7%	98.6%	99.0%
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	3.9%	3.3%	0.9%	6.5%	0.8%	0.0%	*	0.0%	*	*	1.4%	1.0%	0.7%
Dropped Out	5.8%	4.5%	0.5%	0.0%	0.5%	0.0%	*	0.0%	*	*	2.9%	0.4%	0.3%
Graduates and TxCHSE	90.3%	92.2%	98.6%	93.5%	98.7%	100.0%	*	100.0%	*	*	95.7%	98.6%	99.0%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	99.5%	100.0%	99.5%	100.0%	*	100.0%	*	*	97.1%	99.6%	99.7%
Class of 2020													
Graduated	90.3%	92.1%	98.9%	100.0%	98.8%	100.0%	*	100.0%	*	*	94.2%	98.9%	99.1%
Received TxCHSE	0.4%	0.2%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.0%
Continued HS	3.9%	3.4%	1.0%	0.0%	1.0%	0.0%	*	0.0%	*	*	5.8%	0.9%	0.9%
Dropped Out	5.4%	4.3%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.0%
Graduates and TxCHSE	90.7%	92.3%	99.0%	100.0%	98.9%	100.0%	*	100.0%	*	*	94.2%	99.0%	99.1%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	99.9%	100.0%	99.9%	100.0%	*	100.0%	*	*	100.0%	99.9%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.8%	99.8%	100.0%	99.8%	100.0%	*	100.0%	*	*	100.0%	99.8%	100.0%
Received TxCHSE	0.5%	0.2%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.9%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.0%
Graduates and TxCHSE	92.7%	94.0%	99.9%	100.0%	99.9%	100.0%	*	100.0%	*	*	100.0%	99.9%	100.0%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.1%	99.9%	100.0%	99.9%	100.0%	*	100.0%	*	*	100.0%	99.9%	100.0%
Class of 2019													
Graduated	92.0%	92.7%	99.8%	100.0%	99.8%	100.0%	*	100.0%	-	*	98.3%	99.8%	99.3%
Received TxCHSE	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	1.6%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	*	0.0%	0.1%	0.0%
Dropped Out	6.1%	5.6%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	*	1.7%	0.1%	0.7%
Graduates and TxCHSE	92.6%	92.9%	99.8%	100.0%	99.8%	100.0%	*	100.0%	-	*	98.3%	99.8%	99.3%
Graduates, TxCHSE, and Continuers	93.9%	94.4%	99.9%	100.0%	99.9%	100.0%	*	100.0%	-	*	98.3%	99.9%	99.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.3%	99.9%	100.0%	99.9%	100.0%	*	100.0%	-	*	98.3%	99.9%	99.3%
Received TxCHSE	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.7%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	*	1.7%	0.1%	0.7%
Graduates and TxCHSE	93.2%	93.5%	99.9%	100.0%	99.9%	100.0%	*	100.0%	-	*	98.3%	99.9%	99.3%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	99.9%	100.0%	99.9%	100.0%	*	100.0%	-	*	98.3%	99.9%	99.3%
Class of 2018													
Graduated	92.6%	93.6%	99.6%	*	99.6%	100.0%	*	100.0%	-	*	100.0%	99.7%	100.0%
Received TxCHSE	0.7%	0.4%	0.2%	*	0.2%	0.0%	*	0.0%	-	*	0.0%	0.1%	0.0%
Continued HS	0.6%	0.9%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	5.1%	0.1%	*	0.1%	0.0%	*	0.0%	-	*	0.0%	0.1%	0.0%
Graduates and TxCHSE	93.3%	94.0%	99.9%	*	99.9%	100.0%	*	100.0%	-	*	100.0%	99.9%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	99.9%	*	99.9%	100.0%	*	100.0%	-	*	100.0%	99.9%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	97.7%	93.5%	97.9%	93.1%	*	100.0%	*	*	80.7%	97.7%	98.7%
Class of 2020	90.3%	92.1%	98.5%	100.0%	98.5%	100.0%	*	100.0%	*	*	87.5%	98.5%	99.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	71.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	1.5%	3.3%	6.9%	3.3%	0.0%	*	0.0%	*	*	0.0%	3.2%	3.7%
Class of 2020	4.3%	3.7%	8.9%	0.0%	9.2%	3.6%	*	0.0%	*	*	4.1%	9.8%	11.1%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	92.2%	95.9%	89.7%	95.9%	100.0%	*	100.0%	*	*	95.5%	96.0%	95.2%
Class of 2020	83.5%	90.7%	88.5%	100.0%	88.4%	89.3%	*	100.0%	*	*	85.7%	87.8%	86.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	93.6%	99.2%	96.6%	99.2%	100.0%	*	100.0%	*	*	95.5%	99.2%	99.0%
Class of 2020	87.8%	94.4%	97.4%	100.0%	97.6%	92.9%	*	100.0%	*	*	89.8%	97.5%	97.2%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	29.9%	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	1.5%	3.5%	6.9%	3.5%	0.0%	*	0.0%	*	*	1.4%	3.3%	3.7%
2019-20	4.4%	3.8%	9.1%	18.2%	9.1%	6.9%	*	0.0%	*	*	3.5%	9.7%	11.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	91.0%	95.7%	89.7%	95.7%	100.0%	*	100.0%	*	*	92.9%	95.9%	95.3%
2019-20	81.8%	89.6%	87.9%	81.8%	87.9%	86.2%	*	100.0%	*	*	77.2%	87.3%	85.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	92.3%	99.1%	96.6%	99.2%	100.0%	*	100.0%	*	*	94.3%	99.2%	99.0%
2019-20	85.8%	93.0%	96.9%	100.0%	97.0%	93.1%	*	100.0%	*	*	79.7%	97.0%	96.8%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	1,405	100.0%	358,842	100.0%
By Ethnicity:				
African American	29	2.1%	44,018	12.3%
Hispanic	1,338	95.2%	183,306	51.1%
White	26	1.9%	103,898	29.0%
American Indian	1	0.1%	1,195	0.3%
Asian	7	0.5%	18,030	5.0%
Pacific Islander	1	0.1%	553	0.2%
Two or More Races	3	0.2%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	12	0.9%	56,281	15.7%
Foundation H.S. Program (Endorsement)	49	3.5%	13,582	3.8%
Foundation H.S. Program (DLA)	1,344	95.7%	287,316	80.1%
Special Education Graduates	70	5.0%	31,028	8.6%
Economically Disadvantaged Graduates	1,235	87.9%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	296	21.1%	32,809	9.1%
At-Risk Graduates	683	48.6%	155,884	43.4%
CTE Completers	75	5.3%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	80.5%	94.4%	79.3%	94.7%	96.2%	*	100.0%	*	*	97.1%	94.2%	93.6%
2019-20	63.0%	75.9%	98.5%	100.0%	98.5%	100.0%	*	100.0%	*	*	94.9%	98.5%	98.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	60.2%	92.6%	72.4%	93.0%	92.3%	*	100.0%	*	*	61.4%	92.5%	91.9%
2019-20	53.4%	60.9%	96.9%	100.0%	96.8%	100.0%	*	100.0%	*	*	64.4%	96.8%	95.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.0%	85.8%	75.9%	85.9%	92.3%	*	100.0%	*	*	55.7%	85.2%	73.3%
2019-20	59.7%	60.8%	94.8%	100.0%	94.7%	96.6%	*	85.7%	*	*	66.1%	94.4%	88.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	51.2%	88.0%	69.0%	88.3%	92.3%	*	100.0%	*	*	54.3%	87.6%	81.8%
2019-20	47.9%	53.0%	95.4%	90.9%	95.4%	96.6%	*	100.0%	*	*	67.8%	95.0%	92.2%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	45.0%	83.5%	65.5%	83.6%	92.3%	*	100.0%	*	*	52.9%	82.8%	71.6%
2019-20	43.2%	47.2%	93.3%	90.9%	93.3%	93.1%	*	85.7%	*	*	62.7%	92.9%	87.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	23.2%	75.7%	37.9%	76.6%	69.2%	*	71.4%	*	*	30.0%	75.8%	80.1%
2019-20	21.1%	23.4%	81.3%	54.5%	82.0%	69.0%	*	85.7%	*	*	33.9%	82.2%	84.9%
Associate Degree (Annual Graduates)													
2020-21	2.6%	6.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	2.1%	5.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	35.1%	1.6%	0.0%	1.7%	0.0%	*	0.0%	*	*	0.0%	1.5%	0.3%
2019-20	24.6%	33.3%	0.4%	0.0%	0.5%	0.0%	*	0.0%	*	*	0.0%	0.5%	0.5%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.3%	0.4%	0.0%	0.4%	0.0%	*	0.0%	*	*	0.0%	0.2%	0.0%
2019-20	4.0%	2.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	43.1%	4.9%	6.9%	4.9%	3.8%	*	0.0%	*	*	95.7%	4.8%	7.1%
2019-20	18.7%	36.4%	4.5%	0.0%	4.6%	3.4%	*	0.0%	*	*	88.1%	4.8%	7.8%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.2%	0.0%
2019-20	13.2%	30.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	0.7%	2.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.5%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	*	2.9%	0.1%	0.0%
2019-20	2.4%	2.4%	0.6%	0.0%	0.6%	0.0%	*	0.0%	*	*	11.9%	0.6%	0.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.5%	4.7%	6.9%	4.7%	3.8%	*	0.0%	*	*	94.3%	4.6%	7.1%
2019-20	3.7%	4.4%	4.1%	0.0%	4.2%	3.4%	*	0.0%	*	*	79.7%	4.4%	7.3%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	44.6%	76.4%	62.1%	76.8%	76.9%	*	85.7%	*	*	54.3%	75.8%	70.6%
	2019-20	30.1%	46.1%	78.7%	90.9%	79.0%	69.0%	*	42.9%	*	*	61.0%	79.0%	80.7%
Mathematics	2020-21	19.4%	36.7%	79.6%	58.6%	80.3%	73.1%	*	100.0%	*	*	54.3%	79.7%	78.7%
	2019-20	21.2%	38.2%	82.6%	81.8%	83.1%	65.5%	*	57.1%	*	*	66.1%	83.2%	88.1%
Both Subjects	2020-21	14.4%	31.3%	72.4%	51.7%	73.0%	69.2%	*	85.7%	*	*	51.4%	71.8%	68.6%
	2019-20	16.4%	32.1%	75.4%	81.8%	75.9%	58.6%	*	42.9%	*	*	57.6%	75.7%	79.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	10.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2019-20	7.3%	10.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	13.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2019-20	9.7%	12.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	7.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2019-20	4.2%	7.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.0%	87.3%	96.0%	87.3%	82.4%	100.0%	88.2%	*	83.3%	52.2%	86.8%	85.8%
	2020	22.0%	23.7%	84.8%	95.1%	84.6%	81.3%	*	100.0%	80.0%	*	54.4%	85.2%	82.0%
English Language Arts	2021	12.1%	13.9%	79.4%	96.0%	79.0%	78.0%	100.0%	88.2%	*	83.3%	41.2%	78.6%	76.6%
	2020	12.7%	13.9%	80.0%	90.2%	79.8%	76.6%	*	100.0%	80.0%	*	47.3%	80.2%	76.1%
Mathematics	2021	6.1%	5.4%	38.8%	46.7%	38.7%	31.9%	20.0%	52.9%	*	50.0%	18.0%	37.6%	31.4%
	2020	6.4%	5.4%	41.1%	31.7%	41.1%	42.2%	*	85.7%	0.0%	*	16.0%	40.0%	31.3%
Science	2021	8.7%	8.7%	55.4%	46.7%	55.6%	52.7%	40.0%	82.4%	*	50.0%	27.5%	54.9%	54.2%
	2020	9.4%	8.6%	47.7%	53.7%	47.5%	48.4%	*	64.3%	20.0%	*	22.5%	47.1%	42.2%
Social Studies	2021	11.6%	14.1%	82.6%	93.3%	82.4%	79.1%	100.0%	82.4%	*	83.3%	44.7%	82.0%	80.1%
	2020	12.4%	15.0%	81.1%	95.1%	80.8%	78.1%	*	100.0%	80.0%	*	48.5%	81.5%	77.6%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	29.6%	34.0%	13.9%	34.2%	41.3%	40.0%	46.7%	*	80.0%	12.8%	32.9%	28.7%
	2020	59.0%	44.6%	55.1%	35.9%	55.1%	61.5%	*	80.0%	*	*	27.2%	54.4%	47.4%
English Language Arts	2021	42.7%	15.3%	15.4%	6.9%	15.2%	28.2%	20.0%	33.3%	*	0.0%	1.9%	14.4%	6.1%
	2020	50.1%	28.5%	26.4%	29.7%	26.1%	38.8%	*	40.0%	*	*	6.3%	25.3%	13.7%
Mathematics	2021	49.4%	20.1%	13.1%	5.7%	13.2%	13.8%	*	22.2%	*	*	0.0%	12.7%	7.2%
	2020	56.5%	29.6%	22.8%	23.1%	22.5%	25.9%	*	33.3%	-	*	14.8%	21.7%	16.4%
Science	2021	41.4%	13.0%	11.8%	11.4%	11.7%	14.6%	*	28.6%	*	*	1.4%	10.6%	3.3%
	2020	47.6%	22.6%	20.0%	18.2%	19.9%	25.8%	*	33.3%	*	*	2.6%	18.2%	7.5%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	13.2%	12.5%	4.3%	12.5%	18.1%	0.0%	28.6%	*	0.0%	0.9%	11.7%	4.3%
	2020	52.3%	24.5%	24.5%	17.9%	24.1%	34.0%	*	60.0%	*	*	3.7%	22.5%	9.8%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	47.9%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	100.0%	100.0%	100.0%
	2019-20	76.7%	76.2%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	96.6%	100.0%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	20.8%	24.7%	21.9%	24.3%	33.3%	*	66.7%	*	*	0.0%	23.2%	8.3%
	2019-20	35.7%	20.9%	31.7%	25.0%	31.7%	43.6%	*	50.0%	*	*	7.0%	31.0%	11.3%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	953	1000	*	996	*	-	-	*	*	*	977	829
	2019-20	1019	964	1034	953	1033	1107	-	1170	-	920	912	1027	927
English Language Arts and Writing	2020-21	504	483	510	*	507	*	-	-	*	*	*	496	406
	2019-20	513	489	522	493	520	574	-	570	-	470	432	517	453
Mathematics	2020-21	498	470	491	*	489	*	-	-	*	*	*	480	423
	2019-20	506	475	513	460	512	533	-	600	-	450	480	510	473
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	18.0	19.8	19.6	19.7	20.6	*	24.1	*	*	15.3	19.6	17.1
	2019-20	20.2	17.9	20.6	19.2	20.7	21.3	21.0	22.4	19.0	17.0	16.6	20.5	18.0
English Language Arts	2020-21	19.6	17.4	19.5	19.1	19.4	20.8	*	24.1	*	*	14.4	19.3	16.1
	2019-20	19.9	17.4	20.4	19.1	20.5	21.1	21.0	22.1	20.0	16.5	15.5	20.3	17.1
Mathematics	2020-21	19.9	18.0	19.4	19.1	19.4	19.9	*	24.4	*	*	15.8	19.3	17.6
	2019-20	20.1	17.9	20.2	18.2	20.2	20.7	20.0	22.4	16.0	17.0	17.2	20.1	18.5
Science	2020-21	20.3	18.5	20.2	20.5	20.2	20.5	*	24.0	*	*	16.5	20.0	18.1
	2019-20	20.5	18.4	20.9	20.3	20.9	21.5	21.0	22.5	19.0	16.0	17.5	20.8	18.8

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	54.0%	92.8%	92.4%	93.3%	81.3%	90.9%	97.9%	100.0%	84.2%	76.2%	92.8%	91.0%
	2019-20	46.3%	57.4%	93.6%	84.1%	93.9%	93.3%	87.5%	97.1%	75.0%	91.7%	75.9%	93.4%	92.0%
English Language Arts	2020-21	16.3%	23.2%	36.1%	37.2%	36.5%	24.3%	45.5%	36.2%	42.9%	27.8%	25.3%	36.2%	26.8%
	2019-20	18.2%	25.2%	34.6%	23.3%	35.0%	29.2%	25.0%	42.9%	50.0%	33.3%	23.6%	34.2%	26.6%
Mathematics	2020-21	19.3%	25.2%	35.6%	25.8%	36.4%	23.8%	45.5%	42.6%	57.1%	23.5%	23.1%	35.6%	26.0%
	2019-20	20.7%	26.8%	34.6%	18.5%	35.2%	27.0%	25.0%	48.6%	37.5%	33.3%	20.8%	34.2%	24.1%
Science	2020-21	20.6%	24.0%	30.7%	16.8%	31.4%	21.8%	27.3%	40.4%	50.0%	29.4%	17.9%	30.6%	23.5%
	2019-20	22.4%	25.7%	31.9%	12.6%	32.5%	25.5%	12.5%	42.9%	37.5%	25.0%	19.1%	31.8%	25.7%
Social Studies	2020-21	22.8%	30.7%	83.2%	83.1%	83.6%	74.8%	81.8%	83.0%	71.4%	77.8%	63.5%	83.1%	84.1%
	2019-20	24.6%	31.3%	91.9%	83.0%	92.2%	91.8%	87.5%	97.1%	75.0%	91.7%	70.0%	91.6%	89.4%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2019-20	58.5%	78.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.9%	79.2%	63.6%	79.6%	75.9%	*	71.4%	*	*	79.7%	78.3%	75.7%
	2018-19	52.6%	57.6%	81.5%	83.3%	81.5%	87.5%	*	69.2%	-	*	67.3%	81.3%	75.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	67,988	100.0%	5,402,928	100.0%	67,988	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	14,290	0.3%	0	0.0%	21,375	0.4%
Pre-Kindergarten	3,303	4.9%	222,767	4.1%	3,303	4.9%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	3,303	4.9%	188,798	3.5%	3,303	4.9%	189,474	3.5%
Kindergarten	6,793	10.0%	370,054	6.8%	6,793	10.0%	371,502	6.8%
Grade 1	7,044	10.4%	384,494	7.1%	7,044	10.4%	386,232	7.1%
Grade 2	6,897	10.1%	382,008	7.1%	6,897	10.1%	383,838	7.1%
Grade 3	6,076	8.9%	383,078	7.1%	6,076	8.9%	384,872	7.1%
Grade 4	5,048	7.4%	383,959	7.1%	5,048	7.4%	386,011	7.1%
Grade 5	4,123	6.1%	387,945	7.2%	4,123	6.1%	389,971	7.2%
Grade 6	6,378	9.4%	398,640	7.4%	6,378	9.4%	400,447	7.4%
Grade 7	6,098	9.0%	418,486	7.7%	6,098	9.0%	418,788	7.7%
Grade 8	5,270	7.8%	424,287	7.9%	5,270	7.8%	424,544	7.8%
Grade 9	3,957	5.8%	475,437	8.8%	3,957	5.8%	475,746	8.8%
Grade 10	2,914	4.3%	408,393	7.6%	2,914	4.3%	408,700	7.5%
Grade 11	2,245	3.3%	389,034	7.2%	2,245	3.3%	389,454	7.2%
Grade 12	1,842	2.7%	360,056	6.7%	1,842	2.7%	362,157	6.7%
Ethnic Distribution:								
African American	4,811	7.1%	690,999	12.8%	4,811	7.1%	694,302	12.8%
Hispanic	58,259	85.7%	2,850,147	52.8%	58,259	85.7%	2,860,754	52.7%
White	3,867	5.7%	1,420,166	26.3%	3,867	5.7%	1,427,241	26.3%
American Indian	91	0.1%	17,944	0.3%	91	0.1%	18,028	0.3%
Asian	662	1.0%	259,342	4.8%	662	1.0%	261,788	4.8%
Pacific Islander	84	0.1%	8,443	0.2%	84	0.1%	8,477	0.2%
Two or More Races	214	0.3%	155,887	2.9%	214	0.3%	156,780	2.9%
Sex:								
Female	33,778	49.7%	2,640,313	48.9%	33,778	49.7%	2,650,563	48.8%
Male	34,210	50.3%	2,762,615	51.1%	34,210	50.3%	2,776,807	51.2%
Economically Disadvantaged	56,634	83.3%	3,278,452	60.7%	56,634	83.3%	3,289,420	60.6%
Non-Educationally Disadvantaged	11,354	16.7%	2,124,476	39.3%	11,354	16.7%	2,137,950	39.4%
Section 504 Students	1,360	2.0%	400,729	7.4%	1,360	2.0%	401,648	7.4%
EB Students/EL	27,698	40.7%	1,171,661	21.7%	27,698	40.7%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	0	0.0%	34,054	0.6%				
Students w/ Dyslexia	715	1.1%	270,260	5.0%	715	1.1%	270,966	5.0%
Foster Care	13	0.0%	15,338	0.3%	13	0.0%	15,409	0.3%
Homeless	23	0.0%	61,433	1.1%	23	0.0%	61,687	1.1%
Immigrant	911	1.3%	108,510	2.0%	911	1.3%	108,787	2.0%
Migrant	61	0.1%	14,366	0.3%	61	0.1%	14,426	0.3%
Title I	67,090	98.7%	3,473,996	64.3%	67,090	98.7%	3,487,333	64.3%
Military Connected	233	0.3%	176,253	3.3%	233	0.3%	176,554	3.3%
At-Risk	44,742	65.8%	2,892,191	53.5%	44,742	65.8%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	26,557	39.1%	1,182,035	21.9%	26,557	39.1%	1,185,511	21.8%
Gifted and Talented Education	0	0.0%	434,269	8.0%	0	0.0%	435,356	8.0%
Special Education	5,256	7.7%	624,256	11.6%	5,256	7.7%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,256		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,193	41.7%	268,673	43.0%				
Students with Physical Disabilities	1,219	23.2%	129,679	20.8%				
Students with Autism	894	17.0%	91,742	14.7%				
Students with Behavioral Disabilities	912	17.4%	125,096	20.0%				
Students with Non-Categorical Early Childhood	38	0.7%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	3,973	7.4%	705,063	13.6%				
By Ethnicity:								
African American	447	0.8%	131,970	2.5%				
Hispanic	3,093	5.7%	342,504	6.6%				
White	338	0.6%	184,235	3.5%				
American Indian	7	0.0%	2,852	0.1%				
Asian	34	0.1%	16,716	0.3%				
Pacific Islander	10	0.0%	1,690	0.0%				
Two or More Races	44	0.1%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	345	7.7%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	912	4.4%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	2,532	5.5%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	12,426	21.9%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.2%	1.9%	1.9%	5.2%
Grade 1	1.1%	2.9%	2.4%	4.2%
Grade 2	1.1%	1.7%	3.4%	2.2%
Grade 3	0.9%	1.0%	1.4%	1.0%
Grade 4	0.8%	0.7%	1.0%	0.7%
Grade 5	0.7%	0.5%	2.4%	0.7%
Grade 6	0.6%	0.6%	0.9%	0.6%
Grade 7	0.5%	0.7%	0.6%	0.7%
Grade 8	0.6%	0.6%	0.2%	0.8%
Grade 9	1.3%	10.5%	2.1%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	56	0.3%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	25.9	18.7
Grade 1	27.1	18.7
Grade 2	26.6	18.6
Grade 3	27.4	18.7
Grade 4	28.0	18.8
Grade 5	27.6	20.2
Grade 6	24.6	19.2
Secondary:		
English/Language Arts	18.9	16.3
Foreign Languages	19.1	18.4
Mathematics	18.5	17.5
Science	17.6	18.5
Social Studies	19.5	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	8,449.1	100.0%	749,473.4	100.0%
Professional Staff:	5,070.6	60.0%	480,632.3	64.1%
Teachers	3,761.2	44.5%	369,695.8	49.3%
Professional Support	841.3	10.0%	80,190.4	10.7%
Campus Administration (School Leadership)	413.0	4.9%	22,091.4	2.9%
Central Administration	55.2	0.7%	8,654.8	1.2%
Educational Aides:	1,122.2	13.3%	82,972.4	11.1%
Auxiliary Staff:	2,256.3	26.7%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	102.0	n/a	13,550.0	n/a
Part-time Counselors	6.0	n/a	1,176.0	n/a
Total Minority Staff:	7,472.7	88.4%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	406.2	10.8%	41,286.1	11.2%
Hispanic	2,786.8	74.1%	106,866.5	28.9%
White	481.6	12.8%	208,485.4	56.4%
American Indian	5.4	0.1%	1,235.6	0.3%
Asian	51.3	1.4%	6,956.0	1.9%
Pacific Islander	7.0	0.2%	553.2	0.1%
Two or More Races	22.9	0.6%	4,312.0	1.2%
Teachers by Sex:				
Males	943.9	25.1%	89,015.4	24.1%
Females	2,817.2	74.9%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	29.2	0.8%	5,187.9	1.4%
Bachelors	3,012.1	80.1%	268,560.2	72.6%
Masters	706.9	18.8%	93,139.5	25.2%
Doctorate	12.9	0.3%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	761.0	20.2%	29,215.8	7.9%
1-5 Years Experience	2,028.1	53.9%	98,764.8	26.7%
6-10 Years Experience	652.6	17.4%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	275.0	7.3%	105,811.4	28.6%
21-30 Years Experience	42.4	1.1%	48,804.6	13.2%
Over 30 Years Experience	2.0	0.1%	10,902.0	2.9%
Number of Students per Teacher	18.1	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.2	6.3
Average Years Experience of Principals with District	2.9	5.4
Average Years Experience of Assistant Principals	2.7	5.5
Average Years Experience of Assistant Principals with District	2.4	4.8
Average Years Experience of Teachers:	4.1	11.1
Average Years Experience of Teachers with District:	3.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$52,959	\$51,054
1-5 Years Experience	\$55,147	\$54,577
6-10 Years Experience	\$60,088	\$57,746
11-20 Years Experience	\$62,813	\$61,377
21-30 Years Experience	\$68,951	\$65,949
Over 30 Years Experience	\$72,750	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$56,287	\$58,887
Professional Support	\$73,399	\$69,505
Campus Administration (School Leadership)	\$85,032	\$84,990
Central Administration	\$122,571	\$112,797
Instructional Staff Percent:	56.0%	64.9%
Turnover Rate for Teachers:	18.5%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	109.9	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	0.0	0.0%	19,365.5	5.2%
Compensatory Education	0.0	0.0%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	3,225.0	85.7%	261,685.1	70.8%
Special Education	536.1	14.3%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)

ACADEMY								
Reading & ELA			Math	Social Studies	Science	Physical Education	Individualized Learning	Special Populations (Special Education/CS/504/EL)
K	Reading: Reading Mastery Transformations (DI) 2nd - Decoding (DI)	English Language Arts: Wit & Wisdom	Math: Eureka Math TEKS Edition	Social Studies: Insight Social Studies	Science: Amplify Science	PE: SPARK FAMILY K	Hotspot: Dreambox Math, Typing.com Available	EL- Imagine Learning & DISE 504-Accommodations, Special Education-DI Decoding A & B, Accommodations, Content Mastery, Resource, Attainment for RISE
1st								
2nd								
3rd	English Language Arts: Wit & Wisdom	Writing: Being a Writer			Science: IDEA Science	PE: SPARK Family K-2nd and 3-4th Interactive Health Technology (IHT)	AR: Renaissance Accelerated Reader (AR) Hotspot: Dreambox Math, Typing.com	
4th								
5th	English Language Arts: Wit & Wisdom							
COLLEGE PREP (Middle School)								
	ELA		Math	Social Studies	Science	Physical Education & Spanish	Individualized Learning	Special Populations (Special Education/CS/504/EL)
6th	Advanced English Language Arts: Wit & Wisdom		Advanced 6th Math - Algebra 1: Math Curriculum Redesigned (MCR)	Advanced World Cultures (Spring Semester): IDEA Social Studies	Advanced 6th Grade Hybrid Science (Fall Semester): IDEA Science	PE: SPARK Family MS 6-7th Interactive Health Technology (IHT) Health: Glencoe Teen Health	AR: Renaissance Accelerated Reader (AR) Hotspot: Imagine Math, Typing.com	EL- Imagine Learning, DISE, Rosetta Stone 504-Accommodations, Special Education-DI Decoding A&B, Accommodations, Content Mastery, Resource, Attainment for RISE, for RISE students 8th grade AB Science, Social Studies, Math, Reading with Attainment
7th				Advanced Texas History (Fall Semester): IDEA Social Studies	Advanced 7th Grade Hybrid Science (Spring Semester): IDEA Science			
8th				Advanced US History: IDEA Social Studies	Pathway A: 8th Grade Science: IDEA Science or Pathway B: Pre-AP Biology: IDEA Science + Pre-AP Classroom			
COLLEGE PREP (High School)								
	ELA		Math	Social Studies	Science	Spanish	Physical Education	Special Populations (Special Education/CS/504/EL)
9th	Pre-AP English I: SpringBoard	Advanced Geometry - all AP Math: Math Curriculum Redesigned (MCR)		AP Human Geography: IDEA Social Studies + AP Classroom	Pathway A: Pre-AP Biology: IDEA Science + Pre-AP Classroom or Pathway B: Pre-AP Chemistry: IDEA Science + Pre-AP Classroom	Spanish II & III: Descubre Prime	PE: SPARK Family HS 9-12th Interactive Health Technology (IHT) Glencoe Health	
	Pre-AP English II: SpringBoard			AP World History: Modern: IDEA Social Studies + AP Classroom	Pathway A: Pre-AP Chemistry: IDEA Science + Pre-AP Classroom or Pathway B: AP Environmental Science: IDEA Science + AP Classroom + NMSI or Advanced Physics: IDEA Science + NMSI		Spanish III: Descubre Prime or AP Spanish Language & Culture: Texas Series	
10th				AP US History: IDEA Social Studies + AP Classroom	Advanced Physics: IDEA Science or AP Physics 1: IDEA Science + AP Classroom + NMSI or An AP Science course (AP Biology, AP Chemistry, or AP Environmental Science): IDEA Science + AP Classroom + NMSI	AP Spanish Language & Culture: Texas Series or Azulejo Literature: Anthology and Guide to the AP Spanish Literature and Culture Course		
11th	AP English Language: AP Classroom + Bedford			AP U.S. Government & Politics: IDEA Social Studies + AP Classroom (Fall)	Advanced Physics: IDEA Science or AP Physics 1: IDEA Science + AP Classroom + NMSI (if not completed by 11th grade), or AP Biology or AP Chemistry or AP Environmental Science or AP Physics 1: IDEA Science + AP Classroom + NMSI	AP Spanish Literature: Azulejo: Anthology and Guide to the AP Spanish Literature and Culture Course		
12th	AP English Literature: AP Classroom + Bedford	AP Microeconomics: IDEA Social Studies + AP Classroom or Personal Financial Literacy and Economics: TEA (Spring)						
All Grade Levels	Social Emotional Learning: Move this World							

Part 2: Course Catalog

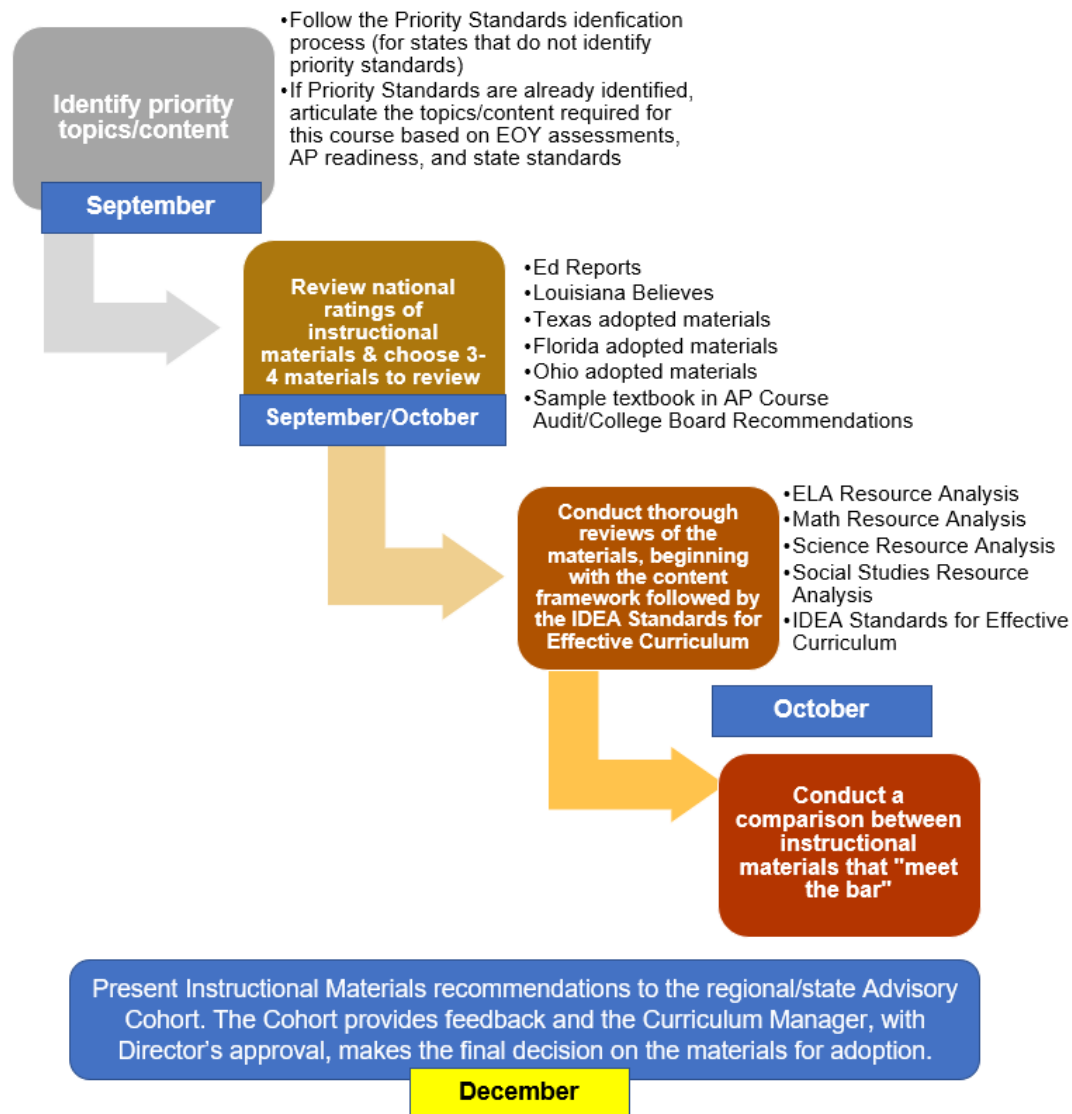
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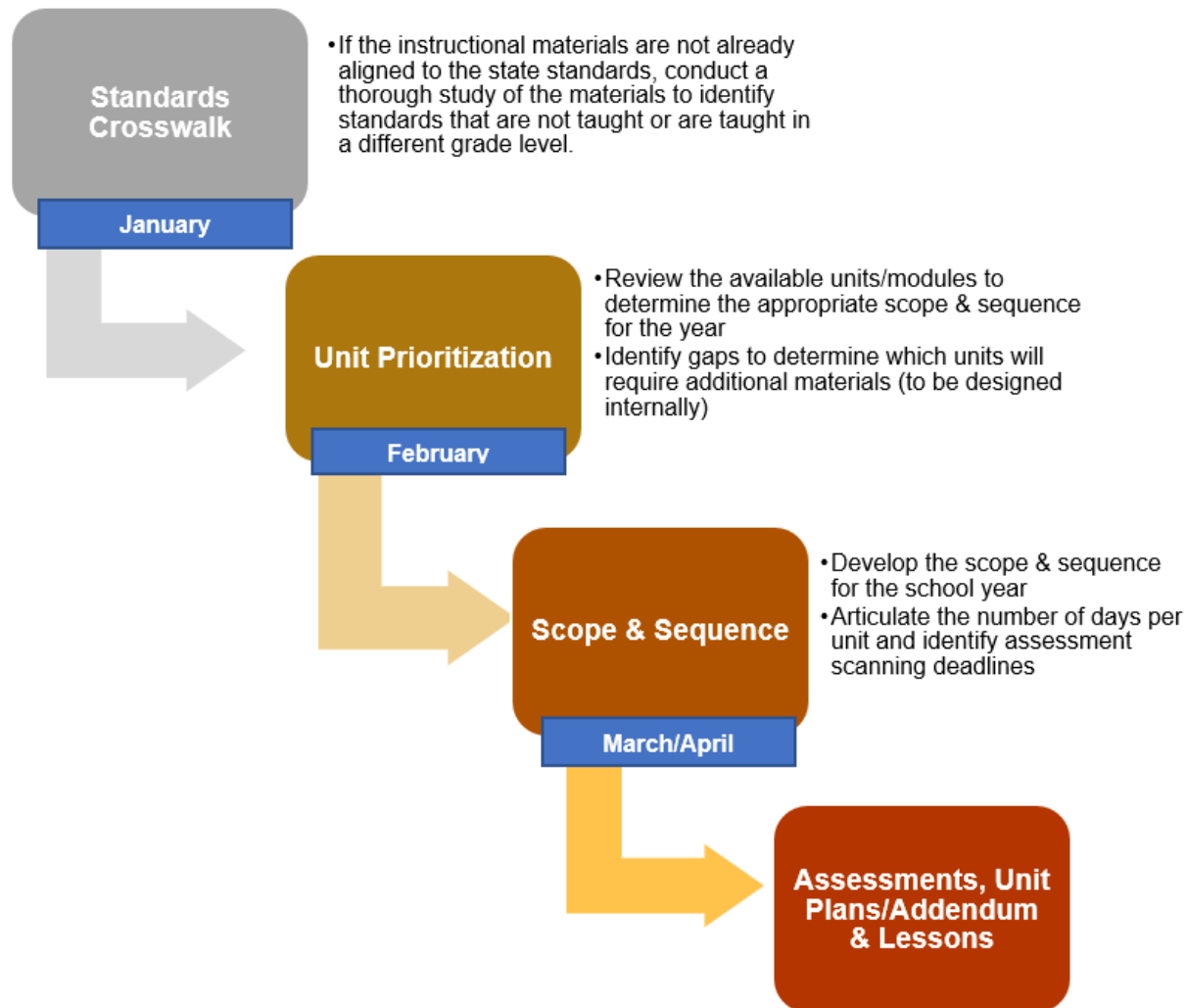


Instructional Materials Adoption & Curriculum Development Timeline

Instructional Materials Adoption Process: The IDEA Curriculum, Instruction, and Assessments team follows the Instructional Materials Adoption process for all courses, whether new courses or existing courses, that are going through a new adoption cycle based on updated/new standards or instructional materials updates.



Curriculum Development Process: After instructional materials have been adopted, the Curriculum Manager will create the curriculum and assessments for the course following the process below.



All materials for the first half of Quarter 1 are due in early June.
All subsequent curricular materials are posted on the Curriculum Corner approximately 5 weeks ahead of instruction.



Our ELA team is responsible for preparing successful college graduates. These college graduates will be culturally responsive citizens who excel in collaboration, critical and creative thinking, and communication. Our impact will be felt through our support and development of effective and dynamic teachers and leaders who create child-centered classrooms that are full of joy and communication through discourse, writing, and reading. Multi-cultural perspectives, inclusivity, and real-world relevance will guide our practice and development of curriculum and materials as we nurture the creation of opportunity and citizenship. The ELA team prepares all scholars for college and beyond using high-quality, equitable, and accessible literacy curriculum and intentionally designed professional development and support.

Academy Courses

Kindergarten-2nd Grade ELA: Reading Mastery Transformations and Wit & Wisdom Overview

IDEA's K - 2nd Grade (Academy) Master Schedule ensures scholars experience both Direct Instruction and ELA's Wit & Wisdom programs. These complementary literacy programs produce holistic readers, writers, and thinkers. Both programs are unique and serve two distinct purposes. This is illustrated with *Scarborough's Reading Rope*. Word Recognition and Language Comprehension are essential strands that intertwine to foster a reader's ability to comprehend text and analyze more complex text over time.

Direct Instruction- Reading Mastery Transformations | 85 minutes daily

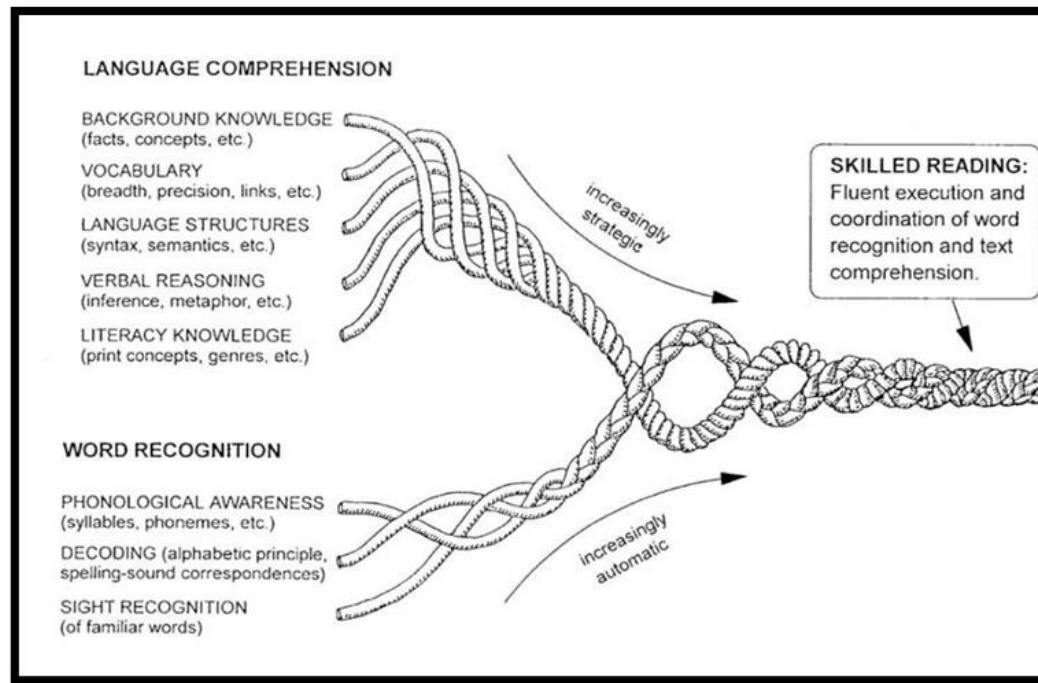
Particularly, Direct Instruction starts with an intense focus on systematic literacy instruction that includes the foundations of literacy: phonics, phonemic awareness, fluency, comprehension, and vocabulary. As a student progresses through these basic concepts, they acquire skills needed to become a transitional reader. By the end of all DI programs, students are exposed to more rigorous literacy and language elements with the goal of becoming a fluent reader. *View the lower portion of the *Reading Rope*.

Wit and Wisdom

Wit and Wisdom offers students the opportunity to build upon literacy skills previously introduced through Direct Instruction. Throughout Wit and Wisdom, students engage in blended reading and writing tasks. Specifically, writing experiences focus on a craft goal to develop scholarly writing.

Additionally, Wit & Wisdom builds students' knowledge of important topics through the study of complex texts with an emphasis on reading, writing, listening, and speaking. It is through this exploration of authentic literature that Wit and Wisdom allow students to continue building and increasing their reading fluency execution, prosody, and text comprehension. This eventually leads to students becoming transformational, skilled readers. *View the upper portion of the *Reading Rope*.

Note: Wit and Wisdom does not provide explicit instruction on phonics or phonemic awareness. Both Wit and Wisdom and DI programs are **essential** to developing skilled readers who interact with text in increasingly sophisticated ways.



English Language Arts | Wit & Wisdom K-5 | 85 minutes daily

Wit & Wisdom students are invited to read content-rich and complex texts that build their knowledge of important topics as they master literacy skills. Core texts are wide ranging, varied, and provide a careful balance of literary, informational, and fine art texts. Students engage in deep study of topics to build their knowledge of historical and scientific topics, growing in complexity from year to year. In kindergarten, students learn about the five senses, farms, America in the past and present, and the continents. Students then study different creatures, weather, and various cultural fairy tales in first grade. Students will study the seasons, the American west, Civil Rights heroes, and the digestive system in second grade. In third grade, students learn about the sea, outer space, personal stories of immigration, and famous artists. In fourth grade, students study the circulatory system, the effect of extreme settings on stories, the American Revolutionary War, and mythology. In fifth grade, students explore cultural conflicts, word play, the American Civil War, and barrier-breaking heroes. Additionally, writing tasks will focus on extended personal narrative, Informational, procedural, correspondence, and argumentation.

English Language Arts | Being a Writer 3-4 | 85 minutes daily

The *Being a Writer* Program is a year-long curriculum for third and fourth grade students. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing in different genres at their grade level. The

first goal of the program is to teach students to write skillfully, creatively, abundantly, and with motivation in various genres. The second goal is to teach students to work together and foster social development.

College Prep Courses

English Language Arts | Wit & Wisdom 6-8 | 6-7th Grade: 90 minutes / 8th Grade: 75 mins daily

Wit & Wisdom students are invited to read content-rich and complex texts that build their knowledge of important topics as they master literacy skills. Core texts are wide ranging, varied, and provide a careful balance of literary, informational, and fine art texts. Students engage in deep study of topics to build their knowledge of historical and literary topics, growing in complexity from year to year. In 6th grade, students learn about the Great Depression, mythology archetypes, history of Jamestown, and courageous figures. Students then study the Middle Ages, World War II, the Russian Revolution, and the yellow fever epidemic of 1793 in 7th grade. Students will study poetry, storytelling, the concept of love, World War I, and teens as change agents in 8th grade. Additionally, writing tasks will focus on extended personal narrative, Informational, procedural, correspondence, and argumentation.

Pre-AP English Language Arts | SpringBoard 9-10 | 60 minutes daily

The 9th-10th Pre-AP ELA Courses or *SpringBoard* embodies the interconnected nature of listening, critical thinking, speaking, reading, and writing. A special focus is on close reading, giving students strategies and structure for developing this key skill. This course provides a scaffolded approach to writing in all the major modes, emphasizing argumentative, informational, and narrative. This integrated approach is found throughout the course materials and resources.

SpringBoard and Pre-AP's shared instructional vision and principles are evident in every SpringBoard activity: Close Observation and Analysis; Evidence-Based Writing; Higher-Order Thinking; and Academic Conversations.

AP English Language and Composition | Bedford | 60 minutes daily

The AP English Language and Composition course covers a variety of topics related to the study of language and composition. Students learn how to analyze and interpret a range of nonfiction texts, including essays, speeches, and articles from Bedford's *The Language of Composition* that provides material of various interests, aims, and preparation levels. They also learn how to write effectively in a variety of genres, including argumentative, analytical, and rhetorical essays and develop their critical thinking skills, including their ability to analyze, evaluate, and synthesize information from a variety of sources and improve their writing skills to articulate complex ideas clearly and effectively. At the end of the course, students take the AP English Language and Composition exam, which consists of a multiple-choice section and a free-response section. The exam is scored on a scale of 1-5, with a score of 3 or higher generally considered qualified to receive college credit to an introductory college-level rhetoric or writing course.

AP English Literature and Composition | Bedford | 60 minutes daily

The AP English Literature and Composition course covers a wide range of literary genres, including poetry, drama, and prose fiction from Bedford's Literature and Composition that focuses on reading, analyzing, and writing about imaginative literature. Students engage in close reading and critical analysis of literary texts including their structure, style, themes, figurative language, imagery, and symbolism to deepen their understanding of the ways writers use language to provide both meaning and pleasure. They continue to develop their critical thinking skills and improve their writing to articulate complex ideas clearly and effectively. At the end of the course, students take the AP English Literature and Composition exam, which consists of a multiple-choice section and a free-response section. The exam is scored on a scale of 1-5, with a score of 3 or higher generally considered qualified for college credit. The AP English Literature and Composition course is designed to provide students with a deep understanding and appreciation of literature as it reflects and comments on a range of experiences, institutions, and social structures as well as the skills and knowledge necessary to succeed in college-level literature courses and in their future academic and professional endeavors.



Spanish

Vision/Mission Statement

Our Spanish team is responsible for preparing successful college graduates. These college graduates will be culturally responsive citizens who excel in collaboration, critical and creative thinking, and communication. Our impact will be felt through our support and development of effective and dynamic teachers and leaders who create child-centered classrooms that are full of joy and communication through discourse, writing, and reading. Multi-cultural perspectives, inclusivity, and real-world relevance will guide our practice and development of curriculum and materials as we nurture the creation of opportunity and citizenship. The Spanish team prepares all scholars for college and beyond using high-quality, equitable, and accessible literacy curriculum and intentionally designed professional development and support.

College Prep Courses

Spanish I | Descubre 1 | 75 minutes daily or may be on A/B schedule at 90 minutes every other day

Spanish I is our introductory course where students are introduced to the formal study of the language. Students develop their vocabulary and grammar skills to speak and write correctly in this course. Throughout the course, students will be introduced to different cultural aspects of the Spanish-speaking world, reading selections that highlight the themes of study, and introductory writing/speaking prompts to prepare them for Spanish II.

Spanish II | Descubre 2 | 60 minutes daily or may be on A/B schedule at 90 minutes every other day

Spanish II is designed to review and build upon the material presented in the previous course. Students will continue to develop their communication skills through spoken and written Spanish. They will demonstrate reading comprehension through actively engaging with texts and listening comprehension through structured conversations in the classroom. Communicative topics will vary using a variety of Spanish grammar that will be reviewed through appropriate texts

and audio with an introduction to various regional dialects. There will be a strong emphasis on interpersonal writing and reading comprehension to prepare our students for the AP Spanish courses.

Spanish III | Descubre 3 | 60 minutes daily

Spanish III will continue a more in-depth study of Spanish in multiple areas to prepare students for the AP Spanish Language and Culture course. Students will build upon their vocabulary and grammar structures through AP-style prompts to improve their writing and speaking skills. Listening comprehension practices will include a variety of Spanish dialects and speeds to prepare students for the AP Spanish Language and Culture course. There will be a heavy emphasis on timed tasks, expository essays, and AP-style speaking practices. The goal of Spanish III is to prepare students for the AP Spanish Language and Culture course.

AP Spanish Language and Culture | TEMAS | 60 minutes daily

The AP Spanish Language and Culture course is taught exclusively in Spanish and requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources, including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, magazine, and newspaper articles; and a combination of visual/print resources such as charts, tables, and graphs; all to provide a diverse learning experience. Students will study the six themes and their corresponding contexts throughout the course. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication throughout the school year in preparation for the AP Spanish Language and Culture Exam they will take in May.

AP Spanish Literature and Culture | Abriendo Puertas: Ampliando Perspectivas | 60 minutes daily

The AP Spanish Literature and Culture course is taught exclusively in Spanish. In this course, students will be introduced to the formal study of the representative body of texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin America, and U.S Hispanic literature. All works are presented in chronological order to integrate the historical themes and literary movements of the different time periods and highlight the schools of literature to which each piece belongs as well as the author's style and characteristics of each selection. Throughout the year, students will focus on six themes that will incorporate 38 titles that will help them develop their critical reading, analytical writing, and research skills.

IDEA is dedicated to preparing students to get to *and* through college-level mathematics through a rigorous, vertically aligned mathematics program. This ambitious goal requires a conceptual approach to mathematics that often extends beyond the state's requirements and standards (i.e., Texas Essential Knowledge and Skills (TEKS)). Therefore, we have developed our IDEA mathematics program to be “Standards+,” which means we deliver instruction informed by the standards and the *additional* knowledge and skills our students need to be successful on the ACT, in AP courses, and ultimately, college-level mathematics.

At IDEA, excellent mathematics instruction means we teach with a balanced approach to mathematical rigor, we utilize open-ended assessment items to build AP/IB-level skills and see students’ problem-solving, and we utilize tools to build conceptual understanding of mathematics.

Academy Courses

K-5 Mathematics | Eureka Math TEKS Edition | 85 minutes daily

Eureka Math® TEKS Edition is a clearly sequenced and comprehensive educational program that provides teachers with the knowledge and tools necessary to support students in building the grade-level mathematical concepts outlined in the Texas Essential Knowledge and Skills (TEKS) while developing as thinkers and doers of mathematics. A key feature of Eureka Math TEKS Edition is how the curriculum tells the unfolding story of mathematics as expressed in the standards, lesson by lesson, throughout each grade. The story draws together disparate ideas of different quantities as it emphasizes key themes: the creation and manipulation of units and the relationships among those units. Students learn the why and how of problem-solving by building fluency, conceptual understanding, and application. Every day students will engage with fluency practice, manipulatives/models, and group discussion to share understanding and develop mathematical vocabulary. Our approach to implementation is based on the principle that mathematics is most effectively taught as a logical, engaging story. The story’s main character is the unit—the basic building block of arithmetic. Themes such as measurement, place value, and fractions run throughout the story line, and each is given the amount of time proportionate to its role in the overall story. The story climaxes when students learn to add, subtract, multiply, and divide fractions and to solve multistep word problems with multiplicative and additive comparisons.

College Prep Courses

Advanced Mathematics, 6th Grade | IDEA’s Math Curriculum Redesigned | 90 mins daily

Math 6 is a course intended for students who will take Algebra I in 8th grade. This course is designed to give students the depth of mathematical understanding and rigor necessary to be successful on the STAAR Grade 6 Math Test and eventually the STAAR Algebra I EOC. Students investigate, explore, and further their fluency in rational number operations (including decimals and fractions). Students work on proportional reasoning skills (including ratios, fraction-decimal-percent equivalency, etc.). Students also continue to explore and investigate geometric and statistical reasoning. Students focus on modeling, problem solving, and their ability to communicate and justify their thinking mathematically. Upon completion of this course, students will be ready to focus on pre-algebra concepts in 7th grade.

Advanced Pre-Algebra | IDEA's Math Curriculum Redesigned | 90 mins daily

Pre-Algebra is a course intended to prepare students to take Advanced Algebra I in 8th Grade. This course is designed to give students the depth of mathematical understanding and rigor necessary to be successful on the STAAR Grade 7 Math Test and the STAAR Algebra I EOC in 8th grade. Students work on mastering pre-algebra concepts such as integer operations, solving two-step equations with fractions and decimals, exponent rules and writing equations. Additionally, students increase their fluency with decimal and fraction operations while furthering their understanding of statistics, geometry and measurement. Students focus on modeling, problem solving, and their ability to communicate and justify their thinking mathematically. By incorporating 8th grade mathematics TEKS into the Pre-Algebra course, students are primed for success in Algebra I.

Advanced Algebra I | IDEA's Math Curriculum Redesigned | 75 mins daily

Required high school course (taken in 8th grade for most students; 9th grade for those without existing Algebra 1 credit; and 7th grade for select students on select campuses, with HQ approval)

Advanced Algebra 1 is a course that is focused on preparing students for both the STAAR Algebra 1 EOC and the foundational skills necessary for success in Algebra 2 and AP Mathematics courses. Students work on building a conceptual knowledge of functions, working with linear functions, solving equations and inequalities, solving systems of equations, and working with quadratic and exponential functions. Students focus on modeling, working with multiple representations of functions and their ability to communicate and justify their thinking mathematically.

Advanced Geometry | IDEA's Math Curriculum Redesigned and Math Medic | 60 mins daily

Required high school course (taken in 9th grade for most students)

Advanced Geometry is designed to prepare students for the ACT. Students will work on developing skills to use logical reasoning to prove knowledge about geometric concepts. Students will study geometric structures (including logical reasoning), geometric patterns and representations, dimensionality and geometry of location, congruence and the geometry of size, and similarity and the geometry of shape. Students will focus on increasing their ability to communicate and justify their thinking mathematically. Throughout the course, students will progress toward mastery of topics covered on the IDEA Geometry Final Exam.

Advanced Algebra 2 | IDEA's Math Curriculum Redesigned | 60 mins daily

Required high school course; Prerequisite: Algebra 1; (taken in 10th grade for most students)

Advanced Algebra 2 is designed to enhance students' algebraic foundation from Algebra 1 and prepare students for the mathematical rigor of Pre-Calculus and AP Calculus. Students will broaden their knowledge of the foundational properties and attributes of functions, the use of algebraic knowledge to solve problems, and properties of linear, quadratic, and exponential functions. In addition, students expand their library of functions to include logarithmic, rational, radical, cubic and absolute value. Throughout the course, students will progress toward mastery of topics covered on the ACT and IDEA Algebra 2 Final Exam.

AP Precalculus | IDEA's Math Curriculum Redesigned | 60 mins daily

Taken by 75-100% of 11th graders; Pre-requisites: Algebra 1, Geometry, and Algebra 2

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Pre-Calculus | IDEA's Math Curriculum Redesigned and Math Medic | 60 mins daily

Taken by approximately 25% of students in 11th grade; Prerequisites: Algebra 1, Geometry, and Algebra 2

Pre-Calculus is intended for students who have passed Algebra 2 but will NOT be taking AP Pre-Calculus by grade 11. It is a transitional course designed to give students the depth of mathematical understanding and rigor in order to be prepared for success in AP Mathematics. Students will investigate, explore, and further their current understanding of functions and relationships. Students will focus on modeling, problem solving, and the use of technology as well as their ability to communicate and justify their thinking mathematically. Throughout the course, students will also be working toward mastery of new topics for the ACT and IDEA Pre-Calculus Final Exam. Students who take this course must take AP Pre-Calculus the following year.

AP Calculus AB | IDEA's Math Curriculum Redesigned and Calc Medic | 60 mins daily

Taken by approximately 15–20% of 12th Graders; Prerequisites: Algebra 1, Geometry, Algebra 2, and Pre-Calculus

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Prospective calculus students should have received credit for Pre-Calculus prior to taking this course and have exceptional knowledge of analytic geometry, elementary functions, algebra, and trigonometry. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems involving differential and integral calculus. Students will focus on communicating their thinking mathematically in a variety of formats to prepare for the free-response portion of the AP exam and college-level course work. Students will also develop the ability to utilize a calculator as a tool to further their ability to conceptualize calculus topics and solve complex problems.

AP Statistics | IDEA's Math Curriculum Redesigned and Stats Medic | 60 mins daily

Taken by approximately 80–85% of 12th Graders; Prerequisites: Algebra 1, Geometry, and Algebra 2

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The purpose of this course is to introduce students to the major concepts and tools for exploring data by describing patterns and departures from patterns, sampling and experimentation by planning and conducting a study, anticipating patterns by exploring random phenomena using probability and simulation, and statistical inference by estimating population parameters and testing hypotheses. The AP Statistics course is an excellent option for any secondary school student who has successfully completed Algebra 2 and who possesses sufficient mathematical maturity and quantitative reasoning ability.

AP Calculus BC | IDEA's Math Curriculum Redesigned | 60 mins daily

Taken by 0-5% of students in 12th grade; Prerequisite: AP Calculus AB

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. In addition to the topics presented in Calculus AB, this course includes vector functions, parametrically defined functions, polar functions, rate of change word problems, Taylor and Maclaurin series, and the use of calculators where appropriate.



Social Studies

Vision/Mission Statement

We prepare our students to analyze complex moments in human history to deepen our understanding of today's society and our own identities.

Academy Courses

K-5 Social Studies | Insight Social Studies | 85-minute block

Kindergarten – Empathy, Identity and Inclusion | Insight Social Studies | 85 minutes (Spring Semester)

This course is a project-based course organized around the topics of the units “Who Am I”: Understanding myself and my classroom community, “We’re Different, We’re the Same”: My Family and Families Around the World, Culture and Communities Around the World: Asia, Africa, and the Middle East, and My School Community: Schools through Time and Around the World. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, an understanding of the world map, and knowledge of highlights of world history, government, and geography. This course consists of 85-minute class periods over the Spring Semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

1st Grade — Communities Now and Long Ago | Insight Social Studies | 85 minutes (Spring Semester)

This course is a project-based course organized around the topics of the Early and Medieval Communities, “More than Just a Fairytale”: Medieval Communities, “This Land is Their Land”: Indigenous Communities of North and Central America, and Anahuac: New Spain Revolutions – Mexican Communities Past and Present. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, an understanding of the world map, and knowledge of highlights of world history, government, and geography. This course consists of 85-minute class periods over the Spring Semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

2nd Grade — American Diversity and Cultural Heritage | Insight Social Studies | 85 minutes (Spring Semester)

This course is a project-based course organized around the topics of the Central and South American Exploration and Colonization, The Great Encounter: Indigenous People of the Northeast and the Early Colonies, “Yearning to Breathe”: Immigration in the East, West and Southwest, and “I, too, Sing America”: The Harlem Renaissance. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, an understanding of the world map, and knowledge of highlights of world history, government, and geography. This course consists of 85-minute class periods over the Spring Semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

3rd Grade — Ancient World History | Insight Social Studies | 85 minutes (Fall Semester)

This course is a project-based course organized around the topics of Ancient World History and their communities including “The Gift of the Nile: Ancient Egypt”, “Equal Justice to all: Ancient Greece and the Classical World,” and “The Celestial Empire: The Rise of Imperial China,”. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. This course also provides a much-needed opportunity for students to be exposed to World History that allows for contextualization of content to which students will be exposed in the upper grade levels. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, the opportunity to engage in research practices and construct written responses, an understanding of the world map and knowledge of highlights of world history, government, and geography. This course consists of 85-minute class periods over the Fall Semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

4th Grade — Texas History | Insight Social Studies | 85 minutes (Fall Semester)

This course is a project-based course organized around the topics of Indigenous Peoples of Texas, the Texas Declaration of Independence, and Texas through the Present. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, the opportunity to engage in research practices and construct written responses, an understanding of the world map and knowledge of highlights of world history, government, and geography. This course consists of 85-minute class periods over the fall semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

5th Grade — United States History | Insight Social Studies | 85 minutes daily

This course is a project-based course organized around the topics of colonization, the American Revolution and Constitution, Abolition, Suffrage, and Citizenship, the Modern Civil Rights Movement, and America Today: Civics. It also includes the Industrial Revolution and Westward Expansion, the Great Depression and World War II, and the United States in the 20th and 21st century. This course is a literacy based Social Studies course that focuses on leveraging read-alouds and writing opportunities to build the necessary skills for students to enter the Middle School and AP classrooms in College Prep. Students will also learn basic map skills, learn how to analyze primary and secondary sources, and learn basic geography and economics through content builders embedded throughout the course. In addition, each week, students have an opportunity to engage in project-based learning to synthesize learning from the week. Students leave this course with a core set of social studies analytical skills, the opportunity to engage in research practices and construct written responses, an understanding of the world map and knowledge of highlights of world history, government and geography. This course consists of 85-minute class periods. At the end of the year, students will take a cumulative final exam created internally by the Curriculum Manager.

College Prep Courses

6th Grade Advanced World Cultures (Hybrid) | IDEA Social Studies | 90 minutes (Spring Semester)

This course is a project-based course organized around the topics of Geography, Demographics, Migration, Human Activity and Environmental Impact, Historical Thinking, and Research & Communication Skills. Students learn basic map skills, conduct graph and table analysis, and learn basic geography and economics. Students leave this course with a core set of social studies analytical skills, the ability to write research essays, an understanding of the world map and knowledge of highlights of world history, government and geography. In contrast to the Traditional 6th Grade course, this course must be taught in 90-minute periods during a single semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

7th Grade Advanced Texas History (Hybrid) | IDEA Social Studies | 90 minutes (Fall Semester)

This course is designed to build students' skills in primary and secondary source reading and advanced writing skills while continuing to develop map, graph and analytic skills from 6th Grade. It also lays the foundation for advanced reading and historical thinking skills that will be required from 8th grade on. The units in the course move chronologically starting with Native Americans in Texas (pre-1519) through the present. In contrast to the Traditional 7th Grade course, this course must be taught in 90-minute periods during a single semester. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

8th Grade Advanced United States History | IDEA Social Studies | 75 minutes daily

This course is designed to build both students' historical thinking skills and their comprehension of primary and secondary sources. Students use their advanced skills to analyze documents, categorize information, break history into eras and articulate defining characteristics. A major focus of the course is the development of reading and comprehension strategies including detailed annotation, summarization, and evaluation of primary sources. Students will leave this course with an understanding of how America's government functions as well as a basic picture of the chronology of American History through 1877. The course begins with European exploration of the Americas and continues through the Civil War and Reconstruction. This course culminates in a STAAR exam.

AP Human Geography | Advanced Placement: College Board & IDEA Social Studies | 60 minutes daily

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

AP World History I Advanced Placement: College Board & IDEA Social Studies I 60 minutes daily

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP United States History I Advanced Placement: College Board & IDEA Social Studies I 60 minutes daily

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. At the end of this course students take the AP exam written by College Board and the End-of-Course exam from TEA. Both are administered in May.

AP Psychology | Advanced Placement: College Board & IDEA Social Studies | 60 minutes daily

AP Psychology is an introductory college-level course in psychology. Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. The course examines the concepts of psychology through reading, discussion, and the analysis of data from psychological research studies. AP Psychology is a high-school elective course.

AP Government & Politics I Advanced Placement: College Board & IDEA Social Studies I 60 minutes (Fall Semester)

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

AP Microeconomics I Advanced Placement: College Board & IDEA Social Studies I 60 minutes (Spring Semester)

AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Vision: All IDEA students graduate prepared to study for and succeed in a STEM field and contribute as a scientifically literate citizen.

Mission: Develop a Kindergarten through 12th Grade vertically aligned knowledge-building curriculum that sharpens the evidence-based critical thinking tools needed to investigate, understand and explain phenomena in the physical world.

Academy Courses

Kindergarten – 2nd Grade Science | Amplify Science | 85 minutes (Fall Semester)

Amplify Science is a phenomena-based science curriculum that blends hands-on investigations and literacy-rich activities to empower students to think, read, write, and argue like real scientists and engineers. Each unit starts with a phenomenon that students collect evidence from multiple sources to either build on what they know or challenge what they believe in a way that creates new learning. Then students take this refined knowledge to solve a different problem. During each unit, students engage in vertically aligned Science and Engineering Practices to “figure out” evidence to explain why the phenomena is occurring. At the end of the semester, students will take a cumulative final exam created internally by the Curriculum Manager.

3rd & 4th Grade Science | IDEA Science | 85 minutes (Spring Semester)

Third grade science focuses on the essential TEKS (Texas Knowledge & Skills) needed to set up scholars for success in fifth grade. Third and fourth grade Science are taught in the Spring semester as a one semester course. The units of study in third grade consist of properties of matter, force, motion and energy, changes to the Earth’s surface, solar system, food chains, adaptations, and life cycles. The units in fourth grade consist of properties of matter, force, motion and energy, electrical circuits, changes to the Earth’s surface, solar system, food chains, and adaptations. Science concepts are covered through scientific thinking processes which include observation, communication, comparing patterns, creating models, organizing, and communicating data, and hands-on applications. Our Academy courses are geared towards building student’s love of science through engaging labs while ensuring rigorous student practice and individualized support. The science curriculum (Unit plans, Daily Lesson Plans, Unit Exams, Unit Resources) are internally created by the Curriculum Manager. At the end of the semester, students will take a final exam created by the Curriculum Manager.

5th Grade Science | IDEA Science | 85 minutes daily

Fifth grade science focuses on the knowledge and skills needed to be successful in 5th grade Science and beyond. These consist of properties of matter, force, motion and energy, circuits, changes to the Earth’s surface, Earth and Space, organisms and environments, adaptations, traits and life cycles. Science concepts are covered through scientific thinking processes which include observation, communication, comparing patterns, creating models, organizing and communicating data, and hands-on applications. Our course is geared towards building student’s love of science through engaging labs while ensuring rigorous student practice and laying the foundation for students to use science inquiry effectively to solve problems based off their evidence and reasoning. The 5th science curriculum (Unit plans, Daily Lesson Plans, Unit Exams, Unit Resources) are internally created by the Curriculum Manager.

College Prep Courses

6th Grade Science (Hybrid) | IDEA Science | 90 minutes (Fall Semester)

Sixth-grade hybrid science introduces students to the knowledge and skills that they will need in order to be successful in subsequent science courses. Sixth-grade hybrid science is taught in the fall semester of 6th grade. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses; including but not limited to, Pre-AP Biology, Pre-AP Chemistry, and Advanced Physics. In Grade 6, the following concepts will be addressed in each strand: Science and Engineering Practices, Matter and Energy, Force, Motion and Energy, Earth and Space, and Organisms and Environments. In December, students will take a cumulative final exam created internally by the Curriculum Manager.

7th Grade Science (Hybrid) | IDEA Science | 90 minutes (Spring Semester)

Seventh grade hybrid science introduces students to the knowledge and skills that they will need in order to be successful in subsequent science courses. Seventh-grade science is taught in the spring semester of 7th grade. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses; including but not limited to, Pre-AP Biology, Pre-AP Chemistry, and Advanced Physics. In Grade 7, the following concepts will be addressed in each strand: Science and Engineering Practices, Matter and Energy, Force, Motion and Energy, Earth and Space, and Organisms and Environments. In May, students will take a cumulative final exam created internally by the Curriculum Manager.

8th Grade Science | IDEA Science | 75 minutes daily

8th Grade Science focuses on developing disciplinary literacy across multiples fields of general science through an emphasis on science and engineering practices. The course expands upon topics from prior years of study including matter, energy, force and motion, earth's structures, the solar system and universe, ecosystems, and organisms. The 8th Grade Science course establishes a strong foundation for the high school courses; including, but not limited to, Pre-AP Biology, Pre-AP Chemistry, and Advanced Physics. At the end of the year, students will take the STAAR test, which will assess proficiency on standards from 8th grade, as well as select standards from 6th and 7th grade.

Pre-AP Biology | IDEA Science & Pre-AP Biology (College Board) | 60 minutes daily

Pre-AP Biology is a lab-based course that sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. The four big ideas that are central to deep and productive understanding in Pre-AP Biology are: the process of evolution drives the diversity and unity of life; growth and reproduction in biological systems are dependent upon the cycling of matter and the transformation of energy; biological systems, occurring at various scales, respond and adapt to stimuli in order to maintain dynamic homeostasis; and genetic mechanisms are essential to maintaining biological systems. Content for this course is meant to push beyond the state standards in order to bridge the gap from state-tested subjects to AP courses. The curriculum is intentionally designed to make students grapple with rigorous content and build

endurance in solving complex, multi-step processes. There are no prerequisites for students to take this course. The final assessment for this course is the Biology STAAR/EOC , which is administered in May.

Pre-AP Chemistry | IDEA Science & Pre-AP Chemistry (College Board) | 60 minutes daily

Pre-AP Chemistry is a lab-based course studying various aspects of matter including atomic structure, electron theory, periodicity, bonding, solutions, nomenclature, chemical reactions, thermochemistry, gases, and introductory acid/base theory. In addition to the chemistry content, students develop more sophisticated skills of laboratory investigation, qualitative and quantitative analysis, and content-specific problem-solving approaches. Content for this course is meant to push beyond the state standards in order to bridge the gap from state-tested subjects to AP courses. The curriculum is intentionally designed to make students grapple with rigorous content and build endurance in solving complex, multi-step processes. At least 40% of instructional time should be spent conducting labs and field investigations. Students should have passed Algebra I before enrolling in this course, and it is desirable for students to at least be enrolled in Algebra II while taking Pre-AP Chemistry. The final assessment for this course is the Pre-AP Chemistry final exam, which is administered in May.

Advanced Physics | IDEA Science | 60 minutes daily

Advanced Physics is a lab-based course studying the motion of objects subjected to different types of forces including 2-D force and motion, energy and momentum, circular motion, waves, and sound. In addition, the course is designed to enable students to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. Students should have passed Algebra I before enrolling in this course, but it is recommended they have completed or be concurrently enrolled in Algebra II. Advanced Physics may be taken concurrently with other Science offerings per the guidance listed in the grade-level science options in Part One of the Academic Book. The final assessment for this course is the Advanced Physics final exam, which is administered in May.

AP Physics I | College Board & IDEA Science | 60 minutes daily

AP Physics 1 is a lab-based course studying the motion of objects subjected to different types of forces including 2-D force and motion, energy and momentum, circular and rotational motion, and simple harmonic motion. In addition, the course is designed to enable students to develop the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying, and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course. Students should have passed Algebra I before enrolling in this course, but it is recommended they have completed or be concurrently enrolled in Algebra II. Due to the rigorous nature of the course, it is also recommended that students not take AP Physics 1 concurrent with another science course.

AP Environmental Science | College Board & IDEA Science | 60 minutes daily

AP Environmental Science is a lab-based course studying various aspects of Earth, life and physical science by exploring and investigating the interrelationships of the natural world, identifying and examining environmental problems, both natural and human-made, evaluating the long-term consequences associated with these problems, and analyzing solutions for resolving and/or preventing them. This course provides valuable information for creating globally and scientifically minded citizens. Students should have passed Pre-AP Biology and Algebra I before enrolling in this course.

AP Biology | College Board & IDEA Science | 60 minutes daily

AP Biology is a lab-based course studying various aspects of life science including cell theory, cellular processes, genetics, protein synthesis and gene regulation, ecology, and evolution. In addition, the course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Students should have passed Algebra I and Pre-AP Biology before enrolling in this course.

AP Chemistry | College Board & IDEA Science | 60 minutes daily

AP Chemistry is a lab-based course studying various aspects of matter and energy including both aqueous and gaseous equilibrium, thermodynamics, kinetics, electrochemistry, bonding theory, atomic and electron theory, periodicity, gases and intermolecular forces. In addition, the course provides students with training for such knowledge and skills through guided inquiry labs, a focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry. Students must have credit for Pre-AP Chemistry and Algebra II before enrolling in this course.



Physical Education (with Integrated Health for 6th, 7th, 9th Grades) Vision/Mission Statement

At IDEA, Physical Education and Health Education programs exist as a catalyst to maximize student's academic excellence through fitness and health. Our students are taught the values of exercise, sociability, and techniques for managing one's personal well-being through self-care of mind & body. Physical Education and Integrated Health Education for 6,7,9th grades will equip students with the skills and appropriate knowledge to inspire them to lead a healthy and active lifestyle grounded in positive habits.

Academy Courses

Physical Education K-5th Grade | SPARKFamily | 85 mins/week on an A/B/C/D rotation. PE is required for at least 135 mins per/week

The K–5 physical education program's primary goal is to develop students' fundamental movement skills within a variety of developmentally appropriate games/activities, rhythmic dance/motion choreographies and gymnastic-like activities. The program enhances students' personal fitness and provides them with the assessed standards mastery necessary to engage in a variety of physical activities. Personal and social responsibility, self-directed learning and problem-solving skills are also reinforced throughout the K–5 PE curriculum. In Academy Physical Education classes, students learn the basic habits of healthy living, which include fun physical activity, healthy choices in eating and living, and developing key social skills such as teamwork, conflict resolution, and strategy.

College Prep Courses

Physical Education | Physical Education (Grades 6th-7th) | 90 mins/week on an A/B/C rotation. PE is required for 225 mins over a 2-week period – 4 Semesters Min.

This course will motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught throughout this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or string to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives - students designing their own personal fitness program

A) Lifetime Fitness and Wellness B) Skill-Based Lifetime Activities C) Lifetime Recreation and Outdoor Pursuits D) PE Substitution 1-4 (Grades 9th-12th) | SPARKFamily (HS) | (HS) Graduation Req. = 1.0 Credit

These courses will motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught throughout this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or string to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives - students designing their own personal fitness program. Beginning 2022-23 College Prep. 6,7,9th grades will also have levels of integrated Health Education concepts embedded in the scope and sequence.

Taking PE in 6th and 7th grades, meets the (4 Semesters) standard, and enables student to enroll in Spanish I in 8th grade.

For the required high school 1.0 PE credit, students may complete:

1. 1 year of PE in any of the following [\(Link\)](#)
 - a. Lifetime Fitness and Wellness
 - b. Skill-Based Lifetime Activities
 - c. Lifetime Recreation and Outdoor Pursuits
 - d. Or (2) fully completed seasons of HS sport of choice offered by campus
 - i. Completed seasons of athletics under - PE Substitutions 1, 2, 3, or 4



Individualized Learning Programs

Vision/Mission Statement

Individualized learning is instruction that meets students at their own individualized level yet keeps them accountable to the same learning goals that allows them to move toward those goals at their own rate. Individualized learning at IDEA is differentiated instruction combined with diversified learning experiences that authentically engage students and lead to ownership of their own learning. The vision for individualized learning at IDEA is that our students will graduate as independent lifelong learners who think critically, steward their own learning, advocate with purpose, pursue discovery, articulate with clarity, and practice self-discipline. The main components of individualized learning at IDEA are the AR Zone and the iLearning Hotspot courses.

Academy Courses

AR Zone (1st – 5th Grade) | Renaissance (AR) | 85 minutes a week on an A/B/C or A/B/C/D rotation

Reading is a skill, and like every skill it requires not just instruction but practice as well. Independent reading practice enables students to apply the skills and strategies that are taught in their ELA courses. The AR Zones are set up in such a way that independent reading practice draws students into a world of reading in which they can self-select books to read and take a comprehension quiz once the book has been read. The goal of AR Zones are to provide data on students' reading growth, encourage substantial amounts of practice, and make independent reading fun for students by facilitating successful encounters with text.

The AR Zone class structure is divided into 3 key sections to provide ample reading time for all students. In a 45-minute class block, the beginning of the class is meant to be approximately 8 minutes with students selecting books to read independently from the bookcases, taking any pending comprehension quizzes in the Renaissance software, and accessing their AR folder with reading log and goal tracker. The middle section of the class is dedicated to DEAR time, Drop Everything and Read, during which time students are silently and independently reading their self-selected books within their ZPD, Zone of Proximal Development. While students are reading, the AR facilitator is having 1:1 conversation with students to check comprehension as well as discuss progress toward individual word count goals. The end of the class is approximately 7 minutes long with the students taking their AR comprehension quizzes over any books finished, completing their reading log and goal tracker, and returning books to the bookcases.

iLearning Hotspot (1st- 5th Grade) | DreamBox Math & Typing.com | 85 minutes a week on an A/B/C or A/B/C/D rotation

The iLearning Hotspot offers customized Math and Tech Literacy instruction to students in 1st – 5th grade, aligning with our belief in early mastery of core concepts and skills. We aim to equip students with mathematical knowledge, technology literacy skills, and independent learning habits to prepare them for college. The adaptive software in Academy (DreamBox Math & Typing.com) provides personalized instruction for each student on Math and Tech Literacy, previewing upcoming on-grade level content, reviewing on-grade level content, providing foundational education in lower grade level content, or offering enrichment opportunities to explore higher grade level content. Each student progresses at their own pace, ensuring a personalized learning experience.

College Prep Courses

AR Zone (6-7th Grade) | Renaissance (AR) | 90 minutes a week on an A/B/C or A/B/C/D rotation

Reading is a skill, and like every skill it requires not just instruction but practice as well. Independent reading practice enables students to apply the skills and strategies that are taught in their ELA courses. The AR Zones are set up in such a way that independent reading practice draws students into a world of reading in which they can self-select books to read and take a comprehension quiz once the book has been read. The goal of AR Zones are to provide data on students' reading growth, encourage substantial amounts of practice, and make independent reading fun for students by facilitating successful encounters with text.

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iLearning Hotspot (6th – 7th Grade) | Imagine Math & Typing.com | 90 minutes a week on an A/B/C or A/B/C/D rotation

The iLearning Hotspot offers customized Math and Tech Literacy instruction to students in 6th – 7th grade, aligning with our belief in early mastery of core concepts and skills. We aim to equip students with mathematical knowledge, technology literacy skills, and independent learning habits to prepare them for college. The adaptive software in College Prep (Imagine Math & Typing.com) provides personalized instruction for each student on Math and Tech Literacy, previewing upcoming on-grade level content, reviewing on-grade level content, providing foundational education in lower grade level content, or offering enrichment opportunities to explore higher grade level content. Each student progresses at their own pace, ensuring a personalized learning experience.



Road To and Through College (RTTC) Vision/Mission Statement

Road to and Through College (RTTC) is a college-readiness curriculum designed to prepare students for success in college by supporting each of the four major buckets of college readiness: academic skills, college-graduating identity, college knowledge, community involvement, and citizenship. We know that college graduation relies not just on our students' academic readiness, but also non-cognitive skills and social-emotional competencies that will allow students to effectively set and work toward goals, build self-efficacy and take ownership, persist through challenges, and find a sense of belonging in new environments. IDEA's Road to and Through College courses are where students learn essential college knowledge, strengthen universal academic skills, have opportunities for deliberate and purposeful reflection, and can explore their identity and interests enroute to college. ACT preparation units that utilize the MasteryPrep curriculum have also been incorporated into 10th & 11th Grade RTTC to help students strengthen their academic merit for the college application process. We believe that when students engage with this curriculum and receive ongoing support from their RTTC teachers and College Counselors along the way, they will be able to not only matriculate to college but achieve the transformational outcomes that come from graduating with a college degree.

College Prep Courses

Road to and Through College I (RTTC I) | IDEA Road to and Through College Curriculum | 60 minutes (A/B schedule)

Strand	Focus Questions	Students will finish the year with...
9 th Grade RTTC I	<p><i>How do I succeed in high school?</i></p> <p><i>Who am I and what do I have to offer?</i></p> <p><i>What do I envision for myself in the future?</i></p> <p><i>How can college help me to achieve my goals and dreams?</i></p> <p><i>How can I prepare myself to be the most competitive college applicant possible?</i></p>	<ul style="list-style-type: none"> • Skills that will help students to take ownership and succeed in high school and beyond, such as: goal setting, organization, time management, note-taking, and study skills • The ability to articulate their character strengths and how to leverage those strengths • An awareness of the factors and experiences that have shaped their identity • Strategies to strengthen their growth mindset and delay gratification in pursuit of greater future rewards • Increased proficiency in emotional intelligence and strategies to regulate emotions and manage stress • A foundational understanding of the college application process and what makes a competitive college applicant • Preliminary exploration of their interests and possible college and career options

Road to and Through College II (RTTC II) | IDEA Road to and Through College Curriculum | 60 minutes (A/B schedule)

Strand	Focus Questions	Students will finish the year with...
10 th Grade RTTC II	<p><i>What is leadership and how can I strengthen my own leadership skills?</i></p> <p><i>Why does earning my college degree matter?</i></p> <p><i>How do I work with others to achieve better results?</i></p> <p><i>How can I align my interests and aptitudes with a career?</i></p> <p><i>How do I find the right college for me?</i></p>	<ul style="list-style-type: none"> • An understanding of the economic and social inequalities that exist in the United States and how earning their college degree is an act of resistance and empowerment • A point of view articulating what good leadership looks like and how they can demonstrate leadership in their school and community • The interpersonal and communication skills to work collaboratively in diverse groups and resolve conflict effectively • The ability to give, receive, and implement feedback • An awareness of their personal values and the role of values in shaping behaviors • The ability to articulate their interests and connect those interests to possible career options • Experience researching colleges and universities through the lens of both match (academic merit) and fit (personal preferences) • ACT content-mastery support gained through implementation of the MasteryPrep ACT curriculum (Year 1) to ensure students finish 10th Grade with a score of 19 or higher

Road to and Through College III (RTTC III) | IDEA Road to and Through College Curriculum | 60 minutes (A/B schedule)

Strand	Focus Questions	Students will finish the year with...
11 th Grade RTTC III	<p><i>How do I create the best possible college list for myself?</i></p> <p><i>How can a Collegiate Summer Away Program (CSAP) experience strengthen my college-going identity?</i></p> <p><i>How will I be able to pay for college?</i></p> <p><i>What can I start preparing to be ready for the college application process next year?</i></p>	<ul style="list-style-type: none"> • The ability to evaluate whether a college or university is a good match <i>and</i> fit for them personally • An understanding of how transformative a CSAP experience can be when exploring their academic interests, determining college preferences, and building skills to enhance their social belonging after matriculation • A solidified college list, updated resume, and refined draft of their personal statement • Practice providing, receiving, and implementing feedback • An in-depth understanding of the types of financial aid and how to access financial aid • Practice reading and analyzing financial aid award letters in preparation for making acceptance decisions in 12th Grade • A CSAP acceptance and plan to attend—including a savings plan to pay for program fees and cost of travel

		<ul style="list-style-type: none"> • ACT content-mastery support gained through implementation of the MasteryPrep ACT curriculum (Year 2) to ensure students finish 11th Grade with a score of 20 or higher
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Road to and Through College IV (RTTC IV) | IDEA Road to and Through College Curriculum | 60 minutes (A/B schedule)

Strand	Focus Questions	Students will finish the year with...
12 th Grade RTTC IV	<p><i>How do I complete my college & financial aid applications?</i></p> <p><i>How will I pay for college?</i></p> <p><i>What do I envision for myself in the future and how does my college choice align with that vision?</i></p> <p><i>What will I study in college and how will I find a sense of belonging in my new community?</i></p> <p><i>How can I prepare for the transition to college and the challenges I may face there?</i></p>	<ul style="list-style-type: none"> • A college acceptance to a school where students are excited to matriculate, that aligns with their interests, and where they can envision themselves thriving personally and academically (i.e., a strong college-going identity) • The necessary financial aid to attend their school of choice (including going through the appeals process if necessary) • An understanding of how to navigate systems of higher education and knowledge of campus supports that exist to help students succeed in college • An awareness of common challenges faced by college students, especially those from low-income and/or minority backgrounds who may be first-generation college goers, and strategies to work through those obstacles • A deep understanding of how their own experiences, motivations, and unique personal strengths will be an asset in college and beyond • The resilience to persevere through difficult times without sacrificing their goals and dreams • A belief in their own agency to shape the future and achieve their goals



Career & Technical Education (CTE)

Mission/Vision

CTE at IDEA enhances our college for all mission, allowing students to explore career fields that mirror the job market and landscape of our nation's economic growth. Students use these experiences to select the Major and University that will equip them for life beyond our classrooms.

Students who complete a CTE Program of Study are eligible to receive a Business & Industry, Public Service, or STEM endorsement, depending on the participating program of study. Students can challenge industry-based certifications during the capstone course in their senior year to earn the IBC Performance Acknowledgment toward graduation.

CTE Coursework

Touch System Data Entry (Fall) | Professional Communications (Spring) | Minimum 45 minutes daily average seat time

Strand	Program of Study	Rationale for coursework
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8 th Grade	All Programs of Study will begin with Touch System Data Entry in the Fall semester for .5 HS Credit and Professional Communications in the Spring semester for 8 th grade students for .5 HS Credit.	Strong digital and communication skills are necessary for success in college and beyond. In Touch System Data Entry, students will learn to use Microsoft Office with proficiency and type with speed and accuracy. In Professional Communications, students learn to speak professionally, responsibly, and ethically for maximum engagement and impact. They practice communication skills that will build confidence and help them advocate for themselves and others.
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Introductory CTE course for respective program of study | Minimum 45 minutes daily average seat time (Full Year Courses)

Strand	IDEA CTE Supported Program of Study	9 th Grade Coursework & TEKS
9 th Grade	Biomedical Science	Biotechnology I (Science Credit)
	Cybersecurity	AP Computer Science Principles
	Engineering	Principles of Applied Engineering
	Graphic Design & Multimedia Arts	Principles of Arts, A/V Technology, and Communications
	Legal Studies	Principles of Law, Public Safety, Corrections, and Security
	Nursing Science	Principles of Nursing Science
	Programming & Software Development	AP Computer Science Principles
	Teaching & Training	Principles of Education & Training

Supporting CTE Course for respective Program of Study | Minimum 45 minutes daily average seat time (Full Year Courses)

Strand	IDEA CTE Supported Program of Study	10 th Grade Coursework & TEKS
10 th Grade	Biomedical Science	Biotechnology II (Science Credit)
	Cybersecurity	AP Computer Science A (Math & LOTE Credit)
	Engineering	Engineering Design and Presentation I
	Graphic Design & Multimedia Arts	Commercial Photography I/Lab
	Legal Studies	Court Systems and Practices
	Nursing Science	Science of Nursing
	Programming & Software Development	AP Computer Science A (Math & LOTE Credit)
	Teaching & Training	Human Growth & Development

Scaffolding CTE Course for respective Program of Study | Minimum 45 minutes daily average seat time (Full Year Courses)

Strand	IDEA CTE Supported Program of Study	11 th Grade Coursework & TEKS
11 th Grade	Biomedical Science	Medical Microbiology (Science Credit)
	Cybersecurity	Cybersecurity
	Engineering	Engineering Design and Presentation II
	Graphic Design & Multimedia Arts	Commercial Photography II/Lab
	Legal Studies	Advanced Legal Skills and Professions
	Nursing Science	Clinical Ethics
	Programming & Software Development	Game Programming and Design
	Teaching & Training	Instructional Practices

Capstone CTE Course for respective Program of Study | Minimum 45 minutes daily average seat time (Full Year Courses)

Strand	IDEA CTE Supported Program of Study	12 th Grade Coursework & TEKS
12 th Grade	Biomedical Science	Pathophysiology (Science Credit)
	Cybersecurity	Independent Study in Tech Apps
	Engineering	Practicum in Science, Technology, Engineering, and Mathematics
	Graphic Design & Multimedia Arts	Practicum in Commercial Photography
	Legal Studies	Practicum in Law, Public Safety, Corrections, and Security
	Nursing Science	Pathophysiology (Science Credit)
	Programming & Software Development	Independent Study in Tech Apps
	Teaching & Training	Practicum in Education and Training

For more information and guidance for successful adoption, expansion, and participation in CTE Programming refer to the [CTE Program Guidebook](#).



Special Programs

Special Education & Related Services

See Part 1 for programmatic information on Critical Student Intervention (CSI), English Learners, & Students with IEPs.

In SY 23–24, 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 serve our students most effectively 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 receives 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 a continuum from being fully mainstreamed 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 physical therapist 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 a Deaf and Hard of Hearing teacher 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.

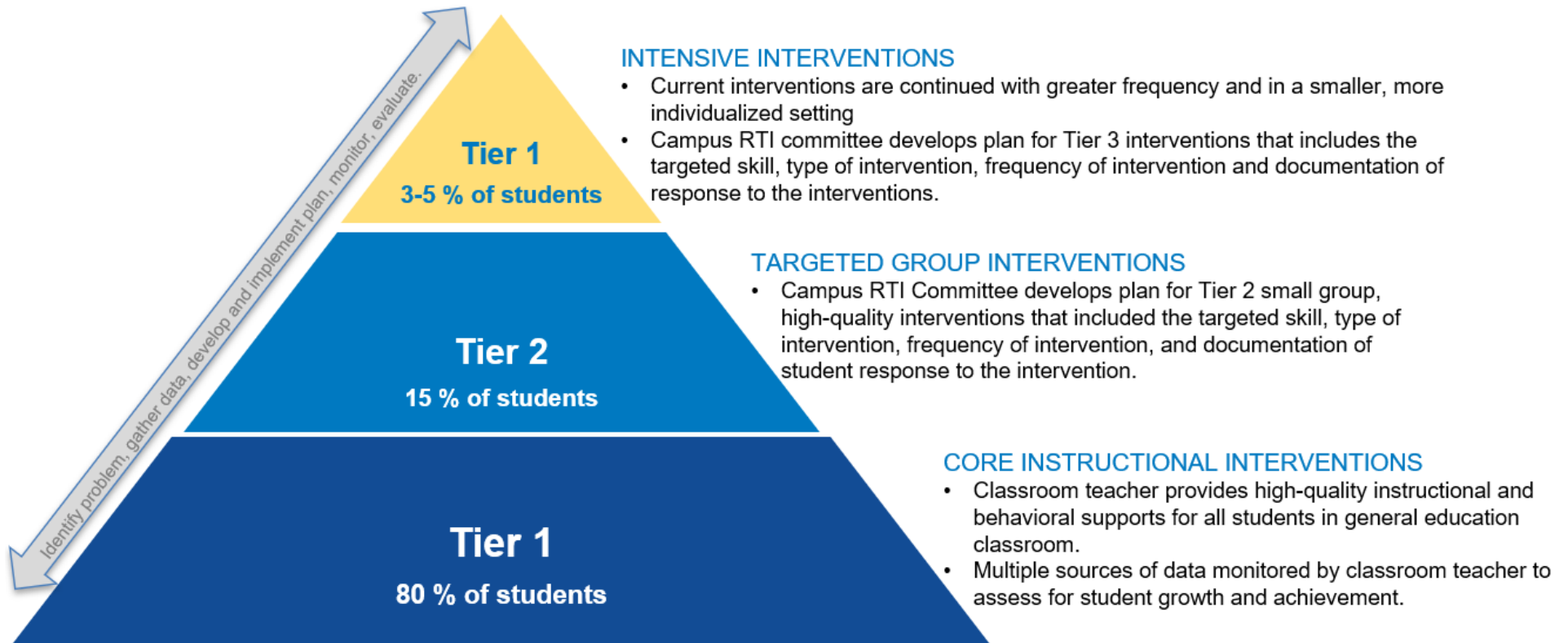
Orientation & Mobility Services: Students with Visual Impairment who require support in their ability to effectively and independently navigate through a variety of settings will receive this service according to their IEP.

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 change in behavior or performance as a function of an intervention." (Greshman, 1991) We use the RTI model to provide high-quality instruction/intervention matched to student needs and use learning rate over time, as well as level of performance, to inform educational decisions for each student. This means that 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 before any retention action is taken for an individual student.

IDEA RTI Framework



Reaching Independence through Support and Education (RISE)

RISE's primary goal is to develop post-secondary readiness for students that require intensetargeted instruction. This course functions as a class that targets specific individual education plan goals. 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-secondary options. Students have clear and specific goals that align 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 for post-secondary success. The curriculums that are district supported are:

1. Attainment
2. Direct Instruction (RMSE, DISTAR Math, Corrective Reading, Expressive Writing, DI for Spoken English, Corrective Math, and Essentials for Algebra);
3. 18+ Program

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

The Curriculum Corner has a RISE section with instructional materials. Please visit Curriculum Corner > Texas > RISE to access materials including:

- Scope & Sequence
- Unit Plans
- Internalization Template & Samples
- MOCK Exams

Critical Student Intervention (CSI)

IDEA Public Schools initiates a service delivery approach that offers intervention to students in 3rd-8th grade who need extra help to reach grade level academic proficiency as determined by Renaissance Learning, state assessments and/or decoding program placement assessments. Critical Student Intervention is considered a tier 2 support within our Response to Intervention model. Students in Special Education may have Critical Student Intervention named as a support in their IEP. Direct Instruction serves as our main intervention to assist with closing reading and math gaps for scholars throughout the academic school year. Critical Student Intervention is provided daily for a minimum of 45 instructional minutes.

	Group Size	Number of lessons	Reading Level	Mins to Complete a lesson	3rd	4th	5th	6th	7th	8th
RMSE K		160	K-1st	45-60 mins						
Decoding Level A	6-8 students	65	1st-2nd	90 mins						
Decoding Level B1	8-10 students	65	2nd-3rd	45-60 mins						
Decoding Level B2	8-10 students	65	3rd-4th	45-60 mins						
Decoding Level C Lesson 55	10-13 students	55	4th-5th	45-60 mins						
Decoding Level C Lesson 71	10-13 students	71	5th-6th	45-60 mins						
Decoding Level C Lesson 125	10-13 students	125	6th-7th	45-60 mins						
Reading Success Foundations	10-13 students	60	3rd-4th	45-60 mins						
Reading Success Level A	10-13 students	80	4th-5th	45-60 mins						
Reading Success Level B	10-13 students	80	5th-6th	45-60 mins						
Reading Success Level C	10-13 students	70	6th-7th	45-60 mins						
DISE	8-10 students	100	All	90 mins						
Imagine Learning	10-14 students		All	30-45 mins						

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.

To provide 504 services, each school has a committee that is knowledgeable about the requirements of Section 504 and operates under the direction of the principal. When the committee makes decisions particular to an individual student, people 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, Summit K-12, and Rosetta Stone for our students during their intervention blocks. In the classroom, IDEA teachers use targeted sheltered instruction protocols (SIOP). Regional Intervention Coaches provide regional or individual campus training on SIOP protocols. The graphic below shows which instructional programs we use in each grade level.

	PRE-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Español to English														
Imagine Learning														
DISE														
Rosetta Stone														

Homebound Services

Homebound placement is an instructional service for students who are certified to be confined to the home for any period 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.

Q What components are included in growth this year?
A Only Reading, Listening and Speaking are included this year

Q What grades are included?
A Every student who has valid Reading, Listening and Speaking components from 2021-2022 AND 2022-2023 are included.

Q What counts are making growth?
A A student is considered having made progress if the student grows 1 level in at least two of the three domains from the prior year (2022) to the current year (2023). Scoring Adv High this year counts as growing 1 level in a domain as well.

Q Are the targets changing?
A TEA has proposed to change targets for TELPAS in Domain 3 depending on campus types. The targets for this year are 34%, 44% or 49% depending on grades served.

Q When will we know final number or final ratings?
A September 26th internally then September 28th publicly on TXSchools.Gov.

Region	TELPAS Growth
Austin	53%
El Paso	50%
Houston	47%
Permian Basin	66%
RGV	52%
San Antonio	48%
Tarrant County	42%
IDEA	51%

Staff Experience			Student Experience		Student Achievement	
Outcomes	Data Strengths	One if not THE most diverse CMO in the country with regard to proportional representation of staff to students of color Pride in working at IDEA/accomplishments continue to be a strength in AEE data motivators for remaining at IDEA continue to be rooted in strong individualized experience with teams or managers. IDEA still probably has some of the strongest retention and staff engagement in all of education right now	Data Strengths	1. Multiple regions ahead of where they were last year in persistence (4 regions) 2. ADA is on or on the rise in the third and fourth quarters. 3. Data is ahead of last year on applications and enrollment. 4. More this world participation has increased from LY. 5. Offerings and participation in CTE have grown exponentially. 6. Increase and mandate of having a licensed mental health provider at every school	Data Strengths	- Closest to goals in earliest and latest grades: DI (especially in kinder), and then in AP scholar (e.g., seeing more students already AP scholar at START of senior year) - CS Math is getting close to goal - AR Honor Role currently at 75% -- this measures quantity of reading, accuracy on AR test Connection to Staff Experience: Curriculum Manager retention is a strength
	Data Gaps	Vast differences of staff experience across regions that mirrors those across race/ethnicity Decreases in nearly all areas across staff experience, major decreases of 3-17 pts from year to year significant decreases in AEE data across key positions of leadership (ED, VP/, Principal/AP/O) consistent trends in exit survey data	Data Gaps	1. Over 6800 students have left the organization so far this year. (91.96) 2. The number of chronically absent students (14637 students) is over 18% 3. Discipline data is unavailable. Also lacking way to track prevention data and rewards. 4. Where staff retention is low, student retention is also low. 5. High interest student activities are not as available in newer regions. 6. Increase in loss of students in high school grades	Data Gaps	Meets and masters rates (and equivalents in other states) CS reading has struggled since 2020 Lower results in IPS compared to TX Connection to Staff Experience: Short leader tenure contributes to some of these gaps
	Problem Statement	Employees are having inconsistent/disperate experiences across teams, location, and demographics	Problem Statement	There are schools in regions where students feel unsafe or unconnected to their school.	Problem Statement	On average, our students are not mastering grade level material which is not setting them up for success in the next grade level. This is a particular concern in grades 3-8 and in IPS.
Causes	Campus Level Causes	Wide variety of managerial experience, expertise, and effectiveness at the campus level that can lead to inconsistent experiences and outcomes for staff inconsistent culture Wide variety of staff culture plans across campuses/investment in campus staff culture - focus on kids does not mean we can't focus also on adults Continual struggle to balance both adult and student culture and experience - seen as either or, not both and inconsistent and unormed expectations, access, and opportunity for all levels of performance managers to engage in manager/adult culture PD	Campus Level Causes	In areas with staff retention low, folks don't tend to have the skills needed to implement behavior systems or engage with families Newer leaders struggle to implement positive, proactive systems for the student experience Continual struggle to balance both adult and student culture and experience - seen as either or, not both and 1. Lack of strong relationship building with adults and students 2. Inconsistent communication with families - sometimes only with negative conversations	Campus Level Causes	1. On average, teachers are doing the cognitive lift. (as noted during campus observations by the CPO team) 2. On average, teachers are not effectively internalizing lessons/content. (as noted during campus observations by the CPO team) 3. Gaps in student culture/behavior management pulls attention of teachers and leaders away from academics 4. Many APIs are lacking content knowledge and mastery of teacher skills. (especially true for folks who haven't taught the new curriculum) 5. Instructional leaders lacking skill with coaching to mastery. (teachers in many observations are still stuck on culture or basic planning action steps by the end of the year) 6. Lack of knowledge, time to internalize, and/or investment in academic model Note - data we need: Teacher retention by grade/subject
	Regional Level Causes	Wide variety of managerial experience, expertise, and effectiveness at the campus level that can lead to inconsistent experiences and outcomes for staff inconsistent and unormed expectations, access, and opportunity for all levels of performance managers to engage in manager/adult culture PD inconsistent and unormed expectations, access, and opportunity for all levels of performance managers to engage in manager/adult culture PD Lack of shared understanding and alignment around staff culture that leads to inconsistencies with implementation Continual struggle to balance both adult and student culture and experience - seen as either or, not both and;	Regional Level Causes	Regional differences	Regional Level Causes	Lack of investment/alignment in academic model Still building a shared understanding of revised GET and its vision of what excellent teaching looks like (and how to coach using it)
	National Level Causes	Lack of leadership bench to match the aggressive growth the organization experienced over 6 years Continual decrease in confidence of leadership and management at the national levels leading up to executive leadership lack of consistency and alignment in clarity and direction of adult culture and staff experience that support at each level - deep need to be true partners and collaborators in our work and be more intentional about the "how" we achieve this together...	National Level Causes	We have not articulated a POV on what student experience should look like at IDEA We don't collect and report on discipline data We don't train our APIs in responding to discipline/behavior or creating a positive student experience	National Level Causes	The goals we do/do not set have a huge impact on what people focus on (e.g., all focus on A leads to focus on getting kids to approach, and then we lack focus on K-2 grade level proficiency and interventions/don't focus on the right things) Still haven't fully transitioned to the revised GET (which is based on outcomes vs. specific teacher inputs). Because of that, we haven't fully illuminated what effective instruction and coaching look like. More teams are working cross-functionally - but we still have work to do to make connections across these priority areas. Needing training programs that are fully aligned across teams and at all levels (e.g., data conversations, refresher programs for returning leaders, etc.)
	Other Causes	An incredibly challenging educational landscape post-pandemic coupled with our toughest budget season ever here at IDEA, leading to further anxiety around our long-term future and sustainability Impact of variance across managers/manager acumen that then impacts the staff experience vertically. Inconsistent grouping of leaders and gaps that exist in then who gets what training and shared understanding, alignment, and normed expectations, and in-field follow up for what we expect in people's performance management	Other Causes	Many different tier one tracking systems (kickboard, etc.) Fear of focusing on discipline or naming it as a priority will reveal a gap as an educator Old IDEA - leaders were responsible for this personally	Other Causes	Lower retention in campus leader roles and teachers switching between grades and content has a negative impact. Promotion of inexperienced leaders means existing programs may not be enough to provide needed support Reassigned teachers, increased # of teachers in 23-24 that will have more than 1 prep
	Root Cause	Lack of shared understanding, alignment, and normed expectations, and in-field follow up for what we expect in people's performance management	Root Cause	There is not an owner of this work nationally who has the capacity to provide a vision and coordinate folks nationally towards success in this area Lack of tier one systems for behavior - leaders aren't trained on it effectively, not all schools have them	Root Cause (Shared across areas)	Lack of shared understanding, alignment, and normed expectations for what we expect around discipline and engaging instruction along with insufficient and inconsistent onboarding, ongoing training, and performance management for all our managers and leaders
Solutions	What is the highest leverage change needed to impact the root cause you identified?	We need to focus on adult culture through the talent life cycle - we might need to start with performance management Communication of a clear POV on staff experience, aligned performance management cycle, and training on the 6 leadership that results in increased results across select AEEs	What is the highest leverage change needed to impact the root cause you identified?	Implement and communicate behavior systems to include: Roles, expectations, response to misbehavior, and positive reinforcements.	What is the highest leverage change needed to impact the root cause you identified?	
	What will be different for students and/or staff by the end of the year?	IDEA managers are people-centered content experts as measured by a ___% increase in 3 selected AEE survey statements.	What will be different for students and/or staff by the end of the year?	Students will persist year over year because they feel safe, connected and happy to come to school Teachers will feel more skilled, supported and coached to achieve higher ratings on GET aligned to behavior/classroom management Leaders (regional and campus) will get more training, support and coaching to create positive culture systems at schools	What will be different for students and/or staff by the end of the year?	
	Performance Objective Statement	IDEA managers are people-centered content experts as measured by a ___% increase in 3 selected AEE survey statements.	Performance Objective Statement	100% of schools meet their growth goal for persistence	Performance Objective Statement	9% increase in grade-level performance in literacy (K-2 RMT; 3-EOC state test; 9-12 2+ in AP lit course). OR Increase teacher proficiency on GP 3 as measured by 9% increase in grade-level performance in literacy.



Org Priorities Kickoff 23-24



Objectives

1. We are **clear and committed to our roles**.
2. We name **strategies aligned to root causes and collective impact**.
3. We have solidified next steps to ensure **our summer and BOY training equips our Team and Family with the skills and knowledge they will need** to launch their work with the priorities at all levels.

Today: Narrowing Priority Areas to Performance Objectives

Define success for this year in a way that is ambitious yet attainable.

Priority Areas:
Where do we need to make the most progress?

Root Cause Analysis:
Why are we not achieving desired results?

Performance Objectives:
Based on the root causes, where should we focus our effort this year?
Define success in a way that is ambitious yet attainable.

Staff Experience

Owner: Martin Winchester

Student Experience

Owner: Jill Dominguez (CSO once hired)

Academic Results

Owner: Dolores Gonzalez

Performance
Objective

Performance
Objective

Performance
Objective

Agenda

Time	Topic
8:00-8:30	Opening
8:30-9:40	Root Cause Discussion and Analysis
9:40-9:50	Break
9:50-11:00	Solutions and Solidifying Priorities
11:00-11:30	Other Chiefs Join: Share Thinking
11:30-12:00	Determine Next Steps

Disha – 5 Year Vision

As our organization is heading into IDEA 2.0 we must:

- Use strategy to position ourselves against our competitors for: enrollment, talent, and other key stakeholders

In order for us to do this we must:

- Have a strong sense of how our organization must evolve to meet the challenges of regulation, workforce changes, new technology, market forces and the like
- Get out of the year-to-year strategy/tactics planning and be more futuristic – example would be the work on TVP as a start on HA

Katie – Org Priorities

- At all levels of our organization, our team and family are invested in priorities that are **ambitious yet attainable**
- We are **clear on what success looks like** this year and how it will bring us closer to our vision/mission
- Our priority owners and the teams they convene devote the energy required to **plan collaboratively** and **hold one another accountable to ensure success** in our priorities

DIP/CIPS

- DIP/CIPS are federal and state requirement

- **Process**

Needs Assessment → Goals → Performance Objectives → Strategies

Aligning on Language

- Align to DIP/CIP
- We need to all mean the same thing when we say “priority” or “performance objective” ... etc.

DEFINING IDEA



CORE VALUES

Who we are



MISSION

Why we exist



VISION

Our future state



GOALS

Outcomes pursued

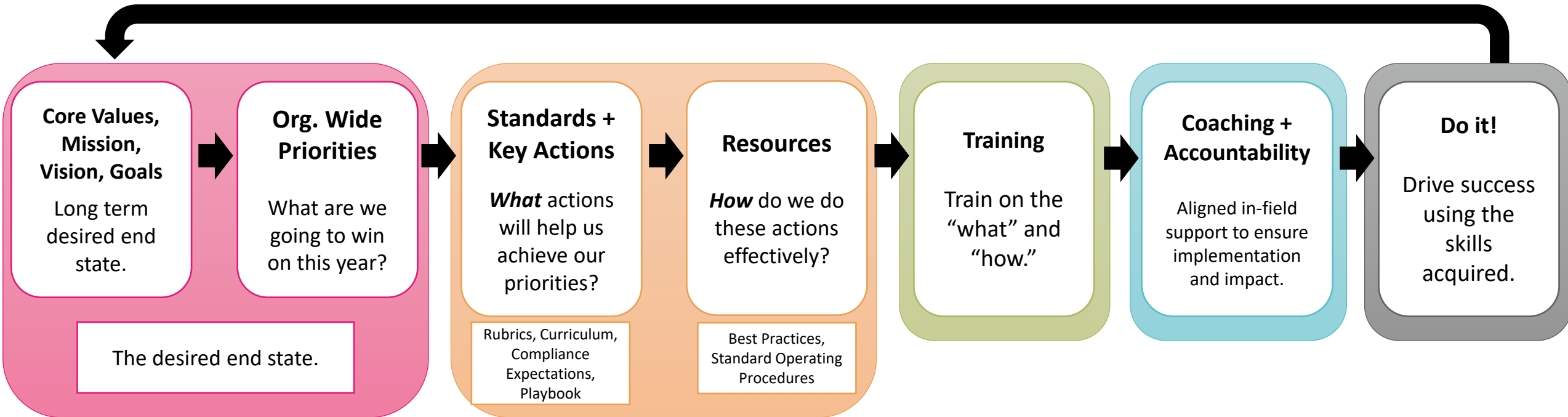


PRIORITIES

Path to attainment

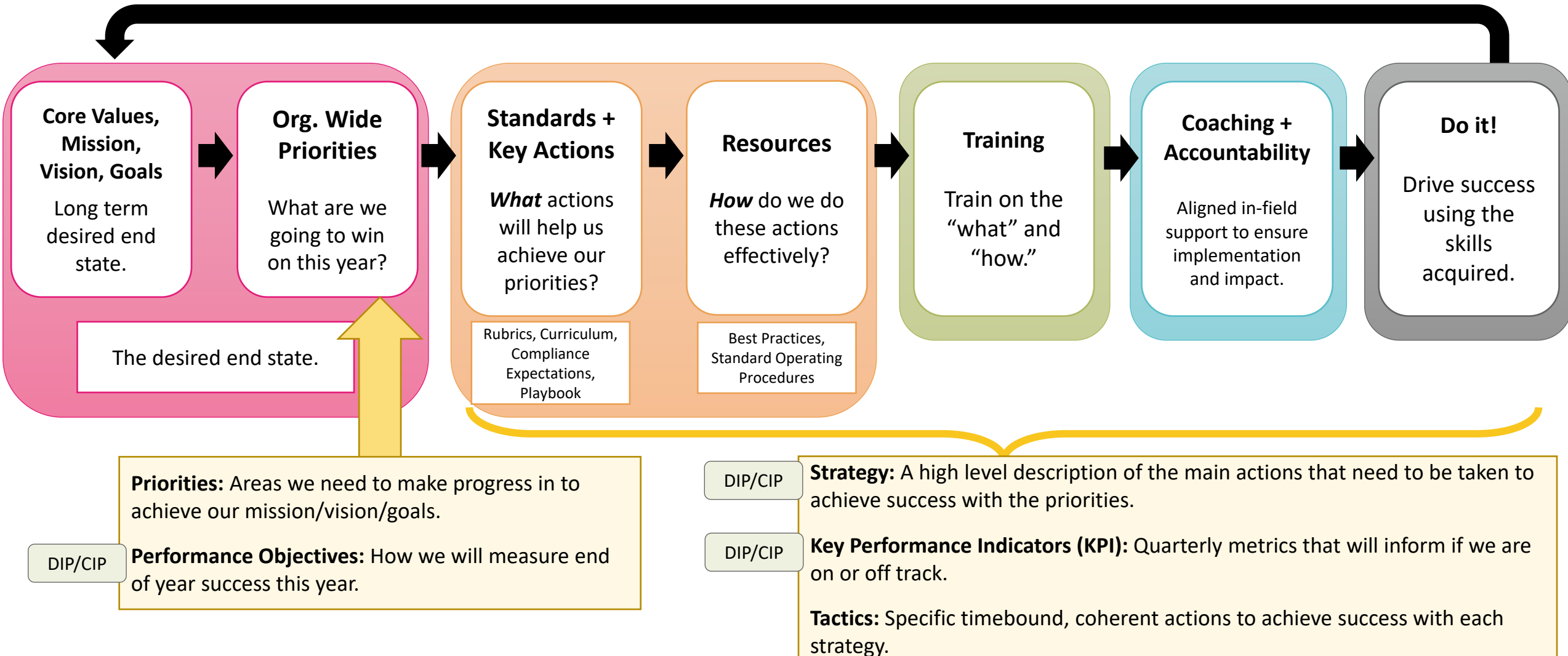
Theory of Action:

We deliver results by defining a clear end state and aligning our resources, training, and coaching to ensure our team and family has the skills necessary to succeed.



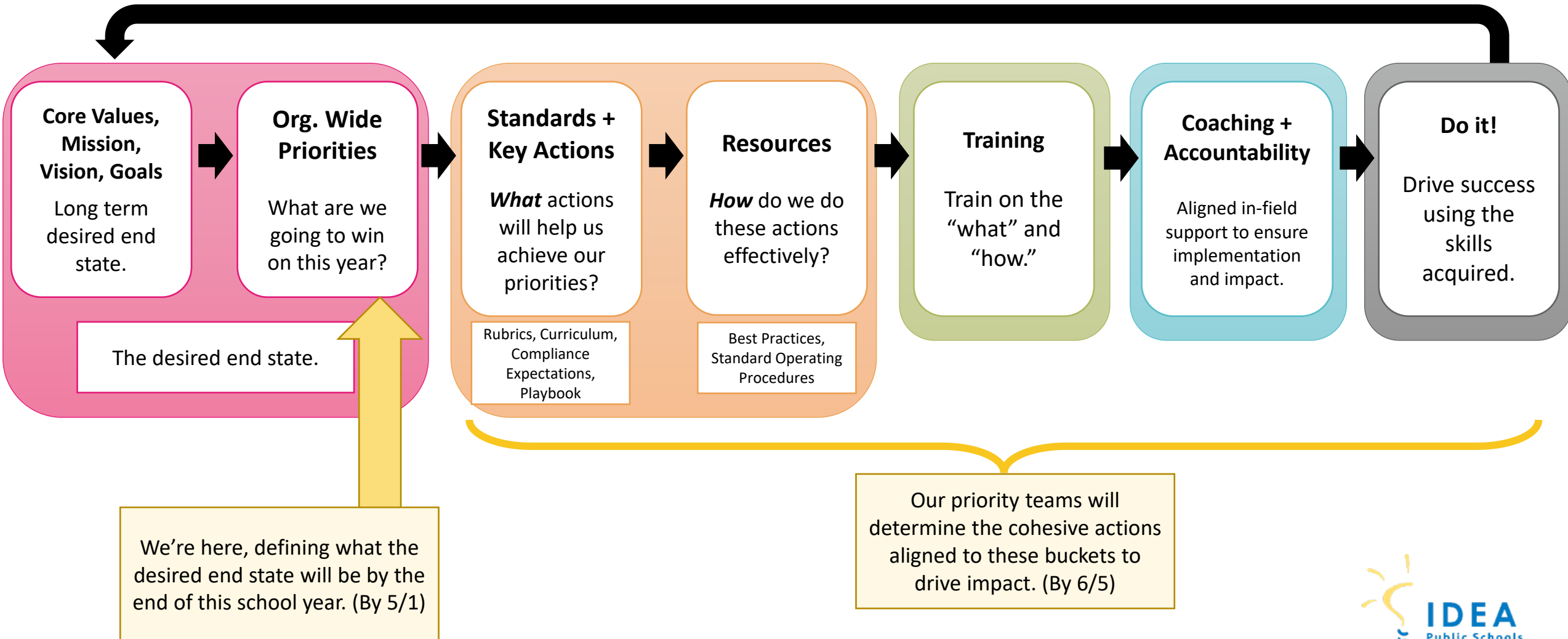
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Performance Objectives: CFS

• Org Wide Performance Objectives:

- Collectively **attainable in one year (3 total)**
- Ambitious
- Aligned to the problem statement and root cause
- Are **truly org-wide**
 - **Impact and required the efforts of campuses**
 - Require the collaboration across national teams

• National Team Performance Objectives:

- Collectively **attainable in the timeframe stated** (doesn't need to be a year)
- Ambitious
- Aligned to the problem statement and root cause
- Are **truly national team focused**
 - **Do not require the efforts of campuses**
 - Require the collaboration across national teams

Example

Last Year: IDEA will become the greatest place to work in education.

Does it meet the CFS? Ambitious and truly org wide but not attainable in a year. Also, too broad to be focused on the root cause.

Example Narrowed PO: 10% increase in the psychological safety question in the AEES survey.

Example OCS for Org Priority Setting

- Org Priorities - Planning Template.xlsx
 - Tab: “Example: Defining Success”

Root Cause: Guided Analysis

Root Causes Analysis: 70 mins



15 minutes – Group Analysis



50 minutes – Presentations and Discussion

Summarize & Share

- **15 minutes with your priority area group:**
 - **Outcomes:** Summarize the most essential data points/trends.
 - Share 1-2 **strengths** to highlight.
 - Name the highest priority 1-2 gaps as a **problem statement**.
 - **Causes:** Share your thinking of what is leading to these outcomes.
 - **Prepare to share** (You will have 4 minutes.)
 - **Use your pre-work to inform outcomes:** [Org Priorities Kickoff Pre-work](#)
 - **Use the tab “defining success” to summarize what you will share:** [Org Priorities - Planning Template.xlsx](#)

Staff Experience	Student Experience	Academic Excellence
<ul style="list-style-type: none">• Martin• Elise• <i>Disha</i>	<ul style="list-style-type: none">• Jill• Layne• Heather• <i>Katie</i>	<ul style="list-style-type: none">• Dolores• Kaitlin• <i>Ale</i>• <i>Melinda</i>

Group Presentations & Discussion

- 4 minutes: Group presentation
- 10 minutes: Group questions and discussion
- 2 minutes: Summarize takeaways

Repeat x3

Break

Solutions:
Solidifying
Performance
Objectives

Solutions: 70 minutes



20 minutes – Group Analysis



10 minutes – Presentations



40 minutes – Full Group Discussion

After this discussion, we will welcome Jeff, Cody, and Layne to this call to share our current thinking on performance objectives.

In Groups: 20 minutes to...

- Adjust your problem statement and root cause statement based on discussion, if necessary.
- Draft your performance objective statement.
- Prepare to present (You will have 3 minutes to share your performance objective and the thinking behind it.)

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Group Presentations & Reflection

- 3 minutes: Group presentations

Repeat x3

- 1 minute: Silent solo reflection
 - Write down trends, connections, questions, and feedback

Full Group Discussion

- **Focus:** Solidify the performance objectives for the 23-24 school year.
 - **CFS for org-wide performance objectives:**
 - Collectively **attainable in one year (3 total)**
 - Ambitious
 - Aligned to the problem statement and root cause
 - Are **truly org-wide**
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Share Thinking

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Link to Analysis

- Org Priorities - Planning Template.xlsx
 - Tab: “Defining Success”

Performance Objectives

Org Wide Performance Objectives:

- IDEA performance managers will model our vision of the performance management cycle and six leadership traits that results in a 2% increase across our 5 impact statements/5 retention statements/3 priority AEE statements
- Implementation of tier one systems that build a positive culture as measured by 95% of campuses meeting their ADA targets.
- X% increase in grade-level performance in literacy (k-2 DI; 3-EOC state test; 9-12 2+ in AP lit course). OR increase teacher proficiency on GP 3 as measured by X% increase in grade-level performance in literacy.

National Team Performance Objectives:

- Revise our leadership rubrics (leadership competencies and school leadership levers)

Next Steps

Arc of planning

- **Today:**
 - Leave with recommended narrowed performance objectives
- **Week of 5/1:**
 - Chiefs tactical: finalize performance objectives (Jeff is the decision maker)
 - Begin org priority lead tactical
- **By 5/12:**
 - Priority owners finalize their team GRPI
 - Priority owners finalize any tweaks to Pre-game plan
- **By 5/26**
 - Priority owners finalize CIP-aligned performance objectives and strategies

Next Steps

- **Schedule Operating Mechanisms:**

- **Weekly priority leads tactical:**

- Tuesdays at 2PM CST
 - Thursdays at 4PM CST (conflict with HQ VP monthly 1x month)
 - Fridays at 8AM CST (conflict with board meetings 1x month)
 - Fridays at 11AM CST (conflict with board meetings 1x month)

- Monthly strategy with priority leads

- Possibly during chief's strategy?

- Quarterly PTG with chief's team about org priorities

- Connection to quarterly?

- Twice annual stepback for org priorities/national strategy

- Connection to quarterly?

- **Information to cascade or conversations to have before Monday**

Next steps

- Katie/Disha/Elise connect on definition of key terms
- Conversation w/ Cody about being able to gather the data we need (all the way down to campus level)

DISTRICT NEEDS ASSESSMENT

Demographics	Student Learning	School Processes & Programs	Perceptions
<ul style="list-style-type: none"> • Number of students by grade • Ethnic Distribution • Sex • Socioeconomic statuses • 504 • EB Students • Dyslexia • Foster Care • Homeless • Immigrants • Migrant • Title I • Military Connected 	<ul style="list-style-type: none"> • Mock data • AP data (3+) • English Language Proficiency • Dropouts & CCMR (TAPR Report) • DI • CSI • AR data 	<ul style="list-style-type: none"> • GET Rubric Data • Staff Retention • Professional Development 	<ul style="list-style-type: none"> • Persistence • AEES • Enrollment • ADA • Parent/Student Surveys
Priority Connection: All	Priority Connection: Student Academics	Priority Connection: Staff Experience & Student Experience	Priority Connection: Staff Experience & Student Experience
Data Owner: Ale	Data Owner: Dolores	Data Owner: Martin	Data Owner: Jill

Addendum

TX DIP/CIP DEFINITIONS

Component	Definition	Examples and Expectations
Goals	Goal topic areas that are set by the district.	The stem of our district's top 5 driving goals. (ex: student achievement)
Priorities	Which of the five goal areas are we going to prioritize this school year to achieve our goals	Staff Experience, Student Experience & Academic Success
Performance Objectives	Measurable ways to meet the goals.	<ul style="list-style-type: none"> <i>Example: Reduce chronic absenteeism rate among student population from 30% (2022-23 average) to 10% or less by the end of the 2023-24 academic year.</i>
Strategies	Strategies to achieve the performance objectives	<ul style="list-style-type: none"> Strategies will vary by school <i>Example: Hold tutorials after semester exams for 3rd-5th grade math students who did not meet growth goals.</i>

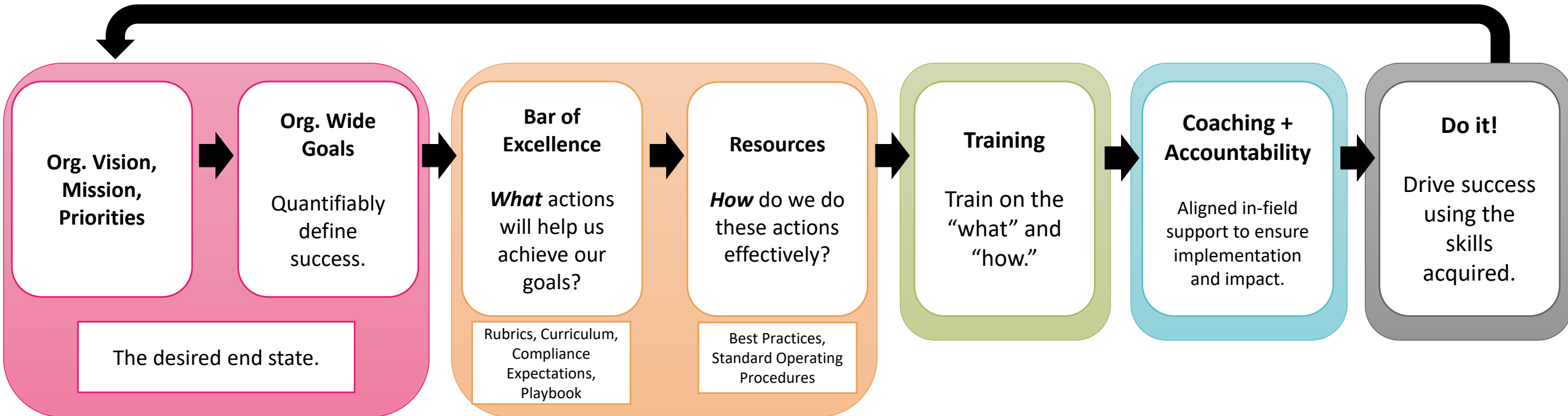
As we go through today, you will see some terminology sound different than we may have used it in the past. We are changing some terms to be able to align the language we use for strategic planning to DIP/CIP.

Org Priority Planning: 22-23 Wins

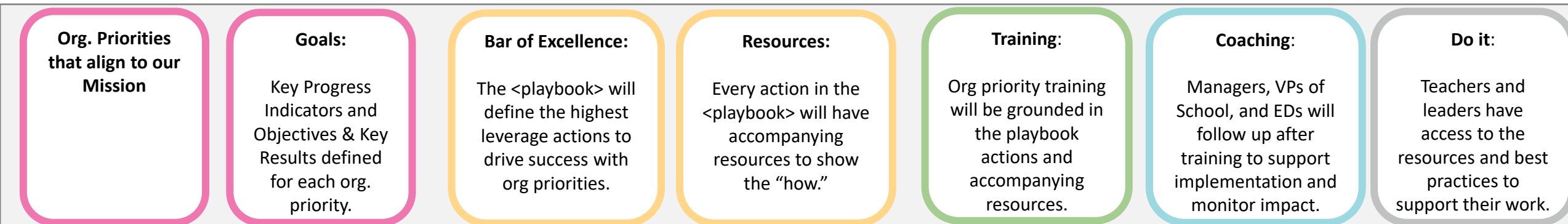
- For the first time:
 - **Milestone documents** articulating goals and key actions by role and by time of year
 - **Training** aligned to org priorities
 - **Weekly meeting of priority leads** to coordinate logistics
 - Set and tracked **key performance indicators** (KPIs) to evaluate success
 - Aligned on **Theory of Action** as desired process

Theory of Action:

We deliver results by defining a clear end state and aligning our resources, training, and coaching to ensure our team and family has the skills necessary to succeed.



Org priority training in 23-24 will be a model for the full implementation of this theory of action:



This Year's KPI Summary

- <add>

22-23 Gaps

Last year, there were **missing “hand-offs” down the theory of action.**

We primarily **worked in priority group silos** when analyzing root causes and developing strategy.

Our priorities were broad and ambitious, which was inspirational but **not attainable in a year.**

The **milestone documents** had helpful resources but weren't easy for **users to navigate.**

Training was not comprehensive for all impacted roles or key actions.

Not all staff knew about or were invested in the org priorities.

23-24 Adjustments

Expectations need to be clear and we need to have a **plan to train, support, hold accountable, and celebrate.**

We need to **plan strategy together** – push each other, connect our work, plan for our end users.

Our priorities/strategies must be **ambitious AND attainable.**

One playbook per milestone that encompasses key actions for all roles.

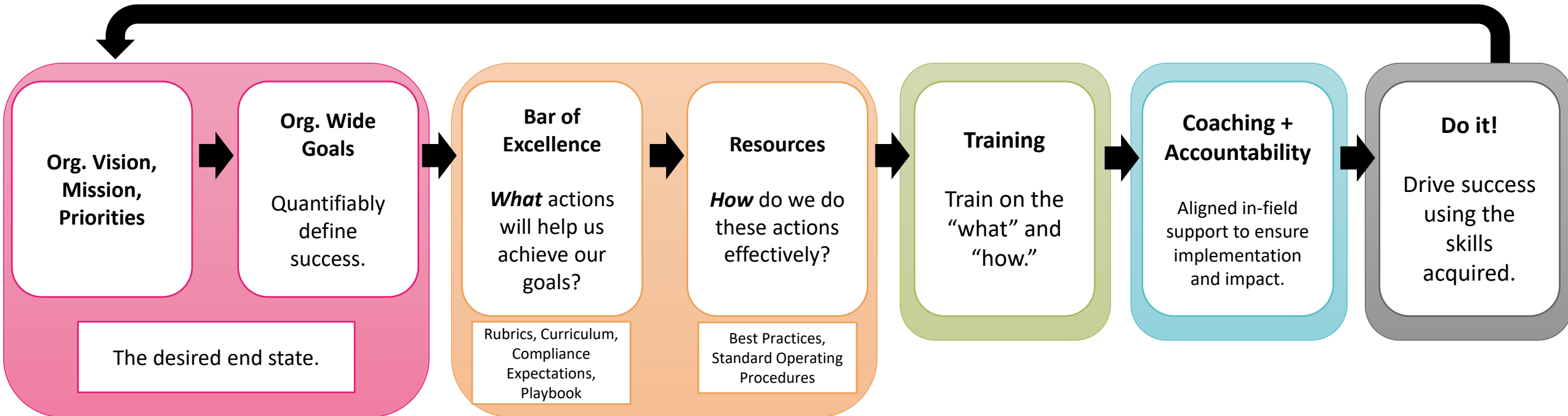
Comprehensive training on key actions for all roles.

Comms planned throughout the of the year in advance and integrated in all staff communications.

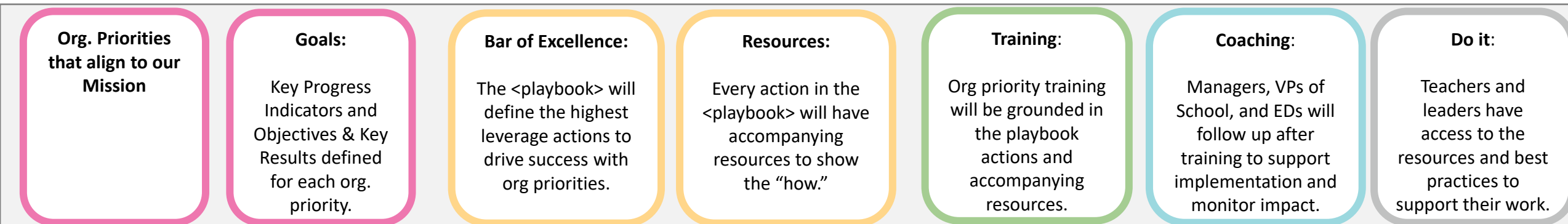


Theory of Action:

We deliver results by defining a clear end state and aligning our resources, training, and coaching to ensure our team and family has the skills necessary to succeed.



Org priority training in 23-24 will be a model for the full implementation of this theory of action:



Theory of Action:

We deliver results by defining a clear end state and aligning our resources, training, and coaching to ensure our team and family has the skills necessary to succeed.



DEFINING IDEA



CORE VALUES

Who we are



MISSION

Why we exist



VISION

Our future state



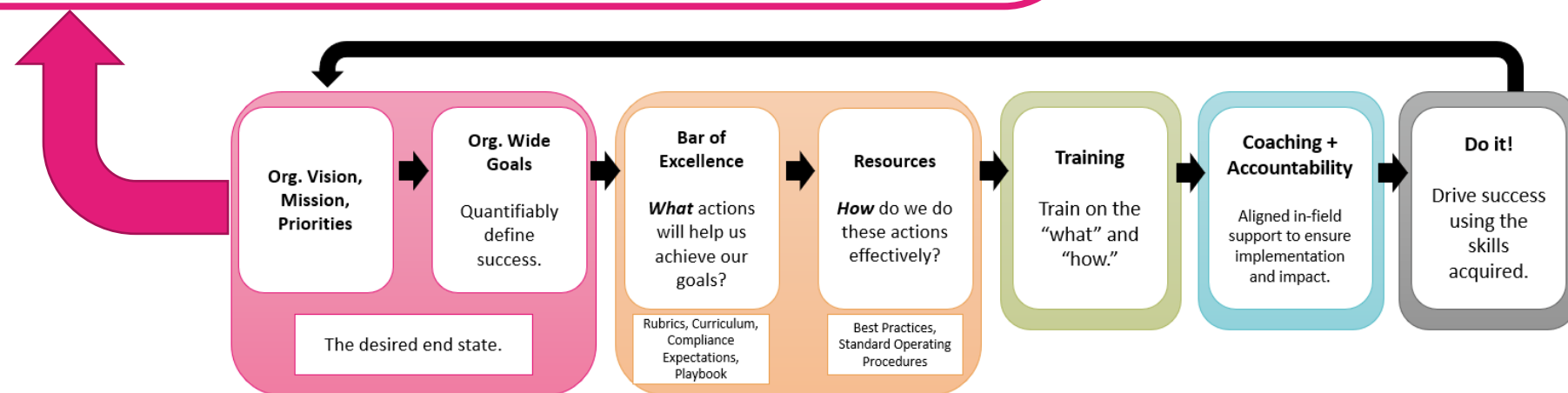
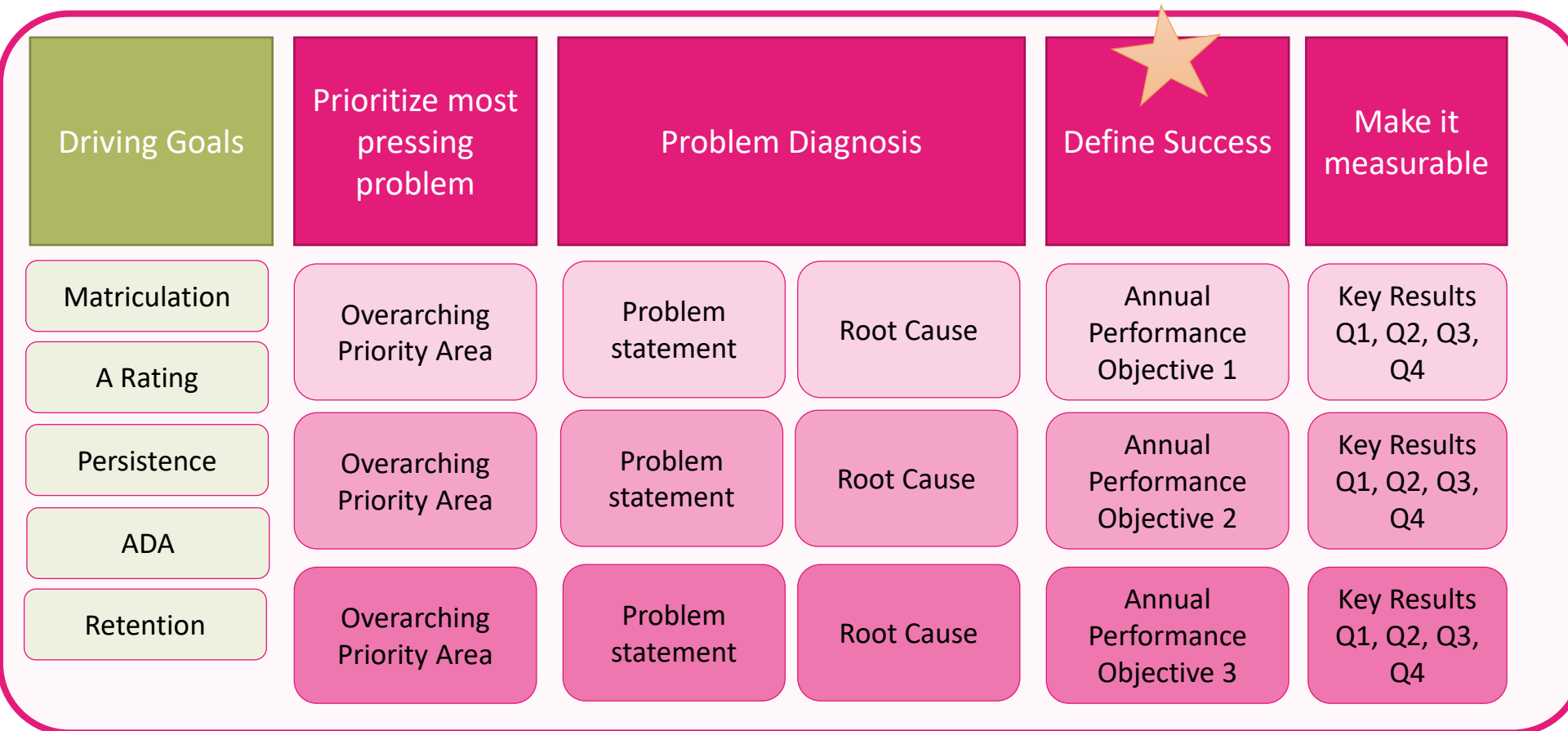
GOALS

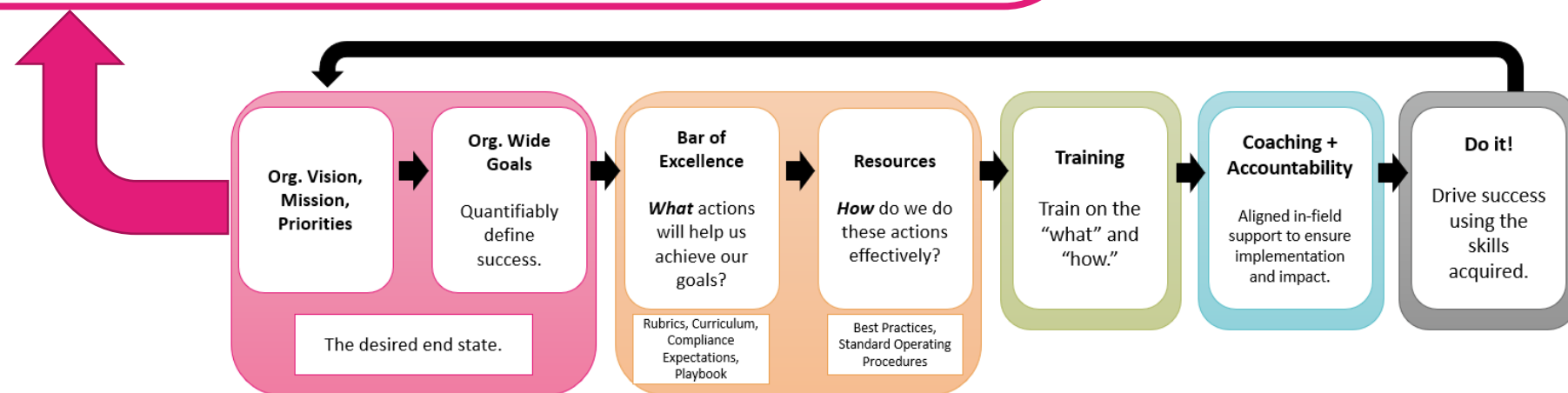
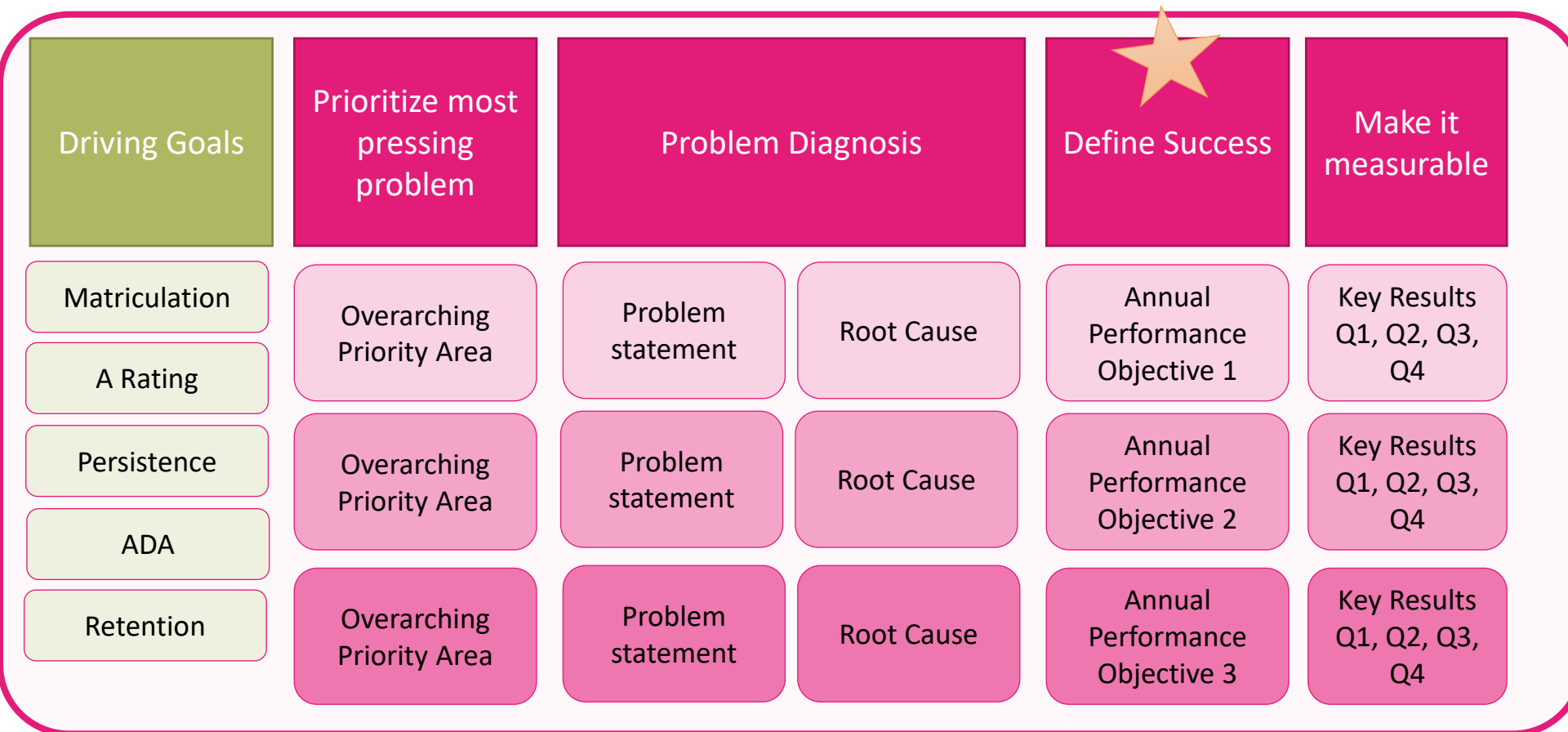
Outcomes pursued

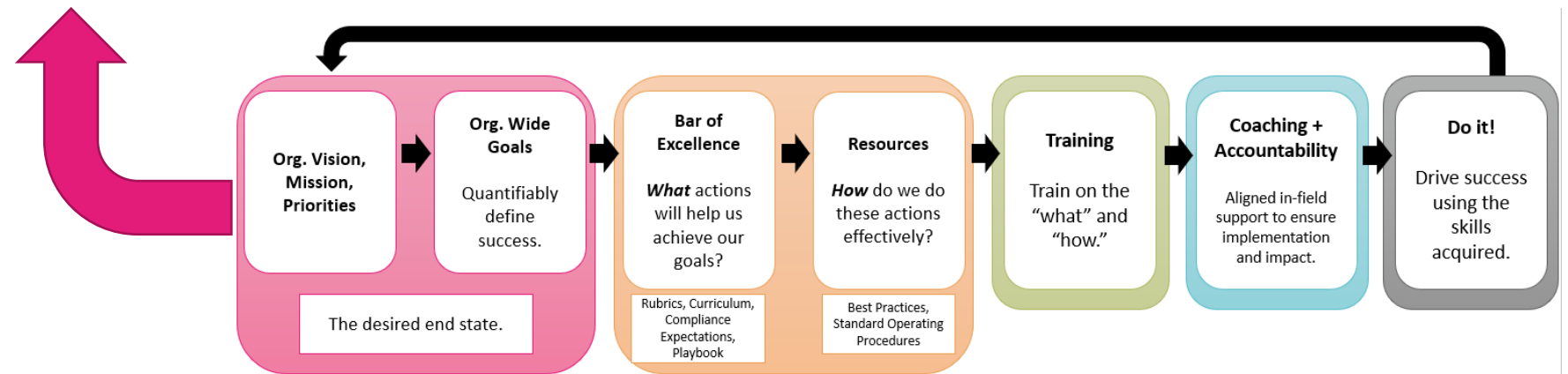
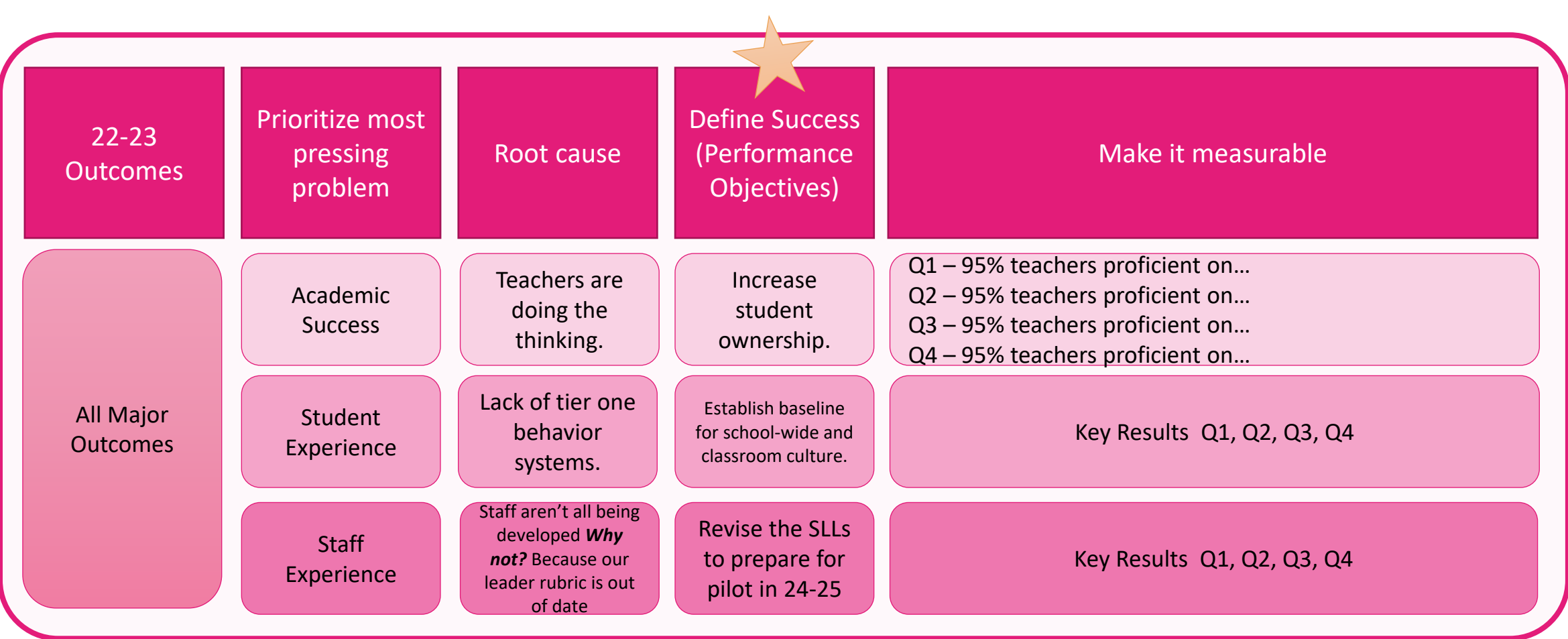


PRIORITIES

Path to attainment







According to Good Strategy/Bad Strategy

A “good” strategy includes :

1. A *diagnosis* that defines or explains the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as critical
2. A *guiding policy* for dealing with the challenge. This is an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.
3. A set of *coherent actions* that are designed to carry out the guiding policy. These are steps that are coordinated with one another to work together in accomplishing the guiding policy.



According to Good Strategy/Bad Strategy

Diagnosis

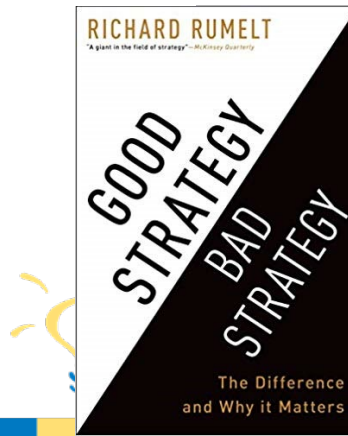
Why can't you reach your goals? What's the current situation? What's (and who's) holding you back from reaching your goals?

Guiding Policy
(Strategy)

What should be done?
What's the approach to be chosen to cope with or overcome the obstacles identified in the diagnosis?

Set of Coherent
Actions
(Tactics)

How should we put the guiding policies in place?
A set of coherent actions dictate how the guiding policies will be carried out.



DIP/CIP & ORG PRIORITIES

2023- 24 Priorities: Strong Staff Experience → Strong Student Experience → Strong Student Academics

2022-23 Org Priority Reflections - For the first time:

- **Milestone documents** articulating goals and key actions by role and by time of year
 - **Training** aligned to org priorities
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 - Aligned on **Theory of Action** as desired process
-

2023- 24 CIP & Org Priority Alignment

- The national team will provide priority aligned performance objectives and strategies
- To be provided by Friday, June 2
- Logistics of uploading/adding are being ironed out; the national team will send out communications to school leaders with instructions.