



# TEXAS

## Teacher Career Pathway Handbook 2023-2024



## Dear IDEA Teachers,

This handbook is your guide to IDEA's Teacher Career Pathway. This program serves to recognize, reward, and support the development of all IDEA teachers. At IDEA, we believe that excellent teachers are the key to realizing our promise to students. The Teacher Career Pathway was created to make IDEA a place where you feel recognized for your invaluable role in our effort to send all students to and through college.

**Sincerely,**

*Teacher Career Pathway Team*

## Inside this handbook, you will find:



A broad overview of the Teacher Career Pathway






An in-depth look at pathway placements and rewards. This includes how teachers get placed, details about moving along the pathway, and specifics about the payouts teachers receive.



Infographics to illustrate Teacher Career Pathway processes and structures



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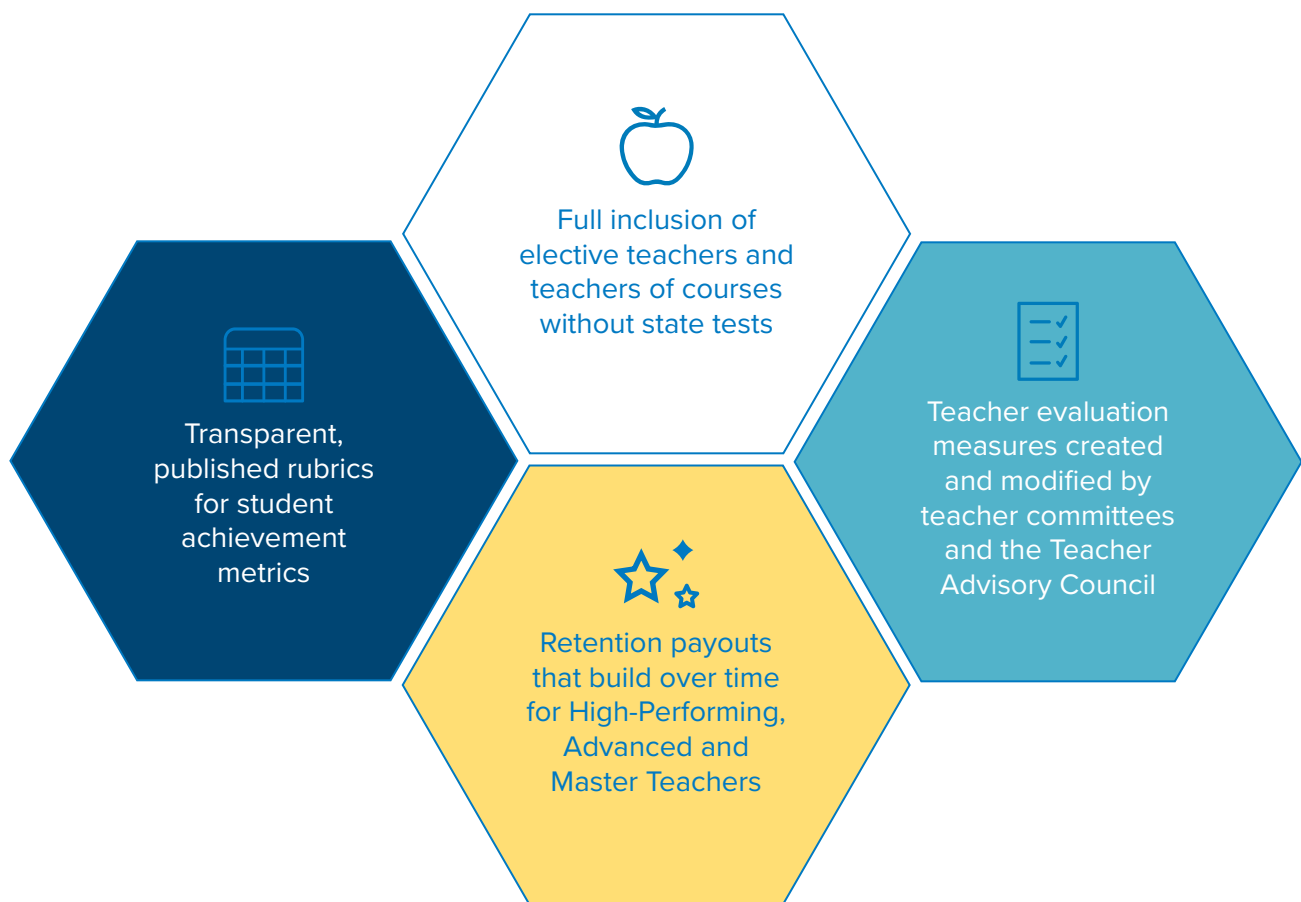
## A. Overview And Rationale For The Teacher Career Pathway

The Teacher Career Pathway is a differentiated reward, recognition, and retention program for teachers at IDEA Public Schools.

The Teacher Career Pathway program synthesizes multiple components of a teacher’s performance in order to place them on a five-tier pathway. Each level on this pathway has its own set of supports, rewards, and recognitions. Pathway evaluations and placements are conducted annually by managers on behalf of all teachers.

The Teacher Career Pathway came together after extensive research, piloting, and review process (and it continues to improve, thanks to candid and thoughtful feedback from IDEA teachers). The Teacher Career Pathway and its accompanying rubrics, evaluation criteria, and reward system is inspired by similar programs from YES Prep Schools, Achievement First, and Aspire Public Schools, among others.

**However, IDEA’s Teacher Career Pathway has some unique features:**

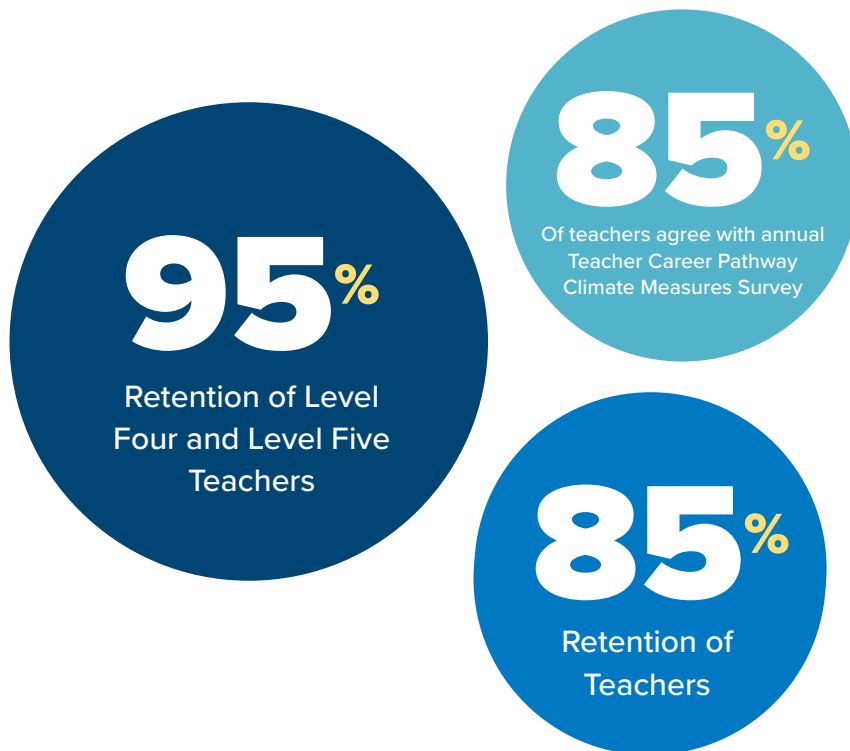


# Program Goals

To make college possible for all children, IDEA must retain its great teachers. Students benefit from having committed, professionally satisfied teachers. Organizations grow stronger with workforces that choose to stay and grow. These beliefs inform the goals of the Teacher Career Pathway.

The goal of the program is to value, retain, and support the development of IDEA teachers. The Teacher Career Pathway intends to inspire and motivate teachers to grow in their practice and stay with IDEA. By offering payouts, recognition, and a place to grow as an educator, the Teacher Career Pathway will help keep IDEA teachers fulfilled and in the classroom.

## Goals For The Teacher Career Pathway Are:



## B. History And Background

The Teacher Career Pathway launched as a natural next step from the work of IDEA’s Investing in Innovation (i3) grant. The i3 grant laid the groundwork for recruiting, developing, and retaining a talented workforce. With the Teacher Career Pathway, that work became specific to teachers.

The Teacher Career Pathway took form over an 18-month period. During this process, teacher input was of the highest importance. The Teacher Career Pathway task force held 14 teacher feedback sessions, 14 town hall meetings, five focus groups and five steering committee meetings. Feedback from these events shaped the Teacher Career Pathway in important ways, which are highlighted by the Teacher Feedback icons located throughout this handbook. Today, teacher feedback continues to be a key part of the Teacher Career Pathway’s ongoing growth.



**14** Teacher  
Feedback  
Sessions

**14** Town Hall  
Meetings

**5** Focus  
Groups

**5** Steering  
Committee  
Meetings

The Teacher Career Pathway pilot launched in 2014 with teachers receiving their first-ever pathway placements, public recognition, and professional development budgets. The Teacher Advisory Council began the same year. This council opened a direct line of communication between IDEA campuses and headquarters. **Teacher feedback received during the twice-annual TAC meetings shaped multiple components of the Teacher Career Pathway program, among other district initiatives.** Read more on the Teacher Advisory Council’s role in Teacher Career Pathway development in Section III of this handbook.

The 2015-16 school year marked the formal commencement of the Teacher Career Pathway. **With the launch of the program, IDEA continues to grow as a place where teachers love to teach, not only because they believe in putting students on the pathway to college, but also because they feel recognized, rewarded, and valued for their work.**

## C. The Teacher Career Pathway Pilot

The Teacher Career Pathway launched in pilot form during the 2014-15 school year. Throughout this time, members of the Teacher Career Pathway team systematically gathered feedback from teachers through measures such as the district-wide pilot survey. This invaluable feedback has been used to adjust the Teacher Career Pathway so it can more effectively retain and reward talented educators. Here are some samples of what IDEA teachers said about the Teacher Career Pathway during the 2015-16 school year, illustrated on the next page.

# The Teacher Career Pathway:

The Teacher Career Pathway rewards teachers' contribution, supports their professional growth, and most importantly, provides a pathway for promotions so career teachers can continue their influence in the classroom. This portion of the handbook describes Teacher Career Pathway rewards, recognition, and support programs in detail.



The Teacher Career Pathway is a system that places IDEA teachers along a five-level continuum of performance. Each of the five pathway levels comes with a different slate of rewards and professional development opportunities. A teacher's pathway placement is determined each year and is based on a balanced scorecard for teacher evaluation. Teachers at the first two pathway levels receive prescriptive and individual development to support their improvement towards higher levels. Teachers at the highest three levels of the pathway receive "Grow with IDEA" accounts, retention payouts that increase over a three year period.

The philosophy behind the support and recognition along the pathway is to provide increasing autonomy as teachers progress along the pathway.

## In Depth: Pathway Placement

**GROWTH MINDSET**  
With hard work, all teachers can advance up the pathway

### The Levels:

There are five levels on the Teacher Career Pathway. Each level reflects a teacher's performance on the Teacher Career Pathway evaluation scorecard, which includes five metrics: student achievement, manager ratings on the GET rubric, student and family input, and core values.

## THE LEVELS OF THE TEACHER CAREER PATHWAY ARE:

1. Welcome to IDEA Teacher
2. Emerging IDEA Teacher
3. High-Performing IDEA Teacher
4. Advanced High-Performing IDEA Teacher
5. Master IDEA Teacher

*Moving up the pathway reflects strong, consistent, and sustained performance over time.*





1

### Welcome To IDEA Teacher

All new to IDEA teachers, who do not yet have a record of results on an IDEA campus or those who need a second year of highly-prescriptive development after joining the organization.

2

### Emerging IDEA Teacher

IDEA teacher with at least one year of experience and record of results. Student achievement is nearing expectations, but not yet meeting campus and district goals. Teachers' skills as rated on the Guideposts for Excellent Teaching are typically beginning proficient.

3

### High Performing IDEA Teacher

IDEA teacher who consistently meets goals, with at least one year of experience, average rating of proficient on GET rubric, positive relationships with students, parents, and colleagues. Approximately 40-50% of our teachers at IDEA.

4

### Advanced High Performing IDEA Teacher

IDEA teacher who exceeds goals, with at least two years of experience at IDEA, average rating of advanced on the GET rubric, models strong relationships with all stakeholders. These teachers represent the top 15-20% of teachers in the organization.

5

### Master IDEA Teacher

IDEA teacher who consistently exceeds goals and sets innovative and visionary goals for teachers throughout district, at least 5 years of experience, average rating of advanced to exceptional on GET rubric, exemplary relationships with students, parents, and colleagues, unequivocally irreplaceable. These teachers are in the highest 10% of teachers in the organization.



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

#### How Placements Are Determined

There is no single measure of a successful teacher. Teaching is a complex craft, and its evaluation must be equally nuanced. Understanding this, the Teacher Career Pathway employs a balanced scorecard and a multi-layered approval system when assigning teachers to pathway levels. This process is described specifically in the following paragraphs.

#### Composite Scores

The first step in pathway placement is determining a teacher's composite score on a balanced scorecard. This scorecard is a summary of several metrics, each weighted according to their impact on a teacher's capacity to put students on the road to college.

*\*2 consecutive year of 4.5 or higher composite score allows campuses to appeal to have teachers placed as a Master Teacher if they do not meet the minimum year requirement.*

The metrics, their weights, and their reason for inclusion on the scorecard are as follows:



## A. Getting Placed On The Pathway

#### Student Achievement Data

Student achievement data is heavily weighted because of its great impact on IDEA students' future options. Student achievement is measured differently for each course based on available international (IB), national, state, and local assessments. Additionally, many courses - such as electives - have unique measures of success, created internally at IDEA in order to measure the course's benefit for students. It is important to ensure that all teachers have a clear understanding of how student performance impacts pathway placement. Thus, rubrics for each grade level and content area are published in the appendix of this handbook.

**Please Note:** TCP student achievement is measured differently for each course based on available international (IB), national, state, and local assessments. Given this is the heaviest weighted component on the TCP's scorecard, teachers who do not have a student achievement metric cannot earn higher than a Level 3 placement. This includes courses that do not already have a student achievement rubric created.

#### AP/IB Growth Rubric:

Pending Growth Measurement Targets. Best of either Growth Rubric or Specific Content Rubric related to AP/IB.

**VAM CLAUSE** Teachers may place with the student achievement rubric or the VAM rubric whichever of the two is higher and most beneficial for the teacher's TCP Placement.

*\*TCP Student Achievement Rubrics will not be adjusted during the 2023-2024 academic school year as this is not in alignment to board policy.*



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

#### GET: RUBRIC RATINGS

The Guideposts for Excellent Teaching Rubric is part of a teacher's score because it is a reliable, research-based, district-wide measure of performance in the classroom.

GET Rubric scores for the Teacher Career Pathway are the same ones a teacher receives during the annual performance review (APR) with his or her manager. Managers receive intensive training on the GET Rubric throughout the year, ensuring their ability to use the tool accurately and reliably. While the GET rubric is used for evaluation, it is also a strong tool to provide specific ways for teachers to improve their practice and develop their strengths.

#### Grade Level Persistence 10% Of Teacher's Placement

IDEA Public Schools will continue to conduct parent and study surveys to learn from feedback, but they will not be included as part of the TCP Balanced Scorecard. We are hoping to use grade-level persistence as a replacement in order to keep student and family engagement a specific component of the TCP Balanced Scorecard. Grade Level Persistence being part of TCP received feedback from various groups of stakeholders including Teacher Advisory Council, Schools Team, AST, Human Assets, and the Superintendent. Teachers shared feedback that the Survey metric seemed unreliable and also shared that the survey was incredibly long.

#### Rationale For Shift:

1. Student persistence is an organizational goal that all team and family members are responsible for.
2. Our mission is to send ALL students to and through college and for us to achieve our mission, we have to work to keep our students in our schools.
3. Teachers are responsible for all students and parents in their grade level. Using grade level persistence holds the teacher accountable to all of the students and is more equitable than only the students or parents that complete the survey.
4. Persistence also measures the relationships and satisfaction of our students and families.

5. Equity for all students- The metric for student/family engagement should match the level of rigor for student achievement which includes ALL students (not just a select group). All students' scores are calculated for student achievement measures, engagement should follow the same logic therefore, ALL students should be included in the engagement metric

**Please note:** The Teacher Evaluation and Recognition Steering committee will review what that would mean for teachers based on grade-level persistence this coming year (2023-2024). If it is deemed too hard to administer or will not change results the TCP Balanced Scorecard will default to 55% Student Achievement and 45% GET/Core Values. Necessary adjustments will be communicated by January 2024.



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

#### Years Of Experience

Years of experience on the Teacher Career Pathway follows the Teacher STEP Policy for IDEA Public Schools. View more on the policy by [clicking here](#).

Once a teacher's composite score has been determined, that score is filtered through the teacher's years of teaching experience. Years of experience - at least one of which must be with IDEA - determine the levels on the pathway for which a teacher is eligible.

For example, a Master Teacher must have at least five years in the classroom, one of which was with IDEA.

*This chart shows how years of experience determine pathway placement levels:*



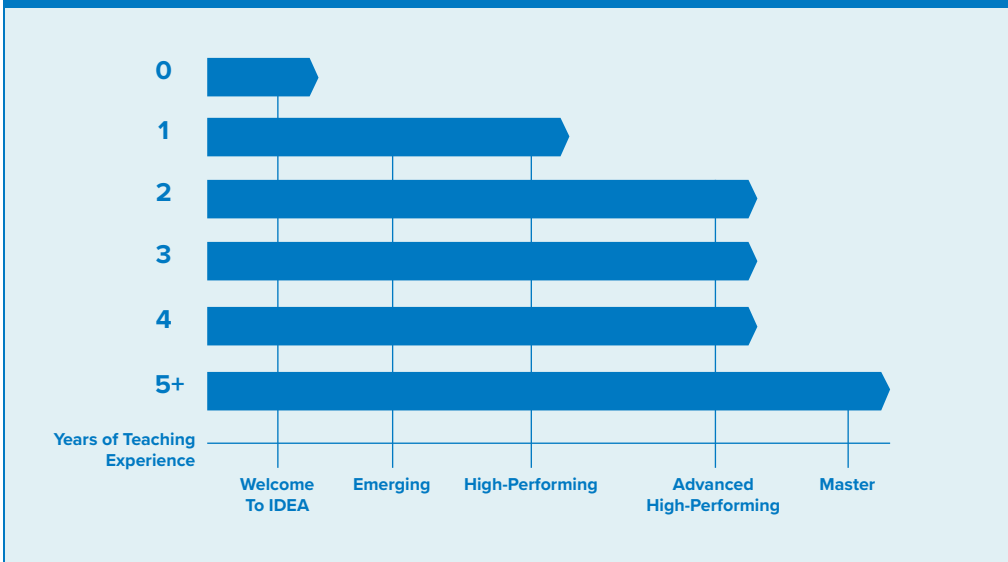
Adding years of experience to the Pathway placement metric is a result of the Teacher Advisory Council's input.

#### Master Teacher Years of Exp. Exception to Policy:

- \*2 consecutive year of 4.5 or higher composite score allows campuses to appeal to have teachers placed as a Master Teacher if they do not meet the minimum year requirement.
- A manager or teacher can also appeal for consideration if they have a 4.5 composite score and are Master Designated with Texas Teacher Incentive Allotment without the minimum years of teaching experience

#### MAXIMUM LEVEL BASED ON YEARS OF EXPERIENCE

In the first year with IDEA, all teachers, regardless of prior experience, begin at the Welcome to IDEA Level. After the first year, all prior teaching experience is included. The green arrows represent all pathway levels that are available to a teacher with the corresponding years of teaching experience. The actual placement within that arrow is determined by the composite score.



**Note:** For Emerging IDEA Teacher level and beyond, at least one year of teaching experience must be with IDEA Public Schools.

#### Mid-Year Hires

It is common that a campus might have a one or a few mid-year hires. In order to create an equitable TCP evaluation and placement system, there is a policy to differentiate when a mid-year hire or promotion counts as a teacher's Welcome to IDEA year of teaching experience and when it does not.

#### Policy

If a teacher taught students in a lead teaching capacity for 51% of the year or more, then it counts towards their Welcome to IDEA year of teaching experience.

- This means if a teacher was hired and taught students before January 1st, the year counts as their Welcome to IDEA year of teaching experience.
- If they did not start teaching students until after January 1st (i.e. after the winter break), then the year does not count towards their Welcome to IDEA year of teaching experience.

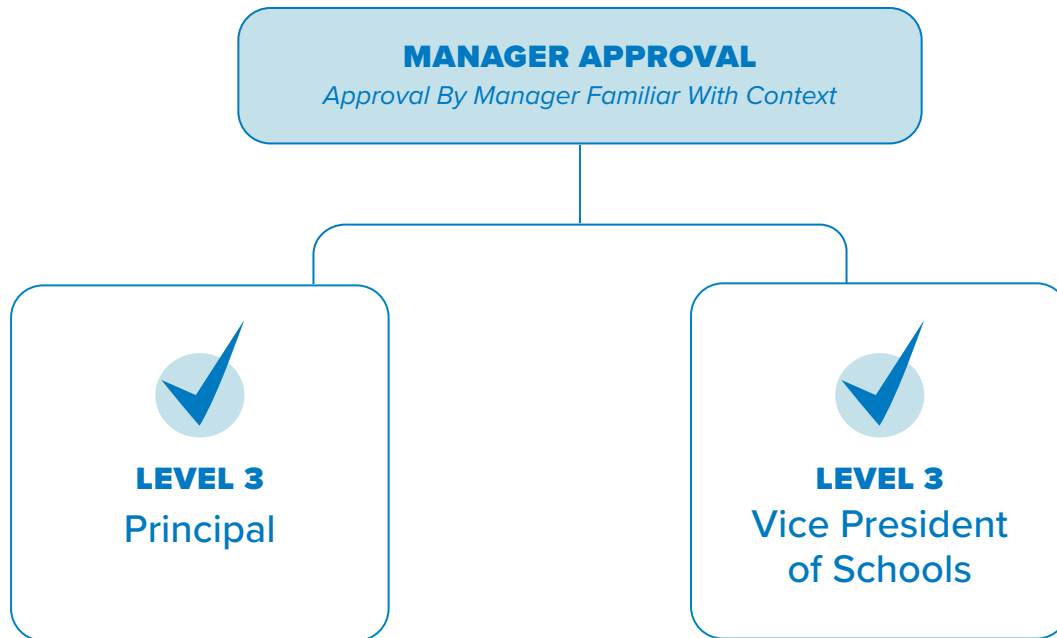


## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

Once a teacher's composite score and years of experience are accounted for, it's time for the final step in pathway placement:

Manager and Vice President approval. Principals and all teacher-managers review pathway placements on their campus with the support of their VP and a member of the Teacher Career Pathway Team. Campus lead team members add context to the teacher evaluations and may make appeals based on their knowledge of special campus situations from the previous year.



#### IN SUMMARY, THE FOLLOWING STEPS ARE USED TO DETERMINE A TEACHER'S PLACEMENT ON THE TEACHER CAREER PATHWAY:

1

Composite score on the balanced scorecard

2

Years of teaching experience (and teaching experience at IDEA)

3

Manager, Vice President



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

## B. Pathway Promotions And Re-Adjustments

At the end of each school year, all data is compiled and calculated before principals' review in August. Each year, teachers can either be promoted to a higher level, remain at the same level, or be adjusted to a lower level (only after a one-year hold period; see below) on the Teacher Career Pathway. Pathway placements will be presented to teachers in a report located on The Hub. This report shows all relevant evaluation metrics. Teacher Career Pathway placements are meant to reflect consistency over time rather than yearly fluctuations. Thus, teachers who receive a lower rating than they did the previous year enter a "hold year". The "hold year" status appears on teachers' Hub dashboards. During the hold year, teachers retain their current rating (in other words, they will not drop a level) and have the year to bring their performance levels up. They are also given additional professional support during this time, including extra coaching, a specific improvement plan, other opportunities for bettering their practice.

### Recaptures

Teachers, who return to the classroom at IDEA Public Schools, and were previously placed on TCP will be recaptured with the most recent TCP placement that is on file for them.

### Appealing Pathway Placements

There is an appeals process available to teachers who find that their pathway placement does not accurately reflect their performance in the classroom. Appeals can be submitted at any time after managers share pathway placements, but must be requested before Thanksgiving break of each year.

#### THE APPEAL PROCESS IS SUMMARIZED BELOW:

- 1 Teacher assembles data and evidence to support reason for appeal.
- 2 Teacher alerts direct manager about the appeal.
- 3 Teacher submits appeal request located on Compensation Hub Site
- 4 The Teacher Career Pathway team reaches out to the appealing teacher.
- 5 A committee will assemble to review the request, make a final decision, and send results to the teacher.

► More information in regards to TCP Teacher Appeals can be found on the Hub under our Teacher Career Pathway Website.

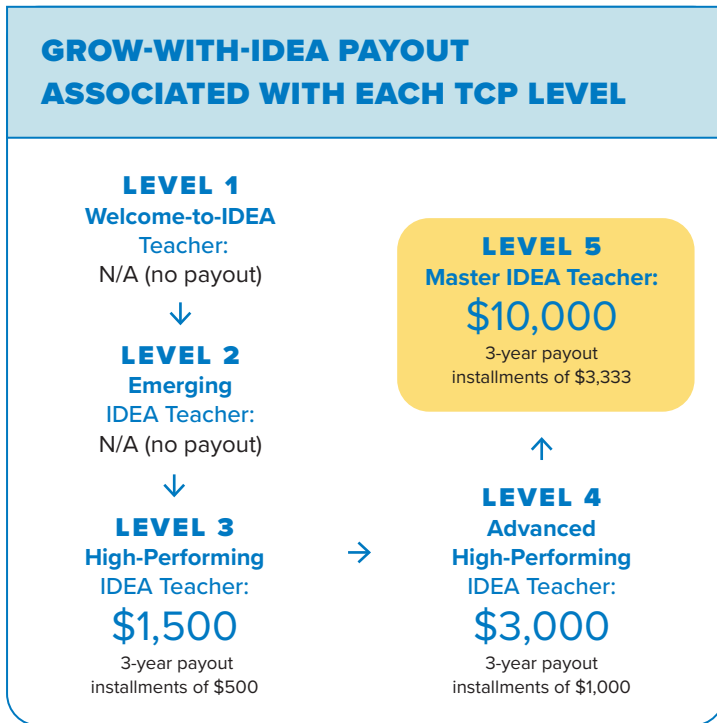


## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

## c. Payouts

Grow-with-IDEA Accounts begin at Level 3 (High-Performing IDEA Teacher) on the Teacher Career pathway. In the first year a teacher is placed at the High-Performing IDEA Teacher level, he or she earns a payout to be paid out in three equal portions. The first portion is received immediately, and the two additional installations are paid over the next two years if the teacher chooses to stay in the classroom at IDEA. This process happens each year, so that current and past payouts accumulate.



### Additional Payouts

Each year eligible teachers return to IDEA, they earn an additional installation of their three-year payout. If they are promoted, the greater value of the new payout stacks onto the payout already being paid out. This accumulation is significant - Master Teachers can earn up to \$10,000 more per year due to their Grow-with-IDEA account. The following examples demonstrate Grow-with-IDEA accounts:

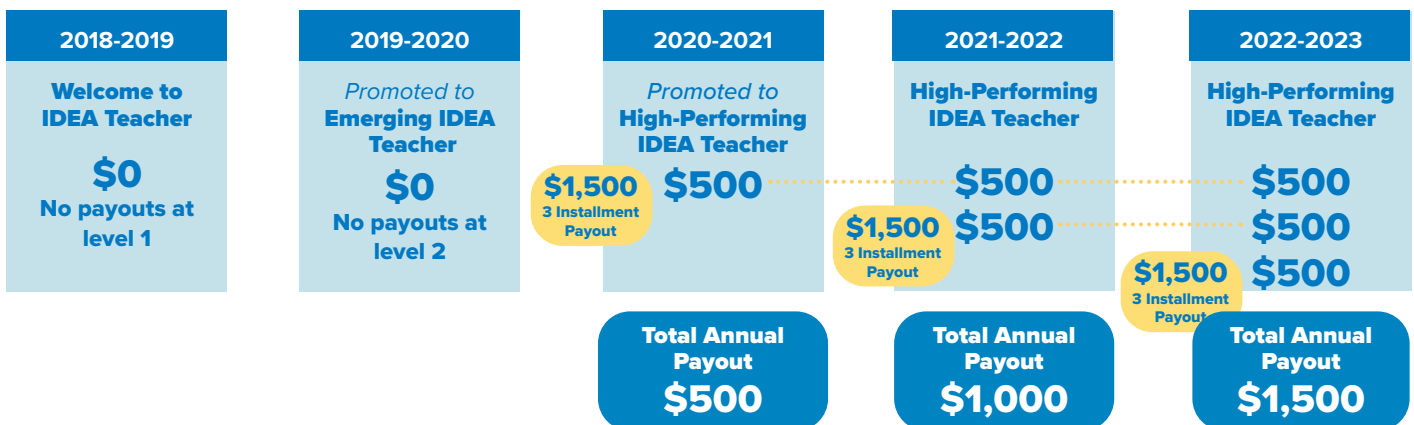
#### Note for Teacher Transitioning into Another Role:

Teachers who move into another role for the new school year are eligible for one payout from their most current TCP Placement.

### Examples

This example shows how a first year IDEA teacher might enter the system in the Fall of 2018. As a first year (at IDEA) teacher, she is automatically placed on the Welcome to IDEA level (level 1). There is not a Grow with IDEA account associated with level one. After her first year, she is promoted to Emerging Teacher Level, which does not have a Grow with IDEA account as a benefit. At the end of her second year, her results lead to a promotion to High-Performing Teacher. When she chooses to return to the classroom as a High Performing Teacher in 2020-2021, she earns her first payout of \$500, with a promise

of two more equal payouts in the coming two years. She continues as a High-Performing teacher and returns for the 2021-2022 school year, earning her second payout from last year and her first payout for the new year, earning a total of \$1,000. When she returns in 2022-2023 as a High-Performing teacher, she earns \$1,500 and is fully vested. If she remains as a High-Performing Teacher for her career, she will continue to earn \$1500 each year when she continues in the classroom.



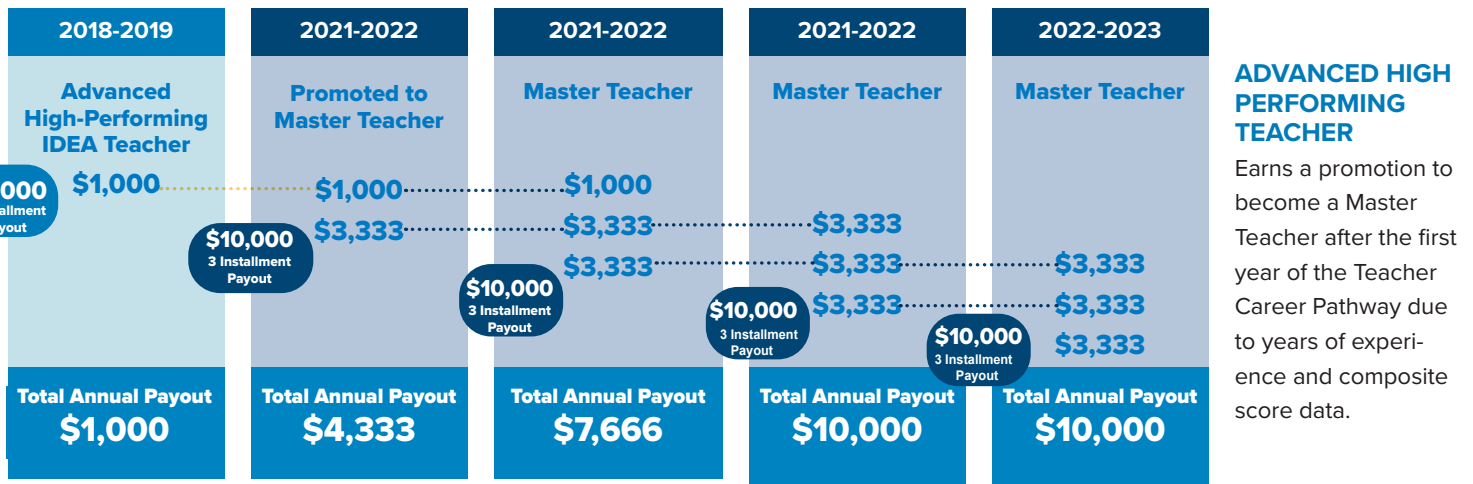
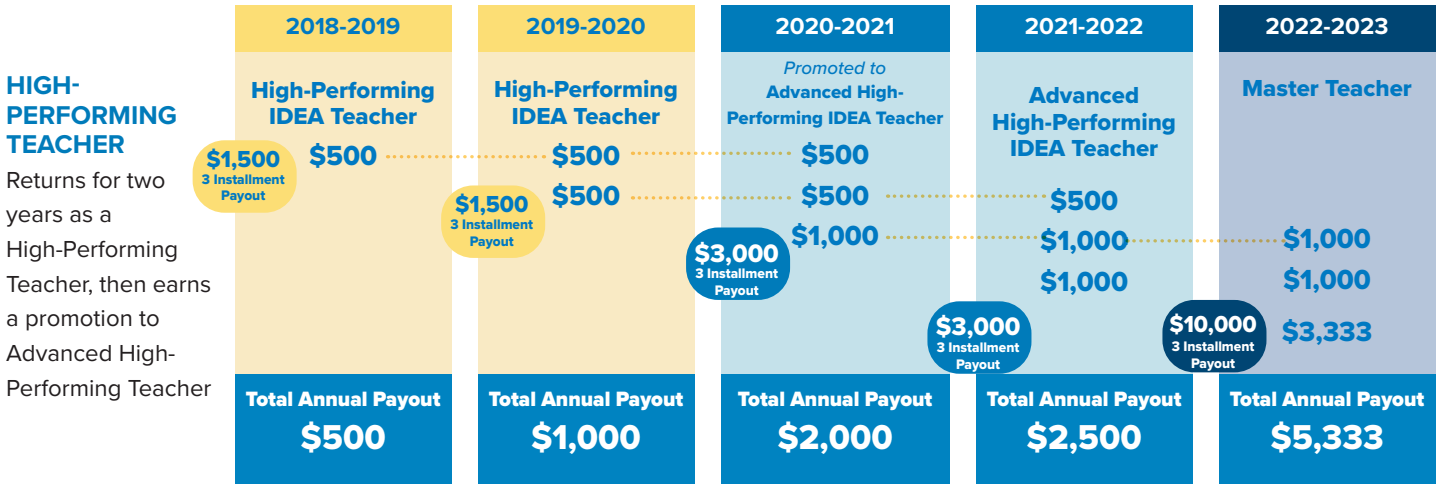


## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

Each year eligible teachers return to IDEA, they earn an additional installation of their three-year payout. If they are promoted, the greater value of the new payout stacks onto the payout already being paid out. This accumulation is significant - Master Teachers can earn up to \$10,000 more per year due to their Grow-with-IDEA account.

The following examples demonstrate Grow-with-IDEA accounts:



*Grow-with-IDEA accounts are one of the ways that the Teacher Career Pathway recognizes teachers who choose to stay with IDEA and continually improve their practice.*




## **A. Growing Along The Pathway**

### **Professional Support**

Many teachers have inquired about the best ways to improve their practice. The following list outlines resources available to teachers as they progress along the Teacher Career Pathway. The list is thorough but not exhaustive. Teachers who wish for additional or different support should reach out to their managers or a member of the Teacher Career Pathway team.

### **Coaching**

Taking full advantage of IDEA's coaching opportunities is an excellent way for teachers to improve. Teachers may be coached by a principal or assistant principal of instruction. Whoever the coach, their job is to support teachers in all aspects of their practice. Coaches provide in-the-moment feedback during lessons, constructive criticism on lesson plans and assessments, insights into using data successfully, and more. Furthermore, coaches track their teachers' progress over time, allowing them to monitor their improvement.



**GROWTH MINDSET**  
The TCP supports all teachers in their growth along the Pathway



## SECTION 3 THE CAREER PATHWAY AND YOU

### Making The Most Of Feedback

“Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.”

### Building Stakeholder Relationships

IDEA’s most successful teachers invest heavily in relationships. They get to know their students and families. They collaborate effectively with other teachers and with school leaders. They understand that a lasting bond is not only rewarding, but also powers investment in highly ambitious goals. The road to college is easier if it’s tackled with a team.

## B. Giving Feedback

Teacher feedback has been a critical part of creating the Teacher Career Pathway.

As the pathway continues to develop, feedback will be even more valuable.

### HOW TO GIVE FEEDBACK ON THE TEACHER CAREER PATHWAY

- ▶ Email [TCP@ideapublicschools.org](mailto:TCP@ideapublicschools.org)
- ▶ Contact your representative on the Teacher Advisory Council
- ▶ Use the TCP Resources-TCP Climate Survey button on your Teacher Career Pathway Hub Dashboard
- ▶ Communicate with your manager

## c. The Teacher Advisory Council

The **Teacher Advisory Council (TAC)** is a group of teachers elected to engage in two-way communication with Headquarters (HQ) staff. There are two TAC representatives per campus - two for academy and two for college prep - and they are nominated to be on the TAC by their fellow teachers. Representatives to the TAC must be Level Three (High-Performing) or above on the Teacher Career Pathway.

The Council meets twice a year, once in the fall and once in the spring, to discuss agenda items submitted by various groups around the network. During the 2014-15 school year, the TAC played a critical role in developing the Teacher Career Pathway. Their input determined the use of absolute rather than relative measures of student achievement in evaluating teacher performance. In addition, they determined how and when student and family surveys would be a valuable addition to measuring teacher performance. During the 2015-16 school year, the Teacher Advisory Council gave feedback to improve Teacher Career Pathway benefits. Their feedback led to a district-wide initiative to enhance the development and support for teacher leadership. Each year since then we continue to improve our practice with TCP based off of feedback from TAC Representatives.



## SECTION 3

### THE CAREER PATHWAY AND YOU

## D. Answers To Other FAQ



### **How is student achievement calculated for my specific grade level and subject?**

Teacher Career Pathway survey results have included many questions about how student achievement is calculated. Position-specific student achievement rubrics can be found in the appendix of this book



### **I teach multiple subjects. How will my student achievement metric be calculated?**

If a teacher teaches more than one subject (such as AP Chemistry and regular chemistry), his or her student achievement metric will be calculated from an average of both classes' performance. However, if there is a significant imbalance in the number of sections a teacher has, managers may adjust student achievement scores during the manager/VP review.



### **I moved from Level Three (High-Performing) down to Level Two (Emerging) before my three-year payout was complete. What happens to my retention payout?**

Teachers only move down the pathway after two consecutive years of a lower rating (i.e. if they were unable to improve their scores during the hold year). They will continue to receive all three payouts from each year of being placed at Level Three. For the year that a teacher moved to Level Two, a new payout payout would not be issued because there is not a "Grow with IDEA" account associated with Level Two. However, teachers will continue to receive the payout until they have exhausted their 3 year payout from their level 3 placement.



### **Why is the Grow-with-IDEA payout paid over three years rather than one?**

The Grow-with-IDEA payout is a teacher retention payout. The purpose of the Grow-with-IDEA payout is to incentivize teachers to stay in the classroom at IDEA and reward IDEA teachers who continue their work in the classroom year over year. Teachers are compensated for both their commitment to IDEA and growth as teachers. The Grow-with-IDEA payout is linked to a teacher's Teacher Career Pathway placement level, but it is not a performance payout. Performance payouts are separate from the Teacher Career Pathway and are still paid to teachers in full every year by IDEA Public Schools.



### **How are student achievement rubrics created and revised?**

The current approach takes the percentage of students that passed the state assessment (FLA for Florida, LEAP for Louisiana, & STAAR for Texas), specifically, the most recent 3 years of state data is used to calculate the average percentage of students that passed. The standard deviation, or the variability around the average, is calculated to develop Level 2-5 bottom cut-offs. The bottom cut-off for Level 2 is calculated by subtracting half of a standard deviation from the average. The bottom cut-off for Level 3 is equal to the average percentage of students passing. The bottom cut-off for Level 4 is calculated by adding half of a standard deviation to the average and Level 5 by adding a full standard deviation to the average. This same methodology is used for AP, IB, and MS non-tested Humanities and Science using internal IDEA Data.



**These questions came directly from teacher responses on various TCP Climate Surveys. Thanks for your input!**

## TEACHER INCENTIVE ALLOTMENT

House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, established a Teacher Incentive Allotment (TIA) for teachers who prioritize teaching in high needs areas and rural district campuses. At minimum, the designation system must include both a teacher observation and a student growth measurement component, and the list of teachers generated by the designation system must be validated by an external evaluator using a value-added measure based on state assessment data (STAAR) in order for us to be approved as a designation system.

### IDEA's TIA Plan is as follows:

**Master Designation or  
National Board Certification:  
\$3000**

**Exemplary  
Designation:  
\$2000**

**Recognized  
Designations:  
\$1000**

**1.** Provide incentives for high performers to be eligible for State Designation and receive a State Designation Payout by encouraging our high-performing teachers to either teach an eligible state-assessed content area or work towards National Board Certification.

**2.** Provide incentives for high-performing teachers to consider schools where we most need them with a Target School Payout. A “target school” is a school where we have a low percentage of Exemplary or Master teachers on our Teacher Career Pathway, which are typically newer schools in our portfolio or our lower-performing schools. While we can use 10% of TIA funds to support implementation of this program, we will allow target schools to keep 100% of their funding, with the 10% going directly to the designated teacher on top of the State Designation Payout.

All TIA-funded compensation for teachers will be paid out between October and May of the allotment year.

**3.** Provide incentives for campus instructional teams to increase student growth by using remaining TIA funds after the above are allocated to reward the full instructional team on the campus (teachers and co-teachers) with the Campus TIA Payout - the more student learning grows as measured by STAAR exams on the campus, the more state designated teachers there are on the campus, and the more money for the full instructional team.

### National Board Certification

IDEA Public Schools and IPS Enterprises, LLC encourages teachers to engage in professional development through National Board Certification for Professional Teaching Standards so that our students have access to highly qualified and effective teachers.

The process for attaining National Board Certification ensures that our teachers can demonstrate their depth of knowledge in a specific content as well as the ability to exercise reflection on their practice, plan purposely and strategically to meet the needs of all students and identify and execute best practices in teaching. For more information on National Board Certification reach out to Crischelle Navalta Barnes.



# Updates to Texas TCP Rubrics

22-23 TCP Rubrics	23-24 TCP Rubrics
TCP Rubrics used 17-18, 18-19, 20-21 data	TCP Rubrics now use 18-19, 20-21, 21-22 data for IB, AP, State Tested, and Non-tested MS Humanities and Science
Kinder DI Average DORF	Shifted to Word Recognition Fluency % On or Above Grade Level (Blue and Green Level)
IB/AP Rubrics Single Strand	Added back multi-strands with consistent AP Metrics and IB Metrics *Including clause that allows teachers submitted for TIA designation using growth metric to use that data if it improves placement
CTE Rubrics specified for BIMS, Engineering, and PLTW	General CTE Rubric added to consolidate CTE rubrics
ACT Component not on RTTC Rubric for 10 <sup>th</sup> and 11 <sup>th</sup>	Pilot RTTC Rubric for 10 <sup>th</sup> and 11 <sup>th</sup> which includes ACT Component

→ A Pilot of a TCP Rubric is a trial period to determine the validity or success of such rubric.



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

## d. How To Read A TCP Student Achievement Rubric



**FIND MY COURSE**



**WHICH ASSESSMENT(S)?**



**HOW IS IT MEASURED?**



**WHAT WERE MY RESULTS?**



Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>LOWER ELEMENTARY - ELA AND MATH</b>											
PK	Math	Pre-K - all subjects	DI - DISTAR Math	Completion Lesson 80 (%)	Gen	0	25	75	85	96	25%
	Math		DI - DISTAR Math	Completion Lesson 80 (%)	EL or E to E	0	25	75	85	96	25%
	Reading		DI - RMT-K	Completion Lesson 60(%)	Gen	0	25	50	85	90	25%
	Reading		DI - RMT-K	Completion Lesson 40 (%)	EL or E to E	0	25	50	85	90	25%
K	Math	Kinder Eureka Math	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Math		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Reading	Kinder DI Reading	DI - RMT-K (Travis use RMSE-K)	% on or above grade level	Gen	0	26	50	86	96	70%
	Reading		DI - RMT-K (Travis use RMSE-K)	% on or above grade level	SpEd	0	26	50	86	96	10%
	Reading		DI - RMT-K (Travis use RMSE-K)	% on or above grade level	EL or E to E	0	26	50	86	96	10%
	Reading		DIBELS	Word Recognition Fluency % On or Above Grade Level (Blue and Green Level)	Gen	0	80	84	88	92	10%
K	ELA	Kinder Wit and Wisdom	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	ELA		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Social Studies	Kinder Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Science	Kinder Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
1	Math	1st Grade Eureka Math	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	33%
	Math		Secure Final Exam	% Masters	Gen	0	11	25	31	37	33%
	Math		Ren. Star - Math	% on or above grade level	Gen	0	60	80	90	95	33%



## SECTION 2

### AN IN-DEPTH LOOK: Teacher Career Pathway Placements

## How To Read A TCP Student Achievement Rubric Cont.

Each TCP rubric should be read from left to right. Individual rubrics are outlined in bold so that you can tell the difference from one rubric to the next.

1

### FIND MY COURSE:

Find the rubric where the grade, subject, and course all pertain to what you teach.

2

### WHICH ASSESSMENT(S)?

Under the “Assessments” column, you will see each assessment that is included as part of your student achievement results for the Teacher Career Pathway.

3

### HOW IS IT MEASURED?

Under the “Type of Measurement” column, you can see how each assessment will be measured. The assessment listed in the previous column will be evaluated based on the metric listed in this column. There may be multiple ways that one assessment is measured (such as % Level II and % Level III).

4

### WHAT WERE MY RESULTS?

For each assessment and its corresponding measurement, your results will be measured depending on:

**A**

#### Student population:

This tells you what group of students the results represent. For example, “Gen” means General and refers to the general population of students who took the assessment (i.e. all students). As another example, “SpEd” shows results for only the Special Education students who took the assessment.

**B**

#### Level:

For each row, your results will fall under one of the 5 TCP levels. The number in each box represents the minimum score a teacher would have to reach in order to hit that level.

**C**

#### Weight:



If a student achievement rubric has more than one row, each row is given a weight. The total student achievement score for a teacher is calculated by the weighted average.

**i. Example calculation:** If a rubric has two weights of 70% and 30%, the total student achievement score would be:

**1.**  $(TCP \text{ level for rubric row } 1 \times 0.70) + (TCP \text{ level for rubric row } 2 \times 0.30) = \text{total student achievement score}$

**2.** If a teacher earned a level 3 for the part of the rubric worth 70% and a level 4 for the part of the rubric worth 30%, the total student achievement would be:

**a.**  $(3 \times 0.70) + (4 \times 0.30) = \underline{\underline{3.3}}$



# TEXAS RUBRICS

Teacher Career Pathway Handbook | 2023 - 2024





# TEXAS

## TCP Student Achievement Rubric Directory

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25	Lower Elementary – ELA and Math
27	Upper Elementary – STAAR
27	Upper Elementary – NON-STARR Tested
28	Middle School STARR – Math and ELA
28	Middle School Non-Tested Science and Humanities
29	High School STAAR EOC
29	High School Non-Tested Math and Science
29	Advanced Placement (AP)
32	Pre-AP Spanish
32	Pre-AP Fine Arts
33	Technology/Coding, CTE, RTTC, ACT
35	International Baccalaureate (IB) – 11th/12th Grade
37	Special Education – All Grade Levels
38	Intervention – All Grade Levels
39	RISE – All Grade Levels
39	Physical Education
39	THRIVE Rubrics Only

# TEXAS TCP Student Achievement Rubrics

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>LOWER ELEMENTARY - ELA AND MATH</b>											
PK	Math	Pre-K - all subjects	DI - DISTAR Math	Completion Lesson 80 (%)	Gen	0	25	75	85	96	25%
	Math		DI - DISTAR Math	Completion Lesson 80 (%)	EL or E to E	0	25	75	85	96	25%
	Reading		DI - RMT-K	Completion Lesson 60(%)	Gen	0	25	50	85	90	25%
	Reading		DI - RMT-K	Completion Lesson 40 (%)	EL or E to E	0	25	50	85	90	25%
K	Math	Kinder Eureka Math	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Math		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Reading	Kinder DI Reading	DI - RMT-K (Travis use RMSE-K)	% on or above grade level	Gen	0	26	50	86	96	70%
	Reading		DI - RMT-K (Travis use RMSE-K)	% on or above grade level	SpEd	0	26	50	86	96	10%
	Reading		DI - RMT-K (Travis use RMSE-K)	% on or above grade level	EL or E to E	0	26	50	86	96	10%
	Reading		DIBELS	Word Recognition Fluency % On or Above Grade Level (Blue and Green Level)	Gen	0	80	84	88	92	10%
K	ELA	Kinder Wit and Wisdom	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	ELA		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Social Studies	Kinder Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
K	Science	Kinder Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
1	Math	1st Grade Eureka Math	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	33%
	Math		Secure Final Exam	% Masters	Gen	0	11	25	31	37	33%
	Math		Ren. Star - Math	% on or above grade level	Gen	0	60	80	90	95	33%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
1	Reading	1st Grade DI Reading	DI - RMT-1 (Travis use RMSE-1)	% on or above grade level	Gen	0	25	75	85	95	70%
	Reading		DI - RMT-1 (Travis use RMSE-1)	% on or above grade level	SpEd	0	25	75	85	95	10%
	Reading		DI - RMT-1 (Travis use RMSE-1)	% on or above grade level	EL or E to E	0	25	75	85	95	10%
	Reading		DIBELS	Average DORF Score	Gen	0	80	84	88	92	10%
1	ELA	1st Grade Wit and Wisdom	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	33%
	ELA		Secure Final Exam	% Masters	Gen	0	11	25	31	37	33%
	ELA		Ren. Star - Reading	% on or above grade level	Gen	0	40	60	80	90	33%
1	Social Studies	1st Grade Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
1	Science	1st Grade Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
2	Math	2nd Grade Eureka Math	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	33%
	Math		Secure Final Exam	% Masters	Gen	0	11	25	31	37	33%
	Math		Ren. Star - Math	% on or above grade level	Gen	0	60	80	90	95	33%
2	ELA	2nd Grade Wit and Wisdom	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	33%
	ELA		Secure Final Exam	% Masters	Gen	0	11	25	31	37	33%
	ELA		Ren. Star - Reading	% on or above grade level	Gen	0	40	60	80	90	33%
2	Reading	2nd Grade DI Reading	DI - RMT-2/ Decoding B2 (Travis use RMSE-2)	% on or above grade level	Gen	0	25	75	85	95	70%
	Reading		DI - RMT-2/ Decoding B2 (Travis use RMSE-2)	% on or above grade level	SpEd	0	25	75	85	95	10%
	Reading		DI - RMT-2/ Decoding B2 (Travis use RMSE-2)	% on or above grade level	EL or E to E	0	25	75	85	95	10%
	Reading		DIBELS	Average DORF Score	Gen	0	80	84	88	92	10%
2	Social Studies	2nd Grade Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
2	Science	2nd Grade Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>UPPER ELEMENTARY - STAAR</b>											
Important NOTE: Best of VAM rubric below or grade specific content rubric will be used **											
3-5**	Math, ELA, Humanities, Science	All STAAR Tested Subjects	STAAR Tested Subject	% of students who meet VAM goal	Gen	0	48	55	60	70	100%
3	Math	3rd Grade Math	STAAR - 3M	Student Achievement Average	Gen	0	35	42	49	57	100%
3	ELA	3rd Grade Reading	STAAR - 3R	Student Achievement Average	Gen	0	40	47	53	60	100%
4	Math	4th Grade Math	STAAR-4M	Student Achievement Average	Gen	0	33	41	49	57	100%
4	Reading	4th Grade ELA	STAAR-4R	Student Achievement Average	Gen	0	37	44	51	58	100%
5	Math	5th Grade Math	STAAR-5M	Student Achievement Average	Gen	0	41	49	57	65	100%
5	Reading	5th Grade ELA	STAAR-5R	Student Achievement Average	Gen	0	44	51	58	64	100%
5	Science	5th Grade Science	STAAR-5S	Student Achievement Average	Gen	0	31	39	46	54	100%
<b>UPPER ELEMENTARY- NON-STAAR TESTED</b>											
3	Writing	3rd Grade Being a Writer	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Writing		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
3	Social Studies	3rd Grade Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
3	Science	3rd Grade Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
4	Writing	4th Grade Being a Writer	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Writing		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
4	Science	4th Grade Amplify Science	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Science		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
4	Social Studies	4th Grade Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%
5	Social Studies	5th Grade Insight	Secure Final Exam	% Approaches	Gen	0	60	84	92	97	50%
	Social Studies		Secure Final Exam	% Masters	Gen	0	11	25	31	37	50%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>MIDDLE SCHOOL STAAR - MATH AND ELA</b>											
Important NOTE: Best of VAM rubric below or grade specific content rubric will be used **											
6-8**	Math, ELA, Humanities, Science	All STAAR Tested Subjects	STAAR Tested Subject	% of students who meet VAM goal	Gen	0	48	55	60	70	100%
6	Math	6th Grade Math	STAAR-6M	Student Achievement Average	Gen	0	34	42	49	56	100%
6	ELA	6th Grade ELA	STAAR - 6R	Student Achievement Average	Gen	0	32	39	45	52	100%
7	Math	7th Grade Math	STAAR-7M	Student Achievement Average	Gen	0	29	36	44	52	100%
7	Reading	7th Grade ELA	STAAR - 7R**	Student Achievement Average	Gen	0	43	50	57	63	100%
8	Math	Algebra I	EOC-A1	Student Achievement Average	Gen	0	43	52	61	70	100%
8	Reading	8th Grade ELA	STAAR-8R	Student Achievement Average	Gen	0	45	52	58	65	100%
8	Science	8th Grade Science	STAAR-8S	Student Achievement Average	Gen	0	37	45	52	59	100%
8	Humanities	8th Grade US History	STAAR - 8USH	Student Achievement Average	Gen	0	26	33	40	47	100%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>MIDDLE SCHOOL NON-TESTED SCIENCE AND HUMANITIES</b>											
6	Science	6th Grade Science Hybrid	Mid-Year Secure Final Exam	Student Achievement Average	Gen	0	29	36	42	48	100%
6	Science	6th Grade Science	Secure Final Exam	Student Achievement Average	Gen	0	42	48	53	59	100%
6	Humanities	6th Grade World Cultures Hybrid	Mid-Year Secure Final Exam	Student Achievement Average	Gen	0	70	72	74	77	100%
6	Humanities	6th Grade World Cultures	Secure Final Exam	Student Achievement Average	Gen	0	72	74	77	80	100%
7	Science	7th Grade Science Hybrid	Mid-Year Secure Final Exam	Student Achievement Average	Gen	0	53	57	60	63	100%
7	Science	7th Grade Science	Secure Final Exam	Student Achievement Average	Gen	0	66	70	75	79	100%
7	Humanities	7th Grade TX History Hybrid	Mid-Year Secure Final Exam	Student Achievement Average	Gen	0	61	67	74	80	100%
7	Humanities	7th Grade TX History	Secure Final Exam	Student Achievement Average	Gen	0	68	73	78	83	100%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>HIGH SCHOOL STAAR EOC</b>											
Important NOTE: Best of VAM rubric below or grade specific content rubric will be used **											
9-12**	Math, ELA, Humanities, Science	All STAAR Tested Subjects	STAAR Tested Subject	% of students who meet VAM goal	Gen	0	48	55	60	70	100%
9	ELA	English I	EOC - E1	Student Achievement Average	Gen	0	36	43	49	56	100%
9	Science	9th Grade Biology	EOC-BI	Student Achievement Average	Gen	0	47	54	61	67	100%
10	ELA	English II**	EOC - E2	Student Achievement Average	Gen	0	39	45	51	57	100%
11	Humanities	US History EOC	EOC US Hist	Student Achievement Average	Gen	0	61	67	73	80	100%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>HIGH SCHOOL NON-TESTED MATH AND SCIENCE</b>											
HS	Science	Chemistry	Secure Final Exam	Student Achievement Average	Gen	0	30	32	35	38	100%
HS	Math	Pre-Calculus	Secure Final Exam	Student Achievement Average	Gen	0	13	21	28	36	100%
HS	Math	Algebra II	Secure Final Exam	Student Achievement Average	Gen	0	31	44	58	72	100%
HS	Math	Geometry	Secure Final Exam	Student Achievement Average	Gen	0	48	51	54	56	100%
HS	Physics	Physics	Secure Final Exam	Student Achievement Average	Gen	0	27	28	30	31	100%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>ADVANCED PLACEMENT (AP)</b>											
HS	Science	AP Biology	AP Exam	Average Score	Gen	0	1.2	1.6	2.0	2.4	33.3%
			AP Exam	% of students at 2+	Gen	0	45.5	45.8	46.1	46.4	33.3%
			AP Exam	% of students at 3+	Gen	0	14.7	14.9	15.2	15.4	33.3%
HS	Science	AP Physics 1	AP Exam	Average Score	Gen	0	0.9	1.1	1.3	1.6	33.3%
			AP Exam	% of students at 2+	Gen	0	10.2	10.5	10.8	11.1	33.3%
			AP Exam	% of students at 3+	Gen	0	1.6	1.9	2.2	2.5	33.3%
HS	Science	AP Chemistry	AP Exam	Average Score	Gen	0	1.0	1.2	1.49	1.75	33.3%
			AP Exam	% of students at 2+	Gen	0	18.0	18.2	18.4	18.7	33.3%
			AP Exam	% of students at 3+	Gen	0	4.2	4.3	4.5	4.6	33.3%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
HS	Science	AP Computer Science A	AP Exam	Average Score	Gen	0	0.9	1.2	1.5	1.9	33.3%
			AP Exam	% of students at 2+	Gen	0	12.6	13.1	13.5	13.9	33.3%
			AP Exam	% of students at 3+	Gen	0	5.6	6.0	6.4	6.7	33.3%
HS	Science	AP Computer Science Principles	AP Exam	Average Score	Gen	0	1.26	1.71	2.16	2.61	33.3%
			AP Exam	% of students at 2+	Gen	0	46.2	46.6	46.9	47.3	33.3%
			AP Exam	% of students at 3+	Gen	0	19.2	19.5	19.7	20.0	33.3%
HS	Science	AP Environmental Science	AP Exam	Average Score	Gen	0	1.1	1.5	1.9	2.3	33.3%
			AP Exam	% of students at 2+	Gen	0	30.7	31.1	31.5	31.9	33.3%
			AP Exam	% of students at 3+	Gen	0	11.1	11.4	11.7	12.0	33.3%
HS	Math	AP Calculus AB	AP Exam	Average Score	Gen	0	0.9	1.3	1.6	1.9	33.3%
			AP Exam	% of students at 2+	Gen	0	19.4	19.8	20.2	20.5	33.3%
			AP Exam	% of students at 3+	Gen	0	5.2	5.6	5.9	6.3	33.3%
HS	Math	AP Calculus BC	AP Exam	Average Score	Gen	0	1.3	1.7	2.2	2.7	33.3%
			AP Exam	% of students at 2+	Gen	0	49.6	50.0	50.4	50.9	33.3%
			AP Exam	% of students at 3+	Gen	0	13.5	14.0	14.4	14.8	33.3%
HS	Math	AP Statistics	AP Exam	Average Score	Gen	0	0.9	1.2	1.5	1.9	33.3%
			AP Exam	% of students at 2+	Gen	0	12.2	12.6	13.1	13.5	33.3%
			AP Exam	% of students at 3+	Gen	0	5.5	5.8	6.2	6.5	33.3%
HS	Math/Humanities	AP Micro-economics	AP Exam	Average Score	Gen	0	0.9	1.2	1.4	1.7	33.3%
			AP Exam	% of students at 2+	Gen	0	9.7	10.1	10.5	10.8	33.3%
			AP Exam	% of students at 3+	Gen	0	3.8	4.0	4.3	4.5	33.3%
HS	Humanities	AP Human Geography	AP Exam	Average Score	Gen	0	1.0	1.4	1.8	2.2	33.3%
			AP Exam	% of students at 2+	Gen	0	19.6	20.1	20.5	20.9	33.3%
			AP Exam	% of students at 3+	Gen	0	10.6	10.9	11.3	11.6	33.3%
HS	Humanities	AP Comparative Government and Politics	AP Exam	Average Score	Gen	0	1.2	1.7	2.1	2.6	33.3%
			AP Exam	% of students at 2+	Gen	0	39.5	40.0	40.5	40.9	33.3%
			AP Exam	% of students at 3+	Gen	0	15.6	16.0	16.4	16.8	33.3%
HS	Humanities	AP United States Government and Politics	AP Exam	Average Score	Gen	0	1.0	1.3	1.7	2.0	33.3%
			AP Exam	% of students at 2+	Gen	0	22.5	22.9	23.2	23.6	33.3%
			AP Exam	% of students at 3+	Gen	0	8.0	8.3	8.6	8.9	33.3%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
HS	Humanities	AP World History	AP Exam	Average Score	Gen	0	1.1	1.6	2.0	2.4	33.3%
			AP Exam	% of students at 2+	Gen	0	38.4	38.7	39.1	39.4	33.3%
			AP Exam	% of students at 3+	Gen	0	13.4	13.7	14.0	14.2	33.3%
HS	Humanities	AP European History	AP Exam	Average Score	Gen	0	1.3	1.7	2.1	2.5	33.3%
			AP Exam	% of students at 2+	Gen	0	53.0	53.3	53.6	54.0	33.3%
			AP Exam	% of students at 3+	Gen	0	14.9	15.2	15.4	15.7	33.3%
HS	Humanities	AP Psychology	AP Exam	Average Score	Gen	0	1.0	1.5	1.9	2.4	33.3%
			AP Exam	% of students at 2+	Gen	0	24.6	25.1	25.5	25.9	33.3%
			AP Exam	% of students at 3+	Gen	0	15.0	15.3	15.6	15.9	33.3%
HS	Humanities	AP US History	AP Exam	Average Score	Gen	0	1.0	1.3	1.7	2.1	16.7%
			AP Exam	% of students at 2+	Gen	0	22.6	23.0	23.4	23.8	16.7%
			AP Exam	% of students at 3+	Gen	0	8.5	8.8	9.1	9.4	16.7%
HS	ELA	AP English Language and Composition	AP Exam	Average Score	Gen	0	1.1	1.5	2.0	2.4	33.3%
			AP Exam	% of students at 2+	Gen	0	37.6	38.0	38.4	38.7	33.3%
			AP Exam	% of students at 3+	Gen	0	12.1	12.4	12.6	12.9	33.3%
HS	ELA	AP English Literature and Composition	AP Exam	Average Score	Gen	0	1.2	1.6	2.0	2.4	33.3%
			AP Exam	% of students at 2+	Gen	0	38.7	39.0	39.4	39.7	33.3%
			AP Exam	% of students at 3+	Gen	0	14.4	14.7	15.0	15.3	33.3%
HS	Seminar	AP Seminar	AP Exam	Average Score	Gen	0	2.2	2.6	3.0	3.4	33.3%
			AP Exam	% of students at 2+	Gen	0	89.4	89.7	90.1	90.4	33.3%
			AP Exam	% of students at 3+	Gen	0	57.7	57.9	58.2	58.4	33.3%
HS	Spanish	AP Spanish Language and Culture	AP Exam	Average Score	Gen	0	2.8	3.4	4.0	4.6	33.3%
			AP Exam	% of students at 2+	Gen	0	91.50	92.01	92.52	93.03	33.3%
			AP Exam	% of students at 3+	Gen	0	75.27	75.67	76.06	76.46	33.3%
HS	Spanish	AP Spanish Literature and Culture	AP Exam	Average Score	Gen	0	1.8	2.4	3.0	3.6	33.3%
			AP Exam	% of students at 2+	Gen	0	71.1	71.5	72.0	72.5	33.3%
			AP Exam	% of students at 3+	Gen	0	44.8	45.2	45.5	45.9	33.3%
HS	Art	AP 2D Design	AP Exam	Average Score	Gen	0	2.4	2.8	3.2	3.6	33.3%
			AP Exam	% of students at 2+	Gen	0	96.4	96.7	97.1	97.5	33.3%
			AP Exam	% of students at 3+	Gen	0	63.2	63.5	63.7	64.0	33.3%



Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
HS	Art	AP 3D Design	AP Exam	Average Score	Gen	0	3.1	3.5	3.9	4.3	33.3%
			AP Exam	% of students at 2+	Gen	0	97.8	98.1	98.5	98.8	33.3%
			AP Exam	% of students at 3+	Gen	0	94.0	94.3	94.7	95.0	33.3%
HS	Art	AP Art History	AP Exam	Average Score	Gen	0	1.0	1.4	1.8	2.1	33.3%
			AP Exam	% of students at 2+	Gen	0	30.4	30.7	31.1	31.4	33.3%
			AP Exam	% of students at 3+	Gen	0	6.9	7.2	7.6	7.9	33.3%
HS	Art	AP Drawing	AP Exam	Average Score	Gen	0	1.8	2.3	2.7	3.2	33.3%
			AP Exam	% of students at 2+	Gen	0	80	80	80	81	33.3%
			AP Exam	% of students at 3+	Gen	0	37	38	38	38	33.3%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>PRE-AP SPANISH</b>											
MS	Spanish	Spanish I	Secure Final Exam	Student Achievement Average	All	0	72	76	79	83	100%
CP	Spanish	Spanish II	Secure Final Exam	Student Achievement Average	All	0	67	72	78	84	100%
CP	Spanish	Spanish III	Secure Final Exam	Student Achievement Average	All	0	59	68	78	87	100%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>ELECTIVES</b>											
Academy	Fine Arts	Academy Art	Art Portfolio	Average Score	Gen	0	2.7	3.0	3.3	3.6	100%
MS	Fine Arts	MS Art - Year 1	Art Portfolio	Average Score	Gen	0	2.7	3	3.3	3.6	100%
MS	Fine Arts	MS Art - Year 2	Art Portfolio	Average Score	Gen	0	1.6	2.2	2.7	3.2	100%
HS	Fine Arts	Art I	Art Portfolio	Average Score	Gen	0	1.3	1.8	2.3	2.8	100%
HS	Fine Arts	Art II	Art Portfolio	Average Score	Gen	0	1.8	2.3	2.8	3.3	100%
CP	Music	Music/Band/ Orchestra	Student Performance	Solo	Gen	5	4	3	2	1	50%
			Written EOC	Passing (70%)	Gen	0	50	60	70	80	50%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
CP	Theater	Theater	Outside Evaluation	UIL One-Act Play Results	Gen	None	Zone	Dis- trict/ Bi-Dis- trict	Area	Re- gion- al/ State	20%
			Public / Virtual Theater Performances	# of performances	Gen	0	2	3	4	5	30%
			Five Major In-Class/ Virtual Theater Performances	combined passing average of 5 performances ( %)	Gen	0	60	70	80	90	50%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>TECHNOLOGY/CODING, CTE, RTTC, ACT</b>											
MS	Technology	MS Tech Apps	Secure Final Exam	% Approaches (70%)	Gen	0	80	90	94	97	70%
			Secure Final Exam	% Masters (90%)	Gen	0	11	30	34	37	30%
MS/HS	CTE	CTE	Secure Final Exam	% Approaches (70%)	Gen	0	80	90	94	97	70%
			Secure Final Exam	% Masters (90%)	Gen	0	11	30	34	37	30%
9	RTTC	9th Grade RTTC	Secure Final Exam	% Approaches (70%)	Gen	0	70	86	93	98	35%
			Secure Final Exam	% Masters (90%)	Gen	0	15	30	40	55	25%
			EOY Presentation	% Approaches (70%)	Gen	0	70	86	93	98	20%
			EOY Presentation	% Masters (90%)	Gen	0	15	30	40	55	10%
			Research Paper	% Approaches (70%)	Gen	0	70	85	90	95	10%
10*	RTTC *(Pilot Rubric) If Teacher is not teaching ACT Content in the RTTC Course, please reference 22-23 RTTC TCP Rubric	10th Grade RTTC	Secure Final Exam	% Approaches (70%)	Gen	0	70	86	93	98	35%
			Secure Final Exam	% Masters (90%)	Gen	0	15	30	40	55	25%
			Pre-ACT/ACT	Highest Composite Average	Gen	0	14	17	19	20	40%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
11*	RTTC *(Pilot Rubric) If Teacher is not teaching ACT Content in the RTTC Course, please reference 22-23 RTTC TCP Rubric.	11th Grade RTTC	Secure Final Exam	% Approaches (70%)	Gen	0	70	86	93	98	35%
			Secure Final Exam	% Masters (90%)	Gen	0	15	30	40	55	25%
			ACT	Highest Composite Average	Gen	0	15	18	20	21	30%
12	RTTC	12th Grade RTTC	Secure Final Exam	% Approaches (70%)	Gen	0	70	86	93	98	35%
			Secure Final Exam	% Masters (90%)	Gen	0	15	30	40	55	25%
			EOY Presentation	% Approaches (70%)	Gen	0	70	86	93	98	25%
			EOY Presentation	% Masters (90%)	Gen	0	15	30	40	55	15%
10	ACT	ACT	ACT	Composite Average Score	Gen	0	14	17	19	20	100%
11	ACT	ACT	ACT	Composite Average Score	Gen	0	15	18	20	21	100%
12	ACT	ACT	ACT	Composite Average Score	Gen	0	17	19	20	23	100%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>BLENDED LEARNING</b>											
1st - 5th	iLearning Hotspot	Acad Hotspot	Hotspot Honor Roll	% of students earning Math Master Status	Gen	0	50	60	70	89	70%
				% of students earning Math Genius Status	Gen	0	20	30	40	50	30%
6-7th	iLearning Hotspot	CP Hotspot	Hotspot Honor Roll	% of students earning Math Master Status	Gen	0	50	60	70	80	70%
				% of students earning Math Genius Status	Gen	0	20	30	40	50	30%
1st - 5th	AR Zone	Acad AR Zone	AR Honor Roll	% of students earning Word Master Status	Gen	0	40	60	70	80	70%
				% of students earning Royal Reader Status	Gen	0	5	10	20	30	30%
6-7th	AR Zone	CP AR Zone	AR Honor Roll	% of students earning Word Master Status	Gen	0	40	60	70	80	70%
				% of students earning Royal Reader Status	Gen	0	5	10	20	30	30%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>INTERNATIONAL BACCALAUREATE (IB) - 11TH/12TH GRADE</b>											
11,12	ELA	11th/12th Grade IB English	IB Exam - Eng HL	Average Score	Gen	0	2.5	3.2	3.9	4.6	33.30%
			IB Exam - Eng HL	% scoring 3+	Gen	0	76	77	78	80	33.30%
			IB Exam - Eng HL	% scoring 4+	Gen	0	46	48	49	51	33.30%
11,12	Humanities	11th/12th Grade IB History - HL	IB Exam - Hist HL	Average Score	Gen	0	2.5	3.1	3.7	4.4	33.30%
			IB Exam - Hist HL	% scoring 3+	Gen	0	67	69	70	71	33.30%
			IB Exam - Hist HL	% scoring 4+	Gen	0	39	41	42	44	33.30%
11,12	Math	11th/12th Grade IB Math Analysis and Approaches - SL	IB Exam - Math AA SL	Average Score	Gen	0	2.1	2.8	3.4	4.1	33.30%
			IB Exam - Math AA SL	% scoring 3+	Gen	0	58	60	63	65	33.30%
			IB Exam - Math AA SL	% scoring 4+	Gen	0	29	31	33	36	33.30%
11,12	Math	11th/12th Grade IB Math Applications and Interpretation - SL	IB Exam - Math AI SL	Average Score	Gen	0	1.6	2.3	3	3.6	33.30%
			IB Exam - Math AI SL	% scoring 3+	Gen	0	41	43	45	47	33.30%
			IB Exam - Math AI SL	% scoring 4+	Gen	0	16	18	20	21	33.30%
11,12	Science	11th/12th Grade IB Biology - HL	IB Exam - Bio HL	Average Score	Gen	0	2.4	3	3.6	4.1	33.30%
			IB Exam - Bio HL	% scoring 3+	Gen	0	66	69	72	74	33.30%
			IB Exam - Bio HL	% scoring 4+	Gen	0	30	32	35	37	33.30%
11,12	Science	11th/12th Grade IB Biology - SL	IB Exam - Bio SL	Average Score	Gen	0	2	2.7	3.4	4.1	33.30%
			IB Exam - Bio SL	% scoring 3+	Gen	0	51	52	53	54	33.30%
			IB Exam - Bio SL	% scoring 4+	Gen	0	27	29	31	32	33.30%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
11,12	Spanish	11th/12th Grade IB Language A: Español Lengua y Literatura - HL	IB Exam - Span Lit HL	Average Score	Gen	0	3.9	4.3	4.8	5.3	33.30%
			IB Exam - Span Lit HL	% scoring 3+	Gen	0	95	97	99	100	33.30%
			IB Exam - Span Lit HL	% scoring 4+	Gen	0	84	89	94	99	33.30%
11,12	Spanish	11th/12th Grade IB Language B: Spanish - HL	IB Exam - Lang B HL	Average Score	Gen	0	5.1	5.8	6.4	6.9	33.30%
			IB Exam - Lang B HL	% scoring 3+	Gen	0	97	97	98	99	33.30%
			IB Exam - Lang B HL	% scoring 4+	Gen	0	95	96	97	98	33.30%
11,12	Spanish	11th/12th Grade IB Language B: Spanish - SL	IB Exam - Lang B SL	Average Score	Gen	0	4.3	5.2	6	6.8	33.30%
			IB Exam - Lang B SL	% scoring 3+	Gen	0	94	95	96	97	33.30%
			IB Exam - Lang B SL	% scoring 4+	Gen	0	83	84	86	88	33.30%
11,12	Spanish	11th/12th Grade IB Language ab initio: Spanish - SL	IB Exam - Lang ab initio	Average Score	Gen	0	3.3	4.1	4.9	5.8	33.30%
			IB Exam - Lang ab initio	% scoring 3+	Gen	0	80	84	88	92	33.30%
			IB Exam - Lang ab initio	% scoring 4+	Gen	0	65	71	76	81	33.30%
11,12	Art	11th/12th Grade IB Art - HL	IB Exam - Art HL	Average Score	Gen	0	2.3	2.8	3.3	3.8	33.30%
			IB Exam - Art HL	% scoring 3+	Gen	0	77	80	83	87	33.30%
			IB Exam - Art HL	% scoring 4+	Gen	0	14	17	20	24	33.30%
11,12	Art	11th/ 12th Grade IB Art - SL	IB Exam - Art SL	Average Score	Gen	0	2.4	3	3.6	4.2	33.30%
			IB Exam - Art SL	% scoring 3+	Gen	0	80	81	83	84	33.30%
			IB Exam - Art SL	% scoring 4+	Gen	0	31	33	35	37	33.30%
11,12	Film	11th/12th Grade IB Film - SL	IB Exam - Film SL	Average Score	Gen	0	1.9	2.7	3.5	4.3	33.30%
			IB Exam - Film SL	% scoring 3+	Gen	0	54	58	63	68	33.30%
			IB Exam - Film SL	% of scoring 4+	Gen	0	30	35	39	43	33.30%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
11,12	Music	11th/12th Grade IB Music	IB Exam - Music	Average Score	Gen	0	3	3.5	4.1	4.7	33.30%
			IB Exam - Music	% scoring 3+	Gen	0	89	92	96	99	33.30%
			IB Exam - Music	% scoring 4+	Gen	0	49	56	63	70	33.30%
11,12	Theatre	11th/12th Grade IB Theatre HL	IB Exam - Theatre HL	Average Score	Gen	0	3.8	4.3	4.8	5.3	33.30%
			IB Exam - Theatre HL	% scoring 3+	Gen	0	89	93	97	100	33.30%
			IB Exam - Theatre HL	% scoring 4+	Gen	0	86	90	95	99	33.30%
11,12	TOK	11th/12th Grade Theory of Knowledge (TOK)	IB TOK Exam	Average Scale Score on 4.0 scale	Gen	0	1.4	2	2.5	3.1	50%
			IB TOK Exam	% Scoring C or better	Gen	0	59	61	63	64	50%
11,12	Art	11th/12th Grade IB Visual Arts HL	IB Exam - Visual Arts HL	Average Score	Gen	0	2.76	3	3.2	3.55	33.30%
			IB Exam - Visual Arts HL	% Passing 3+	Gen	0	78	87	96	100	33.30%
			IB Exam - Visual Arts HL	% of students 4+	Gen	0	0	9	32	56	33.30%
11,12	Art	11th/ 12th Grade IB Visual Arts SL	IB Exam - Visual Arts SL	Average Score	Gen	0	2.62	2.92	3.22	3.5	33.30%
			IB Exam - Visual Arts SL	% Passing 3+	Gen	0	67	80	93	100	33.30%
			IB Exam - Visual Arts SL	% of students 4+	Gen	0	0	6	29	51	33.30%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
SPECIAL EDUCATION - ALL GRADE LEVELS											
PK-2	SpEd	Pk-2nd SpEd	IEP	% IEP Goals Met	SpEd	0	60	70	80	90	90%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	10%
K-2	SpEd - Read- ing	K-2 Reading Special Education	DI – Reading	% on or above grade level	SpEd	0	80	90	97	100	45%
			Ren. Star	% on or above grade level or 2 years growth	SpEd	0	40	50	65	75	45%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	10%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
K-2	SpEd - Math	K-2 Math Special Education	DI – Math	% on or above grade level	SpEd	0	80	90	97	100	45%
			Ren. Star	% on or above grade level or 2 years growth	SpEd	0	40	50	65	75	45%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	10%
3rd-8th	SpEd - Reading Pull-Out	3rd-8th Reading Special Education Option 1	Ren. Star	% on or above grade level or 2 years growth	SpEd	0	40	50	60	75	90%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	10%
3rd-8th	SpEd - Math Pull-Out	3rd-8th Math Special Education Option 1	Ren. Star	% on or above grade level or 2 years growth	SpEd	0	50	60	65	75	90%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	10%
3rd-12th	SpEd - STAAR Push-In	3rd-12th Special Education Option 2	STAAR/ EOC	Student Achievement Average	SpEd	0	14	23	35	50	50%
			IEP	100% Error Free IEP Paperwork	SpEd	0	55	70	85	100	50%
Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>INTERVENTION - ALL GRADE LEVELS</b>											
3rd-8th	Intervention - Reading Pull-Out	3rd-8th Reading Intervention Option 1: Pull Out	Ren. Star	% on or above grade level or 2 years growth	CSI	0	40	50	60	75	80%
			STAAR	Student Achievement Average	CSI	0	14	23	35	50	10%
			DI-Reading	Met Lesson Progress Goal	CSI	0	80	85	90	100	5%
			DI-Reading	DI Lesson Mastery	CSI	0	80	85	90	95	5%
3rd-8th	Intervention - Math Pull Out	3rd-8th Math Intervention Option 1: Pull Out	Ren. Star	% on or above grade level or 2 years growth	CSI	0	50	60	65	75	80%
			STAAR	Student Achievement Average	CSI	0	14	23	35	50	10%
			DI-Math	Met Lesson Progress Goal	CSI	0	80	85	90	100	5%
			DI-Math	DI Lesson Mastery	CSI	0	80	85	90	95	5%
K-2 9th-12th	Intervention Push-In	3rd-12th Intervention Math or Reading Option 2 Push In	STAAR	Student Achievement Average	CSI	0	14	23	35	50	50%
			IEP	100% Error Free IEP Paperwork	CSI	0	55	70	85	100	50%

Grade	Subject	Course	Assessment	Measurement	Pop	Level 1	Level 2	Level 3	Level 4	Level 5	Weight
<b>RISE - ALL GRADE LEVELS</b>											
PK-2	RISE	Pre-K-2 RISE	Pre-K-2 IEP	% IEP Goals Met	RISE	0	60	70	80	90	90%
		Pre-K-2 RISE	Pre-K-2 IEP	100% Error Free IEP Paperwork	RISE	0	55	70	85	100	10%
3RD-11TH	RISE	3rd-11th RISE	STAAR - Alt 2	%Satisfactory	RISE	0	60	70	80	90	30%
			STAAR - Alt 2	%Accomplished	RISE	0	15	20	25	30	30%
			3rd-11th IEP	% of IEP goals met	RISE	0	60	70	80	90	30%
			3rd-11th IEP	100% Error Free IEP Paperwork	RISE	0	55	70	85	100	10%
12th-18 +	RISE	12th & 18+ RISE	12th-18+ IEP	% of IEP goals met	RISE	0	60	70	80	90	90%
		12th & 18+ RISE	12th-18+ IEP	100% Error Free IEP Paperwork	RISE	0	55	70	85	100	10%
<b>PHYSICAL EDUCATION</b>											
2nd-5th	Physical Education	Physical Education	Interactive Health Technology: Heart Rate Monitors	% of students earning Fitness Ambassador status (1200 MVPA Mins.)	Gen	0	60	75	85	90	100%
6-7th	Physical Education	Middle School: Physical Education (All)	Interactive Health Technology: Heart Rate Monitors	% of students earning Fitness Ambassador status (900 MVPA Mins.)	Gen	0	60	75	85	90	100%
9-11th	Physical Education	High School: Lifetime Fitness & Wellness, Skill-Based Lifetime Activities; and All Similar	Interactive Health Technology: Heart Rate Monitors	% of students earning Fitness Ambassador status (900 MVPA Mins.)	Gen	0	60	75	85	90	100%
<b>THRIVE RUBRICS ONLY</b>											
18 +	RISE	18+ RISE	18+ IEP	% of IEP goals met	RISE	0	60	70	80	90	30%
18 +	RISE	18+ RISE	Matriculation	% of students matriculate to a post secondary option	RISE	0	60	75	80	90	30%
18 +	RISE	18+ RISE	Employment	% of students are employed	RISE	0	60	75	80	90	30%
18 +	RISE	18+ RISE	18+IEP	100% Error Free IEP Paperwork	RISE	0	55	70	85	100	10%







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