IDEA Public Schools

District Improvement Plan

2024-2025

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

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 Public Schools continues to enroll and serve our targeted population in terms of economically disadvantaged, at-risk, and Emerging Bilingual with commendable results in academic performance, graduation rates, and Average Daily Attendance (ADA).

One of our biggest opportunities continues to be with the persistence of our students year-to-year, which we know leads to greater academic outcomes the longer our students remain with us.

Like all other Local Education Agencies (LEAs), we face the continuing challenge of recruiting and retaining teachers within the changing workforce landscape and decreased interest in education as a career.

Student Demographics

- American Indian: .1%
- Pacific Islander: .1%
- Two or More Races: .4%
- Female: 49.5%
- Male 50.5%
- Eco Dis: 87%
- Section 504: 2.4%
- EB/EL: 43.2%
- Students with Disabilities: 8.8%

Graduation Profiles:

- 1,744 graduates
- Diplomas Earned
    - 83.4% earned a Foundation Diploma with Distinguished Achievement
    - 15.5% earned a Foundation Diploma with an Endorsement
    - 1.0% earned a Foundation Diploma without an Endorsement
- Demographics
    - 94.4% Hispanic
    - 2.4% African American
    - 0.6% Asian
    - 0.1% American Indian
    - 0.1% Pacific Islander
    - 0.1% Two or More Races
    - 85.3% Economically Disadvantaged
    - 26.2% Emergent Bilingual
    - 45.5% At-Risk
    - 7.8% CTE Completers
    - 6.1% Special Education

Staff Demographics:

- Total Staff 8,916
- Teachers: 3,841

Teachers by Ethnicity:

- African American 11.8%
- Hispanic:29.6%
- White 54.9%
- Asian 2%
- Two or more races 1.2
- Teachers by sex:
  - Males 24.4%
  - Females 75.6%
- Turnover rate for teachers 24.5%
- Teacher/Student ratio: 19:1

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 and higher percentages of EB students, Title I students, and At Risk students than the state average.
- IDEA's drop out rates are significantly lower than those of the state and region it operates in.
- IDEA has competitive compensation especially for <10 years experience for teachers, admin, and school leaders.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We lose 1/3 of our new to IDEA teachers. **Root Cause:** Top leaver reasons within the organization's locus of control based on our Exit Survey are 1) unrealistic expectations; and 2) IDEA organizational culture.

Problem Statement 2 (Prioritized): We lost about a quarter of our new to IDEA students. **Root Cause:** Top leaver reason within the organization's locus of control is school culture.

Student Learning

Student Learning Summary

Overall, we are not meeting STAAR performance goals with Spring 2024 performance showing 73% approaches, 46% meets, and 18% masters for all STAAR/EOCs combined. Our SPED and LEP data show a differential in performance, with SPED overall performance at 50% approaches, 27% meets, and 9% masters and LEP overall performance at 69% approaches, 41% meets, and 14% masters. TELPAS ratings show that our EB students are 12% beginning, 35% intermediate, 37% advanced, and 16% advanced high. Students in most need of reading intervention who are two or more grade levels behind are enrolled in Critical Student Intervention (CSI); 42% of these students grew two years in reading or were reading on grade level at the end of the year. Eighty-five percent of 2nd graders ended the year reading on grade level. Finally, 19.04% of AP exams administered in Spring 2024 earned a qualifying score and 23% of IDEA seniors graduated with the AP designation in spring 2024. Among all students who took the ACT during the 23-24 school year, the average composite score was a 17.79.

Student Learning Strengths

- Masters Performance was consistent year-over-year in ELA STAAR courses
- Returning students outperformed new-to-IDEA students overall on STAAR by 13 percentage points
- 2nd grade literacy improved by 1 percentage point for all regions with all regions improving year over year except for San Antonio
- Rio Grande Valley & Permian Basin regional 2nd grade EOY reading data show that over 90% of students ended the year reading on grade level
- Nine percentage point increase year over year in students meeting the CSI goal
- Double-digit improvements in the percentage of students reaching the CSI goal in three regions: Rio Grande Valley, Tarrant County, Austin
- The percentage of AP scholars increased by 4 percentage points in Austin and 2 percentage points in San Antonio
- 79% of schools met the TELPAS accountability target
- Three regions exceeded the TELPAS district accountability target

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on math STAAR showed significant decrease year over year in all grade levels. **Root Cause:** Teachers' and their managers' pedagogical content knowledge, assessment program alignment to k/s on STAAR, student-driven thinking in the mathematics classroom

Problem Statement 2 (Prioritized): There is not a correlation between the end of year 2nd grade reading proficiency and 3rd grade reading STAAR performance. **Root Cause:** Lack of a comprehensive measure of student literacy proficiency at the end of second grade; lack of implementation of the comprehensive literacy program (high-quality instructional materials) in K-2 grades; lack of research-based intervention programs in K-2; lack of tech-based assessments in 2nd grade

Problem Statement 3: Year over year, AP scores are declining across our schools, with the May 2024 data showing a 2% decline in AP Scholars for the network. The trend is present across content areas and grade levels. **Root Cause:** The decline is a result of the lack of content knowledge and skills of teachers and campus/regional leaders without access to effective training. Classroom instruction is often over scaffolded or without access points for students at varying proficiency levels and with required supports.

Problem Statement 4: The percentage of eligible students challenging AP exams decreases over time, even though the number of students challenging exams increases. **Root Cause:** Challenges with AP teacher vacancies, lack of strong midyear onboarding plans for teachers, and absence of vacancy instructional supports create obstacles to student and campus buy-in on exam days.

District Processes & Programs

District Processes & Programs Summary

Model: Curriculum & Instruction

Every IDEA school has a similar structure, mission, goal, and orientation. 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 Cadre of Aspiring Principals program supports aspiring principals as they develop skills and knowledge during their residency at an existing IDEA school, before launching a new school or being named as a successsor. 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 3*rd*-5*th* grades through a balanced literacy program. The elementary math program is centered on the 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: Professional Development

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. New IDEA employees onboard 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 are incorporated to our Beginning of Year (BOY) Professional Development. Additionally, all employees utilize our Roadmap Platform to conduct any legally required trainings throughout the year. At IDEA Public Schools our Academic Services Team is responsible for designing and curating rigorous college preparatory curriculum and assessments for grades Kinder-12th, designing robust support systems to ensure each student meets their goals, and providing excellent training on these tools, products, and systems to our instruction staff through monthly content webinars and quarterly course collaborations. Our Content Professional Development (CPD) Team works in partnership with the Talent Development Team and the Organizational Priority Team to train our regional leaders to ensure all instructional leadership pipelines coach and develop teachers to implement IDEA's Academic Model and lead org-wide initiatives. Additionally, our organization provides org-wide training to instructional and non-instructional staff quarterly through Org-Wide Priority Trainings.

Leadership & Decision-making Processes

Headquarters staff play a significant role in supporting our 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 & 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.

Technology -

Student technology supports our mission of preparing students for college and beyond. As schools continue to evolve to meet the needs of modern society, IDEA Public Schools is strengthening its commitment to achieving academic excellence by providing instructional technology resources for all scholars enrolled at IDEA. Our K-12 classrooms are equipped with age-appropriate devices and digital tools to create engaging learning environments. This includes access to Microsoft Office 365 Education apps, individualized learning apps, internet access and technical support. IDEA aims to leverage computer access to help students maximize learning opportunities, close the homework gap, and develop skills critical to their success in a technology-centered world. IDEA scholars are issued technology equipment appropriate for their age to support the seamless delivery of quality instruction.

District Processes & Programs Strengths

District Processes & Programs Strengths

- In our annual family spring survey, 67% of parents always agree and 21% usually agree with the statement that "My child's school is preparing my child for college."
- IDEA provides students access to accelerated instruction through a 1:1 technology device (grades 3-12), 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 17 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.
- 71% of IDEA Employees who completed our Annual Employee Engagement Survey agreed with the statement "IDEA provides professional development, training, and/or feedback that helps me grow professionally."
- 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.
- Staff incentives through Teacher Career Pathway (TCP) and Teacher Incentive Allotment (TIA) are continuously valued by leaders and teachers to help retain our top performers

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of comprehensive training program for individuals, both across departments and across roles & responsibilities, past year 1 in their role. [For example: Principals do not receive sufficient training in human resource processes] **Root Cause:** We put a heavy emphasis on year 1 development for instruction and operations.

Problem Statement 2 (Prioritized): 54% of discipline audit system shows that there is inconsistent application of consequences based on IDEA's code of conduct. **Root Cause:** No consistent tracking system for setting expectations for discipline culture norming and tracking.

Perceptions

Perceptions Summary

IDEA analyzed several data sources, including the Annual Employee Engagement Survey, the Student Survey, and Family Engagement feedback. As a result of this comprehensive data analysis, IDEA was able to draw on insights from all organizational stakeholders—families, students, and staff—and identified several general trends.

The positive trends indicate that an overwhelming majority of students, families, and staff are proud of and aligned with IDEA's mission, vision, and core values, which focus on providing educational equity. Additionally, their experiences and interactions, such as relationships between student peers and staff-student interactions, are positive. Furthermore, an overwhelming majority of stakeholders share a strong sense of safety within the organization.

Perceptions Strengths

- In response to stakeholder feedback, IDEA has restated and clarified our organizational vision and mission
- Pride in working at IDEA and accomplishments continues to be a strength in Annual Employee Engagement data
- Student and Family data shows that these stakeholder groups high pride in IDEA and its accomplishments.
- Six IDEA regions are ahead of where they were last year with student persistence.
- New student persistence is higher as of August 1, compared to same time last year.
- ADA increased by .06% year over year.
- Chronic Absenteeism improved by 2% year over year.
- Move this world implementation (SEL curriculum) increasing as well as increased CTE offerings.
- Teacher Retention increased slightly from 2022-23 to 2023-24 (+3.67%) (final retention numbers pending)
- All Staff Retention increased from 2022-23 to 2023-24 (+2.11%) (final retention numbers pending)
- As per the 2023-24 Annual Employee Engagement Survey, 84% of staff said they are proud of what they accomplish at IDEA

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student retention has declined year over year. **Root Cause:** Students have reported they do not look forward coming to school every day and they're not engaged in at least one extracurricular activity.

Problem Statement 2 (Prioritized): Staff retention is below our goal of 85% **Root Cause:** Survey data tells us that compensation in current role, work-life balance and inconsistent onboarding experience are all contributors to staff dissatisfaction.

Problem Statement 3: Chronic absenteeism continues to remain high across the district **Root Cause:** Cumbersome attendance tracking system and focus on process vs root causes of our highest chronically absent students.

Priority Problem Statements

Problem Statement 1: Student retention has declined year over year.

Root Cause 1: Students have reported they do not look forward coming to school every day and they're not engaged in at least one extracurricular activity.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Staff retention is below our goal of 85%

Root Cause 2: Survey data tells us that compensation in current role, work-life balance and inconsistent onboarding experience are all contributors to staff dissatisfaction.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Student performance on math STAAR showed significant decrease year over year in all grade levels.

Root Cause 3: Teachers' and their managers' pedagogical content knowledge, assessment program alignment to k/s on STAAR, student-driven thinking in the mathematics classroom

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We lose 1/3 of our new to IDEA teachers.

Root Cause 4: Top leaver reasons within the organization's locus of control based on our Exit Survey are 1) unrealistic expectations; and 2) IDEA organizational culture.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We lost about a quarter of our new to IDEA students.

Root Cause 5: Top leaver reason within the organization's locus of control is school culture.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is not a correlation between the end of year 2nd grade reading proficiency and 3rd grade reading STAAR performance.

Root Cause 6: Lack of a comprehensive measure of student literacy proficiency at the end of second grade; lack of implementation of the comprehensive literacy program (high-quality instructional materials) in K-2 grades; lack of research-based intervention programs in K-2; lack of tech-based assessments in 2nd grade

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a lack of comprehensive training program for individuals, both across departments and across roles & responsibilities, past year 1 in their role. [For example: Principals do not receive sufficient training in human resource processes]

Root Cause 7: We put a heavy emphasis on year 1 development for instruction and operations.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: 54% of discipline audit system shows that there is inconsistent application of consequences based on IDEA's code of conduct.

Root Cause 8: No consistent tracking system for setting expectations for discipline culture norming and tracking.

Problem Statement 8 Areas: District Processes & Programs

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: 95% CCMR rate for class of 2025 by September 30, 2025

High Priority

HB3 Goal

Evaluation Data Sources: Accuplacer Reports, TEA Reports, ACT reports, IEP records, CTE completion reports,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve performance at campuses with the lowest CCMR rates in the 23-24 school year, - October - 50% of identified campuses above their last year's performance at this time - December - 80% of identified campuses above their last year's performance at this time. - March - 95% of identified campuses above their last year's performance at this time. - June - 100% of identified campuses above their last year's performance at this time. **Strategy's Expected Result/Impact:** 100% of identified campuses are above YOY performance. **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Readiness				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Improve college readiness performance by testing more scholars earlier than 12th grade, - October - 15% TSI exemption rate for 11th grade - January - 25% TSI exemption rate for 11th grade - March - 35% TSI exemption rate for 11th grade - June - 40% TSI exemption rate for 11th grade **Strategy's Expected Result/Impact:** Attain 40% of juniors with full TSI exemption by end of school year. **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Readiness				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 2: Average ACT score of 20 or above for 11th graders by June 30, 2025

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve performance on specific ACT questions for our lowest performing scholars, - October - 20% of scholars with a 16 or less on ACT earn a 17 or higher - January - 40% of scholars with a 16 or less on ACT are at 17 or higher - March - 60% of scholars with a 16 or less on ACT are at 17 or higher - June - 90% of scholars with a 16 or less on ACT are at 17 or higher **Strategy's Expected Result/Impact:** Increase the academic performance on college readiness tests for 11th graders. **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Readiness				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Improve performance on ACT by creating more opportunities to take the ACT test during their junior year, - October - 40% of class of 2026 with 3+ scores - January - 60% of class of 2026 with 3+ scores - March - 80% of class of 2026 with 3+ scores - June - 100% of class of 2026 with 3+ scores **Strategy's Expected Result/Impact:** Increase in overall average ACT score **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Readiness				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 3: 85% of the class of 2025 enroll in a 4-year college by October 31, 2025

High Priority

HB3 Goal

Evaluation Data Sources: College Matriculation Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide college and career advising that allows scholars to develop the knowledge and skills to access high demand a broad range of colleges and careers, - October - 100% of 12th graders with at least one individual advising meeting - January - 100% of 11th graders with at least one individual or group advising meeting - March - 100% of 10th graders with at least one individual or group advising meeting - June - 100% of 9th graders with at least one individual or group advising meeting **Strategy's Expected Result/Impact:** Improve the college and career knowledge of our scholars. **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Access				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide information on the value proposition of college, higher education admissions, federal and state financial aid, and sources for information on higher education to Kinder-12th grade students, parents, and teachers. - October - Public-facing website designed - January - Pertinent documents, links, images, and graphs added to a prototype website - March - Launch the public-facing website, share with students, teachers, and parents and request feedback - June - All pertinent feedback applied and website redesigned **Strategy's Expected Result/Impact:** Improve the college and career knowledge of all stakeholders at IDEA Public Schools. **Staff Responsible for Monitoring:** VP of College Success, Managing Director of College Access, Regional Directors of College Success, College Counselors.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Third grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 53% in Spring 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers are trained and supported to implement high quality, tier one curriculum to provide grade-level instruction and meet the individual needs of each student through district training and coaching using the GET rubric. We will know we are successful when unit assessments and district large-scale assessment Meets performance shows growth year over year: Benchmarks: October 2024: Unit assessments Meets performance for third grade reading is 75% January 2024: Semester Exams Meets performance on third grade Reading is 54% April 2024: Mock Exams Meets performance on third grade Reading is 52% **Strategy's Expected Result/Impact:** Increasing grade-level proficiency in reading for all students **Staff Responsible for Monitoring:** Assistant principals of instruction, principals, Vice Presidents of Schools, Executive Directors, National Schools Team, Academic Services Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 28% to 39% in Spring 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers are trained and supported to implement high quality, tier one curriculum to provide grade-level instruction and meet the individual needs of each student through district training and coaching using the GET rubric. We will know we are successful when unit assessments and district large-scale assessment Meets performance shows growth year over year: Benchmarks: October 2024: Unit assessments Meets performance for third grade math is 75% January 2024: Semester Exams Meets performance on third grade math is 38% April 2024: Mock Exams Meets performance on third grade math is 35% **Strategy's Expected Result/Impact:** Increasing grade level proficiency in math for all students **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors, National Schools Team, Academic Services Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 55% of students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. We will know we are successful when Emergent Bilingual students' Meets performance on ELA assessments and Mock TELPAS results demonstrate growth year over year: Benchmarks: October 2024: Unit assessments Meets performance for all ELA is 40% January 2025: Mock TELPAS: Grow at least one level in 2+ domains is 45% April 2025: Mock Exams Meets performance for all ELA is 40%. **Strategy's Expected Result/Impact:** 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students engage in the Professional Communications course through the district CTE program to assist in developing knowledge, skills, and competencies necessary for career readiness (listening & speaking). We will know we are successful when Emergent Bilingual students' assessment scores improve year over year: Benchmarks (Spring semester course): Unit exams: Meets performance is 70% Final Exam: Meets performance is 60% **Strategy's Expected Result/Impact:** Increase a proficiency level in speaking and listening domains **Staff Responsible for Monitoring:** DCCs, principals, national CTE team				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 1416.

Evaluation Data Sources: Acceleration Learning Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. Benchmarks: January: 40% of required hours March: 80% of required hours May: 100% of required hours completed by the time students take the STAAR **Strategy's Expected Result/Impact:** Students attain "approaches," at minimum, on the respective STAAR. **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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Accelerated instruction will include research-based, vetted technology-based programs as part of the comprehensive instructional approach. Regional and national instructional leaders will monitor program implementation and track toward the following: Benchmarks: By the end of Quarter 1: 30% of schools observed using research-based, technology-based programs By the end of Quarter 2: 50% of schools observed using research-based, technology-based programs By the end of Quarter 3: 70% of schools observed using research-based, technology-based programs **Strategy's Expected Result/Impact:** Students attain "approaches," at minimum, on the respective STAAR. **Staff Responsible for Monitoring:** Teachers, assistant principals of instruction, principals, Vice Presidents of Schools, Executive Directors, National Schools Team				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 65% of SPED Students attain approaches on STAAR by June 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Resources, training and coaching on evidence-based practices address the specific needs of students with IEPs, students with 504, and students receiving dyslexia-related services. We will know we are successful when students with IEPs, 504, and those receiving dyslexia services meet the following benchmarks on internal assessments: Benchmarks: October 2024: Unit assessments Approaches performance is 65% January 2024: Semester Exams Approaches performance is 65% April 2024: Mock Exams Approaches performance is 60% **Strategy's Expected Result/Impact:** students master grade-level or modified content **Staff Responsible for Monitoring:** Special Programs Team at the campus, regional, and national level.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure high quality related services are being provided to all students with and IEP or 504 (Speech, Occupational Therapy, etc). We will know we are successful when quarterly audits show the following benchmarks: Benchmarks: End of Quarter 1: 100% of students receive 100% of required services for the 9-week period End of Quarter 2: 100% of students receive 100% of required services for the 9-week period End of Quarter 3: 100% of students receive 100% of required services for the 9-week period End of Quarter 4: 100% of students receive 100% of required services for the 9-week period **Strategy's Expected Result/Impact:** Increase students' access to grade-level content **Staff Responsible for Monitoring:** Special Programs teams at the campus, regional, and national level				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Schools achieve 90/60/30 in approaches/meets/masters as measured by the STAAR.

Evaluation Data Sources: Internal exams dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers are trained and supported to implement high quality, tier one curriculum to provide grade-level instruction and meet the individual needs of each student through district training and coaching using the GET rubric. We will know we are successful when students meet the following performance measures: Benchmarks: October 2024: Unit assessments performance for all subjects combined is 90% approaches /60% meets /30% masters January 2024: Semester Exams Meets performance for all subjects combined is 90% approaches /60% meets /30% masters April 2024: Mock Exams Meets performance for all subjects combined is 85% approaches /55% meets /25% masters **Strategy's Expected Result/Impact:** Students proficiency on STAAR is 90% approaches, 60% meets, and 30% masters. **Staff Responsible for Monitoring:** Teachers, APIs, principals, VP of Schools, Executive Directors, National Schools Team, Academic Services Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 1: xx% of students enrolled during the 24-25 school year will persist and return for the start of the 25-26 school year.

High Priority

Evaluation Data Sources: Locus Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 90% of teachers are rated on GET 2: Culture and 80% of teachers are rated proficient. Benchmarks: October: 30% January: 50% March: 90% **Staff Responsible for Monitoring:** Heather Pardo, Liz Jackson				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 70% of schools are using PBIS Rewards with fidelity. Benchmarks: October: 50% January: 60% March: 70% **Staff Responsible for Monitoring:** Cassandra Andrews				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 2: 100% 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))

Evaluation Data Sources: Title 1 Crate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and respond attendance for family engagement events. (TEC 11.253(d)(9)) Benchmarks: October: 25% January: 50% March: 75% **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Timely communication of family engagement events to increase parent/guardian attendance. (TEC 11.253(d)(9)) Benchmarks: October: 25% January: 50% March75% **Staff Responsible for Monitoring:** Texas Title 1 Family Engagement Manager				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 3: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline of September 20, 2024. (TEC 11.253(d)(8))

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: National team provides use of resources, training and coaching on evidence-based practices on curriculum implementation that address the needs of students; including suicide prevention programs, conflict resolution programs, and violence prevention programs. Benchmarks: October: 95% January: 100% March: 100% **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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase student persistence

Performance Objective 4: 70% (year 1) increase data accuracy for state reportable disciplinary actions (year 2 80%, year 3=90%).

Evaluation Data Sources: PowerSchool & Locus Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train regional and campus leaders on normed system-wide discipline reporting procedures. Benchmarks: October: 20% January: 70% March : 100%				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA will achieve a 95% annual attendance rate for the 24-25 school year.

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Revamp district-wide ADA mechanisms to increase focus on identifying best practices and create alignment on ADA, Persistence, and Enrollment strategy through collaboration with the Schools Team. October - Quarterly Meeting complete with Schools Team, and 85% of identified next steps completed before next quarter January - Quarterly Meeting complete with Schools Team, and 90% of identified next steps completed before next quarter March - Quarterly Meeting complete with Schools Team, and 100% of identified next steps completed before next quarter **Strategy's Expected Result/Impact:** These district wide mechanisms are intended to identify and share best practices across the district, and then foster better collaboration with the operations and schools teams in our collective work around ADA, persistence, and enrollment. **Staff Responsible for Monitoring:** Sr. VP of Regional Operations, VP of Enrollment, Marketing, and School Launch, Sr. VP of Student Performance and Advocacy, Sr. Director of Ops Leader Development, Chief Operating Officer, Chief Schools Officer				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of IDEA TX regions will show growth in ADA from EOY 2023-24 to EOY 2024-25.

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RDOs execute a quarterly ADA intervention with bottom quartile of schools in their portfolio. October - 100% of meetings from Q1 complete January - 100% of meetings from Q2 complete March - 100% of meetings from Q3 complete **Strategy's Expected Result/Impact:** By executing a quarterly intervention meeting with the bottom quartile of schools, RDOs will be better able to coach APOs to execute intervention strategies with the goal of improving ADA results over the next quarter. **Staff Responsible for Monitoring:** APO, Principal, Counselor, SIS/Registrar, RDO, VP of Schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: IDEA will reduce chronic absenteeism from a cumulative rate of 15.77% in 2023-24 to 13.0% by the end of the 24-25 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the Attendance Intervention Software across regions to automate attendance communication and increase data visibility for student interventions. October - 100% of campuses consistently send daily digest messages for absent students January - All regions have less than 200 incorrect or non-working phone numbers March - 100% of campuses send positive attendance communication at least 1x per month **Strategy's Expected Result/Impact:** The Attendance Intervention Software allows campuses to send automated daily messaging and automate attendance escalation matrix letters that will be better allow them to identify and prioritize meetings with chronically absent students. Parent read rates of automated messages and escalation matrix letters will measure the success of the system. **Staff Responsible for Monitoring:** APO, Principal, SIS/Registrar, RDO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 4: IDEA achieves a 97% or higher average attendance submission compliance rate for the 24-25 school year.

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APOs and Principals ensure teachers submit accurate, on time attendance daily. October - 88% average compliance January - 91% average compliance March - 94% average compliance **Strategy's Expected Result/Impact:** Submitting accurate, on time attendance is crucial for student safety and ability to communicate to parents. Attendance submission accuracy also impact school funding. **Staff Responsible for Monitoring:** SIS/Registrar, APO, Principal, API				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 82.5% of all full-time 24-25 IDEA staff members will be retained and return for the 24-25 school year

High Priority

Evaluation Data Sources: Staff retention data tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continued investment in compensation to remain competitive in labor markets. This will be measured by: October 1 - All benchmarking will be complete January 1 - Recommendations for what to bring to the board for pre-budget-approval will be complete March 1 - Prepared to implement and communicate approved investments **Strategy's Expected Result/Impact:** Increased staff retention **Staff Responsible for Monitoring:** VP of Compensation and Benefits				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Work-life balance pilot initiatives: (1) Protecting work time during business hours for tasks to be completed, (2) Coordinating communication and requests to prevent duplication and better manage competing priorities. This will be measured by: Oct 1 - All pilot plan initiatives are finalized. Jan 1 - 3% increase in work-life balance in targeted survey of pilot participants as compared to the previous 23-24 January's AEES results. March - The survey results will show a 5% increase from the previous year's results. **Strategy's Expected Result/Impact:** Increased retention **Staff Responsible for Monitoring:** VP of Staff Culture and Belonging				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Increase staff retention

Performance Objective 2: 70% of all first-year teachers, new to IDEA, will be retained and return for the 24-25 school year

High Priority

Evaluation Data Sources: Staff retention tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: First week Experience for New Teachers pilot in San Antonio, Houston, and Tarrant County. This strategy will be measured by participants answer to the survey question: "On a scale of 1-5, how prepared do you feel to teach on day 1?" with an average cumulative score of 4 (out of 5) from October-May **Strategy's Expected Result/Impact:** Increased first year teacher retention **Staff Responsible for Monitoring:** Sr. VP of Talent Development				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Manager professional development and resources to support teacher work-life balance by: (1) Tiered lesson internalization system implementation, (2) using planning periods effectively, and (3) setting and managing clear and reasonable expectations. This will be measured by: Oct. 1 - All pilot plan initiatives are finalized. Jan. 1 - 3% increase in work-life balance in targeted survey of pilot participants as compared to the previous 23-24 January's AEES results. March - The survey results will show a 5% increase from the previous year's results. **Strategy's Expected Result/Impact:** Increased retention of first year teachers, new to IDEA **Staff Responsible for Monitoring:** Sr. VP of Talent Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 3: 90% of all full-time first year staff will be retained and persist through their first 90 days

High Priority

Evaluation Data Sources: Staff retention tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improved onboarding resources and exemplars for targeted non-teaching roles This will be measured by: Oct - 25% of those resources and exemplars will be completed and produced January - 60% completion March - 80% completion June - 100% completion **Strategy's Expected Result/Impact:** Increased retention of all new staff **Staff Responsible for Monitoring:** VP of Talent Development				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Fidelity of implementation by managers of our onboarding plans and ongoing support for new staff. This will be measured by two statements on the onboarding survey: 1) "I received an onboarding plan" and 2) "The onboarding process prepared me well for my role": October - 81% agreement January - 83% agreement March - 85% agreement **Strategy's Expected Result/Impact:** Staff retention of all new staff **Staff Responsible for Monitoring:** VP of Talent Development				

 No Progress Accomplished Continue/Modify Discontinue

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I will occur in addition to the formative reviews required by this improvement plan. At the district level, regular monitoring of implementation will include quarterly reviews related to progress towards goals and 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 it's respective website.

2.4: Opportunities for all children to meet State standards

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

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:

1. Limiting instructional disruptions

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

3. Having teachres execute instruction from bell to bell

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

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

1. Implement appropriate, targeted skills-based learning pathways for intervention and acceleration

2. Interventionists to support sub population student learning

3. Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing.

3.1: 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 it's parent and family engagement policy. However, IDEA does have guides and best practices for parent and family enagement.

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

-Included in the culture of the school

-Informs our families of the value they place in their scholar's academic excellence

-Involves them in the process of keeping their scholar on the path to college!

This honors parents as the experts in their children!

Our family engagement practices are tied to our core values:

•We Achieve Academic Excellence: Each day our scholars work toward the goal of college through their daily work!

•We Deliver Results: We solve problems with our families to ensure we provide them each opportunity to continue on the path to college.

•We Build Team and Family: Once an IDEA scholar comes to our campus they remain an IDEA scholar. We are committed to seeing our scholars to and through college.

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

1.Our families know what is best for them, they have chosen our schools as the path to college for their child.

2.We want all our students and families to feel welcome, heard and seen by our school communities.

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

We show these beliefs with families by:

•Mission Centered – We engage our families knowing we both want their scholar to remain on the path to college.

•Empathetic – our families need to know that we appreciate their wants and circumstances.

•Fair – our families want to feel they receive adequate attention and reasonable answers.

•Open – our families want to feel their wants and input have influence on the outcome.

•Flexible – our families want to know there are many avenues to meet their needs; serving them is not one size fits all.

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

4.2: Offer flexible number of parent involvement meetings

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

Name	Position	Program	FTE
IDEA Staff	Academic Counselors	College Prep	76.0
IDEA Staff	Other Professional Aux.	Academy/College Prep	5.0
IDEA Staff	AR Zone Facilitator	Academy/College Prep	91.0
IDEA Staff	Co Teacher Gen Ed	Academy/College Prep	381
IDEA Staff	RTTC Counselor	College Prep	68
IDEA Staff	Director of CC	Academy/College Prep	29.0
IDEA Staff	Flex Co Teacher	Academy	1.0
IDEA Staff	i Learning Co Teacher	Academy/College Prep	80
IDEA Staff	i Learning Teacher	Academy	1.0
IDEA Staff	Interventionist Teacher	Academy/College Prep	237.0
IDEA Staff	Student Enrollment Coordinator	Academy/College Prep	43.0
RTCC/School Counselor	FT	Title I	9

District Improvement Committee

Committee Role	Name	Position
Administrator	Jill Dominguez	Area Superintendent
Administrator	Eduardo Sesatty	VP of College Success
Administrator	Bethany Solis	VP of College Partnerships Persistence &Completion
Administrator	Jacklyn Verdin	Chief of Staff - Schools
Administrator	Ginny Allergrucci	VP of Curriculum & Instruction
Administrator	Andrea Fernandez	Area Superintendent
Administrator	Liz Alvarado	Sr. Director of Operations Leader Development
Administrator	Tanya Torres	VP of Regional Operations
Administrator	Hector Leiva	Chief of Staff - Human Assets
Administrator	Phillip Garza	Chief College Officer
Administrator	Danielle Christina Mullings	VP of Staff Belonging
Administrator	Genevieve Cheng	Sr. Chief of Staff - President
Administrator	Kathleen Zimermmann	Chief Financial Officer
Superintendent	Jeff Cottrill	CEO & Superintendent
Administrator	Dolores Gonzalez	Deputy Superintendent
Administrator	Alejandra Loya	Sr. Chief of Staff
Administrator	Layne Fisher	Chief Operating Officer
Administrator	Ernesto Cantu	Chief Schools Officer
Administrator	Kaitlin McDermott	Chief of Staff - Deputy Superintendent
Administrator	Heather Pardo	Sr. VP of Student Performance & Advocacy
Administrator	Martin Winchester	Chief Human Assets Officer
Administrator	Colleen Stearns	Chief Academic Officer

CNA - Demographics

Committee Role	Name	Position
Leader	Martin Winchester	Chief Human Assets Officer
Administrator	Kaitlin McDermott	Chief of Staff - Deputy Superintendent
Administrator	Eduardo Sesatty	VP of College Success
Administrator	Tanya Torres	VP of Regional Operations
Administrator	Danielle Christina Mullings	VP of Staff Belonging

CNA - Student Learning

Committee Role	Name	Position
Administrator	Ginny Allergrucci	VP of Curriculum & Instruction
Administrator	Bethany Solis	VP of College Partnerships Persistence &Completion
Superintendent	Jeff Cottrill	CEO & Superintendent
Administrator	Jill Dominguez	Area Superintendent
Leader	Colleen Stearns	Chief Academic Officer

CNA - School Programs & Progress

Committee Role	Name	Position
Leader	Ernesto Cantu	Chief Schools Officer
Administrator	Jacklyn Verdin	Chief of Staff - Schools
Administrator	Kathleen Zimermmann	Chief Financial Officer
Administrator	Andrea Fernandez	Area Superintendent
Administrator	Liz Alvarado	Sr. Director of Operations Leader Development

CNA - Perceptions

Committee Role	Name	Position
Leader	Layne Fisher	Chief Operations Officer
Administrator	Hector Leiva	Chief of Staff - Human Assets
Administrator	Genevieve Cheng	Sr. Chief of Staff - President
Administrator	Heather Pardo	Sr. VP of Student Performance & Advocacy

DIP Goals, Performance Objectives & Strategies

Committee Role	Name	Position
Administrator	Colleen Stearns	Chief Academic Officer
Administrator	Martin Winchester	Chief Human Assets Officer
Administrator	Ernesto Cantu	Chief Schools Officer
Administrator	Layne Fisher	Chief Operating Officer
Leader	Dolores Gonzalez	Deputy Superintendent
Leader	Alejandra Loya	Sr. Chief of Staff
Administrator	Phillip Garza	Chief College Officer

Addendums

ACADEMY

	Reading & ELA		Math	Social Studies	Science	Physical Education	Individualized Learning	Special Populations (Special Education/CSI/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		
1st						PE: SPARK Family K-2nd and 3-6th Interactive Health Technology (IHT)	AR: Renaissance Accelerated Reader (AR) Hotspot: Dreambox Math, Typing.com		
2nd									
3rd	English Language Arts: Wit & Wisdom	Writing: Being a Writer			Science: IDEA Science			EL- Imagine Learning & DISE 504-Accommodations Special Education-DI Decoding A & B, Accommodations, Content Mastery, Resource, Attainment for RISE	
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/CSI/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 Alt 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	Spanish 1 & II: Descubre Prime			

COLLEGE PREP (High School)

	ELA	Math	Social Studies	Science	Spanish	Physical Education	Special Populations (Special Education/CSI/504/EL)	Road to and Through College (RTTC)
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	EL- DISE & Rosetta Stone, 504-Accommodations, Special Education-DI Decoding A&B, Accommodations, Content Mastery, Resource, Attainment for RISE	IDEA Road to and Through College I
10th	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: Temas Series			IDEA Road to and Through College II + MasteryPrep ACT curriculum
11th	AP English Language: AP Classroom + Bedford		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: Temas Series or AP Spanish Literature: Azulejo: Anthology and Guide to the AP Spanish Literature and Culture Course			IDEA Road to and Through College III + MasteryPrep ACT curriculum
12th	AP English Literature: AP Classroom + Bedford		AP U.S. Government & Politics: IDEA Social Studies + AP Classroom (Fall) AP Microeconomics: IDEA Social Studies + AP Classroom or Personal Financial Literacy and Economics: TEA (Spring)	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			IDEA Road to and Through College IV
All Grade Levels	Social Emotional Learning: Move this World							

Part 2: Course Catalog

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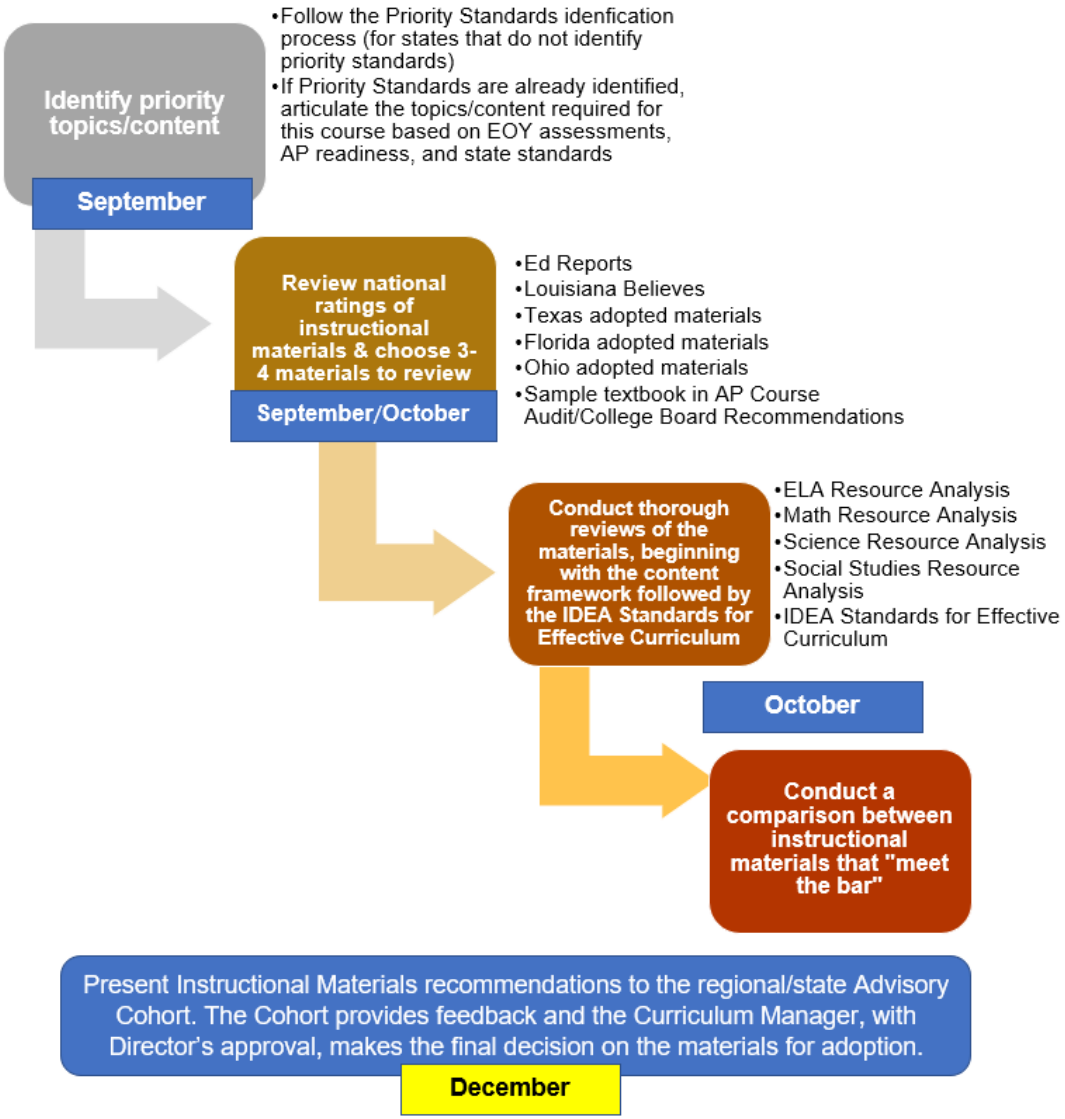
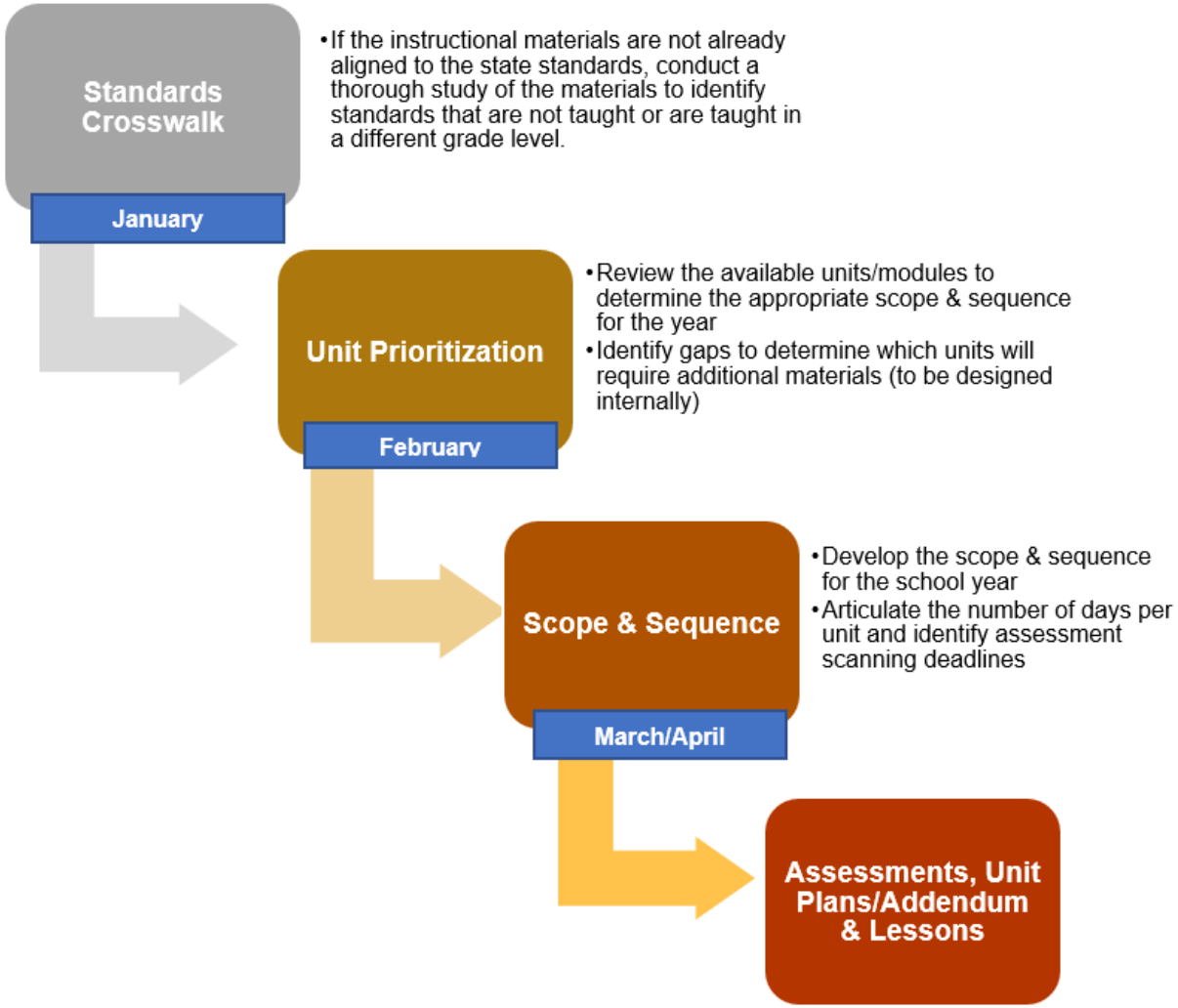
Instructional Materials Adoption & Curriculum Development Timeline

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.


Standards Crosswalk
January
•If the instructional materials are not already aligned to the state standards, conduct a thorough study of the materials to identify standards that are not taught or are taught in a different grade level.
Unit Prioritization
February
•Review the available units/modules to determine the appropriate scope & sequence for the year
•Identify gaps to determine which units will require additional materials (to be designed internally)
Scope & Sequence
March/April
•Develop the scope & sequence for the school year
•Articulate the number of days per unit and identify assessment scanning deadlines
Assessments, Unit Plans/Addendum & Lessons
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

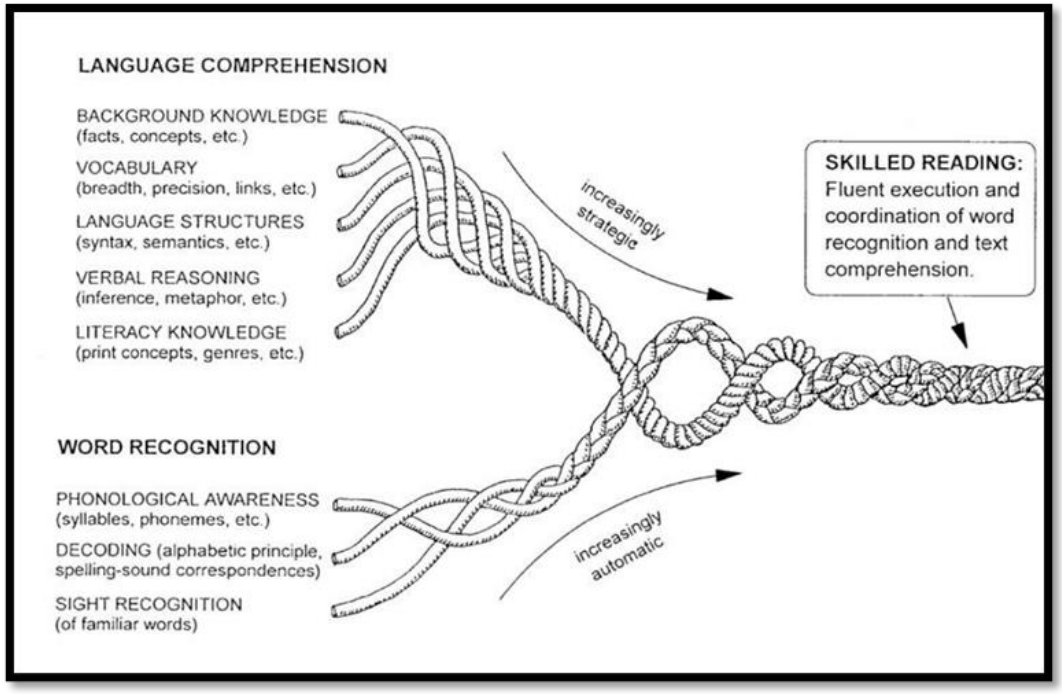
IDEA's K - 2nd Grade (Academy) Master Schedule ensures scholars experience both Direct Instruction and ELA's Wit & Wisdom programs. These complementary literacy programs produce holistic readers, writers, and thinkers. Both programs are unique and serve two distinct purposes. This is illustrated with *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 wring 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.

Mathematics
Vision/Mission Statement

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 trough 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 l Advanced Placement: College Board & IDEA Social Studies l 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 l Advanced Placement: College Board & IDEA Social Studies l 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 l Advanced Placement: College Board & IDEA Social Studies l 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 l Advanced Placement: College Board & IDEA Social Studies l 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 l Advanced Placement: College Board & IDEA Social Studies l 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.

Science

Vision/Mission Statement

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.

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.

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 (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…
9th Grade RTTC I	*How do I succeed in high school?* *Who am I and what do I have to offer?* *What do I envision for myself in the future?* *How can college help me to achieve my goals and dreams?* *How can I prepare myself to be the most competitive college applicant possible?*	• 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…
10th Grade RTTC II	*What is leadership and how can I strengthen my own leadership skills?* *Why does earning my college degree matter?* *How do I work with others to achieve better results?* *How can I align my interests and aptitudes with a career?* *How do I find the right college for me?*	• 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…
11th Grade RTTC III	*How do I create the best possible college list for myself?* *How can a Collegiate Summer Away Program (CSAP) experience strengthen my college-going identity?* *How will I be able to pay for college?* *What can I start preparing to be ready for the college application process next year?*	• The ability to evaluate whether a college or university is a good match *and* 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

		• 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

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…
12th Grade RTTC IV	*How do I complete my college & financial aid applications?* *How will I pay for college?* *What do I envision for myself in the future and how does my college choice align with that vision?* *What will I study in college and how will I find a sense of belonging in my new community?* *How can I prepare for the transition to college and the challenges I may face there?*	• 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

8th 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 8th 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.

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	9th Grade Coursework & TEKS
9th 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	10th Grade Coursework & TEKS
10th 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	11th Grade Coursework & TEKS
11th 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	12th Grade Coursework & TEKS
12th 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 main streamed into general education classrooms to a self-contained classroom with low student/teacher ratio based on each student's individual needs per their IEP.

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

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

Physical Therapy: Students who demonstrate an educational based need for gross motor services are provided with therapy from a certified 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.

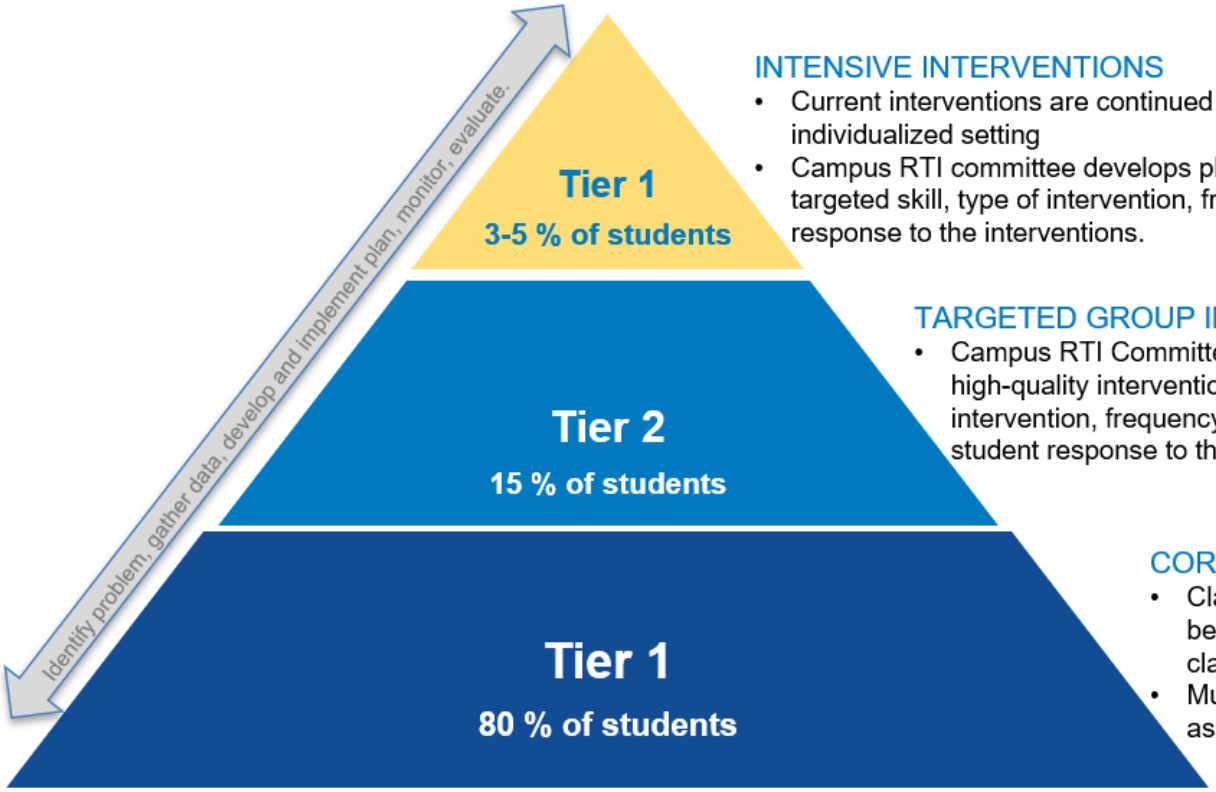
Orientation & Mobility Services: Students with Visual Impairment who require support in their ability to effectively and independently navigate through a variety of settings will receive this service according to their IEP.

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



INTENSIVE INTERVENTIONS

- Current interventions are continued with greater frequency and in a smaller, more individualized setting
- Campus RTI committee develops plan for Tier 3 interventions that includes the targeted skill, type of intervention, frequency of intervention and documentation of response to the interventions.

TARGETED GROUP INTERVENTIONS

- Campus RTI Committee develops plan for Tier 2 small group, high-quality interventions that included the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention.

CORE INSTRUCTIONAL INTERVENTIONS

- Classroom teacher provides high-quality instructional and behavioral supports for all students in general education classroom.
- Multiple sources of data monitored by classroom teacher to assess for student growth and achievement.

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. Studentshave 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: IDEA PUBLIC SCHOOLS

District Number: 108807

This district is a Charter District.

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	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	2023	76%	75%	**75%**	76%	74%	81%	80%	90%	67%	81%	53%	68%	78%	68%	72%	70%
	2022	76%	76%	**77%**	*	77%	*	-	*	-	*	56%	67%	80%	70%	75%	74%
At Meets Grade Level or Above	2023	50%	50%	**49%**	48%	48%	58%	60%	76%	33%	62%	32%	40%	53%	41%	46%	43%
	2022	51%	49%	**51%**	*	51%	*	-	*	-	*	35%	40%	54%	45%	48%	45%
At Masters Grade Level	2023	20%	21%	**21%**	20%	20%	28%	20%	49%	0%	36%	11%	13%	23%	16%	18%	17%
	2022	30%	26%	**28%**	*	28%	*	-	*	-	*	11%	17%	30%	23%	25%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**68%**	59%	69%	75%	80%	91%	40%	69%	52%	67%	71%	64%	66%	68%
	2022	71%	70%	**69%**	*	69%	*	-	*	-	*	55%	54%	72%	64%	67%	66%
At Meets Grade Level or Above	2023	45%	44%	**37%**	33%	36%	48%	20%	75%	20%	55%	32%	26%	40%	32%	35%	35%
	2022	43%	41%	**39%**	*	39%	*	-	*	-	*	33%	29%	42%	34%	36%	35%
At Masters Grade Level	2023	19%	17%	**13%**	11%	12%	18%	20%	37%	0%	26%	14%	5%	14%	10%	11%	12%
	2022	21%	18%	**17%**	*	17%	*	-	*	-	*	15%	12%	18%	15%	15%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**78%**	79%	77%	82%	100%	96%	100%	86%	60%	66%	82%	73%	76%	74%
	2022	77%	77%	**79%**	*	80%	*	-	*	-	-	59%	67%	84%	73%	78%	77%
At Meets Grade Level or Above	2023	48%	48%	**48%**	49%	47%	57%	63%	78%	80%	63%	32%	27%	52%	43%	45%	43%
	2022	54%	52%	**56%**	*	56%	*	-	*	-	-	41%	40%	61%	48%	53%	51%
At Masters Grade Level	2023	22%	22%	**22%**	21%	21%	34%	25%	52%	80%	34%	15%	13%	25%	19%	20%	19%
	2022	28%	25%	**29%**	*	29%	*	-	*	-	-	17%	19%	32%	24%	26%	24%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	**67%**	58%	66%	74%	75%	88%	80%	74%	50%	57%	70%	61%	64%	65%
	2022	70%	71%	**68%**	*	68%	*	-	*	-	-	55%	56%	72%	61%	66%	65%
At Meets Grade Level or Above	2023	48%	49%	**39%**	32%	39%	50%	38%	73%	80%	63%	34%	28%	42%	36%	37%	37%
	2022	43%	43%	**37%**	*	37%	*	-	*	-	-	34%	27%	40%	32%	34%	33%
At Masters Grade Level	2023	22%	21%	**15%**	12%	14%	20%	25%	52%	40%	37%	13%	12%	16%	13%	13%	12%
	2022	23%	22%	**18%**	*	18%	*	-	*	-	-	17%	8%	21%	14%	16%	15%
Grade 5 Reading																	

	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	2023	81%	81%	**84%**	81%	84%	84%	83%	93%	80%	88%	61%	72%	87%	78%	82%	82%
	2022	81%	81%	**85%**	-	85%	-	-	-	-	-	61%	73%	88%	80%	84%	83%
At Meets Grade Level or Above	2023	57%	57%	**60%**	53%	59%	65%	83%	83%	40%	67%	40%	40%	64%	52%	57%	55%
	2022	58%	57%	**63%**	-	63%	-	-	-	-	-	40%	41%	66%	57%	60%	59%
At Masters Grade Level	2023	28%	29%	**32%**	25%	32%	38%	50%	61%	40%	33%	17%	13%	36%	25%	28%	26%
	2022	36%	34%	**40%**	-	40%	-	-	-	-	-	17%	27%	43%	36%	37%	36%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**82%**	70%	82%	87%	83%	94%	80%	88%	72%	76%	84%	77%	80%	82%
	2022	77%	79%	**80%**	-	80%	-	-	-	-	-	63%	73%	82%	77%	79%	80%
At Meets Grade Level or Above	2023	51%	54%	**49%**	36%	50%	53%	33%	74%	40%	57%	37%	37%	52%	43%	46%	48%
	2022	48%	49%	**50%**	-	50%	-	-	-	-	-	36%	42%	53%	45%	47%	50%
At Masters Grade Level	2023	21%	20%	**16%**	9%	16%	15%	0%	52%	20%	29%	15%	5%	18%	12%	14%	15%
	2022	25%	24%	**24%**	-	24%	-	-	-	-	-	17%	11%	25%	21%	22%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	67%	**71%**	60%	71%	74%	67%	89%	60%	83%	51%	65%	74%	65%	68%	68%
	2022	66%	68%	**79%**	-	79%	-	-	-	-	-	58%	69%	82%	75%	77%	77%
At Meets Grade Level or Above	2023	36%	36%	**39%**	30%	39%	44%	50%	67%	60%	52%	32%	32%	42%	33%	36%	35%
	2022	38%	40%	**50%**	-	50%	-	-	-	-	-	34%	42%	53%	44%	47%	47%
At Masters Grade Level	2023	16%	16%	**17%**	11%	17%	21%	17%	37%	40%	19%	14%	12%	19%	13%	15%	14%
	2022	18%	18%	**25%**	-	25%	-	-	-	-	-	18%	27%	27%	20%	22%	23%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**81%**	77%	80%	85%	100%	97%	80%	95%	53%	69%	85%	77%	79%	78%
	2022	70%	68%	**78%**	67%	78%	*	-	*	*	-	53%	68%	81%	76%	76%	73%
At Meets Grade Level or Above	2023	52%	50%	**56%**	51%	55%	65%	67%	86%	40%	74%	33%	38%	62%	51%	54%	52%
	2022	43%	40%	**48%**	43%	48%	*	-	*	*	-	30%	37%	51%	47%	45%	42%
At Masters Grade Level	2023	22%	20%	**23%**	20%	23%	29%	33%	59%	20%	37%	14%	11%	27%	20%	21%	20%
	2022	23%	20%	**25%**	22%	25%	*	-	*	*	-	15%	17%	27%	24%	22%	19%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**77%**	71%	77%	85%	100%	93%	80%	74%	56%	67%	80%	75%	76%	77%
	2022	73%	69%	**77%**	66%	77%	*	-	*	*	-	61%	69%	77%	77%	75%	74%

	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	2023	40%	35%	**41%**	32%	41%	51%	67%	83%	40%	58%	30%	32%	44%	40%	40%	39%
	2022	39%	33%	**43%**	33%	43%	*	-	*	*	-	33%	36%	42%	43%	40%	39%
At Masters Grade Level	2023	16%	12%	**16%**	11%	16%	22%	50%	54%	40%	26%	17%	16%	18%	15%	15%	15%
	2022	16%	12%	**18%**	15%	18%	*	-	*	*	-	16%	10%	18%	18%	16%	15%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**84%**	82%	84%	86%	83%	92%	80%	92%	61%	77%	88%	82%	83%	81%
	2022	80%	79%	**87%**	91%	87%	*	-	-	-	-	60%	74%	90%	85%	85%	84%
At Meets Grade Level or Above	2023	55%	54%	**61%**	61%	60%	67%	33%	79%	60%	62%	39%	48%	67%	58%	58%	55%
	2022	56%	54%	**63%**	79%	63%	*	-	-	-	-	36%	43%	66%	62%	61%	57%
At Masters Grade Level	2023	27%	27%	**30%**	31%	29%	41%	0%	57%	40%	31%	17%	20%	35%	28%	28%	25%
	2022	37%	34%	**41%**	50%	41%	*	-	-	-	-	18%	25%	43%	40%	38%	35%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**71%**	67%	70%	79%	64%	87%	80%	92%	51%	63%	72%	70%	69%	69%
	2022	61%	61%	**73%**	74%	73%	*	-	-	-	-	53%	66%	73%	73%	71%	73%
At Meets Grade Level or Above	2023	37%	35%	**45%**	44%	44%	56%	45%	75%	30%	77%	33%	32%	46%	44%	42%	42%
	2022	31%	31%	**43%**	41%	43%	*	-	-	-	-	29%	34%	43%	42%	41%	42%
At Masters Grade Level	2023	11%	11%	**16%**	18%	15%	22%	0%	51%	10%	8%	17%	9%	16%	16%	14%	14%
	2022	13%	13%	**20%**	18%	21%	*	-	-	-	-	19%	9%	21%	20%	19%	20%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**89%**	85%	89%	88%	78%	100%	86%	100%	68%	68%	93%	87%	88%	86%
	2022	83%	83%	**89%**	*	89%	*	*	-	-	-	62%	84%	94%	86%	88%	86%
At Meets Grade Level or Above	2023	58%	57%	**64%**	61%	64%	68%	44%	88%	71%	100%	37%	38%	71%	61%	62%	59%
	2022	58%	57%	**66%**	*	66%	*	*	-	-	-	38%	46%	73%	62%	64%	60%
At Masters Grade Level	2023	28%	25%	**29%**	27%	29%	38%	11%	74%	29%	38%	16%	16%	34%	27%	27%	25%
	2022	37%	36%	**44%**	*	44%	*	*	-	-	-	20%	30%	50%	40%	41%	37%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	78%	**99%**	95%	99%	100%	-	-	-	*	98%	-	100%	98%	99%	100%
	2022	71%	72%	**99%**	-	99%	*	-	-	-	-	99%	-	100%	99%	99%	100%
At Meets Grade Level or Above	2023	46%	47%	**97%**	95%	97%	100%	-	-	-	*	98%	-	95%	98%	97%	96%
	2022	40%	41%	**96%**	-	96%	*	-	-	-	-	99%	-	100%	95%	96%	94%

	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	2023	17%	15%	**65%**	76%	63%	57%	-	-	-	*	67%	-	66%	64%	63%	64%
	2022	14%	15%	**75%**	-	74%	*	-	-	-	-	79%	-	80%	73%	76%	72%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**78%**	78%	77%	85%	*	91%	*	*	71%	40%	80%	76%	77%	77%
	2022	74%	75%	**82%**	-	82%	*	*	-	-	-	63%	58%	88%	78%	82%	79%
At Meets Grade Level or Above	2023	47%	44%	**48%**	47%	47%	55%	*	86%	*	*	53%	15%	50%	46%	46%	45%
	2022	45%	44%	**54%**	-	53%	*	*	-	-	-	49%	25%	61%	48%	52%	48%
At Masters Grade Level	2023	17%	14%	**15%**	16%	14%	21%	*	41%	*	*	24%	0%	15%	15%	13%	13%
	2022	24%	22%	**31%**	-	31%	*	*	-	-	-	30%	13%	37%	26%	29%	25%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	**71%**	71%	70%	81%	67%	91%	67%	63%	50%	54%	78%	66%	69%	67%
	2022	61%	60%	**72%**	*	72%	*	*	-	-	-	48%	62%	78%	68%	70%	66%
At Meets Grade Level or Above	2023	33%	31%	**39%**	42%	38%	48%	11%	67%	17%	50%	32%	33%	45%	35%	37%	34%
	2022	31%	27%	**37%**	*	37%	*	*	-	-	-	28%	22%	44%	33%	34%	30%
At Masters Grade Level	2023	16%	15%	**20%**	22%	19%	30%	0%	54%	0%	25%	19%	22%	23%	17%	18%	17%
	2022	18%	15%	**22%**	*	22%	*	*	-	-	-	18%	13%	27%	19%	20%	16%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	72%	**81%**	82%	81%	83%	100%	97%	67%	78%	54%	70%	84%	75%	80%	76%
	2022	65%	64%	**78%**	*	78%	71%	-	-	*	-	48%	60%	80%	70%	76%	73%
At Meets Grade Level or Above	2023	52%	50%	**62%**	58%	62%	64%	75%	94%	67%	67%	32%	43%	66%	54%	61%	55%
	2022	47%	44%	**60%**	*	61%	43%	-	-	*	-	33%	42%	64%	50%	58%	52%
At Masters Grade Level	2023	13%	11%	**17%**	14%	16%	16%	13%	41%	17%	33%	14%	6%	18%	13%	15%	11%
	2022	11%	9%	**16%**	*	16%	29%	-	-	*	-	13%	6%	18%	12%	15%	12%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	72%	**84%**	84%	84%	82%	*	96%	*	89%	55%	56%	86%	79%	83%	80%
	2022	72%	70%	**85%**	*	85%	*	-	-	-	-	55%	53%	87%	77%	84%	81%
At Meets Grade Level or Above	2023	54%	50%	**66%**	63%	67%	63%	*	85%	*	72%	37%	44%	70%	55%	65%	59%
	2022	55%	51%	**69%**	*	69%	*	-	-	-	-	38%	35%	72%	58%	67%	61%

	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	2023	9%	7%	**11%**	15%	10%	16%	*	50%	*	11%	13%	3%	12%	9%	10%	7%
	2022	9%	7%	**14%**	*	14%	*	-	-	-	-	13%	0%	15%	11%	12%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	83%	**84%**	78%	84%	85%	75%	91%	100%	82%	65%	73%	86%	83%	83%	84%
	2022	76%	80%	**83%**	100%	83%	100%	*	-	-	*	63%	76%	85%	82%	83%	82%
At Meets Grade Level or Above	2023	43%	46%	**43%**	37%	43%	42%	25%	78%	25%	35%	25%	31%	46%	41%	42%	43%
	2022	43%	44%	**47%**	33%	48%	29%	*	-	-	*	25%	32%	49%	46%	46%	44%
At Masters Grade Level	2023	23%	22%	**20%**	15%	20%	22%	8%	65%	13%	12%	13%	13%	23%	19%	19%	20%
	2022	27%	26%	**30%**	33%	30%	14%	*	-	-	*	14%	15%	31%	29%	28%	27%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**93%**	94%	93%	95%	100%	100%	88%	93%	81%	87%	94%	93%	93%	92%
	2022	83%	82%	**91%**	100%	91%	*	-	-	-	*	70%	82%	92%	89%	90%	88%
At Meets Grade Level or Above	2023	56%	50%	**63%**	66%	62%	64%	56%	92%	38%	73%	35%	49%	67%	59%	61%	57%
	2022	55%	48%	**62%**	71%	63%	*	-	-	-	*	34%	51%	65%	61%	60%	55%
At Masters Grade Level	2023	21%	16%	**23%**	20%	23%	28%	11%	60%	13%	40%	12%	20%	27%	20%	21%	20%
	2022	21%	15%	**23%**	29%	23%	*	-	-	-	*	12%	12%	26%	20%	20%	16%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**97%**	96%	98%	95%	*	100%	*	*	90%	100%	97%	98%	97%	96%
	2022	89%	88%	**96%**	*	96%	-	-	-	-	-	85%	78%	96%	94%	95%	95%
At Meets Grade Level or Above	2023	70%	65%	**78%**	74%	79%	77%	*	94%	*	*	58%	52%	80%	71%	77%	73%
	2022	68%	61%	**77%**	*	77%	-	-	-	-	-	56%	67%	79%	70%	76%	73%
At Masters Grade Level	2023	38%	30%	**44%**	39%	44%	43%	*	72%	*	*	28%	38%	45%	39%	42%	37%
	2022	42%	33%	**49%**	*	49%	-	-	-	-	-	28%	44%	50%	39%	46%	40%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	86%	**88%**	74%	88%	93%	*	100%	*	*	59%	60%	88%	77%	87%	85%
	2022	92%	86%	**85%**	56%	85%	93%	*	100%	*	-	55%	*	85%	77%	84%	80%
At Meets Grade Level or Above	2023	61%	38%	**32%**	14%	31%	53%	*	75%	*	*	12%	20%	32%	24%	30%	22%
	2022	64%	39%	**31%**	16%	31%	53%	*	70%	*	-	4%	*	31%	21%	29%	21%

	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)
At Masters Grade Level	2023	12%	3%	**2%**	5%	2%	5%	*	8%	*	*	1%	0%	2%	0%	1%	1%
	2022	13%	4%	**4%**	0%	4%	5%	*	40%	*	-	0%	*	4%	2%	3%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**79%**	74%	79%	83%	83%	93%	76%	83%	60%	68%	82%	76%	78%	77%
	2022	74%	74%	**80%**	71%	80%	85%	100%	100%	*	*	59%	68%	83%	77%	78%	77%
At Meets Grade Level or Above	2023	49%	48%	**50%**	46%	50%	57%	47%	79%	44%	62%	35%	36%	54%	46%	48%	46%
	2022	48%	45%	**52%**	42%	52%	52%	60%	82%	*	*	35%	37%	55%	48%	49%	47%
At Masters Grade Level	2023	20%	18%	**20%**	18%	20%	26%	14%	53%	23%	29%	16%	13%	22%	19%	18%	17%
	2022	23%	21%	**26%**	20%	26%	19%	20%	59%	*	*	17%	16%	27%	24%	24%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**82%**	80%	81%	84%	90%	95%	76%	87%	58%	70%	84%	78%	80%	78%
	2022	75%	74%	**82%**	75%	82%	74%	*	100%	*	*	56%	70%	85%	78%	80%	78%
At Meets Grade Level or Above	2023	53%	52%	**58%**	55%	57%	63%	60%	83%	54%	67%	35%	39%	62%	53%	55%	52%
	2022	53%	50%	**59%**	54%	59%	47%	*	83%	*	*	36%	41%	63%	54%	56%	53%
At Masters Grade Level	2023	20%	19%	**24%**	23%	23%	31%	17%	56%	30%	32%	15%	13%	25%	22%	21%	19%
	2022	25%	22%	**30%**	28%	30%	37%	*	67%	*	*	16%	20%	31%	30%	28%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	76%	**75%**	67%	75%	80%	76%	91%	77%	78%	59%	67%	77%	73%	74%	74%
	2022	72%	73%	**76%**	67%	76%	86%	*	100%	*	*	60%	66%	77%	74%	74%	74%
At Meets Grade Level or Above	2023	45%	44%	**42%**	36%	41%	50%	38%	76%	36%	58%	33%	31%	43%	40%	40%	40%
	2022	42%	40%	**43%**	31%	43%	48%	*	80%	*	*	32%	33%	44%	42%	40%	40%
At Masters Grade Level	2023	19%	17%	**16%**	13%	15%	19%	14%	51%	18%	26%	16%	10%	16%	15%	14%	15%
	2022	20%	19%	**21%**	13%	21%	8%	*	53%	*	*	18%	11%	21%	21%	19%	19%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**83%**	77%	83%	85%	84%	94%	79%	87%	70%	72%	84%	82%	82%	81%
	2022	76%	76%	**85%**	100%	85%	100%	*	*	-	*	65%	74%	87%	83%	84%	83%
At Meets Grade Level or Above	2023	47%	44%	**51%**	47%	50%	55%	47%	80%	43%	57%	37%	38%	52%	50%	49%	46%
	2022	47%	44%	**55%**	71%	55%	73%	*	*	-	*	36%	44%	57%	54%	53%	50%

	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)
At Masters Grade Level	2023	18%	15%	**19%**	15%	18%	24%	11%	45%	21%	25%	15%	14%	20%	17%	17%	16%
	2022	21%	17%	**24%**	29%	24%	33%	*	*	-	*	17%	18%	26%	21%	22%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**79%**	75%	79%	85%	75%	93%	71%	75%	61%	64%	87%	70%	77%	75%
	2022	75%	75%	**79%**	*	79%	*	*	-	-	-	59%	64%	88%	71%	78%	76%
At Meets Grade Level or Above	2023	52%	48%	**51%**	47%	50%	56%	25%	73%	29%	67%	39%	38%	62%	39%	49%	45%
	2022	50%	45%	**50%**	*	50%	*	*	-	-	-	36%	27%	63%	36%	48%	44%
At Masters Grade Level	2023	27%	22%	**27%**	25%	26%	34%	0%	59%	0%	50%	22%	26%	34%	20%	25%	23%
	2022	30%	24%	**30%**	*	31%	*	*	-	-	-	21%	16%	39%	21%	28%	24%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	**31%**	30%	30%	42%	20%	67%	0%	50%	27%	19%	34%	26%	29%	28%
	2022	36%	33%	**33%**	*	33%	*	-	*	-	-	29%	25%	36%	28%	30%	28%
Reading and Mathematics Including EOC	2023	37%	36%	**31%**	30%	30%	42%	20%	67%	0%	50%	27%	19%	34%	26%	29%	28%
	2022	36%	33%	**33%**	*	33%	*	-	*	-	-	29%	25%	36%	28%	30%	28%
Reading Including EOC	2023	50%	50%	**49%**	48%	48%	58%	60%	76%	33%	62%	32%	40%	53%	41%	46%	43%
	2022	51%	49%	**51%**	*	51%	*	-	*	-	-	35%	40%	54%	44%	48%	45%
Math Including EOC	2023	45%	44%	**37%**	33%	36%	48%	20%	75%	20%	55%	32%	26%	40%	32%	35%	35%
	2022	43%	41%	**39%**	*	39%	*	-	*	-	-	34%	29%	42%	34%	36%	35%
4th Graders																	
Reading and Mathematics	2023	38%	38%	**32%**	28%	31%	42%	38%	66%	80%	51%	28%	18%	35%	28%	29%	29%
	2022	36%	35%	**32%**	*	32%	*	-	*	-	-	29%	20%	35%	27%	29%	28%
Reading and Mathematics Including EOC	2023	38%	38%	**32%**	28%	31%	42%	38%	66%	80%	51%	28%	18%	35%	28%	29%	29%
	2022	36%	35%	**32%**	*	32%	*	-	*	-	-	29%	20%	35%	27%	29%	28%
Reading Including EOC	2023	48%	48%	**48%**	49%	47%	57%	63%	78%	80%	63%	32%	27%	52%	43%	45%	43%
	2022	54%	52%	**56%**	*	56%	*	-	*	-	-	41%	40%	61%	48%	53%	51%
Math Including EOC	2023	48%	49%	**39%**	32%	39%	50%	38%	73%	80%	63%	34%	28%	42%	36%	37%	37%
	2022	43%	43%	**37%**	*	37%	*	-	*	-	-	34%	27%	40%	32%	34%	33%
5th Graders																	
Reading and Mathematics	2023	43%	44%	**42%**	32%	42%	48%	33%	71%	40%	50%	30%	24%	46%	35%	39%	39%
	2022	41%	41%	**43%**	-	43%	-	-	-	-	-	30%	26%	46%	37%	40%	41%

	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)
Reading and Mathematics Including EOC	2023	43%	44%	**42%**	32%	42%	48%	33%	71%	40%	50%	30%	24%	46%	35%	39%	39%
	2022	41%	41%	**43%**	-	43%	-	-	-	-	-	30%	26%	46%	37%	40%	41%
Reading Including EOC	2023	57%	57%	**60%**	53%	59%	65%	83%	84%	40%	67%	40%	40%	64%	52%	57%	55%
	2022	58%	57%	**63%**	-	63%	-	-	-	-	-	40%	41%	66%	57%	60%	59%
Math Including EOC	2023	51%	54%	**49%**	36%	50%	53%	33%	75%	40%	57%	37%	37%	52%	43%	46%	48%
	2022	48%	49%	**50%**	-	50%	-	-	-	-	-	36%	42%	53%	45%	47%	50%
6th Graders																	
Reading and Mathematics	2023	35%	31%	**36%**	28%	35%	46%	50%	77%	40%	58%	26%	29%	39%	33%	34%	33%
	2022	31%	26%	**34%**	27%	34%	*	-	*	*	-	26%	25%	34%	33%	30%	29%
Reading and Mathematics Including EOC	2023	35%	31%	**36%**	28%	35%	46%	50%	77%	40%	58%	26%	29%	39%	33%	34%	33%
	2022	31%	26%	**34%**	27%	34%	*	-	*	*	-	26%	25%	34%	33%	30%	29%
Reading Including EOC	2023	52%	50%	**56%**	51%	55%	65%	67%	86%	40%	74%	33%	38%	62%	51%	54%	52%
	2022	43%	40%	**48%**	43%	48%	*	-	*	*	-	30%	38%	51%	47%	45%	42%
Math Including EOC	2023	40%	36%	**41%**	32%	41%	51%	67%	83%	40%	58%	30%	32%	44%	40%	40%	39%
	2022	40%	33%	**43%**	33%	43%	*	-	*	*	-	33%	36%	43%	43%	40%	39%
7th Graders																	
Reading and Mathematics	2023	37%	33%	**40%**	40%	39%	50%	27%	72%	30%	62%	29%	29%	42%	39%	37%	36%
	2022	32%	28%	**38%**	41%	38%	*	-	-	-	-	25%	25%	39%	38%	36%	36%
Reading and Mathematics Including EOC	2023	38%	34%	**41%**	40%	40%	50%	27%	74%	30%	62%	29%	29%	43%	40%	38%	37%
	2022	33%	29%	**38%**	41%	39%	*	-	-	-	-	25%	25%	40%	38%	37%	37%
Reading Including EOC	2023	55%	54%	**61%**	61%	60%	67%	33%	80%	60%	62%	39%	48%	67%	58%	58%	55%
	2022	56%	54%	**63%**	79%	63%	*	-	-	-	-	36%	43%	66%	62%	61%	57%
Math Including EOC	2023	43%	38%	**45%**	44%	45%	56%	45%	77%	30%	77%	33%	32%	47%	45%	43%	42%
	2022	37%	33%	**43%**	41%	43%	*	-	-	-	-	29%	35%	43%	43%	41%	43%
8th Graders																	
Reading and Mathematics	2023	31%	34%	**94%**	90%	94%	100%	-	-	-	*	96%	-	93%	95%	94%	93%
	2022	27%	30%	**96%**	-	96%	*	-	-	-	-	99%	-	100%	95%	96%	94%
Reading and Mathematics Including EOC	2023	44%	44%	**43%**	39%	43%	45%	22%	76%	29%	63%	27%	26%	49%	39%	41%	41%
	2022	41%	41%	**49%**	*	49%	*	*	-	-	-	28%	28%	59%	44%	47%	43%
Reading Including EOC	2023	58%	59%	**64%**	61%	64%	68%	44%	87%	71%	100%	37%	38%	71%	61%	62%	59%
	2022	58%	58%	**66%**	*	66%	*	*	-	-	-	38%	46%	73%	62%	64%	60%

	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)
Math Including EOC	2023	51%	52%	**49%**	43%	50%	50%	33%	82%	29%	63%	35%	36%	55%	46%	48%	50%
	2022	48%	50%	**58%**	*	58%	*	*	-	-	-	35%	36%	67%	53%	56%	54%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**36%**	32%	36%	46%	33%	71%	37%	53%	31%	24%	39%	34%	34%	33%
	2022	34%	32%	**36%**	31%	36%	38%	-	80%	*	-	30%	24%	38%	34%	33%	32%
Reading and Mathematics Including EOC	2023	39%	38%	**37%**	33%	37%	45%	31%	72%	35%	53%	28%	24%	40%	35%	35%	34%
	2022	36%	34%	**38%**	30%	38%	40%	*	80%	*	-	27%	25%	40%	35%	35%	34%
Reading Including EOC	2023	53%	53%	**56%**	54%	55%	63%	54%	82%	55%	67%	36%	39%	60%	52%	53%	51%
	2022	53%	52%	**57%**	54%	57%	50%	*	80%	*	-	36%	41%	61%	54%	55%	52%
Math Including EOC	2023	47%	45%	**43%**	37%	43%	51%	40%	77%	38%	60%	33%	31%	46%	41%	41%	42%
	2022	43%	41%	**45%**	35%	45%	50%	*	100%	*	-	33%	34%	46%	43%	42%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	**57%**	64%	56%	65%	69%	75%	100%	57%	53%	47%	58%	56%	56%	55%
Grade 4 Mathematics	2023	63%	66%	**56%**	52%	55%	60%	50%	76%	60%	72%	54%	57%	56%	56%	55%	55%
Grade 5 ELA/Reading	2023	65%	68%	**70%**	66%	70%	73%	100%	89%	70%	78%	57%	64%	72%	67%	68%	67%
Grade 5 Mathematics	2023	71%	73%	**72%**	67%	72%	73%	50%	85%	90%	79%	73%	71%	72%	72%	72%	74%
Grade 6 ELA/Reading	2023	51%	49%	**57%**	56%	56%	62%	67%	88%	*	65%	46%	50%	57%	56%	55%	55%
Grade 6 Mathematics	2023	54%	48%	**58%**	60%	57%	64%	83%	82%	*	56%	59%	59%	53%	61%	57%	56%
Grade 7 ELA/Reading	2023	71%	74%	**77%**	77%	77%	79%	70%	89%	65%	86%	64%	75%	79%	77%	76%	76%
Grade 7 Mathematics	2023	56%	56%	**63%**	61%	62%	72%	78%	86%	65%	82%	53%	63%	61%	63%	61%	61%
Grade 8 ELA/Reading	2023	63%	67%	**68%**	62%	68%	67%	81%	92%	57%	57%	59%	51%	69%	67%	67%	67%
Grade 8 Mathematics	2023	74%	80%	**83%**	83%	83%	71%	-	-	-	*	83%	-	83%	83%	83%	87%
End of Course English I	2023	57%	52%	**58%**	58%	58%	63%	42%	66%	60%	58%	57%	53%	58%	57%	57%	55%
End of Course English II	2023	74%	72%	**74%**	75%	74%	77%	*	94%	-	79%	63%	69%	75%	74%	74%	73%
End of Course Algebra I	2023	76%	76%	**77%**	78%	77%	76%	69%	87%	64%	57%	73%	81%	80%	75%	77%	77%
All Grades Both Subjects	2023	64%	64%	**65%**	64%	65%	69%	71%	84%	70%	71%	59%	61%	65%	65%	64%	64%
All Grades ELA/Reading	2023	63%	63%	**66%**	65%	65%	69%	74%	85%	69%	69%	57%	58%	66%	65%	64%	64%
All Grades Mathematics	2023	66%	66%	**65%**	63%	64%	69%	66%	83%	71%	72%	62%	64%	64%	66%	64%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	35%	**35%**	44%	35%	35%	-	50%	*	*	29%	32%	34%	36%	35%	32%
Grade 4 Mathematics	2023	27%	33%	**25%**	22%	25%	27%	*	50%	*	43%	16%	24%	26%	23%	24%	24%
Grade 5 ELA/Reading	2023	37%	40%	**44%**	53%	43%	49%	*	*	*	50%	28%	48%	46%	42%	44%	43%
Grade 5 Mathematics	2023	48%	56%	**53%**	45%	54%	62%	*	71%	*	60%	48%	53%	55%	52%	53%	54%
Grade 6 ELA/Reading	2023	26%	25%	**34%**	35%	34%	35%	-	88%	*	*	18%	30%	31%	36%	34%	32%
Grade 6 Mathematics	2023	35%	33%	**40%**	46%	39%	53%	-	63%	*	*	27%	36%	36%	42%	40%	37%
Grade 7 ELA/Reading	2023	39%	43%	**50%**	48%	51%	49%	*	60%	*	*	29%	51%	50%	51%	50%	49%
Grade 7 Mathematics	2023	22%	23%	**30%**	27%	30%	29%	*	38%	*	100%	20%	36%	29%	31%	30%	29%
Grade 8 ELA/Reading	2023	39%	45%	**52%**	42%	53%	47%	60%	*	*	-	39%	15%	59%	49%	51%	50%
Grade 8 Mathematics	2023	49%	58%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
End of Course English I	2023	26%	23%	**35%**	53%	33%	43%	-	*	*	*	20%	43%	35%	36%	34%	32%
End of Course English II	2023	41%	38%	**51%**	54%	51%	47%	-	*	-	*	28%	20%	52%	49%	51%	49%
End of Course Algebra I	2023	58%	64%	**65%**	60%	66%	67%	*	17%	*	*	47%	50%	69%	64%	65%	66%
All Grades Both Subjects	2023	38%	41%	**43%**	43%	43%	46%	45%	58%	58%	60%	30%	38%	43%	43%	43%	42%
All Grades ELA/Reading	2023	35%	36%	**43%**	46%	43%	44%	50%	69%	38%	50%	28%	37%	43%	44%	43%	42%
All Grades Mathematics	2023	40%	45%	**43%**	40%	43%	48%	42%	49%	73%	67%	32%	38%	43%	43%	43%	42%

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

- Indicates there are no students in the group.

	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	2023	76%	76%	**79%**	72%	65%	-	*	-	72%	79%	64%	79%	79%	83%	81%	76%	97%
	2022	74%	74%	**80%**	76%	65%	100%	-	20%	76%	80%	75%	79%	80%	86%	82%	76%	96%
At Meets Grade Level or Above	2023	49%	48%	**50%**	41%	35%	-	*	-	41%	47%	19%	48%	47%	54%	53%	45%	79%
	2022	48%	45%	**52%**	46%	36%	60%	-	20%	47%	47%	43%	45%	48%	59%	56%	45%	76%
At Masters Grade Level	2023	20%	18%	**20%**	15%	11%	-	*	-	16%	17%	7%	18%	16%	22%	23%	16%	39%
	2022	23%	21%	**26%**	22%	15%	20%	-	0%	23%	20%	17%	20%	20%	29%	30%	20%	43%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**82%**	74%	69%	-	-	-	74%	79%	54%	79%	79%	86%	84%	78%	98%
	2022	75%	74%	**82%**	79%	67%	*	-	*	80%	81%	74%	80%	81%	87%	85%	78%	97%
At Meets Grade Level or Above	2023	53%	52%	**58%**	46%	43%	-	-	-	46%	53%	19%	54%	53%	63%	62%	51%	94%
	2022	53%	50%	**59%**	52%	42%	*	-	*	53%	53%	50%	50%	55%	68%	64%	51%	89%
At Masters Grade Level	2023	20%	19%	**24%**	19%	13%	-	-	-	20%	17%	7%	19%	17%	26%	27%	18%	47%
	2022	25%	22%	**30%**	27%	19%	*	-	*	27%	22%	21%	23%	22%	34%	35%	23%	54%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	76%	**75%**	70%	64%	-	-	-	70%	76%	61%	77%	76%	81%	76%	74%	95%
	2022	72%	73%	**76%**	71%	58%	*	-	*	72%	77%	72%	79%	77%	83%	77%	73%	94%
At Meets Grade Level or Above	2023	45%	44%	**42%**	39%	31%	-	-	-	39%	39%	16%	41%	39%	45%	43%	39%	62%
	2022	42%	40%	**43%**	40%	29%	*	-	*	40%	40%	36%	42%	40%	47%	45%	39%	63%
At Masters Grade Level	2023	19%	17%	**16%**	12%	9%	-	-	-	12%	15%	4%	15%	15%	18%	17%	14%	23%
	2022	20%	19%	**21%**	18%	11%	*	-	*	18%	19%	16%	20%	19%	24%	23%	18%	32%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**83%**	67%	55%	-	*	-	67%	87%	100%	87%	87%	86%	84%	81%	98%
	2022	76%	76%	**85%**	79%	72%	-	-	-	79%	88%	92%	84%	89%	92%	87%	82%	96%
At Meets Grade Level or Above	2023	47%	44%	**51%**	34%	28%	-	*	-	34%	50%	23%	51%	50%	55%	54%	45%	74%
	2022	47%	44%	**55%**	49%	39%	-	-	-	49%	52%	52%	45%	53%	67%	60%	48%	69%
At Masters Grade Level	2023	18%	15%	**19%**	13%	10%	-	*	-	13%	16%	9%	18%	16%	17%	21%	15%	34%
	2022	21%	17%	**24%**	22%	13%	-	-	-	23%	17%	14%	15%	17%	26%	28%	18%	34%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**79%**	60%	*	-	-	-	*	74%	56%	71%	74%	72%	81%	74%	98%
	2022	75%	75%	**79%**	80%	80%	-	-	-	-	74%	64%	70%	75%	87%	83%	72%	97%
At Meets Grade Level or Above	2023	52%	48%	**51%**	20%	*	-	-	-	*	43%	33%	43%	43%	44%	54%	43%	88%
	2022	50%	45%	**50%**	35%	35%	-	-	-	-	40%	22%	39%	41%	51%	55%	38%	81%
At Masters Grade Level	2023	27%	22%	**27%**	20%	*	-	-	-	*	20%	22%	23%	20%	24%	29%	20%	60%
	2022	30%	24%	**30%**	20%	20%	-	-	-	-	21%	7%	19%	22%	31%	36%	19%	54%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**65%**	62%	61%	-	-	-	62%	64%	55%	66%	64%	69%	66%	64%	75%
All Grades ELA/Reading	2023	63%	63%	**66%**	60%	64%	-	-	-	60%	64%	46%	65%	64%	70%	67%	64%	74%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

IDEA PUBLIC SCHOOLS (108807) - HIDALGO COUNTY

	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
All Grades Mathematics	2023	66%	66%	**65%**	63%	58%	-	-	-	63%	64%	67%	67%	64%	69%	65%	64%	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**43%**	38%	40%	-	-	-	38%	43%	28%	45%	43%	49%	45%	42%	68%
All Grades ELA/Reading	2023	35%	36%	**43%**	37%	39%	-	-	-	37%	43%	23%	44%	43%	49%	46%	42%	60%
All Grades Mathematics	2023	40%	45%	**43%**	38%	41%	-	-	-	38%	44%	32%	46%	44%	49%	44%	42%	73%

* 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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	96%	94%	94%	97%	95%	94%	95%	97%	89%	97%	92%	95%	91%
Not Included in Accountability: Mobile	4%	3%	**2%**	3%	2%	4%	1%	2%	5%	5%	2%	10%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	4%	1%	1%	3%	0%	0%	1%	1%	2%	4%	4%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**93%**	96%	93%	93%	97%	95%	94%	96%	96%	89%	94%	91%	93%	88%
Not Included in Accountability: Mobile	4%	3%	**2%**	3%	2%	5%	2%	1%	4%	4%	2%	10%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	3%	5%	**5%**	0%	5%	2%	2%	4%	0%	0%	3%	1%	5%	5%	5%	10%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	96%	95%	95%	96%	96%	95%	96%	98%	90%	98%	92%	96%	93%
Not Included in Accountability: Mobile	5%	3%	**2%**	4%	2%	4%	2%	1%	5%	4%	2%	10%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	0%	3%	0%	0%	1%	0%	0%	4%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	96%	95%	95%	100%	94%	93%	94%	98%	87%	99%	91%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	3%	2%	4%	0%	4%	7%	6%	2%	13%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	1%	0%	3%	0%	0%	1%	0%	0%	5%	3%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	96%	96%	96%	100%	95%	88%	92%	98%	88%	99%	93%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	4%	2%	4%	0%	3%	13%	8%	2%	11%	1%	3%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	2%	1%	0%	3%	0%	0%	0%	0%	0%	3%	2%	4%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	90%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%
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%

	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)
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%
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%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	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													
2021-22	92.2%	90.7%	**91.9%**	91.9%	91.9%	91.6%	89.6%	95.1%	93.3%	92.4%	90.6%	91.6%	92.3%
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%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**30.6%**	29.8%	30.8%	32.6%	39.3%	12.3%	19.4%	28.6%	37.8%	32.0%	28.4%
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%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.6%**	1.2%	0.5%	1.3%	0.0%	1.0%	0.0%	0.0%	0.7%	0.5%	0.4%
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%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.3%	**0.7%**	0.8%	0.7%	1.2%	0.0%	0.0%	0.0%	0.0%	1.6%	0.7%	0.8%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**96.6%**	95.1%	96.8%	93.2%	*	100.0%	*	*	83.5%	96.8%	96.6%
Received TxCHSE	0.3%	0.1%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.0%
Continued HS	3.5%	3.2%	**1.5%**	2.4%	1.4%	4.5%	*	0.0%	*	*	9.9%	1.3%	0.8%
Dropped Out	6.4%	3.9%	**1.8%**	2.4%	1.7%	2.3%	*	0.0%	*	*	6.6%	1.8%	2.5%
Graduates and TxCHSE	90.0%	93.0%	**96.7%**	95.1%	96.9%	93.2%	*	100.0%	*	*	83.5%	96.9%	96.6%
Graduates, TxCHSE, and Continuers	93.6%	96.1%	**98.2%**	97.6%	98.3%	97.7%	*	100.0%	*	*	93.4%	98.2%	97.5%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.1%	**99.4%**	100.0%	99.3%	100.0%	*	100.0%	*	*	95.8%	99.4%	99.3%
Received TxCHSE	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	1.0%	1.0%	**0.2%**	0.0%	0.2%	0.0%	*	0.0%	*	*	1.4%	0.2%	0.3%
Dropped Out	6.3%	4.7%	**0.4%**	0.0%	0.4%	0.0%	*	0.0%	*	*	2.8%	0.3%	0.3%
Graduates and TxCHSE	92.7%	94.3%	**99.4%**	100.0%	99.3%	100.0%	*	100.0%	*	*	95.8%	99.4%	99.3%

	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	93.7%	95.3%	**99.6%**	100.0%	99.6%	100.0%	*	100.0%	*	*	97.2%	99.7%	99.7%
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%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**99.9%**	100.0%	99.9%	100.0%	*	100.0%	*	*	100.0%	99.9%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.2%	**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	0.5%	0.7%	**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	93.2%	94.4%	**99.9%**	100.0%	99.9%	100.0%	*	100.0%	*	*	100.0%	99.9%	100.0%
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	92.6%	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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.9%	**95.5%**	92.9%	95.8%	89.1%	*	100.0%	*	*	72.1%	96.3%	96.2%
Class of 2021	90.0%	92.1%	**97.7%**	93.5%	97.9%	93.1%	*	100.0%	*	*	80.7%	97.7%	98.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	60.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**15.5%**	43.6%	14.7%	22.0%	*	20.0%	*	*	19.8%	16.0%	9.9%
Class of 2021	3.8%	1.5%	**3.3%**	6.9%	3.3%	0.0%	*	0.0%	*	*	0.0%	3.2%	3.7%
FHSP-DLA Graduates (Longitudinal Rate)													

	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 2022	84.3%	92.0%	**83.7%**	56.4%	84.5%	78.0%	*	80.0%	*	*	74.3%	83.3%	89.5%
Class of 2021	81.9%	92.2%	**95.9%**	89.7%	95.9%	100.0%	*	100.0%	*	*	95.5%	96.0%	95.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.0%	**99.2%**	100.0%	99.2%	100.0%	*	100.0%	*	*	94.1%	99.3%	99.3%
Class of 2021	85.7%	93.6%	**99.2%**	96.6%	99.2%	100.0%	*	100.0%	*	*	95.5%	99.2%	99.0%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	57.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	36.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.3%	**15.5%**	43.9%	14.7%	21.4%	*	20.0%	*	*	18.9%	16.0%	9.8%
2020-21	3.8%	1.5%	**3.5%**	6.9%	3.5%	0.0%	*	0.0%	*	*	1.4%	3.3%	3.7%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	90.3%	**83.4%**	56.1%	84.2%	78.6%	*	80.0%	*	*	70.8%	83.0%	89.5%
2020-21	80.4%	91.0%	**95.7%**	89.7%	95.7%	100.0%	*	100.0%	*	*	92.9%	95.9%	95.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	92.5%	**99.0%**	100.0%	98.9%	100.0%	*	100.0%	*	*	89.6%	99.0%	99.3%
2020-21	84.1%	92.3%	**99.1%**	96.6%	99.2%	100.0%	*	100.0%	*	*	94.3%	99.2%	99.0%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	1,744	100.0%	368,686	100.0%
By Ethnicity:				
African American	41	2.4%	45,227	12.3%
Hispanic	1,647	94.4%	191,125	51.8%
White	42	2.4%	103,171	28.0%
American Indian	2	0.1%	1,159	0.3%
Asian	10	0.6%	18,794	5.1%
Pacific Islander	1	0.1%	569	0.2%
Two or More Races	1	0.1%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	18	1.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	271	15.5%	14,179	3.8%
Foundation H.S. Program (DLA)	1,455	83.4%	302,917	82.2%
Special Education Graduates	106	6.1%	32,447	8.8%
Economically Disadvantaged Graduates	1,487	85.3%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	457	26.2%	40,398	11.0%
At-Risk Graduates	793	45.5%	159,689	43.3%
CTE Completers	136	7.8%	107,502	29.2%

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)													
2021-22	70.0%	88.5%	**95.5%**	80.5%	95.7%	100.0%	*	100.0%	*	*	97.2%	95.4%	95.2%
2020-21	65.2%	80.5%	**94.4%**	79.3%	94.7%	96.2%	*	100.0%	*	*	97.1%	94.2%	93.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	59.1%	**93.1%**	70.7%	93.5%	97.6%	*	100.0%	*	*	56.6%	92.6%	92.3%
2020-21	52.7%	60.2%	**92.6%**	72.4%	93.0%	92.3%	*	100.0%	*	*	61.4%	92.5%	91.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.3%	**87.2%**	80.5%	87.1%	92.9%	*	100.0%	*	*	53.8%	86.3%	76.6%
2020-21	56.1%	58.0%	**85.8%**	75.9%	85.9%	92.3%	*	100.0%	*	*	55.7%	85.2%	73.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	53.2%	**91.6%**	70.7%	92.0%	92.9%	*	100.0%	*	*	55.7%	91.1%	86.7%
2020-21	45.7%	51.2%	**88.0%**	69.0%	88.3%	92.3%	*	100.0%	*	*	54.3%	87.6%	81.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.8%	**85.6%**	68.3%	85.8%	92.9%	*	100.0%	*	*	50.0%	84.7%	75.3%
2020-21	40.4%	45.0%	**83.5%**	65.5%	83.6%	92.3%	*	100.0%	*	*	52.9%	82.8%	71.6%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	21.6%	**74.0%**	24.4%	75.2%	78.6%	*	80.0%	*	*	25.5%	73.8%	78.3%
2020-21	21.3%	23.2%	**75.7%**	37.9%	76.6%	69.2%	*	71.4%	*	*	30.0%	75.8%	80.1%
Associate Degree (Annual Graduates)													
2021-22	2.4%	5.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	2.6%	6.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	30.3%	**1.7%**	0.0%	1.8%	0.0%	*	0.0%	*	*	0.0%	1.7%	0.7%
2020-21	25.9%	35.1%	**1.6%**	0.0%	1.7%	0.0%	*	0.0%	*	*	0.0%	1.5%	0.3%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.0%	**3.3%**	2.4%	3.4%	0.0%	*	0.0%	*	*	0.0%	3.0%	1.1%
2020-21	4.4%	3.3%	**0.4%**	0.0%	0.4%	0.0%	*	0.0%	*	*	0.0%	0.2%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	62.4%	**6.1%**	14.6%	5.9%	7.1%	*	0.0%	*	*	96.2%	6.4%	7.4%
2020-21	24.2%	43.1%	**4.9%**	6.9%	4.9%	3.8%	*	0.0%	*	*	95.7%	4.8%	7.1%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	57.7%	**0.2%**	0.0%	0.2%	0.0%	*	0.0%	*	*	0.0%	0.2%	0.0%

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%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	0.7%	1.4%	**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)													
2021-22	2.5%	2.6%	**0.5%**	2.4%	0.5%	0.0%	*	0.0%	*	*	7.5%	0.5%	0.2%
2020-21	2.4%	2.5%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	*	2.9%	0.1%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	**5.4%**	14.6%	5.2%	7.1%	*	0.0%	*	*	89.6%	5.7%	7.2%
2020-21	4.4%	5.5%	**4.7%**	6.9%	4.7%	3.8%	*	0.0%	*	*	94.3%	4.6%	7.1%

	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	2021-22	22.8%	43.8%	**81.5%**	80.5%	81.8%	76.2%	*	80.0%	*	*	52.8%	81.8%	74.8%
	2020-21	25.9%	44.6%	**76.4%**	62.1%	76.8%	76.9%	*	85.7%	*	*	54.3%	75.8%	70.6%
Mathematics	2021-22	18.7%	37.2%	**86.4%**	70.7%	87.1%	76.2%	*	80.0%	*	*	54.7%	86.8%	85.3%
	2020-21	19.4%	36.7%	**79.6%**	58.6%	80.3%	73.1%	*	100.0%	*	*	54.3%	79.7%	78.7%
Both Subjects	2021-22	12.6%	31.6%	**78.6%**	68.3%	79.0%	73.8%	*	80.0%	*	*	49.1%	78.7%	73.1%
	2020-21	14.4%	31.3%	**72.4%**	51.7%	73.0%	69.2%	*	85.7%	*	*	51.4%	71.8%	68.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	13.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	8.6%	10.9%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	16.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	10.3%	13.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	10.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	4.9%	7.9%	**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	2022	23.0%	28.1%	**89.9%**	92.2%	90.0%	82.5%	100.0%	100.0%	*	*	56.2%	88.6%	87.8%
	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%
English Language Arts	2022	13.2%	17.7%	**85.0%**	89.3%	85.1%	78.6%	100.0%	83.3%	*	*	52.4%	83.9%	84.6%
	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%
Mathematics	2022	6.9%	7.6%	**47.3%**	43.7%	47.5%	42.1%	60.0%	66.7%	*	*	22.4%	46.1%	37.8%
	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%
Science	2022	9.6%	11.1%	**58.3%**	44.7%	59.1%	42.1%	40.0%	88.9%	*	*	29.4%	57.0%	57.0%
	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%
Social Studies	2022	12.5%	16.8%	**85.2%**	91.3%	85.2%	78.6%	100.0%	88.9%	*	*	51.8%	84.2%	83.3%
	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%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	35.1%	**43.4%**	11.6%	43.9%	52.9%	60.0%	66.7%	*	*	13.6%	42.3%	36.9%
	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%
English Language Arts	2022	53.2%	23.6%	**21.5%**	8.7%	21.6%	26.3%	40.0%	46.7%	*	*	2.2%	19.4%	8.8%
	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%
Mathematics	2022	50.4%	20.6%	**16.0%**	4.4%	15.8%	22.6%	*	50.0%	*	*	1.3%	14.6%	9.9%
	2021	49.4%	20.1%	**13.1%**	5.7%	13.2%	13.8%	*	22.2%	*	*	0.0%	12.7%	7.2%
Science	2022	44.7%	15.8%	**18.9%**	8.7%	18.4%	32.1%	*	68.8%	*	*	3.0%	17.3%	7.6%
	2021	41.4%	13.0%	**11.8%**	11.4%	11.7%	14.6%	*	28.6%	*	*	1.4%	10.6%	3.3%

	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	2022	41.9%	13.3%	**13.4%**	6.4%	13.2%	19.2%	20.0%	56.3%	*	*	1.1%	11.7%	4.9%
	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%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.6%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	*	94.3%	100.0%	100.0%
	2020-21	70.8%	47.9%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	*	100.0%	100.0%	100.0%
At/Above Criterion for All Examinees	2021-22	32.1%	20.7%	**21.0%**	8.5%	20.6%	39.6%	*	60.0%	*	*	2.0%	18.6%	6.3%
	2020-21	32.9%	20.8%	**24.7%**	21.9%	24.3%	33.3%	*	66.7%	*	*	0.0%	23.2%	8.3%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	969	**1031**	-	1028	-	-	*	-	-	-	1023	902
	2020-21	1002	953	**1000**	1190	996	1060	-	-	890	1230	900	977	829
English Language Arts and Writing	2021-22	506	495	**532**	-	531	-	-	*	-	-	-	530	455
	2020-21	504	483	**510**	610	507	540	-	-	430	720	470	496	406
Mathematics	2021-22	496	474	**499**	-	498	-	-	*	-	-	-	493	447
	2020-21	498	470	**491**	580	489	520	-	-	460	510	430	480	423
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	18.2	**19.0**	16.0	19.0	21.3	*	25.6	*	*	15.5	18.6	16.6
	2020-21	20.0	18.0	**19.8**	19.6	19.7	20.6	28.0	24.1	16.7	24.7	15.3	19.6	17.1
English Language Arts	2021-22	19.2	18.0	**18.7**	15.3	18.7	21.6	*	25.4	*	*	15.2	18.3	15.8
	2020-21	19.6	17.4	**19.5**	19.1	19.4	20.8	27.0	24.1	14.7	26.8	14.4	19.3	16.1
Mathematics	2021-22	19.3	17.8	**18.6**	16.2	18.6	19.9	*	24.9	*	*	15.3	18.4	16.8
	2020-21	19.9	18.0	**19.4**	19.1	19.4	19.9	29.0	24.4	17.0	20.3	15.8	19.3	17.6
Science	2021-22	19.8	18.7	**19.3**	16.7	19.3	21.3	*	26.1	*	*	15.7	19.0	17.4
	2020-21	20.3	18.5	**20.2**	20.5	20.2	20.5	29.0	24.0	19.3	24.7	16.5	20.0	18.1

	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	2021-22	44.2%	53.6%	**93.0%**	91.1%	93.1%	92.4%	100.0%	94.3%	*	87.1%	76.1%	92.9%	93.0%
	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%
English Language Arts	2021-22	16.6%	22.8%	**30.8%**	25.5%	31.3%	26.2%	38.5%	21.4%	*	9.7%	19.8%	31.3%	25.2%
	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%
Mathematics	2021-22	19.9%	23.6%	**31.6%**	23.1%	32.4%	22.3%	23.1%	30.0%	*	9.7%	21.2%	31.9%	24.1%
	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%
Science	2021-22	21.1%	24.4%	**30.2%**	17.6%	31.1%	20.2%	15.4%	22.9%	*	6.5%	19.7%	30.5%	25.3%
	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%
Social Studies	2021-22	22.8%	30.6%	**79.3%**	75.0%	79.4%	80.6%	84.6%	87.1%	*	83.9%	60.4%	78.8%	81.0%
	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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	51.3%	**78.7%**	72.4%	78.8%	76.9%	*	85.7%	*	*	85.7%	78.6%	78.7%
	2019-20	46.1%	48.9%	**79.2%**	63.6%	79.6%	75.9%	*	71.4%	*	*	79.7%	78.3%	75.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	74,217	100.0%	5,504,150	100.0%	74,217	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	2,006	2.7%	243,493	4.4%	2,006	2.7%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	2,006	2.7%	203,294	3.7%	2,006	2.7%	203,749	3.7%
Kindergarten	6,792	9.2%	367,180	6.7%	6,792	9.2%	367,633	6.7%
Grade 1	7,066	9.5%	399,048	7.2%	7,066	9.5%	399,419	7.2%
Grade 2	7,114	9.6%	395,639	7.2%	7,114	9.6%	395,969	7.2%
Grade 3	7,114	9.6%	393,583	7.2%	7,114	9.6%	393,871	7.1%
Grade 4	6,203	8.4%	393,765	7.2%	6,203	8.4%	394,020	7.1%
Grade 5	5,334	7.2%	395,111	7.2%	5,334	7.2%	395,384	7.2%
Grade 6	6,645	9.0%	399,341	7.3%	6,645	9.0%	399,557	7.2%
Grade 7	6,842	9.2%	409,362	7.4%	6,842	9.2%	409,566	7.4%
Grade 8	6,269	8.4%	425,589	7.7%	6,269	8.4%	425,758	7.7%
Grade 9	4,697	6.3%	477,875	8.7%	4,697	6.3%	478,101	8.7%
Grade 10	3,540	4.8%	436,752	7.9%	3,540	4.8%	437,002	7.9%
Grade 11	2,513	3.4%	385,894	7.0%	2,513	3.4%	386,246	7.0%
Grade 12	2,082	2.8%	364,317	6.6%	2,082	2.8%	366,512	6.6%
Ethnic Distribution:								
African American	5,380	7.2%	705,310	12.8%	5,380	7.2%	706,775	12.8%
Hispanic	63,826	86.0%	2,915,219	53.0%	63,826	86.0%	2,921,416	52.9%
White	3,787	5.1%	1,410,571	25.6%	3,787	5.1%	1,416,240	25.7%
American Indian	101	0.1%	17,920	0.3%	101	0.1%	17,976	0.3%
Asian	729	1.0%	280,306	5.1%	729	1.0%	280,742	5.1%
Pacific Islander	90	0.1%	8,696	0.2%	90	0.1%	8,718	0.2%
Two or More Races	304	0.4%	166,128	3.0%	304	0.4%	166,565	3.0%
Sex:								
Female	36,749	49.5%	2,688,496	48.8%	36,749	49.5%	2,693,780	48.8%
Male	37,468	50.5%	2,815,654	51.2%	37,468	50.5%	2,824,652	51.2%
Economically Disadvantaged	64,575	87.0%	3,415,987	62.1%	64,575	87.0%	3,421,217	62.0%
Non-Educationally Disadvantaged	9,642	13.0%	2,088,163	37.9%	9,642	13.0%	2,097,215	38.0%
Section 504 Students	1,749	2.4%	407,619	7.4%	1,749	2.4%	407,904	7.4%
EB Students/EL	32,080	43.2%	1,269,408	23.1%	32,080	43.2%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	851	1.1%	302,409	5.5%	851	1.1%	302,615	5.5%
Foster Care	1	0.0%	13,415	0.2%	1	0.0%	13,453	0.2%
Homeless	63	0.1%	72,534	1.3%	63	0.1%	72,654	1.3%
Immigrant	1,169	1.6%	122,390	2.2%	1,169	1.6%	122,504	2.2%
Migrant	72	0.1%	13,769	0.3%	72	0.1%	13,810	0.3%
Title I	73,190	98.6%	3,555,650	64.6%	73,190	98.6%	3,563,890	64.6%
Military Connected	5	0.0%	199,203	3.6%	5	0.0%	199,325	3.6%
At-Risk	44,231	59.6%	2,935,164	53.3%	44,231	59.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	30,713	41.4%	1,278,846	23.2%	30,713	41.4%	1,279,697	23.2%
Career and Technical Education	10,051	13.5%	1,459,380	26.5%	10,051	13.5%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	6,476	50.5%	1,203,083	72.3%	6,476	50.5%	1,203,363	72.2%
Gifted and Talented Education	0	0.0%	453,585	8.2%	0	0.0%	453,689	8.2%
Special Education	6,570	8.9%	693,061	12.6%	6,570	8.9%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6,570		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	2,907	44.2%	305,800	44.1%				
Students with Physical Disabilities	1,284	19.5%	138,820	20.0%				
Students with Autism	1,229	18.7%	107,586	15.5%				
Students with Behavioral Disabilities	1,099	16.7%	130,018	18.8%				
Students with Non-Categorical Early Childhood	51	0.8%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	7,876	12.6%	893,031	16.8%				
By Ethnicity: African American	872	1.4%	176,665	3.3%				
Hispanic	6,274	10.0%	462,284	8.7%				
White	563	0.9%	180,620	3.4%				
American Indian	11	0.0%	3,221	0.1%				
Asian	67	0.1%	38,716	0.7%				
Pacific Islander	16	0.0%	2,067	0.0%				
Two or More Races	73	0.1%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	800	13.9%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	2,107	8.4%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	5,316	10.4%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	12,700	20.5%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	0.9%	1.5%	3.2%	4.5%
Grade 1	1.4%	2.5%	2.4%	3.6%
Grade 2	1.3%	1.6%	2.4%	2.0%
Grade 3	1.1%	0.8%	0.6%	0.9%
Grade 4	0.6%	0.5%	0.3%	0.5%
Grade 5	0.5%	0.3%	0.9%	0.4%
Grade 6	0.3%	0.3%	0.3%	0.4%
Grade 7	0.2%	0.4%	0.8%	0.5%
Grade 8	0.2%	0.4%	0.9%	0.5%
Grade 9	0.6%	8.7%	1.3%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	77	0.3%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	27.0	18.7
Grade 1	28.2	19.1
Grade 2	28.0	19.1
Grade 3	28.7	19.3
Grade 4	28.7	19.4
Grade 5	29.3	20.8
Grade 6	24.2	19.2
Secondary:		
English/Language Arts	17.3	16.2
Foreign Languages	18.3	18.8
Mathematics	18.0	17.5
Science	17.2	18.5
Social Studies	18.9	18.9

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	8,916.5	100.0%	763,729.4	100.0%
Professional Staff:	5,377.4	60.3%	489,326.8	64.1%
Teachers	3,841.1	43.1%	371,646.7	48.7%
Professional Support	1,073.2	12.0%	82,878.8	10.9%
Campus Administration (School Leadership)	420.9	4.7%	25,300.5	3.3%
Central Administration	42.2	0.5%	9,500.8	1.2%
Educational Aides:	1,131.1	12.7%	86,185.9	11.3%
Auxiliary Staff:	2,408.0	27.0%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	139.0	n/a	13,815.0	n/a
Part-time Counselors	48.0	n/a	1,240.0	n/a
Total Minority Staff:	7,973.8	89.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	405.0	10.5%	44,033.4	11.8%
Hispanic	2,898.5	75.5%	110,015.9	29.6%
White	444.1	11.6%	203,967.5	54.9%
American Indian	15.9	0.4%	1,274.2	0.3%
Asian	50.5	1.3%	7,310.0	2.0%
Pacific Islander	7.8	0.2%	514.6	0.1%
Two or More Races	19.2	0.5%	4,531.1	1.2%
Teachers by Sex:				
Males	972.2	25.3%	90,752.5	24.4%
Females	2,868.8	74.7%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.5	0.0%	7,591.2	2.0%
Bachelors	3,085.9	80.3%	268,238.6	72.2%
Masters	742.3	19.3%	92,878.9	25.0%
Doctorate	12.3	0.3%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	360.9	9.4%	36,179.6	9.7%
1-5 Years Experience	2,521.4	65.6%	97,667.0	26.3%
6-10 Years Experience	575.5	15.0%	76,209.5	20.5%
11-20 Years Experience	297.8	7.8%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	72.8	1.9%	49,550.0	13.3%
Over 30 Years Experience	12.7	0.3%	10,867.4	2.9%
Number of Students per Teacher	19.3	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	3.3	6.1
Average Years Experience of Principals with District	3.1	5.3
Average Years Experience of Assistant Principals	2.8	5.2
Average Years Experience of Assistant Principals with District	2.7	4.4
Average Years Experience of Teachers:	4.6	11.0
Average Years Experience of Teachers with District:	4.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$58,491	$53,300
1-5 Years Experience	$58,502	$56,516
6-10 Years Experience	$61,992	$59,732
11-20 Years Experience	$63,193	$63,389
21-30 Years Experience	$69,229	$67,876
Over 30 Years Experience	$69,394	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$59,627	$60,717
Professional Support	$79,740	$72,022
Campus Administration (School Leadership)	$86,924	$85,167
Central Administration	$142,499	$112,702
Instructional Staff Percent:	55.3%	65.1%
Turnover Rate for Teachers:	24.5%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	66	$6,153	5,474	$5,974
Exemplary	139	$12,141	4,862	$11,898
Master	56	$22,941	2,224	$21,920

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	0.0	0.0%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	3,604.8	93.8%	262,398.5	70.6%
Special Education	236.3	6.2%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2021-22 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

IDEA Public Schools

STUDENT TECHNOLOGY

2024-25 QUICK REFERENCE

2024-25 STUDENT ACCOUNTS

Campus	Academy						College Preparatory					
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard Device	Chromebook									Windows Laptop			
QR Badge Login	✓	✓	✓	✓	✓	✓							
Pictograph Pin				✓	✓	✓							
Custom Password							✓	✓	✓	✓	✓	✓	✓
Account Claim							✓	✓	✓	✓	✓	✓	✓
Reset Password							✓	✓	✓	✓	✓	✓	✓

ALL INSTRUCTIONAL STAFF

- BOY PD ROADMAP
- NEW LOGIN GUIDES

ACADEMY STUDENT VIDEOS

- KINDER-2ND QR BADGE ONLY
- 3RD-5TH QR BADGE + PICTOGRAPH PIN

COLLEGE PREPARATORY STUDENT GUIDES

- NEW TO IDEA — CLAIM YOUR ACCOUNT
- PASSWORD HELP — FORGOT | RESET

FAQ

- ACADEMY — BADGE TEACHER GUIDE
- STUDENT DEVICES — DISTRIBUTION MODEL