IV. APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant[1]: IDEA Public Schools	Applicant's NCES District ID[2]: 4800211
Applicant's Mailing Address: 505 Angelita Drive Suite 9 Weslaco, TX 78596	
Employer Identification Number: 74-2948339	Organizational DUNS Number: 003041915
Race to the Top – District Contact Name: Sam Goessling	Contact Position and Office: Director of Public Philanthropy and Partnerships
Contact Telephone: (956)373-7102	Contact E-mail Address: samuel.goessling@ideapublicschools.org

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Thomas E. Torkelson	Telephone: (956)377-8000
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity:	Date: 10/23/12
Local School Board President (Printed Name): Brian Disque	Telephone: (956)377-8000
Signature of Local School Board President:	Date: 10/23/12
President of the Local Teacher's Union or Association, if applicable (Printed Name): N/A	Telephone: N/A
Signature of the President of the Local Teacher's Union or Association: N/A	Date: N/A

[1] Individual LEA, Lead LEA for the consortium, or eligible legal entity

[2] Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at http://nces.ed.gov/ccd/districtsearch.

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

_____**Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_X_____**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 12,617. The total Race to the Top – District grant funds requested is $29,242,882, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

_____ $5-10 million - 2 ,000-5,000 participating students

_____ $10-20 million - 5,001-10,000 participating students

X____ $20-30 million - 10,001-25,000 participating students

_____ $30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

X___ The applicant meets the definition of local educational agency (as defined in this notice).

X___ The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

X___ This application is the only Race to the Top – District application to which the applicant has signed on.

X___ This application serves a minimum of 2,000 participating students (as defined in this notice).

X___ At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

X___The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);
(B) A principal evaluation system (as defined in this notice); and
(C) A superintendent evaluation (as defined in this notice);

(Note: See Appendix C(2) -4, p. C-52, for The New Teacher Project (TNTP) Proposal for Measures of Student Learning in Educator Evaluation Systems. See Appendix Z-5, p. Z-31, for IDEA's CEO Performance Evaluation)

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

_____ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

X___ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice); *(Note: See Appendix Z-1, p. Z-1, for a description of the State of Texas' College and Career Readiness Standards and Appendices B(3) -2, B(3) -4, and B(3) -5 for IDEA's 2011-2012 Graduation Credit*

Requirements , a description of Springboard College Board ELA Curriculum , and evidence of IDEA's curriculum alignment to College and Career Readiness Standards)

(iii) The LEA has a robust data system that has, at a minimum—
(A) An individual teacher identifier with a teacher-student match; and
(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(Refer to Appendix B(3) -7 DQC 2011 State Analysis of Texas, p.B-50, to see evidence of Texas data meeting this requirement. Refer to Appendix A(1) -2, p. A-4, to for an overview of how Lightbulb will integrate with other data systems at IDEA over time.)

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.
(See Appendix Z-2, p. Z-2, to view IDEA's FERPA Policy)

X The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part Appendix, from pages Z-5 to Z-7 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part Appendix, from pages Z-8 to Z-30 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): Thomas E. Torkelson	
Signature of Superintendent or CEO of the LEA: Thomas E. Torkelson	Date: 10/23/12

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department

General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74--Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75--Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80-- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81--General Education Provisions Act–Enforcement; 34 CFR Part 82-- New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Thomas E. Torkelson	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Thomas E. Torkelson	Date: 10/22/12

Race to the Top – District
Application for Initial Funding
CFDA Number: 84.412

IDEA Public Schools

NCES Number: 4800211

DUNS Number: 003041915

EIN Number: 74-2948339

October 29, 2012

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Note: All "Z" Appendices listed as evidence for application assurances are referenced in the file "IDEA Public Schools_Weslaco_TX_Signature Pages.pdf"

Glossary

ACT: The ACT Test is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT Test is the capstone of our College and Career Readiness System. The test uses the same score scale as ACT Explore and ACT Plan, making the system an effective tool to monitor academic progress and student growth.

Advanced Placement Standards (AP): AP is a College Board program that offers university-level curriculum and exams to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The AP curriculum is created for the College Board by a panel of experts and college-level educators in each of the 34 course areas offered. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum.

AR Zone: The AR Zone uses one of the most effective software tools to foster reading growth: Accelerated Reader**.** When students are in the AR Zone, they spend the majority of their time reading "leveled" books at the appropriate reading level for them. Students also complete AR tests, fill out their reading logs and individual trackers, and select books to read. There are clear goals set independently for each student based on their reading level. In each AR Zone there is at least one facilitator to monitor and assist students in meeting their academic goals.

Better IDEA: Better IDEA is the name of IDEA's elementary school model (grades K-5 and grades 6-7 at select campuses). This model includes two primary components: a blended learning environment (including the "AR Zone" and the "iLearning HotSpot") and a core-classroom model that emphasizes re-grouping students bi-weekly based on mastery of standards.

College Readiness Benchmark (CRB): The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a nationally representative sample of 98 institutions and more than 90,000 students, the benchmarks are

median course placement values for these institutions and as such represent a typical set of expectations.

Core Values: IDEA's five Core Values are the guiding principles for the charter management organization to build culture and promote accountability among IDEA faculty and staff, students, and parents. Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors.

1. **No Excuses:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

2. **Whatever It Takes:** Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pour over the data, identify root causes, and implement solutions.

3. **100% Every Day:** Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

4. **Sweating the Small Stuff:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

5. **Team and Family:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

DIBELS: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early-literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early-literacy and early-reading skills. At IDEA, DIBELS tests are employed in grades K-5.

English Language Proficiency Standards: The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency-level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum. The English language proficiency standards are published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum. Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

EXPLORE, PLAN and ACT Series (EPAS®): ACT's EPAS was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

EXPLORE: ACT EXPLORE is designed to help 8th and 9th graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post–high school choices as well. ACT EXPLORE can serve as an independent program or as the entry point into ACT's College and Career Readiness System.

Guideposts for Excellent Teaching: Guideposts was developed by IDEA based on the Professional Development and Appraisal System, Teach for America's Teaching as Leadership rubric. It also utilizes other sources. It is both a teaching evaluation system and the basis for our teacher professional development.

iLearning Hot Spot: The iLearning Hotspot is the personalized learning environment at IDEA Public Schools that uses adaptive math software to give all students an opportunity to master math objectives and enrich their learning in math. The software is fun, engaging, and students are eager to learn concepts as the work through the software. The software places students on their

"just right" math level; then, through guided and independent practice students learn and master objectives. In each Hotspot, there is a facilitator to monitor and assist students in meeting academic goals. Based on DreamBox Learning, Reasoning Mind (RM), and Spatial Temporal (ST) Math programs

Naviance: a college and career readiness platform that helps connect academic achievement to post-secondary goals. Its comprehensive college and career planning solutions optimize student success, enhance school counselor productivity, and track results for school and district administrators.

PLAN: ACT PLAN serves as the midpoint measure of academic progress in ACT's College and Career Readiness System. ACT Plan helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and beyond.

RGV Center for Teaching and Leading Excellence: IDEA Public Schools and the Pharr-San Juan-Alamo Independent School District received an Investing in Innovation (i3) federal grant to build the Rio Grande Valley (RGV) Center for Teaching and Leading Excellence. The center aims to increase the supply of effective teachers and leaders serving students in both districts through new teacher and prospective leader training. Using a rigorous design combining randomized controlled trials and quasi-experimental approaches, SRI and its subcontractor, Copia Consulting, will analyze the impact of the RGV Center's training on teacher retention, efficacy, job satisfaction, and student achievement. SRI will also assess the usefulness of the training from participants' and administrators' perspectives. A variety of qualitative and quantitative methods will be used, including interviews and focus groups, teacher and teacher leader surveys, training observations, and secondary data analysis.

STAAR™: The State of Texas Assessments of Academic Readiness test. Beginning in spring 2012, the State of STAAR™ will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 assesses the same subjects and grades that are

currently assessed on TAKS (Math/Reading). At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

STAAR EOC: The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses include questions to determine readiness for advanced coursework. The assessments for higher-level courses include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education.

Staff Development Cycle: IDEA has implemented a four-phase Staff Development Cycle which provides multiple meaningful opportunities for educators to set and reach goals, reflect on their teaching and managerial practice, and document their own improvement and that of the students they teach. IDEA also has identified a strategy to link human capital pipeline innovations to a new system of educator evaluation. This educator evaluation system will be piloted in spring 2013 and implemented in 2013-2014.

TAKS: The Texas Assessment of Knowledge and Skills (TAKS) assessments are designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. Tested content areas are Math, Reading, Social Studies, Science, and Writing. TAKS testing is from 3rd-12th grade and the tests are administered in English and Spanish (this grant uses TAKS measures from the English language administered test). The TAKS tests will be phased out and replaced, in spring 2012, with the STAAR assessment.

TalentEd Perform: Cloud-based K-12 Teacher Evaluation and Appraisal Software. TalentEd Perform is web-based performance management software tool with customizable online performance evaluations, automatic reminders, and access to talent's data across a school district.

A. Vision (40 total points)

(A)(1) Articulating a comprehensive and coherent reform vision

IDEA Public Schools is a high performing, open-enrollment district of charter schools that serves 13,000 students, grades K-12, primarily in the Rio Grande Valley of Texas, and two schools each in San Antonio, Texas and Austin, Texas. The vast majority of students served are economically disadvantaged (81 percent) and Hispanic (94 percent). IDEA is uniquely positioned to build upon its proven success in implementing personalized learning in order to make dramatic gains in student achievement and to serve as a model to districts across the country. Our Race to the Top proposal outlines bold, actionable goals that will accelerate student achievement and deepen student learning. By furthering our pioneering efforts in blended learning, improving the data systems required to effectively personalize learning, developing our teachers and leaders, and implementing a community partnership strategy to support our students' socio-emotional needs, we are setting the foundation for all IDEA students to enroll and succeed in college and careers. Specifically, The Race to the Top – District competition provides the opportunity for IDEA schools to **maximize personalized learning to 1) ensure that all elementary school students perform at or above grade level by grade six and 2) promote college readiness among secondary students by accelerating student performance for college at all levels of performance.**

Because we are building on a remarkable record of success, IDEA will show results quickly. By 2017, IDEA Public Schools will meet the following ambitious goals to improve performance and close gaps:

- 90 percent of K-5 students end year on/above grade level or grow 1.5 grade levels
- Eliminate achievement gaps between IDEA sub-groups and statewide highest-performing groups in math and ELA for grades K-12
- 70 percent of 11th grade students score 21 or higher on the ACT
- 100 percent of graduates enter four-year college
- 85 percent of IDEA graduates graduate from college within six years
- 85 percent of students persist grades 9-12
- 95 percent of IDEA students have a highly-effective or effective teacher and principal

This introduction outlines IDEA's mission and vision; explains how our model uses college- and career-ready standards and assessments, data systems, and great teachers and leaders to produce excellence for our students; reviews our proven model for implementing personalized learning; and shares IDEA's five-part approach for expanding on that track record of success.

IDEA Public Schools Background

IDEA Public Schools' mission is to prepare students for success in college and citizenship—"College for all Children." IDEA exists to enable students, regardless of background, to achieve success in the four-year college or university of their choice. We encourage students to return after college graduation to play an active role within their communities and serve as model citizens. IDEA knows that a transformative college preparatory education is essential to realizing its mission.

IDEA Public Schools was founded as an independent state charter school in August 2000. Over the past 12 years, IDEA has grown from a fledgling school in the basement of a community building to a network of 28 schools serving 13,000 students. Of current IDEA students, 81 percent are low-income, 22 percent are bilingual/ESL, and 94 percent are Hispanic. IDEA anticipates operating 56 schools by 2017. At enrollment at full scale in these 56 schools, IDEA will serve 40,000 students and send 1,625 students to college annually. Roughly 60 percent of IDEA graduates will be the first in their family to graduate from a four-year college.[1] In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6 percent, more than twice the national average of 16.8 percent. Only 60 percent of residents ages 25 or over have a high-school diploma, versus the nationwide average of 85 percent.[2] In spite of the many barriers the Rio Grande Valley students face due to high concentrations of poverty and low community educational attainment, 100 percent of IDEA graduates have been accepted to a four-year college and 92 percent of graduates report either still being in college or have graduated from college (Please refer to Appendix A(1) -1, p. A-1, for a list of all universities attended by IDEA students).

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[1] This percentage was calculated using the Naviance system indicator for first generation college attendance. See Appendix A(1) -5, p. A-11, to view the Naviance First Generation Report

[2] From the US Census Data Quick Facts, accessed 9/24/2012 at
http://quickfacts.census.gov/qfd/states/48/48215.html
http://quickfacts.census.gov/qfd/states/00000.html

Progress toward Core Assurance Areas

Over the past twelve years IDEA Public Schools has achieved outstanding results for students while growing student enrollment at an average annual rate of 28 percent. IDEA is supporting the dreams of thousands of children, parents, and others who imagine better for low-income families and communities, the state of Texas, and the nation. To do this, IDEA has made significant progress in each of four education reform areas, including:

- Standards and Assessments: Although Texas is not a Common Core state, IDEA's elementary school (K-5) curriculum is directly aligned with the Common Core standards for reading, language arts, and math.[3] For grades 6-12, core curriculum guides are aligned to Texas College and Career Readiness Standards (CCRS), ACT standards, Advanced Placement standards, and English Language Proficiency Standards. Curriculum, instruction and assessments are all tightly aligned with standards.
- Data Systems to Support Instruction: Student data, student assessments, professional development, and college support are all tracked and accessed through Lightbulb, IDEA's comprehensive data portal. Lightbulb integrates many sources of data in one place and gives the end user (teacher, instructional coach, principal, parent, or student) a concise yet comprehensive picture of student data (Refer to Appendix A(1) -2, p.A-4, to view an overview of the plans for how Lightbulb will integrate with other data systems at IDEA over time).
- Great Teachers and Leaders: Data and standards are only helpful if there are exceptional teachers and leaders to implement instruction using these tools. At IDEA, we tie educator actions directly to student performance with our Academic Impact Model, which emphasizes that leader and teacher actions lead to students' actions, which in turn lead to student achievement (Refer to Appendix A(1) -3, p. A-6, to view the details of IDEA's Academic Impact Model). Recruiting, selecting, retaining, and developing the best talent is the most important thing we do to ensure that our students are getting a world-class education. In

[3] A study of the Reading Mastery Signature Edition (RMSE), IDEA's K-5 Curriculum model, has been conducted by McGraw-Hill to determine the alignment of the program's content with the ELA common core standards. Overall, RMSE met 95% of the ELA standards prescribed in the CCSS. The standards not covered by the RMSE can be met through lessons and activities teachers regularly promote in their classroom. Connecting Math Concepts: Comprehensive Edition (CMCCE) was also designed to meet the Common Core and has 100% alignment. Students are expected to master the concepts presented to them and are tracked on performance to ensure mastery.

2011, IDEA established the Rio Grande Valley Center for Teaching and Leading Excellence in partnership with the Pharr-San Juan-Alamo Independent School District (PSJA ISD). The focus of this Center is the study and implementation of best-in-class practices across the entire human capital pipeline—from new teacher through experienced school leader. IDEA also has identified a strategy to link human capital pipeline innovations to a new system of educator evaluation. This educator evaluation system will be piloted in spring 2013 and implemented in 2013-2014 (Refer to Appendix A(1) -4, p.A-7, to view the Executive Summary of IDEA's Teacher Career Pathway and how IDEA plans to evaluate teacher effectiveness).

- Turning around lowest performing schools: IDEA does not have any schools that meet the definition of "low" performing or "lowest performing" schools. The area from which IDEA enrolls its students includes many schools that qualify as "low-performing." Thus, IDEA serves a number of students who would otherwise attend low-performing schools.

Introduction to Personalized Learning at IDEA

In spring 2011, IDEA implemented an ambitious blended learning instructional model ("Better IDEA") across the entire district to focus on dramatically accelerating the performance of its elementary school students. The goal of IDEA elementary schools (grades K-5) is to set up students for success in a rigorous secondary school (grades 6-12) college preparatory environment, by ensuring that all students are performing above grade level by the end of grade five.

The Better IDEA instructional environment consists of one 90-minute teacher-led instructional block in mathematics with science infusion, two 90-minute teacher-led instructional blocks in literacy/English/language arts with social studies infusion, and one 90-minute block that alternates computer-based learning (either "iLearning Hotspot" in math using computer-based adaptive math software, or "AR Zone" using Accelerated Reader in reading) and physical education.

The core of this program is to use adaptive math software that automatically adjusts to the pace and the success of the student. Early results show that students receive on average an extra 60 hours per school year of individualized math instruction through their work on the math software. Additionally, through a personalized reading program, AR Zone, students have

independent reading time and complete comprehension tests to help student and teachers ensure that the books are sufficiently challenging and reading comprehension is at an appropriate level of mastery. The AR Zone provides with an extra 90 to 120 minutes of reading time weekly.

In addition to the blended learning model, during the rest of the school day, students are re-grouped bi-weekly for teacher-led instructional blocks according to their individualized needs. All teachers in a grade level are responsible for the learning of all students. Students complete frequent formative assessments to help teachers identify standards mastered and gaps in knowledge. Teachers analyze data every day to determine progress, identify the need for re-teaching, and plan for how students should be grouped.

Vision

The Race to the Top – District competition provides the opportunity for IDEA schools to **maximize personalized learning to 1) ensure that all elementary school students perform at or above grade level by grade six and 2) promote college readiness among secondary students by accelerating student performance for college at all levels of performance.**

To accomplish this vision, IDEA collaborated closely with teachers, leaders, parents, students, and external community members to devise a strategy that improves the quality of the blended learning model already implemented at the elementary school level; redesigns the existing secondary instructional model to differentiate based on student needs; leverages real-time, actionable data to inform personalization of teaching and learning for all students across all subjects; develops teachers and leaders by improving their ability to individualize instruction based on student needs; and partners with community service providers to collectively address non-academic student needs.

Improve quality of blended learning model at elementary school level:

The Better IDEA blended learning approach to personalized learning and instruction has already dramatically shifted the role of educators and use of technology at IDEA schools. As a Race to the Top District, IDEA would take its groundbreaking implementation of blended learning to the next level by:

- Supporting computer lab facilitators, teachers, and principals to integrate student data from blended learning spaces to inform instruction more effectively and to differentiate for a range of learner needs;
- Improving the quality of student and family technology-enabled learning by extending computer lab hours;
- Providing a wider range of books for students to read in the AR Zone; and
- Piloting additional updates to the Better IDEA model, including adding adaptive reading software to the learning lab.

Redesign existing secondary instructional model to differentiate based on student needs:

IDEA's goal is to have 100 percent of students get "to and through" college, so our vision for Race to the Top – District at the secondary level is to personalize learning to address needs of lower, middle, and higher performing students, all in the context of college-preparation. As a Race to the Top District, IDEA plans to implement the following initiatives at the secondary level:

- Reimagine the secondary "intervention" period (currently 45-60 minutes focused on shoring up student deficits) to better meet the needs of all students performing at every level by using a range of modalities of learning (online, small group, 1:1, large group) and to provide teachers with actionable student achievement data to identify learning gaps;
- Launch a summer institute that provides students with additional supports to reinforce subject content for students requiring credit-recovery and/or help students to accelerate subject mastery;
- Increase the number of opportunities students have to pursue personal interests (e.g. AP and elective subject expansion via online courses); and
- Upgrade data management system to provide students, educators, and parents with insightful data around requirements for graduation (state and system graduation requirements), student progress in meeting those requirements (credit count, average score needed, etc.) and personalized paths available for students (AP/IB, dual enrollment, etc.).

Leverage real-time, actionable data to inform personalization for all students across all subjects:

IDEA implemented its own cutting-edge data management system known as Lightbulb in 2011, which provides educators with access to real-time results. To support the implementation of its personalized learning models described above, IDEA will upgrade Lightbulb to integrate student diagnostic and achievement data and baseline student data (attendance, special populations data, etc.) gathered through the blended learning model as well as from local, state, and national assessment instruments can be integrated together and viewed in one system. We will also develop an actionable and exceedingly easy-to-use dashboard view of data that provides teachers with recommendations for them to consider/make better using professional judgment, and pilot innovative "success forecasting" to predict which students will need additional support based on their profiles and connect teachers with resources needed to support those students.

Develop teachers and leaders by improving their ability to individualize instruction:

The high standards IDEA sets for its students and teachers are only valuable if they can be translated into excellent classroom instruction and data-driven decision making by effective educators. Professional development of our educators, paired with real-time data from Lightbulb, will enable IDEA to personalize instruction every day in every class. Therefore, as a Race to the Top District IDEA plans to:

- Enrich and individualize professional development opportunities (by leveraging online opportunities) to support rigorous content instruction and improve educator competency to personalize instruction to the needs of the student in every classroom at IDEA;
- Design and embed quality training on using data in existing PD structures; and
- Invest in resources to automate coaching tools (for example, create a tablet "app" for the educator observation tool) and connect those tools to the teacher evaluation and observation system (TalentEd), better enabling principals and coaches to individualize feedback to teachers and tailor professional development based on data trends.

Partner with community organizations to collectively address non-academic student needs:

Given the extraordinary poverty that plagues Texas' Rio Grande Valley region, as well as the significant poverty issues in Central Texas, addressing the non-academic needs of IDEA students

through social, emotional, and behavior supports is essential to help prepare students to arrive at school ready to learn each day, and to persist at IDEA. Currently, students leave IDEA and graduate from local public schools for a range of reasons. We believe that if our students persist at IDEA, they will graduate college-ready and succeed "to and through" college. Many of our graduates will then return to the Rio Grande Valley or Central Texas as exemplary citizens, dedicated to improving their communities. As a Race to the Top District IDEA plans to:

- Expand its partnership with Communities in Schools to additional campuses to provide crisis intervention, individual counseling or support groups, drug prevention assistance, basic life skills, and enrichment opportunities, with the goal of re-engaging students in the classroom and providing tools for a more productive life;
- Survey students, parents, educators, and leaders at all participating IDEA campuses to identify the root causes of student persistence problems (e.g., pregnancy, drug use);
- Identify partnerships within the local community to drive programming to support IDEA needs across identified root causes; and
- Scale up successful partnerships to additional campuses.

As a Race to the Top District, IDEA will implement this five-part approach to re-imagine teaching and learning to create an environment that closes gaps and raises student achievement. As a result, IDEA will transform not only the lives of its students in the Rio Grande Valley and Central Texas, but also the lives of students in districts around the country who learn from IDEA's groundbreaking implementation of personalized learning.

(A)(2) Applicant's approach to implementation

(A)(2)(a) Applicant's approach to implementation description of school selection process

IDEA is already building on a track record of success with its 2011 district-wide implementation of blended learning across grades K-5 (and select 6-7 grades). It will implement its five-part approach to personalized learning across the LEA, including all of its schools within the Rio Grande Valley Area and its single school in San Antonio, Texas. Specifically, the proposal will roll-out these strategies over the grant period in the following ways:

- Improve Quality of Blended Learning Model at Elementary School Level: all IDEA students, grades K-5, in math and reading; IDEA students in grades 6-7 at campuses currently implementing Better IDEA in grades 6-7 (approximately 8700 students total)
- Redesign existing secondary instructional model to differentiate based on student needs:
    - Intervention period redesign: all IDEA students in grades 6-12, beginning with three to five secondary schools in year one of the grant (including at least 1500 participating students), scaling to remaining secondary schools in year three of the grant. The schools selected to pilot the redesign will be selected based on principal and teacher interest, assessment of principal fit to manage a pilot, and fit with school needs/objectives. Intervention period instruction will focus primarily on math and English language arts depending on student needs;
    - Summer institute: The summer institute is focused on credit recovery and acceleration. The institute will serve all students who do not pass end-of-course exams which we estimate to be 10 percent or less of students annually.[4] In addition, students who would benefit from acceleration based on student formative assessment data, STAAR end of course exam performance, and/or teacher recommendations will also be invited to attend. Our goal for these students is that they can accelerate to the next level of performance during the following school year—for example, completing algebra over the summer and taking geometry during the next school year. We estimate that this will include 33 percent of total participating students.[5] The summer institute will begin with math, but may be expanded to include other subjects depending on student need and success of the program. We will conduct the summer institute for the first time in summer 2014.
    - Online AP/elective courses: All IDEA students in grades 9-12 will be eligible to take these courses by year 4 of grant. We anticipate that 15-20 percent of total participating secondary students will take advantage of this opportunity, for a total

[4] Estimates of students who do not pass STAAR End of Course math exams are determined by looking at the percent of IDEA students who do not receive at least a "satisfactory passing score." STAAR EOC has three levels of meeting standard: 1) Minimum: "not passing," the lowest score the state will allow to be included in the portfolio; 2) Satisfactory: "passing," around the required average for the portfolio; and 3) Advanced--prepared for college, eligible for advanced graduation plans.

[5] 33 percent of secondary students score at the "advanced" level on end of course exams in math right now.

annual student participation of 900 students across 11 schools. We will offer these courses for the first time in fall 2013.

- Leverage real-time, actionable data to inform personalization for all students across all subjects: Data system upgrades will inform analysis of formative, interim, and summative assessment data for all participating grades, core subjects, and schools.
- Develop teachers and leaders by improving their ability to individualize instruction: Online professional development opportunities will be available to all IDEA teachers; the specific offerings will depend on the areas for development identified as part of their professional development plans. All teachers will receive training on using data as part of existing professional development structures. All teachers will benefit from automated coaching tools developed to support professional development.
- Partner with community organizations to collectively address non-academic student needs: We anticipate identifying eight campuses (serving 9,519 students) in which we will expand the Communities in Schools partnership. We will build an inventory of programs, collect data on frequency of incidents, and survey all students and staff at all participating schools to determine additional community partnership needs and implement partnerships during years 2-4 of grant period across all participating schools, depending on students' needs.

(A)(2)(b) A list of the schools that will participate in grant activities

The table below includes the list of schools and demographic information for the schools who will participate in the Race to the Top proposal. All IDEA Public Schools enroll at least 40 percent students that qualify for free or reduced lunch support. On average, 89 percent of IDEA students qualify for free or reduced lunch subsidies, ranging from a high of 97 percent at IDEA Academy Pharr to low of 65 percent at IDEA Academy McAllen.

(A)(2)(c) The total number of participating students

The table below includes information on IDEA's approach to implementation, serving a total of 12,617 students in 25 schools, with 1,202 educators.[6] 81 percent of participating students

[6] IDEA also runs a school within the Austin Independent School District (AISD) as a service provider; that school is not eligible to be a participating school in this grant application because it is part of a different LEA.

are from low-income families; 28 percent are high-need students. Over 20.4 percent are English Language Learners (ELL) and over 4.1 percent qualify for Special Education Services. Almost all students (94 percent) who attend IDEA are Hispanic, so race is not a meaningful sub-group for achievement gap comparisons.

Because IDEA is growing as its schools reach full enrollment, we anticipate using private and local funds to expand the programming discussed in this grant for students who will attend the participating schools in future year that cannot be counted as part of the participating student count.

Table: (A) (2) IDEA's Approach to Implementation

2012 – 2013			School Demographics								
			Raw Data[7] All data in this table are estimates – see footnote Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators[8]	# of Participating Students[9]	# of Participating high-need students	# of Participating low-income students[10]	Total # of low-income students in LEA[11]	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
IDEA PUBLIC SCHOOLS	IDEA Academy Donna	6	55	714	245	635	10,877	714	100%	89%	6%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Donna	7	82	797	154	705	10,877	797	100%	88%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy Frontier	6	54	723	318	637	10,877	723	100%	88%	6%
IDEA PUBLIC	IDEA College	7	75	781	151	702	10,877	781	100%	90%	6%

[7]Because demographic data is not finalized until November 2012, estimates for 2012/13 school year have been based on 2011-12 actual data. Details for individual estimate calculations are provided in specific footnotes throughout the table.

[8] Shared campus resources have been equally distributed to Academy and College Prep based upon the proportion of teachers in each school

[9] The number of participating students in SY2012-2013 will be modified within the first 100 days of the grant award date to accurately reflect the College Prep schools that will receive intervention services. The numbers provided in the table are estimates. Final numbers will not impact the total award amount requested in this application, as a minimum of 10,000 students will participate.

[10] The "# of Participating low-income students" column was estimated by applying the SY2011-2012 Free and Reduced Lunch percentages for each school to the SY2012-2013 school populations; for IDEA Brownsville and IDEA McAllen campuses, the "# of Participating low-income students" was estimated using SY2011-2012 TEA reported low-income averages for Independent School Districts in Brownsville and McAllen, respectively.

[11] The "Total # of low-income students in LEA" column includes all Participating Schools listed in this table as well as the IDEA Allan campus in Austin

2012 – 2013			School Demographics								
			Raw Data[7] All data in this table are estimates – see footnote Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators[8]	# of Participating Students[9]	# of Participating high-need students	# of Participating low-income students[10]	Total # of low-income students in LEA[11]	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
SCHOOLS	Preparatory Frontier										
IDEA PUBLIC SCHOOLS	IDEA Academy Quest	6	56	711	191	486	10,877	711	100%	68%	4%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Quest	7	82	748	164	524	10,877	748	100%	70%	5%
IDEA PUBLIC SCHOOLS	IDEA Academy Mission	5	51	589	239	528	10,877	589	100%	90%	5%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Mission	7	174	696	143	602	10,877	696	100%	86%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy San Benito	5	49	590	115	424	10,877	590	100%	72%	4%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory San Benito	7	72	664	85	462	10,877	664	100%	70%	4%
IDEA PUBLIC	IDEA Academy San	4	49	449	246	356	10,877	449	100%	79%	3%

2012 – 2013			School Demographics								
			Raw Data[7] All data in this table are estimates – see footnote Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators[8]	# of Participating Students[9]	# of Participating high-need students	# of Participating low-income students[10]	Total # of low-income students in LEA[11]	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
SCHOOLS	Juan										
IDEA PUBLIC SCHOOLS	IDEA College Preparatory San Juan	7	84	796	235	703	10,877	796	100%	88%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy Alamo	3	44	347	148	326	10,877	347	100%	94%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Alamo	5	54	555	138	512	10,877	555	100%	92%	5%
IDEA PUBLIC SCHOOLS	IDEA Academy Pharr	3	39	359	183	348	10,877	359	100%	97%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Pharr	3	28	359	70	332	10,877	359	100%	93%	3%
IDEA PUBLIC SCHOOLS	IDEA Academy Edinburg	4	48	488	97	380	10,877	488	100%	78%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Edinburg	2	17	242	17	185	10,877	242	100%	76%	2%
IDEA PUBLIC SCHOOLS	IDEA Academy Weslaco	4	46	470	87	393	10,877	470	100%	84%	4%

2012 – 2013			School Demographics								
			Raw Data[7] All data in this table are estimates – see footnote Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators[8]	# of Participating Students[9]	# of Participating high-need students	# of Participating low-income students[10]	Total # of low-income students in LEA[11]	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Weslaco	2	16	236	17	195	10,877	236	100%	83%	2%
IDEA PUBLIC SCHOOLS	IDEA Academy Brownsville[12]	3	42	359	232	342	10,877	359	100%	95%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Brownsville	1	9	120	78	114	10,877	120	100%	95%	1%
IDEA PUBLIC SCHOOLS	IDEA Academy McAllen[13]	3	38	351	224	228	10,877	351	100%	65%	2%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory McAllen	1	8	118	75	279	10,877	118	100%	65%	1%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Carver[14]	1	2	54	37	50	10,877	54	100%	93%	0%

[12] Number of participating high-need student information is estimated for Brownsville, McAllen, and Carver campuses, due to incomplete information provided by the school. Final and accurate numbers will be provided by end of year 2012 and will be updated in an appendix upon receipt.

[13] Number of participating high-need student information is estimated for Brownsville, McAllen, and Carver campuses, due to incomplete information provided by the school. Final and accurate numbers will be provided by end of year 2012 and will be updated in an appendix upon receipt.

2012 – 2013			School Demographics								
			Raw Data[7] All data in this table are estimates – see footnote Actual numbers or estimates						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators[8]	# of Participating Students[9]	# of Participating high-need students	# of Participating low-income students[10]	Total # of low-income students in LEA[11]	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
TOTAL		112	1,202	12,617	3,525	10,525	10,877	12,617	100%	81%	97%

[14] Number of participating high-need student information is estimated for Brownsville, McAllen, and Carver campuses, due to incomplete information provided by the school. Final and accurate numbers will be provided by end of year 2012 and will be updated in an appendix upon receipt

(A)(3) LEA-wide reform and change

All existing IDEA schools in the Rio Grande Valley and San Antonio, Texas will participate in the reforms articulated in the RTT-D reform proposal. However, IDEA is expanding rapidly by opening additional schools in the Rio Grande Valley and San Antonio, Texas to meet very high student demand (the wait list for all IDEA campuses currently includes 13,000 students) (Refer to Appendix A(3) -1, p. A-19, for IDEA's campus level waitlist detail). Students that enroll in IDEA after 2012-2013 will also participate in the reforms envisioned in this proposal, although they are not part of the official count of participating students. As a result, as detailed below, an additional 4,000 students will benefit annually from the reforms by 2018. In addition, IDEA operates one school as a service provider to the Austin Independent School District (AISD) and anticipates scaling these reforms to that school as well, which will serve an additional 550[15] students (See Appendix A(3) -2, p. A-20, for an overview of Austin ISD's enrollment, employees, budget, AYP status and state accountability rating). Finally, IDEA anticipates expanding many of the reforms detailed beyond specific subject bands to other subjects after the grant period ends.

Additional Subject Bands Served: Our proposal at the secondary level focuses in large part on math and English Language Arts (ELA) by 1) re-imagining the intervention period to provide opportunities for students to use online software, in turn enabling teachers to use flexible small groups to target specific areas for re-teaching in math and ELA; and 2) creating a summer institute for students to master math skills required to re-take end of course exams and/or to accelerate into new math courses. If IDEA achieves the results articulated as part of this proposal, it anticipates expanding the subjects covered during both intervention period and summer institute to include math, ELA, science, and humanities.

Achieving Outcomes for All Students – Logic Model for Achieving Impact: See below for a graphic articulating how the personalized learning proposal contained in the Race to the Top-District application will help IDEA reach its ultimate goal of having low-income students everywhere succeed "to and through" college at higher rates than middle class students, helping to drive equity nationwide. Specifically, our theory of change articulates the following:

[15] In 2012, IDEA opened its IDEA Allen campus and serves 551students across grades K, 1, 2, and 6.

- Current situation: IDEA begins with a strong foundation in getting students to and through college but there are several gaps that can be improved including: 70 percent of elementary students entering IDEA behind grade level for reading and 47 percent behind grade level for math;[16] student sub-groups performing behind peers on summative exams; and post-secondary degree attainment that exceeds the national average for low-income students but still lags behind the average for middle class students.[17] In addition, educators need tools, training, and actionable data to support IDEA's personalized learning approach—they report a lack of time and expertise to use the data from the blended learning labs to improve instruction.
- Theory of Action (TOA): IDEA's theory of action is to address these gaps by maximizing personalized learning environments to create a strong college-going culture; implementing a blended learning model at the elementary school level; developing a secondary personalized learning model that prepares all students for college; upgrading data systems to integrate multiple data points and provide exceedingly actionable dashboards; developing human capital pathways for educators that emphasize data-driven instruction; and implementing a broad community partnerships strategy to address students' socio-emotional needs.
- Intended Impact: We have set ambitious outcome goals for this work based on our belief that if we meet students' individual needs, we can dramatically accelerate their trajectory. More detail is provided in section A(4).
- Theory of Change: All current IDEA students in Rio Grande Valley and San Antonio, Texas schools will participate in this proposal as described in A(2). IDEA will then refine and improve implementation, scale this model to all additional students who enroll in IDEA campuses (31,000 students by 2018), adapt the model for schools served through contract with LEAs, and share expertise with other high-performing charter organizations and school districts, to support adoption of similar practices.
- Ultimate Goal: The ultimate goal of this proposal and of IDEA Public Schools is that based on academic approaches with strong personalization and rigor, low-income

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[16] Percentages based on 'Beginning of Year Formative' Assessment Data Report, see Appendix A(3) – 3, p. A-21, for a graphical representation of student performance on Math, Reading and Language formative assessments

[17] In 2008, 11 percent of low-income young adults received a post-secondary degree. Source: US Census Bureau 2008.

students everywhere will succeed "to and through" college at higher rates than middle-class students.

Figure A – 1: Logic Model for Achieving Impact

Current situation

- Students enter IDEA behind grade level
- ELL, Special Ed, and Economically Disadvantaged subgroups underperform
- Post-secondary degree exceeds national average for low-income students, but still low
- Educators would benefit from tools, training, and data to support personalized learning
- Student persistence low among lowest and highest performers at IDEA

Theory of Action

- Strong **college-going culture** for all students
- **Blended learning model** for elementary students (more math and reading instruction)
- **Secondary personalized learning model** that **prepares all students for college** by: re-imagining intervention period, enabling summer credit recovery and acceleration, and offering AP/electives online
- Data system that integrates multiple data points and provides **educators with exceedingly easy to use dashboards**
- **Human capital pathways for educators** that emphasize data-driven instruction

Intended Impact

- 90% of K-5 students end year on/above grade level or grow 1.5 grade levels
- Eliminate (raw score difference or % proficient) achievement gaps
- 70% of 11th grade students score 21 or higher on the ACT
- 100% of graduates enter four-year college
- 85% of IDEA graduates graduate from college within six years
- 85% of students persist grades 9-12
- 95% of IDEA students have highly-effective teacher and principal

Theory of Change

- Refine and improve **implementation**
- **Scale up** to all new IDEA campuses
- **Adapt for schools served through contract** with LEAs (e.g., Austin ISD)
- **Share expertise with field**, supporting wide adoption of similar practices

Ultimate goal

Based on academic approaches with strong personalization and rigor, **low-income students everywhere succeed "to and through" college at rates similar to middle class students**

(A)(4) LEA-wide goals for improved student outcomes

To realize IDEA's ultimate goal for low-income students to succeed "to and through" college at rates similar to middle class students, IDEA developed a vision to dramatically accelerate student trajectory and increase equity. Research indicates that academic skills at college matriculation explain meaningful variance in college persistence[18]. As part of this proposal, we identified ambitious student outcome goals to align all stakeholders around sustaining urgency and results. These goals are tightly linked to the five-year goals IDEA set during its five-year strategic planning process last year. IDEA already engages in an annual goal-setting process. Annual goals are deeply embedded into IDEA's culture for students, educators, parents, and community stakeholders—so much so that they hang in on the walls at all IDEA campuses. (Refer to Appendix (A)(4) -1, p. A-25, for a list of IDEA's 2012-2013 organizational goals).

In the tables below, we have specified our goals and targeted outcomes across summative assessments, achievement gaps, graduation rates, college enrollment rates; and postsecondary degree attainment. Primary outcome goals include:

- 90 percent of K-5 students end year on/above grade level or grow 1.5 grade levels
- Eliminate achievement gaps between IDEA sub-groups and statewide highest-performing groups in math and ELA for grades K-12
- 70 percent of 11th grade students score 21 or higher on the ACT
- 100 percent of graduates enter four-year college
- 85 percent of IDEA graduates graduate from college within six years
- 85 percent of students persist grades 9-12
- 95 percent of IDEA students have highly-effective or effective teachers and principals

[18] National Association for College Admissions Consulting Presentation: "Developing College Persistence in Seniors: Bringing Research into Practice." 2012.

Table (A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Grades K – 5: National Assessment for SY2012+ is DIBELS – Literacy and Writing (see Glossary of Terms for DIBELS details)
Grades 3 – 8: Statewide Assessment for SY2012+ is STAAR – Math and ELA (see Glossary of Terms for STAAR details)
Note: IDEA students in 8th grade take the high school EOC algebra I exam rather than the middle school 8th grade math exam.)
Grades 9 –11: Statewide Assessment for SY2012+ is STAAR End of Course Exams – Algebra and Geometry. (see Glossary of Terms for STAAR details)
Note: Baseline data has been provided for Texas Statewide test, TAKS, as STAAR was not taken by 10th and 11th grades in SY2011-12. STAAR is a new test as of SY2011-2012 and is being phased in.

Methodology for determining status (e.g., percent proficient and above):

Grades K – 5: The DIBELS assessment has three status indicators reflecting student performance: 1) Benchmark; 2) Below Benchmark and 3) Well Below Benchmark. Students who score "Benchmark" are counted as proficient and therefore "meet standard."

Calculation of Baseline: Total # of students, across Grades K-3, meeting standard *who received a "Benchmark" rating on DIBELS assessment)/ Tota*l number of students across Grades K-3 taking DIBELS Literacy Assessment Test

Grades 3 – 8: The STAAR assessment will replace the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-reference assessment program that has been in place since 2003. The new tests were used in the 2011-2012 school year for select grades and subjects. The performance standards for STAAR grades 3 – 8 could not be set in time to report spring 2012 test scores in the regular time frame. These performance standards will be established in fall 2012 and will then be applied to spring 2013 test scores. Therefore, the methodology for determining proficiency for grades 3 – 8 was based on an indicator in the STAAR data that provided information on whether or not the student's raw score met the TAKS (prior assessment) standard. This indicator was developed by the state of Texas based on a bridge study. Targets in the tables are based on student proficiency for STAAR.

Note: The 8th grade *math assessment is an "Algebra" E*nd of Course Assessment. The indicator in these tables identified whether or not a student met a *"Satisfactory Academic Performance Standard" and did not require standards to be based off of the TAKS* assessment study. (For more information on the STAAR standard levels, please see Appendix A(4) -2, p. A-26) This is because the Texas Education Agency (TEA) created STAAR proficiency standards for End of Course assessments prior to the grade 3 – 8 assessments. Targets in the tables are based on student proficiency for STAAR.

Grades 9 – 11: Baseline year proficiency for grades 9 – 11 is based on TAKS standards, as SY11-12 students did not take the STAAR assessment. Beginning 2012 and from there on, students will switch from TAKS to STAAR End of Course assessments and proficiency will be based on STAAR standards. Targets in the tables are based on student proficiency for STAAR.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

IDEA is working with a contractor to devise a student growth measure as part of its teacher evaluation system development. This student growth measure will

be used to determine growth in SY2014+ of the grant. Calculation for growth performance measures will be "percent of students who have at least one year of student growth (as measured *by IDEA's student growth rate— to be determined by 2014)"*

Student Growth in College and Career Readiness: Using the PLAN/ACT Linkage report,[19] students' growth in college and career readiness is determined by a student's ability to demonstrate growth in their College Readiness Standards score range from one year to the next. For example, students who score in the "1-12" range when taking the PLAN will move up a band to "13-15" when they take the ACT exam.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Increase percent of grade K-5 students who end year on/above grade level in literacy and writing	OVERALL	N/A	55%	65%	80%	90%	90%	95%
	Limited English Proficiency	N/A	46%	55%	70%	90%	90%	95%
	Special Education	N/A	21%	50%	70%	90%	90%	95%
	Economically Disadvantaged	N/A	52%	70%	80%	90%	90%	95%
Increase percent of Grades 3-8 students who meet standard on math assessment	OVERALL	N/A	87%	88%	90%	90%	90%	93%
	Limited English Proficiency	N/A	74%	75%	80%	90%	90%	93%
	Special Education	N/A	67%	70%	80%	90%	90%	93%
	Economically Disadvantaged	N/A	85%	88%	90%	90%	90%	93%
Increase percent of Grades 9-11 students who meet standard on ELA assessment	OVERALL	N/A	88%	90%	90% *	90%	90%	95%
	Limited English Proficiency	N/A	53%	65%	75%	90%	90%	95%
	Special Education	N/A	62%	70%	80%	90%	90%	95%

[19] The ACT "Plan/the ACT Linkage Report" provides information about students who took PLAN and are ACT-tested high school graduates (referred to as PLAN/ACT Matched Students). Summaries of student advancement toward college readiness and expected academic progress are presented in this report. Student progress is compared with that of a national group of students who also took both tests (National PLAN/ACT Matched Students).

	Economically Disadvantaged	N/A	87%	90%	90%	90%	90%	95%
Increase percent of Grades 9-11 students who meet standard on math assessment	OVERALL	N/A	90%	90%	90%	90%	90%	93%
	Limited English Proficiency	N/A	71%	75%	85%	90%	90%	93%
	Special Education	N/A	58%	70%	80%	90%	90%	93%
	Economically Disadvantaged	N/A	90%	90%	90%	90%	90%	93%
Increase percent of students who have at least one year of student growth on summative math assessment	OVERALL	N/A	N/A	N/A	70%	78%	87%	95%
Increase percent of 9th grade-11 students who show growth in College and Career Readiness (using EPAS benchmark scoring bands – defined in methodology above)	OVERALL	N/A	N/A	40%	45%	55%	60%	65%

(A)(4)(b) Decreasing achievement gaps

Specific methodology for determining achievement gaps (as defined in this notice): **Grades 3 – 8**: For each grade, the baseline year achievement gap was determined by identifying the raw score average difference between IDEA Public Schools subgroups and Texas state's highest performing group of students **not** in that subgroup(for Math and ELA subjects) in SY 2011-2012. For example, when looking at IDEA's Limited English Proficiency (LEP) population, SY2011-2012 STAAR reports display an average raw score of 27. The Texas statewide average for Non-LEP students reported by the Texas Education Agency (TEA) is 32 for SY2011-2012. Therefore, the difference between IDEA's subgroup (e.g. LEP) and the State's highest performing group (e.g. NON-LEP) is the achievement gap, equal to -5. IDEA's goal is to improve the difference between the two numbers, decreasing the achievement gap, aiming for 0, or a positive number. **Grades 9-11:** For each grade, the achievement gap was determined by identifying the percent proficient (defined as achieving TEA's Satisfactory Academic Performance Standard) average difference between IDEA Public Schools subgroups and Texas state's highest performing group (for Math and ELA subjects).

Note: Where specified, the subgroups identified below display the achievement gap between IDEA students who are categorized in a specific subgroup and the *State of Texas' students who a*re not *in that subgroup. To see a comparison between IDEA subgroups and Texas' highest performing group, please see Appendix* A(4) -3, p. A-40.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Decrease math achievement gaps between IDEA and statewide average for 4th grade math Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average Note: Baseline Data provides an example of how Goals can be interpreted. Also refer to methodology described above)	N/A	27 vs. 32 (27 raw score average at IDEA vs. 32 raw score statewide average (27 – 32= -5) Achievement gap is -5	0 (no achievement gap)	0 (no gap)	+1 (IDEA performs 1 point higher on average than State)	+2 (IDEA performs 2 points higher on average than State)	+3 (IDEA performs 3 points higher on average than State)

	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non LEP" Population	N/A	27 vs. 32 (-5)	0	0	0	+1	+3
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	22 vs. 32 (-10)	0	0	0	+1	+3
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	29 vs. 35 (-6)	0	0	+2	+3	+3
Decrease math achievement gaps between IDEA and statewide average for 5th grade math Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	31 vs. 34	0	0	+1	+3	+3
	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non-LEP" Population	N/A	25 vs. 34 (-9)	-5	-3	0	0	+3
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	18 vs. 34 (-16)	-10	-5	0	0	+3
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	30 vs. 37 (-7)	-2	0	0	0	+3

Decrease math achievement gaps between IDEA and statewide average for 6th grade math Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	33 vs. 31 (+2)	+2	+3	+4	+5	+5
	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non LEP" Population	N/A	27 vs. 32 (-5)	-2	0	0	0	+3
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	22 vs. 32 (-10)	-6	-4	0	0	+3
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	33 vs. 36 (-3)	0	0	0	+1	+3
Decrease math achievement gaps between IDEA and statewide average for 7th grade math Calculation: Average Raw Score Comparison in STAAR – statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	33 vs. 30 (+3)	3	3	4	4	5
	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non LEP" Population	N/A	25 vs. 31 (-6)	-6	-4	0	0	+3
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	20 vs. 31 (-11)	-10	-8	0	0	+1
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	33 vs. 35 (-2)	-1	-1	0	0	+3

Decrease ELA achievement gaps between IDEA and statewide average for 4th grade ELA Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	28 vs. 29 (-1)	0	0	0	+1	+3
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	22 vs. 30 (-8)	-7	-4	0	0	+3
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	20 vs. 30 (-10)	-8	-4	0	0	+3
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	27 vs. 33 (-6)	-2	0	0	0	+3
Decrease ELA achievement gaps between IDEA and statewide average for 5th grade ELA Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	31 vs. 31 (0)	0	0	0	+3	+5
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	26 vs. 32 (-6)	-4	-2	0	0	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	21 vs. 31 (-10)	-8	-4	0	0	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	30 vs. 35 (-5)	-3	-1	0	0	0

Decrease ELA achievement gaps between IDEA and statewide average for 6th grade ELA Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	33 vs.33 (0)	0	0	+1	+3	+5
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	25 vs. 34 (-9)	-6	-3	0	0	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	25 vs. 33 (-8)	-6	-3	0	0	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	33 vs. 36 (-3)	0	0	0	+1	+3
Decrease ELA achievement gaps between IDEA and statewide average for 7th grade reading Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	36 vs. 33 (+3)	+3	+3	+4	+5	+5
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	27 vs. 35 (-8)	-6	-3	0	0	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	24 vs. 34 (-10)	-7	-4	0	0	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	35 vs. 37 (-2)	0	0	0	+1	+3

Decrease math achievement gaps between IDEA and statewide average for 8th grade math Calculation: Average Raw Score Comparison in STAAR - statewide average raw score	Overall at IDEA vs. Texas State Average	N/A	38 vs. 35 (+3)	+4	+5	+6	+7	+8
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	27 vs. 36 (-9)	-6	-3	0	0	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	26 vs. 36 (-10)	-7	-4	0	0	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	37 vs. 39 (+2)	+4	+5	+6	+7	+8
Decrease math achievement gaps between IDEA and statewide average for 9th grade Geometry End of Course Assessment Calculation: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR Geometry End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR Geometry End of Course Exam)	Overall proficiency at IDEA vs. Texas State Average	N/A	94% vs. 98% (+4%)	+4%	+4%	+4%	+4%	+6%
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	85% vs. 98% (-13%)	-8%	-4%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	93% vs. 98% (-5)	-3%	-1%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	94% vs. 99% (-5)	-3%	-2%	0%	0%	0%
Decrease math achievement	Overall at IDEA vs.	N/A	85% vs. 83%	+2%	+3%	+3%	+4%	+5%

gaps between IDEA and statewide average for 8th grade or 9th grade Algebra End of Course Assessment Calculation: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR Algebra End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR Algebra End of Course Exam)	Texas State Average		(+2)					
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	69% vs. 84% (-15%)	-10%	-5%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	44% vs. 84% (-40%)	-26%	-13%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	84% vs. 90% (-6%)	-3%	0%	0%	0%	+3%
Decrease math achievement gaps between IDEA and statewide average for 10th grade math assessment Calculation for baseline achievement gap: (Average % of IDEA 10th grade students who met standard on TAKS 2011-2012 Math Assessment) – (statewide average % of 10th grade students who met standard on TAKS 2011-2012 Math Assessment) Calculation for future achievement gaps will not be grade specific, but will be subject specific: (Average % of IDEA students who met Level 2 proficiency (See Appendix	Overall at IDEA vs. Texas State Average	N/A	85% vs. 74% (+11)	+11%	+15%	+15%	+17%	+20%
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	67% vs. 75% (-8)	-6%	-3%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	44% vs. 76% (-32)	-21%	-10%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	85% vs. 81% (+4%)	+4%	+6%	+7%	+8%	+8%

A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR End of Course Exam)								
Decrease math achievement gaps between IDEA and statewide average for 11th grade math assessment Calculation for baseline achievement gap: (Average % of IDEA 11th grade students who met standard on TAKS 2011-2012 Math Assessment) – (Statewide average % of 11th grade students who met standard on TAKS 2011-2012 Math Assessment) Calculation for future achievement gaps will not be grade specific, but will be subject specific: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26 for TEA's Standards Summary Report) on STAAR End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR End of Course Exam)	Overall at IDEA vs. Texas State Average	N/A	97% vs. 91% (+6%)	+6%	6%	6%	7%	8%%
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	69% vs. 92% (-23%)	-7%	-14%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	67% vs. 93% (-26%)	-18%	-9%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	97% vs. 94% (+3%)	0%	0%	0%	1%	2%

Decrease ELA achievement gaps between IDEA and statewide average for 9th grade ELA Assessment Calculation for baseline achievement gap: (Average % of IDEA 9th grade students who met standard on STAAR EOC 2012 ELA Assessment) – (Statewide average % of 9th grade students who met standard on STAAR 2011-2012 ELA Assessment) Calculation for future achievement gaps will not be grade specific, but will be subject specific: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR English I End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR English I End of Course Exam)	Overall at IDEA vs. Texas State Average	N/A	74% vs. 68% (+6%)	+6%	+7%	+8%	+9%	+10%
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	32% vs. 72% (-40%)	-30%	-15%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	32% vs. 54% (-22%)	-14%	-7%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	72% vs. 81% (-9%)	-6%	-3%	0%	0%	+1%
Decrease ELA achievement gaps between IDEA and statewide average for 10th grade ELA assessment Calculation for baseline achievement gap:	Overall at IDEA vs. Texas State Average	N/A	95% vs. 91% (+4)	+4%	+4%	+4%	+5%	+6%

(Average % of IDEA 10th grade students who met standard on TAKS 2011-2012 ELA Assessment) – (Statewide average % of 10th grade students who met standard on TAKS 2011-2012 ELA Assessment) Calculation for future achievement gaps will not be grade specific, but will be subject specific: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR English II End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR English II End of Course Exam)	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	73% vs. 93% (-20)	-14%	-7%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	73% vs. 93% (-20)	-14%	-7%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	95% vs. 95% (0)	0%	1%	+2%	+3%	+4%
Decrease ELA achievement gaps between IDEA and statewide average for 11th grade ELA assessment Calculation for baseline achievement gap: (Average % of IDEA 11th grade students who met standard on TAKS 2011-2012 ELA Assessment) –	Overall at IDEA vs. Texas State Average	N/A	98% vs. 93% (+5)	+5%	+5%	+5%	+7%	+9%

(Statewide average % of 11th grade students who met standard on TAKS 2011-2012 ELA Assessment) Calculation for future achievement gaps will not be grade specific, but will be subject specific: (Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA's Standards Summary Report) on STAAR English III End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR English III End of Course Exam)	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	64% vs. 95% (-31%)	-21%	-11%	0%	0%	0%
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	80% vs. 95% (-5%)	-3%	0%	0%	0%	0%
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	98% vs. 97% (+1%)	+1%	+1%	+3%	+4%	+6%

(A)(4)(c) Graduation rates (as defined in this notice)[20]								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
High school graduation rate	OVERALL	95%	95%	100%	100%	100%	100%	100%
	Limited English Proficiency	100%	100%	100%	100%	100%	100%	100%
	Special Education	88.9%	88.9%	100%	100%	100%	100%	100%
	Economically Disadvantaged	94%	94%	100%	100%	100%	100%	100%

(A)(4)(d) College enrollment (as defined in this notice) rates								
NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows: o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation o (College enrollment rate) = (College enrollment SY 2010-11)/(Cohort Population, e.g. total number of SY 2008-09 graduates)*100								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12[21]**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
College enrollment rate	OVERALL	N/A	87%	90%	92%	94%	96%	98%
	Limited English Proficiency	N/A	100%	100%	100%	100%	100%	100%
	Special Education	N/A	67%	90%	92%	94%	96%	98%
	Economically Disadvantaged	N/A	86%	90%	92%	94%	96%	98%

[20] ** SY2011/12 graduation rates have not been provided as official TEA graduation rates will not be released until the end of calendar year 2012. Therefore SY2011-12 graduation rates are estimates.

[21] Calculation for Baseline College Enrollment Rate = (Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation/total number of SY 2009-10 graduates) * 100 → (53/61)*100 = 87 percent for Overall Population, (1/1)*100 = 100 percent for LEP Population, (2/3)*100 = 67 percent for Special Education Population, (44/51)*100 = 86 percent for Economically Disadvantaged Population

(A)(4)(e) Post-Secondary Attainment								
○ **NOTE:** College Graduation Rate								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
% of students graduating college in 6 years[22]	OVERALL	N/A	N/A	35%	45%	55%	70%	85%
	Limited English Proficiency	N/A	N/A	35%	45%	55%	70%	85%
	Special Education	N/A	N/A	35%	45%	55%	70%	85%
	Economically Disadvantaged	N/A	N/A	35%	45%	55%	70%	85%

[22] The first graduating class at IDEA Public Schools was the class of 2007. There are no data available for this measure, as SY12-13 will be the first year to have allowed 6 years to pass since 2007

(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1)Demonstrating a clear track record of success

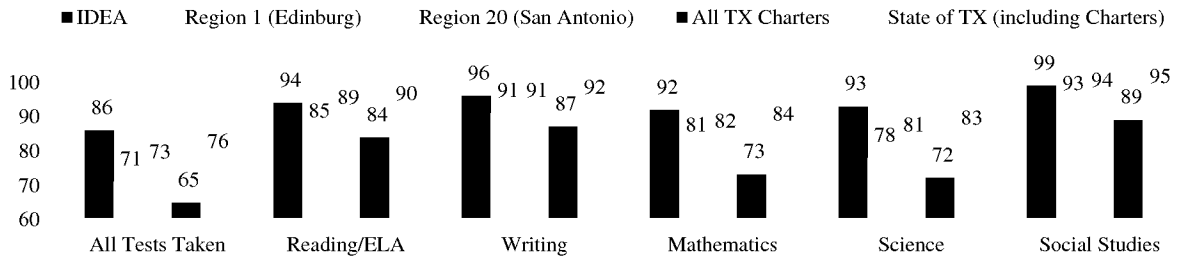
(B)(1)(a) Advancing student achievement and increasing equity in learning and teaching

IDEA students outperform charter, regional, and statewide peers:

In the past 10 years IDEA Public Schools has achieved outstanding results for students, while growing student enrollment at an average rate of 28 percent annually (see Appendix B(1) - 1, p.B-1, for IDEA's historical and future projected enrollment over time). Student performance on the 2010-2011[23] state criterion-referenced exam, known as TAKS (Texas Assessment of Academic Skills), reflects excellence, with IDEA's overall student population passing at higher rates than the Region 1 Educational Service Center (which includes all 45 districts and charters in South Texas), San Antonio District schools, students in all Texas charters, and students in the entire state (including charters).

Specifically, 86 percent of IDEA students passed all tests taken; 94 percent passed reading/ELA; 96 percent passed writing; 92 percent passed mathematics; 93 percent passed science; and 99 percent passed social studies. The charts below compare data from IDEA Public Schools with those of all Region 1 and Region 20 schools (which include San Antonio Districts), all Texas charters, and all schools in the entire state of Texas, including charters.

2010-11 Texas Assessment of Academic Skills (TAKS) Student Passing Rates, Percent



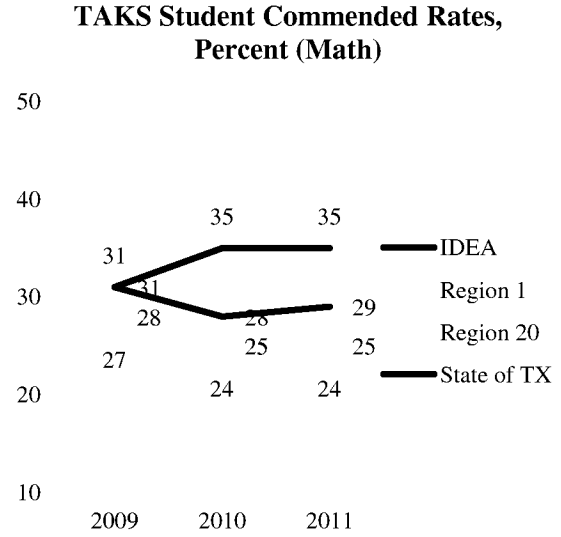
[24]*2011-12 data will not be available until November of 2012.

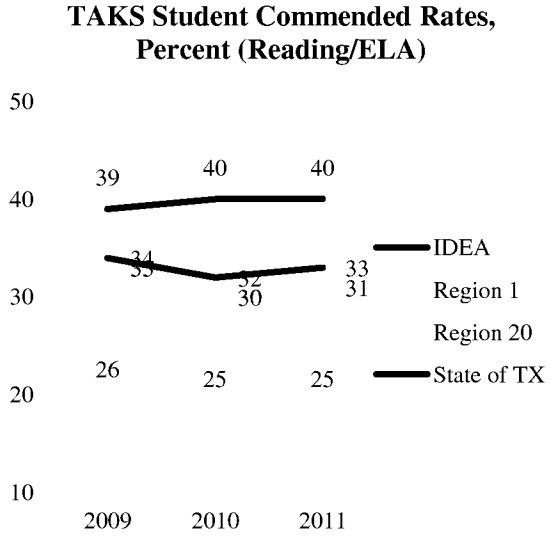
IDEA performance over time demonstrates sustained academic excellence:

IDEA's performance has improved significantly over time. From 2008/9 – 2010/11, our students' commended rates on Math TAKS exams increased by 4 percentage points, compared

[23] In 2012, Texas switched from the TAKS to the STAAR exam. Comparative data on passing rates is not available at this time for the 2011-12 STAAR administration.
[24] Includes Grades 3 – 11

with statewide exams, which decreased by 3 percentage points. Our commended rates on the ELA TAKS exam went up by 1 percentage point, compared to the statewide 1 percentage point decrease. In both math and ELA, IDEA also outperforms Region 1 and Region 20 on the TAKS exam. IDEA demonstrates a sustained trajectory of improvement over several years. IDEA students also exceed regional and state averages for "commended" performance on the TAKS exams.[25] In Texas, a "Commended" score is a higher standard than a passing score, indicating that a student grasp of content and knowledge exceeds basic mastery of grade level standards.





Limited English Proficiency, Special Education and racial subgroups succeed at IDEA:

IDEA Public Schools are open-enrollment charter schools in which students enroll after being chosen by lottery. No preference is given to students of any particular race, and no race of students is excluded or limited. IDEA Public Schools serves a diverse, at-risk, and disadvantaged population. The student population across all IDEA schools is 1 percent African American, 94 percent Hispanic, 4 percent white, and 2 percent other races and ethnicities. This is similar to that of all schools in the region (0 percent/97 percent/2 percent/1 percent, respectively). IDEA serves a population that is more economically disadvantaged than all charters in Texas and all districts in the state including charters.

[25] TAKS Commended Performance: percentage of students performing at or above the commended level on the TAKS test in a given subject area. In Texas, a score of 'Commended' on the TAKS test indicates that a student has a firm grasp of the content and knowledge for that particular grade level. Additionally, this indicator can be used to determine if a student has advanced course potential.

IDEA leaders and educators believe that closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome obstacles they face. IDEA's most important achievements include not only significantly increasing student academic achievement and attainment for all students, but also closing historic achievement gaps for student subgroups and achieving results for low-income and minority students that are significantly above the average academic achievement results for these students in Region 1 and across the state.

IDEA serves a student population of 20.4 percent[26] limited-English proficient (LEP) students —3.5 percentage points (or 21 percent) higher than the state overall.[27] Because we have had the opportunity to build significant expertise in serving LEP students, IDEA is more successful than the Region and the State in educating English-language learners (ELLs). According to the Texas Education Agency, IDEA's English-language Learners Progress Indicator for the past two years has been 90 percent. The following table shows IDEA's success with ELLs as compared with the 45-district Region I and the state of Texas overall.

2009-11 English-language Learners Progress Indicator - IDEA Public Schools[28]

School Year[29]	IDEA	Region 1	State of Texas
2009-10	90%	75%	79%
2010-11	90%	76%	80%

On each subject-area test of the state-mandated TAKS exam, IDEA's LEP students also bested the performance of all students across the Region and State. The most recent year's data is shown in the following table:

[26] From Texas Education Agency accountability Academic Excellence Indicator System for 2010-11

[27] From Texas Education Agency accountability Academic Excellence Indicator System for 2010-11, Overall Texas LEP is 16.9 percent

[28] The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System (TELPAS). It is calculated as follows: All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component divided by All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component.

[29] In 2012, Texas switched from the TAKS to the STAAR exam. Comparative data on passing rates is not available at this time for the 2011-12 STAAR administration.

2010-11 Texas Assessment of Academic Skills (TAKS) Student Passing Rates, Percent for Limited English Proficiency (LEP) Students: IDEA Public Schools[30]			
Subject	**IDEA LEP[31]**	**Region I LEP**	**State of Texas LEP**
Reading/ELA	94%	85%	90%
Mathematics	92%	81%	84%
Science	93%	78%	83%
All Tests Taken	86%	71%	76%

As with the academic success of LEP students, evidence of success among students served by special education can be found in the following summary of students meeting the 2011 standard on the state-mandated TAKS exam as compared with the performance of all students across the Region and State (results are for the modified TAKS exam):

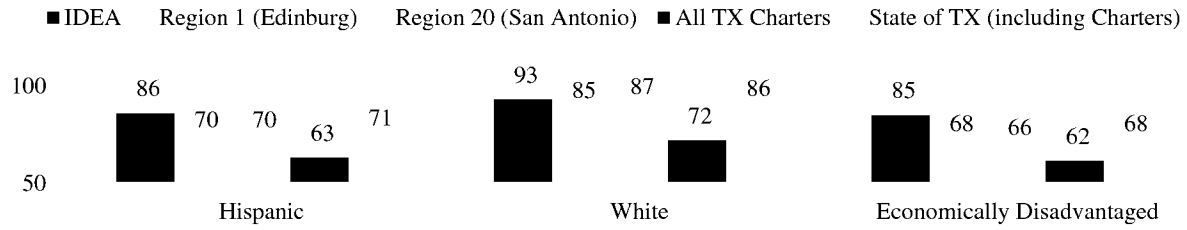
2010-11 Texas Assessment of Academic Skills (TAKS) Student Passing Rates, Percent for Special Education Students: IDEA Public Schools			
2010-11[32]	**IDEA SPED[33]**	**Region I SPED**	**State of Texas SPED**
Reading/ELA	90%	77%	86%
Mathematics	87%	73%	77%
Science	84%	56%	60%
All Tests Taken	82%	58%	66%

When broken out by student subgroups, IDEA students outperformed statewide assessment pass rate averages by as many as 15 percentage points. Notably, 96 percent of

[30] *2011-12 data will not be available until November of 2012.
[31] Bilingual means they speak two languages. LEP means they are learning English. Almost all of our students are bilingual; fewer are LEP.
[32] In 2012, Texas switched from the TAKS to the STAAR exam. Comparative data on passing rates is not available at this time for the 2011-12 STAAR administration.
[33] Section 504 is a component of the U.S. Rehabilitation Act of 1973, and protects the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education. Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. This may be defined as regular or special education services. General education teachers, resource teachers, and speech and language therapists usually provide the additional services.

African American students, 86 percent of Hispanic students, 93 percent of white students, and 85 percent of economically disadvantaged students passed the TAKS exam, scoring between 7 to 31 percentage points higher than population comparison groups. Even on the exit-level exam, IDEA's students prevailed, with 97 percent passing—8 percentage points higher than all schools in Region 1, 23 percentage points higher than all Texas charters combined, and 5 percentage points higher than the average in the entire state, including charters.

2010-11 Texas Assessment of Academic Skills (TAKS) Student Passing Rates, Percent



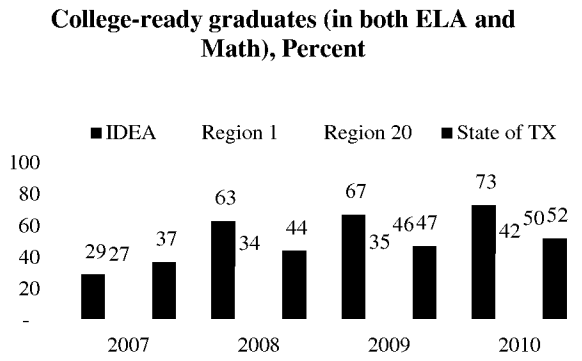
[34]

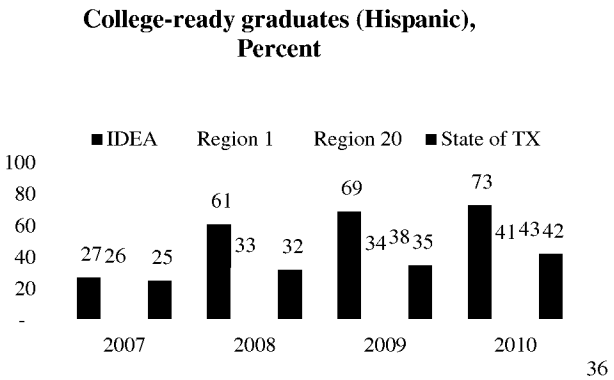
100 percent *of IDEA's seniors graduate and are accepted to and enter a four year university or* college:

IDEA closely tracks the percent of our students who are meet the "college ready" benchmark defined by the state of Texas.[35] We achieved impressive progress toward that goal over the past four years, outperforming Region 1 and the statewide average in for key student subgroups. IDEA college readiness has increased significantly over the past few years, from 29 percent to73 percent for ELA and Math, and from 27 percent to 73 percent for Hispanic students.

[34] Includes Grades 3-11

[35] College and Career Readiness: The goal of the CCRS is to identify what students should know and be able to do in order to succeed in entry-level college courses in a particular content area. The CCRS focus on the four foundation content areas of ELA, Math, Science, and Social Studies, as well as cross-disciplinary skills, such as problem solving, which are essential to being successful in any field.





[36]

To date, IDEA has graduated 478 seniors, 100 percent of whom enrolled in a four-year college or university. IDEA's 2010-2011 high school graduation rate was 95 percent.[37] Sixty-five percent of all IDEA graduates are first-generation college students. To date, 92 percent of all IDEA students who entered college report that they have already graduated or are still enrolled, dramatically outpacing national averages for college attendance and college retention in low-income, Hispanic, and first-generation demographics. By the time that the schools that are open in 2019 are fully-scaled, the annual number of students going to college will nearly double to 1,900.[38]

(B)(1)(b) Achieve ambitious and significant reforms in its lowest-achieving schools

All IDEA schools are "exemplary" or "recognized:"

IDEA provides a strong educational alternative to the low-performing schools in which IDEA students might otherwise enroll. All IDEA campuses are rated "exemplary" or "recognized" by the Texas Education Agency; no IDEA campus qualifies as a persistently low-achieving school.[39] Thirty-one percent of IDEA schools received the Texas Education Agency (TEA) campus rating of Exemplary (highest of four possible ratings, all of which are based on student achievement on required state exams). Thirty-eight percent of IDEA schools received the ranking of Recognized (second of four possible ratings). Five IDEA (31 percent) schools were not rated in 2010-2011 because they have not been in operation long enough to receive a

[36] We have only included Region 20 (San Antonio) data for 2009 and 2010 since IDEA has just begun in expansion into Central TX and the current data was most relevant to the analysis.
[37] Texas Education Agency graduation data
[38] It will take nearly seven years from the 2019 school openings for all of the classes to begin graduating students so that the 1900 annual high school graduation number is reached. IDEA opens elementary schools with grades K,1, and 2 and secondary schools with grade 6, and then adds a grade each year until the schools are fully enrolled.

ranking.

In fact, IDEA serves disadvantaged students from across Region 1 of Texas, where 8 percent of schools were rated "Academically Unacceptable" last year. Four percent of schools each in Region 1 and Region 20 are considered "schools in need of improvement" and qualify as low-performing schools as defined in the Race to the Top requirements. Indeed, in Brownsville, Texas alone there are 10 schools that qualify for school improvement.[40] Among those is Rivera High School, located just five miles from IDEA's Frontier College Preparatory campus. Rivera High School is in stage three improvements in math for 2012-2013, which means that it has failed to meet Adequate Yearly Progress (AYP) in math for four consecutive years.

By serving students who would otherwise attend chronically low-performing schools, IDEA has helped to accomplish the equivalent of turning around failing schools for Texas and for the nation.

2010-11 IDEA and Region 1 Accountability Ratings

Rating	**IDEA**	**Region 1**	**Region 20**
Exemplary	5 (31%)	78 (13%)	73 (11%)
Recognized	6 (38%)	242 (41%)	192 (28%)
Academically Acceptable[41]	-	211 (35%)	285 (41%)
Academically Unacceptable[42]	-	21 (4%)	52 (8%)
Not Rated[43]	5 (31%)	45 (8%)	85 (12%)
TOTAL	**16[44]**	**597**	**687**
Schools in Need of Improvement[45]	0 (0%)	22 (4%)	26 (4%)

[40] Information about schools qualifying as "Schools in Need of Improvement" can be found at: http://www.tea.state.tx.us/index2.aspx?id=2147508285.
[41] Includes standard Academically Acceptable schools as well as AEA: Acceptable, which is the acceptable rating designation for alternative education centers
[42] Includes standard Academically Unacceptable schools as well as AEA: Unacceptable, which is the unacceptable rating designation for alternative education centers
[43] Schools shown as Not Rated do not have a campus group and haven't been in operation long enough to be rated.
[44] This total reflects that as of 2011, IDEA had 16 schools included in the ratings database.
[45] Texas Education Agency (TEA) must identify for school improvement any campus that fails to make adequate yearly progress (AYP) for two consecutive years for the same indicator: Math, reading, attendance and/or graduation rate. A number of improvement schools have been rated Acceptable on the Texas accountability scale.

(B)(1)(c) Make student performance data available to students, educators, and parents

Educators access real-time results to inform and impact core content instruction:

There are four primary sources of student achievement data that inform educator decision-making at IDEA: 1) daily/weekly data from formative assessments; 2) daily/weekly data from blended learning spaces; 3) quarterly Interim Assessment data; and 4) summative academic and college readiness assessment data, including Texas's statewide assessments, STAAR and TAKS, as well as ACT Program assessments known as EXPLORE, PLAN, and ACT. (For descriptions of statewide assessments, refer to the Glossary of Terms).

Student diagnostic and achievement data are available to IDEA educators through IDEA's own cutting-edge data management system known as Lightbulb.
Additionally, school leaders have multiple data resources available to them through IDEA's teacher/principal evaluation and appraisal software, TalentEd Perform. Through IDEA's Guideposts of Excellent Teaching (GET) rating system, IDEA leaders rate each teacher and input data into Talent Ed. The dashboards used in this system automatically color-code ratings so leaders can see at a glance which teachers or competencies need additional focus. This powerful rating system allows for individualization of training, increasing the effectiveness of school-based and district-wide professional development sessions. IDEA managers (school leaders, teacher leaders, and others who supervise instructional staff) and those they supervise use this data to work together to identify areas of individual focus, freeing everyone to concentrate on the highest-impact areas for their own professional development.

Performance data is provided to students to track their progress against classroom and individual goals and inform them about areas of strength and weakness:

From grades K-12, all classrooms have student goal trackers that outline a set of two to five student goals for the week, month, and/or year, usually based on end-of-year exam performance on state and/or IDEA assessments. For example, a classroom goal may be "By the end of the school year 60 percent of students will have earned a 'commended score' on the 11th grade exit math test." After IDEA's internal student performance benchmark exams, known as Interim Assessments (IA), are taken (every 6-9 weeks), each student meets with his/her teacher to review performance results and align progress to the weekly/monthly/annual goals set

in the classroom, as well as compare individual results to classroom averages. This enables students to leverage IA data to identify gaps in understanding.

Students track their progress on formative assessments (i.e. "Friday quizzes"). In many schools, students maintain a personal data tracker, where they input scores and review how their exam scores trend over time. Public displays (e.g. posters) highlight classroom performance on exams and compare IDEA school' performance to each other. Students view individualized dashboards that show their progress toward meeting math and reading goals in the AR Zone and iLearning Hotspot. Additionally, all elementary and secondary students receive a progress report every three weeks with their grades as well as an end of quarter report card. Teacher comments are provided to the student to provide context around the grade given. These reports and tools contribute to student led-learning, enabling them to continually engage with feedback and note tangible improvements in their performance. Through this process, students take ownership for their learning and know where they stand on their journey to and through college.

IDEA provides parents with data tools to highlight student strengths, areas of interest and performance against personalized learning goals:

Parents access data that provides information about their children's 1) daily and weekly progress; 2) assessment performance; and 3) progress to college and career readiness. Through the IDEA data portal, parents can monitor students' progress in real time by reviewing their child's online grade book and access results when students complete a math or reading software assessment. This dashboard also highlights student progress on math and reading quiz scores and flags student development area needs.

Students, parents, and educators can all access college readiness data, such as ACT scores, end-of-course exams, state assessment results, FAFSA forms and college applications, letters, and essays through IDEA's college and career readiness system, Naviance. Parents receive information on how their child's individual performance on state testing compares with the state's college readiness benchmarks. As parental involvement is a core component of IDEA's philosophy and programming, families can be kept abreast of their children's progress and assist them in making gains. This helps parents to be more engaged and supportive and to partner with the school in providing consistent expectations for students.

(B)(2) Increasing transparency in LEA processes, practices, and investments

As a publically funded institution, IDEA is deeply committed to a high level of transparency about its student results as well as processes, practices, and investments. On the IDEA website, IDEA currently shares current information with parents, students, community members and other stakeholders including financial data, annual reports, progress toward organizational goals, and progress toward student achievement goals (see Appendix B(2) -1, p. B-6, for a screen shot of progress towards organizational and student goals on IDEA's website). IDEA also participates in the Civil Rights Data Collection (CRDC) and school-level information is available both on the CRDC website[46] and via a link on the IDEA website.[47] (See Appendix B(2) -2, p.B-9, to view the details of the CRDC report and Appendix B(2)-3, p. B-14, for screen shot of IDEA website link to school-level CRDC data). Parents, investors and other stakeholders requesting process, practice, and investment data are able to access information online and without hassle to lower the burdens and accessibility of information requests. If data is requested that is not easily accessible on the website, the IDEA communications manager responds promptly with access and information. IDEA also translates information on its website into Spanish to enable its Spanish-speaking parents to access the information. (See Appendix B(2)-3, p. B-14, for an example screen shot of Spanish-language information available on IDEA's website and the Executive Summary of IDEA's RTT-D proposal translated into Spanish for non-English speaking parents).

(B)(3) State context for implementation

IDEA operates as a network of charter schools under a charter from the Texas Education Agency (TEA) that was originally granted in 2000 (see Appendix B(3) -1, p. B-25, for a list of Texas charters currently authorized by the Texas Education Agency). IDEA's status as a charter district affords it significant autonomy and opportunity to innovate using personalized learning environments. According to the TEA, "Charter schools are subject to fewer state laws than other public schools with the idea of ensuring fiscal and academic accountability without undue regulation of instructional methods for pedagogical innovation. Like school districts, charter

[46] http://ocrdata.ed.gov/Page?t=d&eid=30232&syk=5&pid=119
[47] http://www.ideapublicschools.org/domain/35

schools are monitored and accredited under the statewide testing and accountability system."[48] Specifically, IDEA's authority as a charter in the state of Texas enables it the following conditions across the core assurance areas of (1) standards and assessments; (2) great teachers and leaders; and (3) data systems to support instruction:

1) Standards and Assessments: According to the nonprofit, bi-partisan organization Achieve, which "helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship," Texas is one of only 24 states with College and Career graduation requirements that require four years of rigorous math, English language arts, science, and humanities to graduate from high school (see Appendix B(3) -2, p. B-27, for 2011-2012 graduation credit requirements).[49] Texas is also one of 18 states in which high school tests are used by higher education for placement decisions, letting students know if they are ready for college-level coursework while still in high school to give them time to address any readiness gaps.[50]

   Although Texas is one of the states that did not adopt the Common Core State Standards, IDEA implemented Common Core aligned-standards across its curriculum. Although IDEA students are required to take the State of Texas Assessments of Academic Readiness (STARR), which are aligned with the Texas Essential Knowledge and Skills (TEKS) standards, IDEA uses its autonomy granted under its charter to implement the Common Core in grades K-5.[51] IDEA covers the TEKS standards that do not align/overlap with its Common Core-aligned standards to ensure that students have the knowledge and skills required by the state of Texas. See Appendix B(3) -5, p. B-45, for an overview of how IDEA's K-5 curriculum meets Common Core State Standards. In grades 6-12, IDEA adopted standards and curriculum that are aligned to the Common Core in the following manner for each core subject:

   - English language Arts (ELA): IDEA uses Springboard, the College Board ELA

[48] From the Texas Education Agency website, accessed on October 1, 2012 at: http://www.tea.state.tx.us/Charters.aspx
[49] See the Achieve fact sheet on Texas' progress to College and Career Ready Standards, accessed October 6, 2012 at: http://www.achieve.org/files/Texas-CCR_FactSheet-Sept2012.pdf
[50] See the Achieve fact sheet on Texas' progress to College and Career Ready Standards in accessed October 6, 2012 at: http://www.achieve.org/files/Texas-CCR_FactSheet-Sept2012.pdf
[51] Note that Texas just replaced its old assessment (Texas Assessment of Knowledge and Skills (TAKS)) with the STARR tests; STARR was administered for the first time in spring 2012.

curriculum, which is aligned to the Common Core Standards[52] (see Appendix B(3)-4, p. B-32, for details on how the Common Core Standards are aligned with CollegeBoard SpringBoard); and

- Math, Science, and Humanities: IDEA's 6-12 curriculum is aligned to ACT College Readiness Standards and ACT Course Standards (see Appendix B(3) -5, p. B-37, for a an overview table of how IDEA's 6-12 curriculum scope and sequence is aligned to the ACT, Common Core and College and Career Readiness Standards).

2) Great Teachers and Leaders: IDEA's ability to fully implement its ambitious personalized learning environments and achieve the outcome goals requires flexibility in class size, educator hours/schedules, and process for evaluating teachers. IDEA's status as a charter gives it considerable autonomy in these areas including:
    - Collective Bargaining: Texas is an at-will state. With limited exceptions, it does not permit collective bargaining agreements. Consequently, neither state authorized charter schools nor district-authorized charter schools participate in outside collective bargaining agreements. Texas law provides that state-authorized charter schools are exempt from participation in school district personnel policies, enabling IDEA to set its own educator expectations, determine its own teacher evaluation system, and support educators in the way that makes the most sense for its specific program and for the educators. See section C(2) for more detail about the teacher development and evaluation system currently in place at IDEA.
    - Salary provisions: IDEA may set its own salary scale for employees. IDEA recently completed a compensation benchmarking study and adjusted its pay scale to ensure that it is competitive with (and in some cases exceeds) local school districts (see Appendix B(3) -6, p.B-46, for information on teacher salary scale and administrator salary scale).

3) Data Systems to Support Instruction: The Data Quality Campaign reports that Texas is one of only three states to have implemented at least eight of the 10 recommended state actions to

[52] The College Board was one of the original partners of the Common Core State Standards Initiative, beginning in 2009. More information about the alignment of Springboard with CCSS can be found at http://springboardprogram.collegeboard.org/commoncore

ensure effective data use.[53] Specifically, as required by the Race to the Top eligibility criteria, Texas (1) includes a teacher-student match in the state data system; (2) connects teacher data to student growth data; and (3) implemented a P-20/workforce state longitudinal data system.[54] (Appendix B(3) -7, p. B-50, provides the Data Quality Campaign's 2011 DQC State Analysis on the 10 Essential Elements of Statewide Longitudinal Data Systems and 10 State Actions to Ensure Effective Data Use). IDEA educators access summative data from state assessments using Lightbulb, its proprietary data platform.

In addition to having the necessary conditions and/or autonomy across these core assurance areas, IDEA benefits from the flexibility to implement school schedules and structures that best meet the design requirements for personalized learning environments. Specifically, IDEA is exempt from Texas requirements around class size, school calendar (days of the year) and schedule (hours of the day). IDEA is not required to comply with the "90 percent" rule that prohibits districts from giving a student credit for a class unless the student is in attendance for 90 percent of the days the class is offered.

(B)(4) Stakeholder engagement and support

(B)(4)(a) Student, family, teacher, and principal engagement in the development of the proposal

IDEA stakeholders collaboratively developed the RTT-D proposal to ensure proposed reforms addressed student, family, teacher, and principal needs:

Beginning in August 2012, IDEA Public Schools engaged teachers, school counselors, principals, executive principals, parents, and students, as well as institutions of higher education, nonprofits, local businesses, and civic groups to develop IDEA Public Schools Race to the Top – District competition proposal. IDEA approached its proposal design as a collaborative process, incorporating both internal and external stakeholder feedback and comments while crafting a clear vision for the future of education across IDEA schools. **As a result, over 90 percent of**

[53] See DQC 2011 State Analysis of Texas in Appendix B(3) -7, p.B-48, accessed October 6, 2012 at http://www.dataqualitycampaign.org/stateanalysis/states/TX/

[54] See Data Quality Campaign's 2011 DQC State Analysis on the 10 Essential Elements of Statewide Longitudinal Data Systems and 10 State Actions to Ensure Effective Data Use in Appendix B(3) -7, p. B-48, accessed October 6, 2012 at http://www.dataqualitycampaign.org/stateanalysis/states/TX/

participating IDEA educators indicated support for this proposal (see Appendix B(4) -1, p. B-54, for a summary of teacher support for IDEA's Race to the Top – District Proposal).

We set the following objectives for IDEA's stakeholder and engagement approach: 1) inform the IDEA community about the RTT-D competition and the opportunity it provides to IDEA to personalize education for students; 2) gather feedback about the progress IDEA has made to date in implementing personalized learning environments and strategies that address the four core assurance areas; 3) collectively identify gaps in student outcomes and the root causes of those gaps that can be targeted as part of the grant proposal; 4) determine opportunities to improve the tools, resources, training, and policies provided to teachers and leaders for personalized learning; 5) develop a theory of action of how personalized learning and school supports can be improved and implemented across IDEA schools as part of the RTT-D grant; 6) solicit feedback and comments from the IDEA community members (including educators, students, parents, community members and mayors) on IDEA's RTT-D proposal; and 7) garner support for IDEA's RTT-D proposal from at least 70 percent of all teachers.[55]

To share information and seek feedback, IDEA created an RTT-D information portal within Lightbulb by developing the "Race to the Top – District Webpage." This site serves as a platform for teachers, principals, parents, and students to engage in RTT-D background and proposal documents, including the RTT-D proposal executive summary, IDEA's RTT-D application narrative, and recordings of the RTT-D Teacher/Leader Focus Group webinar. There is also an online comment section for faculty members, students, and parents to provide feedback and ask questions. (Refer to Appendix B(4) -10, p. B-118, for an overview of comments left by IDEA parents and Appendix B(4) -11, p. B-128, for an overview of comments left by IDEA students). IDEA monitored this website during the grant writing process and incorporated feedback into revised drafts of the RTT-D proposal. If awarded the grant, we anticipate using this information portal as the starting point for our continued stakeholder engagement process.

We created multiple opportunities to inform and engage **teachers and principals** in proposal development and improvement:

[55] Per Texas law and IDEA Charter, IDEA is not unionized. To meet requirements of Race to the Top-District, IDEA attained at least 70 percent support of this proposal.

IDEA balanced deep interest in getting input and feedback from educators with significant respect for the time constraints faced by teachers and principals. The engagement process included:

- One-on-one conversations: The District held one-on-one conversations with several principals and executive principals to identify potential improvements and innovations for IDEA's model for learning and instruction. (See Appendix B(4) -2, p. B-64, for list of educators consulted as part of the RTT-D proposal)
- Faculty meetings at each participating campus: District employees and/or Executive Principals visited all participating campuses (see participating campuses in section A(2)) during faculty meetings to give a 10-minute presentation to (1) explain the goals of RTT-D; (2) provide information on how to access work-in-progress ideas for personalized learning at IDEA via Lightbulb; and (3) ask for teacher help providing feedback on initial thoughts for the proposal.
- Optional Focus Group Webinars: IDEA invited faculty members to attend one of two "RTT-D Teacher/Leader Focus Group" webinars (Refer to Appendix B(4) -3, p. B-67, for email sent to IDEA staff to join the focus group). During the webinar, teachers and faculty members were given the opportunity to ask questions and provide feedback on IDEA's grant proposal. (See Appendix B(4) -4, p. B-68, for IDEA's webinar presentation to faculty members).
- Survey to provide feedback and indicate level of support: Finally, educators (including both teachers and co-teachers) completed an annual survey between September 28, 2012 and October 15, 2012, which this year included opportunities to provide feedback and indicate level of support for the district's RTT-D proposal. (See Appendix B(4) -5, p. B-80, for RTT-D related section of the Beginning of the Year (BOY) survey distributed to all IDEA faculty)

Parents and students provided input and feedback via survey and online portals:

IDEA created a "RTT-D Parent Informational Survey" that: 1) outlines background information on the RTT-D grant competition; 2) informs students and parents about the primary focus of IDEA's grant proposal and where to access additional resources and tools on the online portal; 3) asks for comments and feedback from students and parents; and 4) provides contact information should parents wish to engage outside of the survey. IDEA sent the survey home to

parents via student backpacks because of very limited home Internet access for IDEA parents. An example parent/student survey question in the Parent Informational Survey includes: *"What are some ways that IDEA could improve its parent communication and the availability of student grades and test scores to parents using technology?"* Students brought surveys back to their campus front office, where comments and feedback were sent to IDEA's Growth Team. Updates to IDEA's proposal were made to incorporate the substantive feedback from students and parents. (See Appendix B(4) -6, p. B-81, for a copy of the RTT-D Parent Informational Survey sent home with students.)

Additionally, teachers spent a short portion of class time to allow students to visit the RTT-D webpage and review grade level appropriate documents (e.g. Frequently Asked Questions and a RTT-D Background one-page flyer) to acquaint them with the RTT-D initiative. (See Appendix B(4) -7, p. B-84, for the one-page RTT-D background flyer provided to teachers and students and Appendix B(4) -8, p. B-85, for a one-page FAQ document provided specifically to students). Students were encouraged during this time to complete an online or paper survey (on the RTT-D website or a paper survey provided by the teacher), as well as discuss with the class improvements they would like to see in their school. Updates to IDEA's proposal were made to incorporate the substantive feedback from student surveys and discussions. Examples of updates include that 1) IDEA will upgrade Lightbulb to include capability for students to track their progress toward high school graduation and 2) IDEA will offer online AP and elective courses on topics of student interest to deepen student learning.

(B)(4)(b) Stakeholder letters of support

IDEA sought not only to secure letters of support from key stakeholders and comments from Mayors but to engage these external stakeholders in the design of the proposal. IDEA maintains deep relationships with a wide range of community partners, including the business community; local civic, advocacy, and community-based organizations; and representatives of higher education. The IDEA Public Schools Board of Directors, which includes local business leaders, representatives of higher education institutions, and other distinguished community members, helps us cultivate and manage those relationships. In September at the board's monthly meeting, we shared initial thoughts on the proposal, received feedback, and sought their help engaging the community.

To help facilitate the stakeholder engagement process, we prepared packets for the 12 Texas mayors, business community members, nonprofits, and institutions of higher education to inform them of the opportunity the RTT-D competition provides to IDEA, the Rio Grande Valley, and San Antonio to improve student outcomes and ensure that students are getting a world-class education. Packet contents included: 1) a cover letter highlighting IDEA's prior achievements and how RTT-D will help IDEA schools build upon local innovations, 2) an executive summary of IDEA's RTT-D proposal, 3) IDEA's full RTT-D proposal (for Mayors), 4) frequently asked questions, and 5) information about completing a feedback survey and/or sharing comments. Enthusiastic letters of support were sent from 7 of the 12 Texas mayors, as well as from leaders across all other stakeholder categories. Please see Appendix B(4) –12, p. B-135, for a sample of contents in the Mayors' Welcome Packet and Appendix B(4) – 9, p.86, for stakeholder letters of support.

IDEA's collaboration with external stakeholders over time results in a mutual culture of respect and enthusiasm for our work, as evidenced by over 30 letters of support received from the business community, institutions of higher education, nonprofits, mayors, principals, students and other community members. Letters of support are included in Appendix B(4) -9 on p. B-86.

Educational excellence is critical for economic and social prosperity in the Rio Grande Valley. Texas's continued economic growth requires that each region invest in high-quality education to prepare today's students to be the workforce of tomorrow. As a result, members of the business community and institutions of higher education have been longstanding supporters of IDEA. Dr. Juliet Garcia, President of University of Texas at Brownsville endorsed the application and commented, "Your goals of college readiness and 85% college completion rates signal a comprehensive commitment to student success. These far-reaching goals address the complete education continuum that must be the focus of our regional efforts."

IDEA also maintains active support from local nonprofits and community leaders including The Boys and Girls Club, The United Way, Communities in Schools, and Project Azteca.[56] Sabrina Walker-Hernandez, Chief Professional officer of the Boys and Girls Clubs of RGV, says in her letter of support, "The Boys & Girls Club would be an honored beneficiary of the work that IDEA will accomplish as a Race to the Top District. In a region with such a large

[56] Proyecto Azteca is a nationally recognized, community directed, self-help housing organization that has financed and trained more than 600 families in the construction and first time homeownership in over 50 Hidalgo County colonias.

low-income population, additional re-sources would truly make a difference in the lives of the children of the Rio Grande Valley." IDEA also collaborates with Big Brothers and Big Sisters through our co-location at our campuses at Pharr and Edinburg. Co-location allows IDEA students to use facilities that usually lay dormant during school hours and Big Brothers and Sisters can easily reach a cohort of their target program participants. Both enjoy shared cost savings. Their letter of support reflects the deep commitment of service providers to address the social, emotional, behavioral, and academic needs of IDEA students.

With the support of David Robinson, San Antonio Spurs NBA hall of famer and education reform advocate; Mayor Julian Castro of San Antonio; and other San Antonio leaders, IDEA is well positioned to open additional campuses over the next five years in the San Antonio community. In Mayor Julian Castro's keynote speech at the Democratic National Convention, he highlighted the importance of investing in our young minds today to be competitive in the global economy tomorrow. Mayor Castro's letter of support commented that he "was impressed by IDEA's ability to provide a rigorous college prep curriculum to support those who are struggling and accelerate those who are high-achieving. IDEA has a proven track record of success that merits further investment." Refer to Appendix B(4) -9, p. B-88, to view Mayor Castro's letter of support.

These actions and statements of support combine to create a strong foundation for successful implementation of this proposal at IDEA schools. The local community is forward thinking, willing to act, and strongly supported by the broader community in their bold efforts to improve student achievement. We look forward to continued collaboration as we implement this proposal if selected as a Race to the Top-District.

(B)(5) Analysis of needs and gaps

IDEA is uniquely positioned to build upon its proven success in implementing personalized learning in order to make dramatic gains in student achievement and to serve as a model to districts across the country. By implementing a new primary school blended learning model in 2011, IDEA has implemented game-changing personalized instruction inside and outside of the traditional classroom. As IDEA continues to grow and expand, it will be critical to have a replicable and sustainable personalized learning model to yield excellent student achievement results at scale. To create a vision for IDEA's ideal implementation of personalized

learning environments, we evaluated current status, sought input on opportunities for improvement, developed a vision, assessed initiatives, and sought feedback on proposals.

1) Examine student achievement data to understand gaps in performance: All IDEA leaders and teachers analyze student achievement data every day. We started with a comprehensive review of our progress against key organizational student achievement goals (discussed in A(3)), and identified a number of opportunities for improvement. IDEA begins with a strong foundation in getting students to and through college but there are several gaps that can be improved, including: 70 percent of students enter grade level below reading;[57] student sub-groups perform behind peers on summative exams; and post-secondary degree attainment exceeds the national average for low-income students but still lags the average for middle class students.[58]
2) Identify root causes of performance gaps: After identifying the gaps in student performance, we launched our stakeholder engagement plan (see section B (4)) to understand the root causes of those gaps. One-on-one interviews and focus group meeting sessions with District

[57] Percentages based on "Capital Beginning of Year Formative Data Assessment Report (CBOYFDAR), See Appendix A(3)-3, p. A-21, for report details.
[58] In 2008, 11 percent of low-income young adults received a post-secondary degree. Source: US Census Bureau 2008. The average, general college 2010 completion rate, according to the U.S. Department of Education Bureau, is ~39 percent, when considering the percentage of adults between the ages of 25 and 34 with a post-secondary degree

leaders, school leadership, and faculty helped us to collect information on what works and current gaps within existing instructional models and systems. Discussions with key faculty members and students highlighted educators' and students' unmet needs and potential root causes for outcome gaps. The table below highlights the findings from this process:

Gap in Student Outcomes	**Potential Root Cause**
70 percent of students enter IDEA below grade level in reading; 52 percent on grade level in ELA by end of grade 5 (versus goal of 90 percent)	Lowest performers would benefit from additional time and tailored support in ELA and math
Student sub-groups (ELL, SPED, Economically Disadvantaged) perform behind peers on summative exams	Intervention support does not flexibly address changing needs of students; Students would benefit from additional time in core subject areas
Only 33 percent of students (versus current goal of 50 percent) meet ACT composite score goal of 21	Not enough rigor in HS curriculum due to 1) lack of individualization to meet student needs and 2) teacher gaps in content knowledge
Post-secondary degree attainment lags behind average for middle class students	Students are not ready for college level work; students lack non-academic supports needed for post-secondary persistence
Student persistence (staying at IDEA versus attending other schools) lowest among high performing and low-performing students	Not enough options for students to pursue academic areas of interest and art/music/technology

3) Define the ideal personalized learning environment with stakeholders: We held additional interviews and focus groups to identify solutions to meet the needs of educators and students. We asked teachers, students, school administrators, and central office staff what tools, resources, and instructional content would not only better their ability to identify student needs, but increase the productivity of time spent designing and delivering instruction to meet the individual needs of their students. Through this process we identified a set of potential initiatives.

4) Assess fit with current IDEA strategic plan and create a theory of action: We assessed initiatives based on (1) fit with IDEA's needs and (2) alignment with personalized learning priorities. IDEA was deliberate in creating a vision that targets educator and student needs within the context of IDEA's school culture and environment.

5) Seek stakeholder feedback on vision: Finally, we sought feedback on the vision and initiatives proposed from internal stakeholders (students, parents, teachers, principals, Board of Directors)

and external stakeholders (business community, community and civic organizations, advocacy groups, local and state officials, etc.) and revised to reflect their feedback.

This iterative process is an example of the type of stakeholder engagement we will follow during our implementation of this proposal if selected as a Race to the Top – District winner.

C. Preparing Students for College and Careers (40 total points)

(C)(1) Learning

IDEA exists to prepare low-income students for success to and through college, beginning in kindergarten. We help students accomplish that goal by creating a learning environment in which all learners have ownership for their learning, access to high-quality personalized learning environments, and support to ensure that they can use the tools and resources that are available to them.

In 2011 we implemented a groundbreaking blended learning model, "Better IDEA," to ensure that elementary schools students are performing above grade level by the end of grade 5. This proposal includes plans to: 1) improve the quality of this blended learning model first implemented in 2011 and 2) redesign the secondary learning model to enable individualized learning. Along with the human capital strategy described in C(2), these projects form the core of our personalized learning strategy.

C(1)(a) An approach to learning that engages and empowers all learners

(i)(ii): Students understand what they are learning and set goals linked to college- and career- ready standards

Student ownership and responsibility for learning is central to the IDEA experience. From kindergarten through 12th grade at IDEA, students set individual learning goals and work with educators to track their progress. This experience looks different across elementary (K-5) and secondary (6-12) schools.

In grades K-5 students have quarterly 1:1 meetings with their math and ELA teachers to review their progress on interim assessments and set goals with their teachers. Teachers track class-wide progress daily on the class-wide goal tracker so that students can see progress toward completing mastery of standards (see Appendix C(1) -2, p.C-3, for photos of class-wide goal trackers). Finally, students set weekly goals for the standards that they will master while using the adaptive math software in "Better IDEA" and track progress toward reaching those goals using the student dashboards that are part of the software (see Appendix C(1) -3, p. C-5, for sample student dashboard view).

Beginning in 6th grade, students participate in a college preparation curriculum. In 6th and 7th grade, students participate in the Kids2College Curriculum, which "uses the prism of

career aspirations to expose low-income and minority sixth-grade students to the value and accessibility of a higher education."[59] Students learn how to plan ahead to be accepted to college, identify top choice colleges, and hot to apply and pay for college. Students set individual goals for academic performance and college entrance exam performance and begin taking Common Core-aligned college readiness exams in 8th grade, when they take the EXPLORE test. EXPLORE helps students choose high school courses, identify careers that match interests, identify subjects in which improvement is needed, and see which subjects are most important for certain careers.[60] The EXPLORE test gives students information using the College Readiness Benchmark (CRG) about areas of strength and opportunity for college readiness. Students take the EXPLORE test again in 9th grade to assess progress. In 10th grade, students take the PLAN test, which gives students information to let them know if they are on track for college, points out academic strengths and development areas, and helps students find careers that match their interests.[61] These tests prepare students for the ACT exam in 11th grade.

IDEA currently provides students with a data platform to support the college application process, including real-time access to college applications, recommendation letters, and ACT test data. IDEA also provides students with paper-based records of requirements for graduation, student progress toward graduation requirements, and available personalized learning paths (e.g., AP/IB, dual enrollment at local universities).

(iii)(iv) Students are able to be involved in deep learning experiences and have access to new cultures, contexts, and perspectives

All IDEA students participate in a rigorous college-preparatory curriculum that includes four years of college preparatory math, science, English language arts, and humanities. They engage deeply in all the core subjects during their time at IDEA and pursue at least two AP courses in areas of primary interest to them. At the IDEA Donna Campus, students pursue an International Baccalaureate (IB) course sequence and earn IB diplomas. IB is a rigorous curriculum recognized by universities around the world that requires that students think

[59] Information about Kids2College Curriculum available at http://www.thesalliemaefund.org/smfnew/initiatives/kidscollege.html.. Research from the Institute for Higher Education Policy indicates that this curriculum increases the awareness of students to key college going behaviors.
[60] Based on review of ACT website, accessed 9/28/2012 at http://media.act.org/documents/EXPLORE-WhyTake.pdf. According to research conducted by ACT, students—and especially underrepresented students—who use EXPLORE and PLAN information in educational planning are more likely to take rigorous college preparatory coursework in high school, particularly in mathematics and science.
[61] http://www.act.org/solutions/college-career-readiness/college-career-readiness-system/#.UIab5cVZUo4

critically, reflect on their own thought processes, perform interdisciplinary thinking, and complete an "extended essay" on a topic of deep interest. Other IDEA campuses could seek certification as an IB campus depending on school leader and teachers' interest.

In addition to the core academic options, IDEA secondary school students have access to a range of electives to pique their interests including art, engineering, and technology electives, as well as dual enrollment programs at local universities (see Appendix C(1) -4, p. C-14, for information on dual enrollment). All IDEA students have the opportunity to participate in a range of individualized summer opportunities, including college immersion programs at Texas universities and apprenticeships with local businesses. These opportunities expand the horizons of IDEA students to expose them to a range of different perspectives.

Overview of Plan

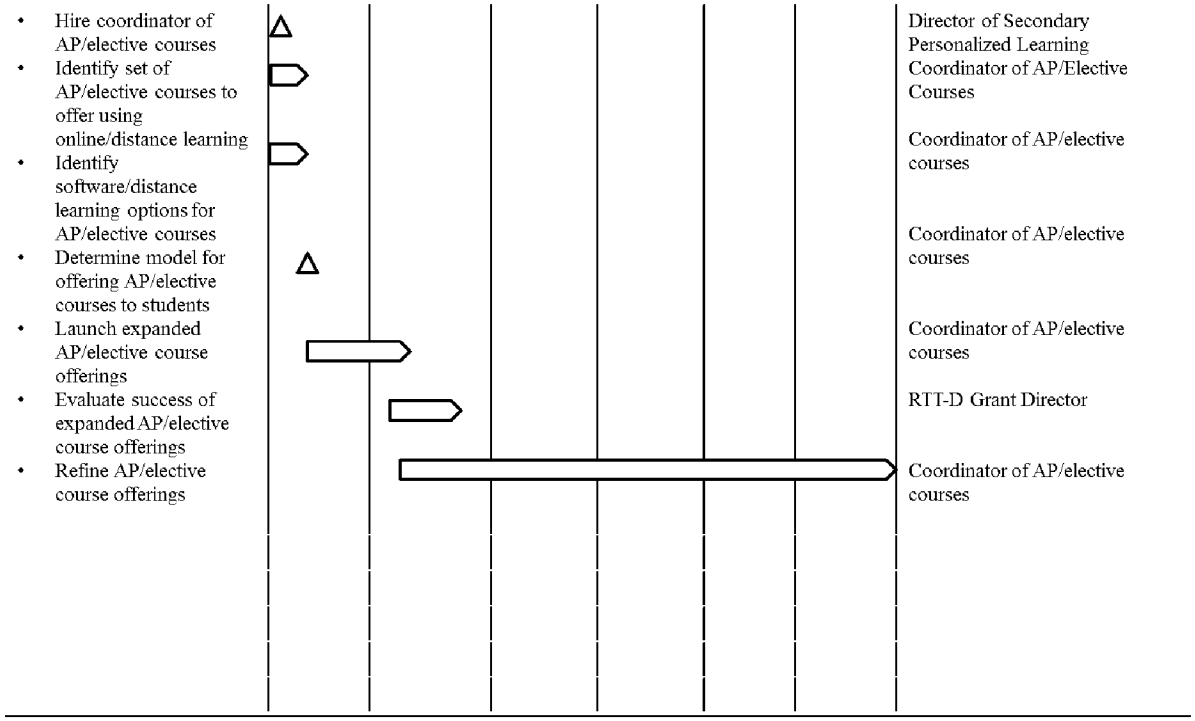
Vision	• Students understand what they are learning, set goals linked to college- and career-ready standards, are able be involved in deep learning experiences, and have access to new cultures, contexts, and perspectives
Strategies	(1) Increase the number of opportunities students have to pursue personal interests (e.g. AP and elective subject expansion via online courses) (2) Provide actionable dashboards to students and parents to support data-driven decision making about college and career readiness
Goals and Milestones	• (1a) High-quality online or distance learning AP and elective course offerings identified by spring 2013 • (1b) Online/distance learning AP and elective course offerings available to students at pilot schools by fall 2013 • (1c) Online/distance learning AP and elective course offerings available to all participating students by fall 2014 • (1d) All students enroll in at least one online or distance learning course to explore areas of interest by fall 2016 • (2a) Phase 1 dashboard piloted fall 2014 and phase 2 dashboard piloted 2015 at two campuses • (2b) Full implementation of student data dashboards in 2016 • (2b) By 2016, all students access Lightbulb dashboard data to inform decision making about college and careers

IDEA's Race to the Top proposal builds on this strong foundation of student ownership for learning. Specifically, as a Race to the Top District, IDEA will:

1. Increase the number of opportunities students have to pursue personal interests (e.g. AP and elective subject expansion via online courses): The small size of IDEA secondary schools (125 students/grade) and the large geographic areas that the IDEA district covers limits course options for students to pursue individual passions. As a Race to the Top District, IDEA will identify and implement high-quality online or distance learning options to expand course offerings to include AP courses beyond the courses already offered at all campuses, and to offer technology, and potentially arts, electives, depending on the availability of high-quality courses; and

2. Provide actionable dashboards to students and parents to support data-driven decision making about college and career readiness: As part of its upgrade to the Lightbulb data system, IDEA will develop easy-to-understand data dashboards that share A) real-time student performance data and B) requirements for graduation, student progress in meeting those requirements (credit count, remaining number of state exams required for graduation, average score needed, etc.), and personalized paths available for students (AP/IB, dual enrollment, etc.). This information will complement the support that students receive via the Naviance data system, which allows students to track their progress toward acceptance to college.

Summary of Activities, Timeline, Deliverables, and Responsible Parties



(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving

IDEA knows that developing non-cognitive skills including goal-setting, perseverance, critical thinking, problem solving creativity, and communication are critical to student success in college. Students in grades K-12 set daily, weekly, quarterly, and yearly goals as discussed above in C(1)(a)(i)(ii). All IDEA community members, including students, parents, educators, and leaders, use the IDEA core values to guide their actions inside and outside the classroom, including (1) No Excuses; (2) Whatever it Takes; (3) 100% Everyday; (4) Sweating the Small Stuff; and (5) Team and Family. Teachers support students in implementing these values every day in every interaction to develop perseverance, critical thinking skills, problem solving skills, and teamwork. We do this by publicly acknowledging these values when they are put into action by students or adults, and through explicit use of the values in teacher lesson plans, school-wide communication, and student awards.

All students in grades 9-12 participate in a daily elective period of "AVID" (Advancement via Individual Determination). AVID provides high expectations, encouragement,

day-to-day help, a vision of college as attainable, an advocate, and guidance in how to negotiate the system. See Appendix C(1) -5, p. C-19, for summary of AVID scope and sequence.

C(1)(b) Strategy to provide student access to personalized sequences, high-quality instruction

To ensure that all students can graduate from IDEA college-and career ready, IDEA implemented an innovative whole-school blended learning model ("Better IDEA") in spring 2011 for all district students in grades K-5 and select students (depending on campus) in grades 6-7. Blended learning supplements traditional face-to-face instruction with instruction provided during part of the day by adaptive software on computers. IDEA combines blended learning with bi-weekly regrouping of students in their core classrooms depending on student assessment data. All K-5 instruction is aligned to the Common Core Standards, including both the online software used in the learning lab and the scopes and sequences used in the core classroom by teachers.

This model enables students beginning in kindergarten to track their own learning progress, pursue progress toward Common-Core aligned college readiness standards, and learn in a variety of environments (online, small group, large group). The Better IDEA instructional environment consists of one 90-minute teacher-led instructional block in mathematics with science infusion, two 90-minute teacher-led instructional blocks in literacy/English language arts with social studies infusion, and one 90-minute block that alternates computer-based learning (either "iLearning Hotspot" in math using computer-based adaptive math software, or "AR Zone" using Accelerated Reader software in reading) and physical education.

The core of this program is to use adaptive math software that automatically adjusts to the pace and the success of the student. IDEA uses three adaptive math software programs: Dreambox, Reasoning Mind, and ST Math (See Appendix C(1) -6, p. C-20, for details pertaining to Dreambox, Reasoning Mind, and ST Math). Early results show that students are receiving on average an extra 60 hours per school year of individualized math instruction through their work on the math software. Additionally, through a personalized reading program, AR Zone, students have independent reading time and complete comprehension tests using Accelerated Reader to help student and teachers ensure that the books are sufficiently challenging and reading comprehension is at an appropriate level of mastery.

In addition to the blended learning model, during the rest of the school day, students are re-grouped bi-weekly for teacher-led instructional blocks according to their individualized needs.

All teachers in a grade level are responsible for the learning of all students. Each grade level is staffed by one math teacher and two ELA teachers, along with three paraprofessionals ("co-teachers"). Students complete frequent formative assessments to help teachers identify standards mastered and gaps in knowledge. Teachers analyze data every day to determine progress, identify the need for re-teaching, and plan for how students should be grouped. Within classrooms, students spend time in different learning configurations daily, including large group instruction, small group instruction with a teacher or paraprofessional, and individual practice time. See Appendix C(1) -7, p. C-31, for a sample "Better IDEA" schedule.

IDEA has embedded flexibility in instruction to accommodate the learning levels of its students through both curriculum and school culture. Students move fluidly between groups as they progress through the curriculum, allowing individualization to supplant grade level. Previously, each elementary grade level wore a different color shirt: purple for kindergarten, blue for 1st grade, etc. However, with the introduction of Better IDEA, all shirts for elementary students are now blue. A 3rd grader two years behind does not feel as ostracized in a 1st grade math classroom as he works to catch up to his peers, and a precocious 4th grader in a class with 5th grade students blends in with the other of blue shirts.

As a Race to the Top District, IDEA would **improve the existing blended learning model at the elementary school level** and **expand its groundbreaking implementation of blended learning to the secondary school level**.

Overview of Plan – Elementary School Level

Vision	• Improve the existing blended learning model at the elementary school level
Strategies: Elementary School	1) Expand access to blended learning spaces for families; 2) Provide wide range of books for student use in AR Zone; and 3) Pilot new approach to the Better IDEA model by adding writing/reading software to the learning lab
Goals and Milestones	• (1a) Blended learning spaces open to students and/or families an additional 1-3 hours/week by spring 2013 • (2a) 42,000 additional titles available to students across campuses in AR Zone by spring 2013 • (3a) Pilot approach implemented for writing/reading software by fall 2013 • (3b) If results meet expectations, writing/reading software scaled up to all campuses by fall 2015

Specifically at the elementary school level, we will:

1. Expand access to blended learning spaces for families: Students and families express interest in being able to use IDEA computer labs to log-on to the blended learning software to make progress toward their weekly goals after school and/or on the weekends. Students and parents can access a personalized dashboard view of data that summarizes student progress on the individualized learning software and a unique log-on that enables them to use the adaptive math software from home (see example parent and student dashboard view in Appendix C(1) -8, p. C-33). However, access to high-speed Internet is quite limited among IDEA families. Under this proposal, IDEA would extend computer lab hours after school and/or on weekends so that students could log-on to the adaptive math software one to three additional hours/week. By making computers more accessible to families, IDEA will engage parents more deeply in student learning.

2. Provide wide range of leveled books for student use in AR Zone: Students in the AR Zone first identify their reading level by taking diagnostic assessments. They then meet with the AR Zone facilitator to set personal reading goals. Educators encourage students to select books that meet interests from a range of fiction and non-fiction titles that are at the right level for them. Books are available in the AR Zone library and are color-coded by level. For example, students know that they should select an "orange" book or a "blue" book. Students read the books, and then take an online AR quiz to assess comprehension. The quizzes help teachers and students understand when students have mastered a given color level of books and are ready to move up to the next level. Teachers and students then receive real-time feedback on reading level and comprehension skills. However, currently IDEA offers a very limited list of titles from which students can select. Under this proposal, IDEA would add 42,000 titles to meet the "acceptable" standard for school libraries' collection, which is 12 books per student.[62]

3. Pilot new approach to the Better IDEA model by adding writing/reading software to the learning lab: As a Race to the Top District, IDEA will pilot a new approach for English Language Arts instruction in the learning lab by using adaptive learning software for the first time (right now, students read offline and then complete quizzes online using Accelerated Reader). In the last two to three years, a number of providers have

[62] https://www.tsl.state.tx.us/ld/schoollibs/sls/stand3.html

introduced high-quality adaptive reading software. IDEA will pilot this software in 2-3 campuses and compare student performance results for students who use the software versus those who use Accelerated Reader. If performance results using adaptive reading software exceed results from offline student reading, IDEA would scale this approach across all schools at the conclusion of the grant period.

Overview of Plan – Secondary School Level

As a Race to the Top District, IDEA would redefine its secondary instructional model to personalize learning with two key strategies:

Vision	• Implement groundbreaking personalized learning model at the secondary level
Strategies: Secondary School	1) Reimagine the secondary "intervention" period to better meet the needs of students at every level by using a range of modalities of learning: 2) Launch a summer institute that provides students with additional supports to reinforce subject content for students requiring credit-recovery and/or help students to accelerate subject mastery
Goals and Milestones	• (1a) Redesigned intervention period piloted at 3-5 campuses in spring 2013 and expanded to all campuses in fall 2015 • (2a) Summer institute held in summer 2013 with students enrolled from every participating campus • (2b) By 2016-2017, 95% of students pass end of course exams by end of summer • (2c) By 2016-2017, 10% of students complete summer math courses and are accelerated to next level of math during following school year

1. *Reimagine the secondary "intervention"* time to better meet the needs of students at every level by using a range of modalities of learning: All students in grades 6-12 participate in a 60 minute "intervention" period. Although the vision for this time is that students will have the opportunity to focus on subjects or skills where they are behind, in practice the use of time varies widely across schools and is sometimes used as a study hall. As a Race to the Top District, IDEA would identify 3-5 principals with interest in piloting the following approach to intervention period during spring 2013 and then scale this model up to all participating schools during the grant period:

- Weekly formative assessments and quarterly interim assessments provide data to identify biggest gaps (focus on math and ELA);
- Lightbulb data system provides actionable recommendations about how to group students according to needs and identify appropriate modality for learning (online tool, small groups, large group, etc.);
- Student groups restructured bi-weekly (once every two weeks) to fit the students' personalized learning goals and needs, while meeting the daily individualized needs of students in the instructional settings; and
- Computer carts allow some students in classroom to complete online learning programs, while other students receive small group or 1:1 instruction from teachers.

2. Launch a summer institute that provides students with additional supports to reinforce subject content for students requiring credit-recovery and/or help students to accelerate subject mastery: As of 2012-2013, IDEA students must pass Texas "end of course" exams to graduate from high school. Pass rates on the first year of exams were lower than expected. At the same time, there are some IDEA students who could easily accelerate their math performance by a year (completing algebra over the summer and moving to geometry during the next school year) if they can access high-quality math instruction during the summer. To address learners at either end of the spectrum, IDEA will launch a summer institute for students who do not pass end of course exams and/or who are identified by educators as being prepared to launch ahead a year in math. The institute will use online adaptive math software to support both kinds of learners. In addition, teachers will provide 1:1, small group, and large group instruction, flexibly re-grouping students throughout the summer depending on learning needs. This blend of expert face-to-face instruction, adaptive software and our ability to flex the use of time during the summer will allow our students to make rapid advances in learning.

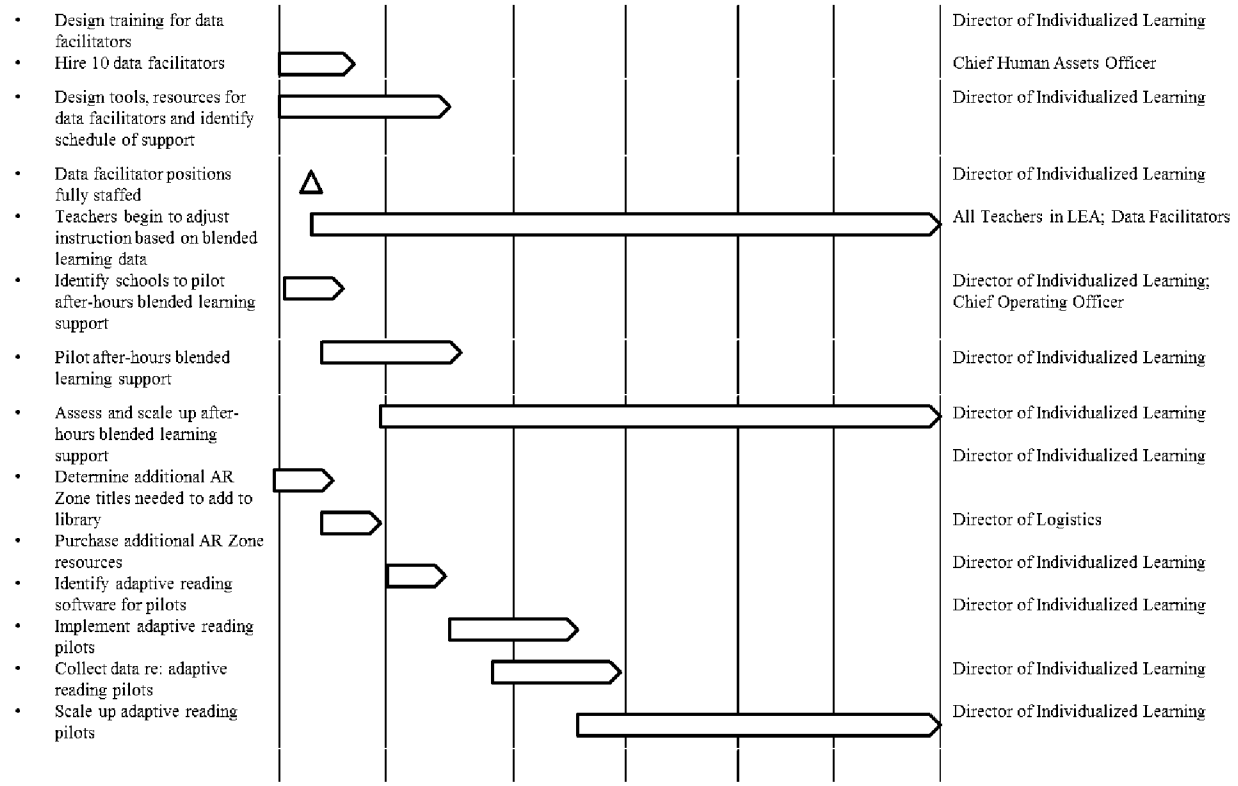
C(1)(c) Mechanisms in place to provide training and support to students

Because IDEA students begin using technology as an integral piece of their learning in kindergarten, training on the technology-enabled tools and resources available to them is built into their core academic day. Specifically, as part of Better IDEA, students learn how to use the actionable dashboards that are provided as part of the blended learning environment. In

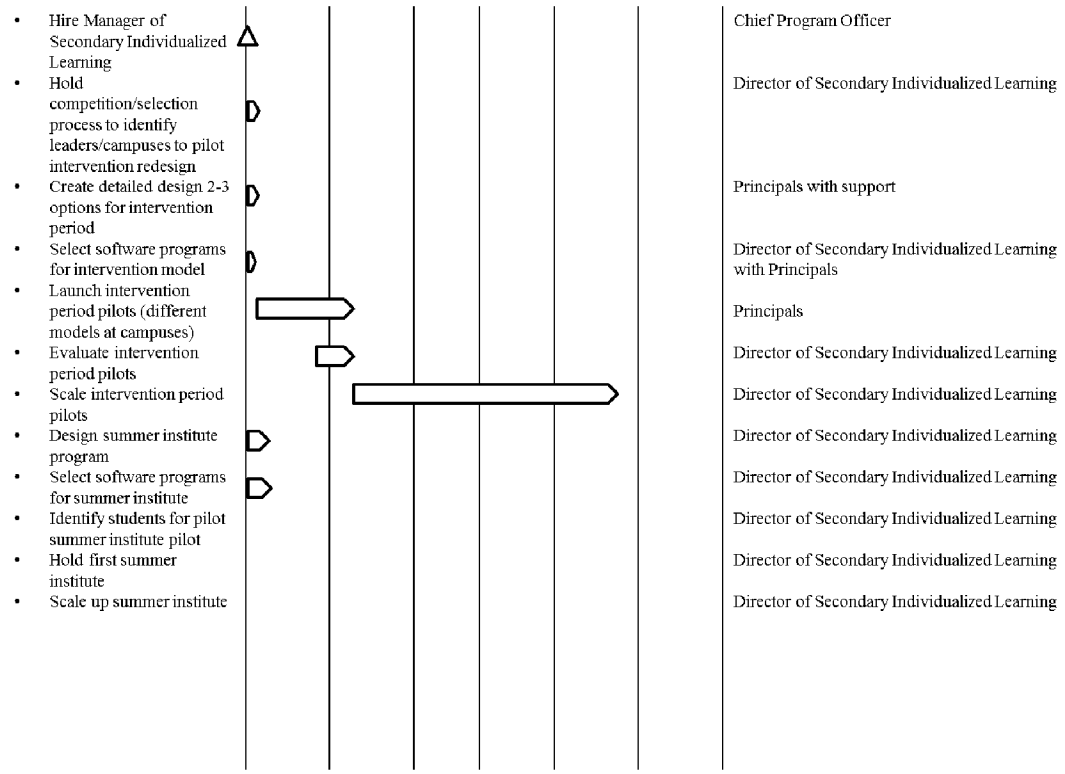
secondary school, students learn to use the Naviance system during their AVID elective. Students use these tools to better gauge which subject areas need improvement, as well as to help connect academic achievement to post-secondary goals, and improve college and career planning.

Summary of Activities, Timeline, Deliverables, and Responsible Parties:
The work plans below summarize the activities, timeline, and responsible parties for implementing the plans articulated above. The work plans are divided into a plan for elementary schools and a plan for high schools.

Work plan for Elementary School Personalized Learning Environment Implementation



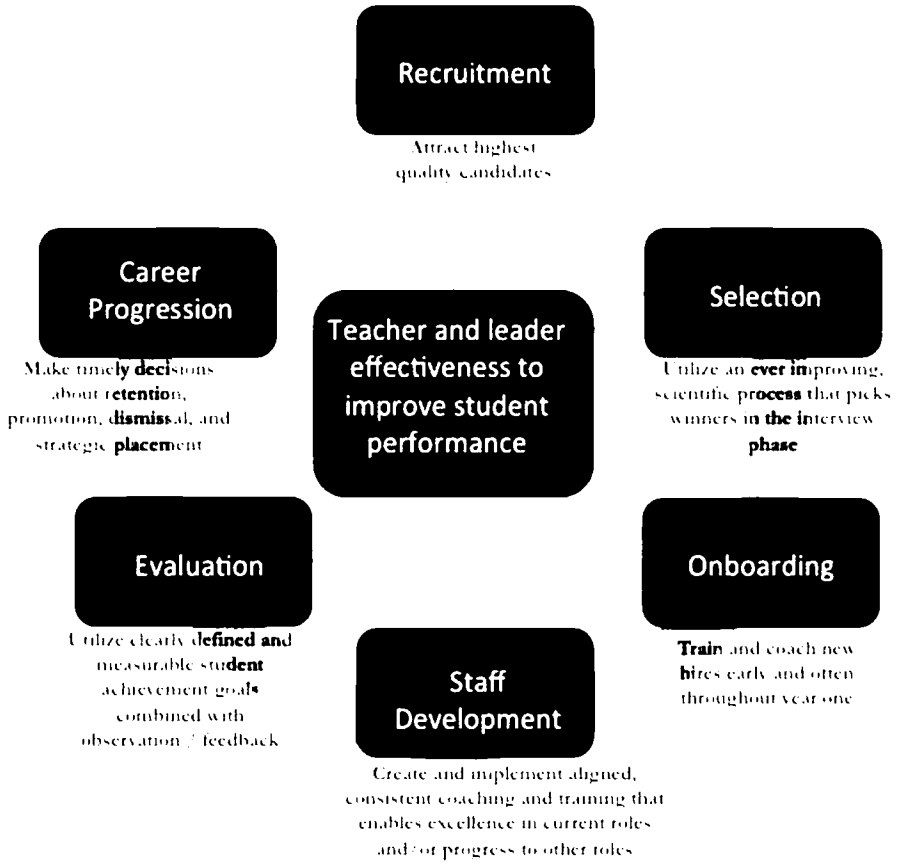
Work plan for Secondary School Personalized Learning Environment Implementation



(C)(2) Teaching and Leading

Recruiting, selecting, onboarding, developing, and supporting career development of educators and leaders is central to IDEA's vision of supporting 100 percent of students to and through college.[63] The Academic Impact Model, which emphasizes that leader and teacher actions lead to student actions, which in turn lead to student achievement, is the foundation of our human capital strategy (Refer to Appendix A(1) -3, p. A-6, to view the details of IDEA's Academic Impact Model). As part of our i3 grant, we developed the Rio Grande Valley Center for Teaching and Leading Excellence. The graphic below illustrates the key areas of focus across the center, including: recruitment, selection, on-boarding, staff development, evaluation, and career progression.

[63] Hanushek, Eric A., The Economic Value of Higher Teacher Quality (December 2010). NBER Working Paper No. w16606. Available at SSRN: http://ssrn.com/abstract=1727087



Key elements of the support provided to teachers and leaders at IDEA include:

- Recruitment: Through the IDEA i3 grant, Teach for America (TFA) provided substantial advice to IDEA on structuring a recruitment and selection process to yield the most-qualified teachers. IDEA hired 250+ new teachers to support eight new schools before the start of school year 2012-2013 and anticipates needing to continue hiring teachers at a similar pace as IDEA opens additional schools to serve more young people. To fill these spots with highly-effective educators, IDEA held an ambitious and wide-reaching annual recruiting process in which it targets high-potential candidates by hosting 300+ 1:1 recruiting sessions.

- Selection: The selection process for teachers is based on our evolving understanding of predictive competencies (skills and behaviors that lead to success at IDEA). In addition, IDEA partners with TFA to host corps members in hard-to-staff secondary subjects, including math, science, and special education.

- On-boarding: IDEA hosts summer training institutes for new teachers annually. For example, last year the Elementary Teaching Academy introduced all new elementary school teachers to the "Better IDEA" model. Modeled on the Teach for America Summer Institute, new teachers led IDEA's summer school for elementary school students, using the same personalized learning model that we use in all elementary schools during the school year;

- Staff development: Teachers participate in monthly professional development sessions designed by principals to meet the specific needs of teachers within their buildings. School leaders participate in monthly sessions managed by executive principals. In addition, teachers receive ongoing instructional coaching throughout the year, including support at least two times/month via observations, walkthroughs, or data conversations to help educators use data to identify individual student needs and adapt content and instruction to develop optimal learning approaches for all students.

- Teacher and Principal Evaluation: IDEA is in the middle of a three-year planning process to implement a teacher career progression system in which teachers move from proficient to master teacher rankings, modeled after highly-successful progressions at Achievement First and YES Prep Charter Management Organizations. The combination of teacher actions (as measured by a rubric, teacher reflection and goal-setting, achievement of those goals, twice monthly observations, and principal or manager rating that considers all of these inputs) and student results (as measured by performance on a variety of formative and summative criterion- and norm-referenced instruments over an entire school year) will determine an educator's placement on a continuum of educator effectiveness. Placement on this continuum will, in turn, determine a range of rewards – including additional compensation, PD opportunities, organizational recognition, leadership opportunities (as a reward for demonstrated educator effectiveness) and inform human capital decisions as educators move through the teacher school leader pipelines.

- Career Progression: IDEA hosts a number of leadership institutes for new and emerging leaders, including year-long leadership pathways programs for new

instructional leaders. These programs are designed to build critical skills and provide non-financial incentives for teachers and leaders to stay at IDEA.

Increasing student achievement with the range of the personalized learning approaches we propose here requires that educators and leaders have access to 1) training, support, and professional communities and 2) tools, data, resources, and policies that support high-quality personalized instruction. To ensure that more students benefit from our most highly-effective educators, it also requires that we implement a plan to increase the number of students at all participating IDEA schools that receive instruction from highly-effective teachers and attend schools with highly-effective principals. In this section, we outline our progress to date against these three major areas and discuss our plan as a Race to the Top District. With the support of Race to the Top, IDEA will serve as a nationwide model for using teacher and leader effectiveness to improve student performance by using personalized learning approaches in an extraordinarily high-need area.

C(2)(a) Educators engage in training to support implementation of personalized learning

IDEA's existing support and training for educators that is specifically focused on implementing personalized learning includes the following:

1) Staff Development Cycle: Provides multiple meaningful opportunities for educators to set and reach goals, reflect on their teaching and managerial practice by receiving feedback, and document their own improvement and that of the students they teach (Refer to Appendix C(2) -1, p. C-39, for an overview of staff development at IDEA and Appendix C(2) -2, p. C-45, for a description of the data system that helps support IDEAs staff development cycle (TalentEd));
2) Professional Development: Opportunities at the beginning of the year specifically focused around the effective implementation of the "Better IDEA" personalized learning model;
3) Ongoing instructional coaching throughout the year: Support at least two times/month via observations, walkthroughs, or data conversations to help educators use data to identify individual student needs and adapt content and instruction to develop optimal learning approaches for all students; and

4) Q*uarterly "data days"*: All district teachers who teach the same grade and subject review progress toward college readiness on quarterly interim assessments and identify specific supports to meet the acceleration of student progress and improvement of their own instructional practice.

Overview of Plan

Vision	• Develop teachers and leaders by providing access to the training, tools, and resources needed to personalize instruction
Strategies: Teacher Training/Coaching	(1) Provide coaching to teachers and leaders to integrate personalized learning environment data into core classroom (2) Embed training re: personalizing learning in existing professional development structures (3) Develop a "pathway to leadership" for iLearning Hotspot and AR Zone facilitators (4) Offer personalized online professional development opportunities to deepen content knowledge
Goals and Milestones	• (1a) 7 data facilitators hired by fall 2013 • (1b) All IDEA teachers and leaders have access to a data facilitator by fall 2013 • (1c) IDEA teachers and leaders use PLE data to inform core classroom instruction (measured as part of classroom observation) by fall 2014 • (2a) All IDEA teachers receive personalized learning-specific PD at least four times a year as part of existing PD structures • (2b) IDEA teachers demonstrate increased comfort using data from Lightbulb to inform instruction (measured as part of classroom observation) by fall 2015 • (3a) 15 facilitators enrolled in blended learning facilitator pathway by fall 2015 • (4a) At least 10% of IDEA teachers enrolled in personalized online PD opportunities

In the area of training and development, we will focus on four additional areas to ensure effective implementation of personalized learning environments and enable instructors to adapt content and instruction, frequently measure student progress, and improve teacher and student performance. These four strategies include:

1) Additional 1:1 coaching to educators to use personalized learning data in core classrooms: The adaptive software that is used in Better IDEA and that will be used in the re-imagined secondary intervention period (see C(1)) provides standard-by-standard assessment of student progress to students, parents, and educators. When analyzed, this

data gives educators a clear view on student progress and helps identify areas of mastery and areas where improvement is needed. However, there is no process for data from the blended learning spaces to be analyzed by educators and used in the core classroom to inform instruction. For example, if teachers learned from the blended learning data that seven students struggled with mastering mixed numbers, the teacher could group those students together for small group practice with a co-teacher in the core classroom. As part of this proposal, IDEA will hire one data coach for every two campuses (total of six coaches) to train educators to use the data from the blended learning spaces in the classroom.

2) Embedded professional development: IDEA already implements a monthly sequence of professional development activities. Principals at each campus tailor professional development to meet the needs of teachers. Rather than create new structures on top of these existing structures to provide training to teachers on how to effectively implement the personalized learning environments described in this proposal, we will design a series of on-demand modules (including technology-enabled modules) that can be embedded into existing training by principals. This will ensure that adjusting instructional strategies to meet needs of individual students becomes part of everyday teacher practice rather than an overlay on their existing practice.
3) Pathway to leadership: iLearning Hotspot and AR Zone Facilitators play a critical role in implementing "Better IDEA". These paraprofessionals manage the computer labs, keep students on track during learning lab time, and analyze student data. However, unlike teachers at IDEA, they do not have a clear career progression to enable them to grow and develop as educators. We will design a leadership pathway to enable them to receive the training and support necessary to progress into other educator roles at IDEA, including principally the data coaches discussed above in initiative (1).
4) Individualized online professional development: One gap in improving student outcomes is that teachers at the secondary level lack the deep content knowledge required to create deep learning experiences and enable critical thinking. To address this gap, we will identify high-quality online professional development opportunities that meet the needs of our teachers and offer these opportunities as part of the non-financial incentives we have implemented to encourage retention of our highly-effective teachers.

C(2)(b) Educators have access to, and know how to use, tools, data, and resources to support implementation of personalized learning

There are three primary mechanisms for ensuring that educators have information to identify optimal needs and learning approaches, and use tools, data, and resources to support personalized learning at IDEA. They include (1) centrally provided Common Core[64]-aligned standards, scopes/sequences, pacing guides, unit plans, unit assessment question banks, and daily lesson plans that provide specific guidance around how to flexibly group students based on individual needs[65]; (2) data from formative and interim assessments that are administered weekly (formative) and quarterly (interim) to provide information to identify gaps in student mastery and enable teachers to target re-teaching toward the standards on which students need additional support; (3) digital learning resources, including software currently used in blended learning model (K-5, select 6-7); (4) teacher-generated digital resources including lesson plans, tools, and resources available on Lightbulb (the internal data management system).

Overview of Plan

Vision	• Develop teachers and leaders by providing access to the training, tools, and resources needed to personalize instruction
Strategies: Teacher Tools and Resources	(1) Develop exceedingly easy to use dashboard view of data for teacher use (2) Pilot innovative "success forecasting" to predict which students will need additional support based on their profiles and connect teachers with resources needed to support those students (3) Develop a video repository of exemplars of instruction that address specific student needs.
Goals and Milestones	• (1a) Phase 1 dashboard piloted fall 2014 and phase 2 dashboard piloted 2015 at two campuses • (1b) Full implementation of data dashboards in 2016 • (1c) By 2017, all teachers report accessing Lightbulb dashboard data to inform instruction • (2a) Success forecasting piloted a few student profiles in fall 2016 • (2b) Success forecasting scaled in fall 2017 • (3a) Video repository of lessons developed by 2014 • (3b) Videos accessed by 2016

[64] For grades K-5, IDEA curriculum is Common Core-aligned; for grades 6-12, curriculum is aligned to ACT/AP/IB standards, which are in turn aligned to the Common Core.
[65] Daily lesson plans available for K-5 only

As a Race to the Top District, IDEA plans to implement a truly field-defining approach to making information, tools, and resources available to support educators in implementation of a personalized learning model. Specifically IDEA plans to develop the following:

1) Actionable Dashboards: We will develop and deploy an actionable and exceedingly easy-to-use integrated dashboard view of data that provides teachers with recommendations for them to consider and make better using professional judgment about how to individualize instruction for their students. The dashboards will enable educators to view classroom results organized by standards and sub-skills; prioritize standards for focus, allow teachers to group students based on targeted needs; make suggestions for which software and digital learning resources will best support a student's learning needs; analyze trends about where groups of educators need additional support; and identify educators who have mastered content and can share expertise with colleagues. Users will access role-specific dashboards so that teachers, principals, students, and parents can view the information that is most relevant to them.
2) Success forecasting: Using the integrated data system that will fuel the actionable dashboards described above, we pilot innovative "success forecasting" to predict which students will need additional support based on their profiles and connect teachers with resources needed to support those students. For example, if we know that English Language Learners who come in at least three grade levels behind in ELA are more likely to get up to grade level faster if they have access to a particular online software program during the intervention period, we make sure teachers have that information as they plan their intervention period model.
3) Develop video library of teaching exemplars: We will develop a collection of best teaching practices that educators can access "on demand" via Lightbulb. Teachers will be asked to reference specific examples of exemplary instruction in the videos as they assess their own areas of strength and areas for improvement during the staff evaluation cycle. These video exemplars will be aligned to each level of the teacher evaluation rubric and aligned to each criterion. Not only will this provide just-in-time professional development for teachers, it will also put ratings-defining examples and non-examples at leaders' fingertips to support inter-rater reliability and ratings consistency across IDEA.

C(2)(c) School leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment

IDEA sees effective school leaders and school leadership teams as an essential lever for enabling college-ready outcomes for all students. To date, IDEA's training, policies, tools, data, and resources have included the following to support school leaders to structure an effective learning environment: (1) access to Netchemia's TalentEd Perform, a cloud performance evaluation and appraisal software system created specifically for K-12 education that includes assessment of teacher actions to identify four levels of performance for teachers; (2) extensive leadership training and mentoring programs to prepare new leaders for success through the Rio Grande Valley Center for Teaching and Leading Excellence (see Glossary of Terms); (3) 1:1 coaching with a senior district leader; (4) leadership competency model that defines what outstanding leadership looks like at IDEA, against which all school leaders are evaluated (Refer to Appendix C(2) -3, p. C-46, for IDEA's Leader Competency Model); and (5) embedded professional development during monthly system-wide principal meetings.

Overview of Plan

Vision	• Develop teachers and leaders by providing access to the training, tools, and resources needed to personalize instruction
Strategies: School Leader training, tools, resources	(1) Implement a teacher and principal evaluation system by 2013-2014 that incorporates student growth data as a component of evaluation as required by the Race to the Top application; (2) Automate observational and assessment tools used with educators (with a focus on assessing teachers' ability to personalize learning to accelerate student progress) so that principals can identify trends in educator performance and support educator professional development
Goals and Milestones	• (1a) Teacher evaluation system implemented by fall 2014 • (2a) Automate teacher evaluation rubric tool by fall 2014 • (2b) Automate 5-minute observation tool by fall 2013

To improve school leaders' ability to enable continuous improvement toward goals of increasing student performance and closing achievement gaps, we will:

1) Refine our teacher and principal evaluation system: Currently, IDEA rates teacher effectiveness by measuring teacher actions (as measured by a rubric, teacher reflection, and goal-setting, achievement of those goals, twice-monthly observations, and principal or manager rating that considers all of these inputs). By 2014-2015, we will re-launch our teacher and principal evaluation system. The new system will be more sophisticated, and it will include student growth (as measured by performance on a variety of formative and summative criterion- and norm-referenced instruments over an entire school year) to determine an educator's placement on a continuum of educator effectiveness. Placement on this continuum will, in turn, determine the range of compensation (as a reward for demonstrated educator effectiveness) and inform human capital decisions as educators move through the teacher school leader pipelines. We have already entered into a contract with The New Teacher Project (TNTP) to develop a teacher evaluation system that includes components of student growth (Refer to Appendix C(2) -4, p. C-52, to see the service The New Teacher Project (TNTP) Proposal for Measures of Student Learning in Educator Evaluation Systems).
2) Automate Tools to support observations and evaluations: We will automate formative coaching tools (for example, create tablet "app" for educator observation tool) to enable principals and coaches to individualize feedback to teachers and tailor professional development based on data trends. Specifically, we plan to develop an application that will enable principals, instructional coaches, and other academic support team members to enter data into a rubric as he or she observes a teacher. These leaders will then be able to examine trends in the data from the observations to identify particular development areas for teachers and plan professional development (or access the on-demand professional development modules described above in C(2)(a)) to address these needs. We will also connect these formative coaching tools to the summative assessment system (TalentEd).
3) Create a school leader view of the exceeding easy-to-use data dashboards described in C(2)(b) above.

C(2)(d) High-quality plan for increasing highly-effective teachers and principals

At IDEA, every school is a high-need school, as discussed in A(2). The Rio Grande Valley is characterized as a region where "rural meets urban, traditional confronts modern, enormous

wealth grinds against abject poverty, and First World meets Third."[66] A large number of students live in colonias—unincorporated communities located within 150 miles of the Texas-Mexico border. Colonias population is composed of low-income families who lack safe, sanitary and sound housing, together with basic services such as potable water, adequate sewage systems, drainage, streets and utilities.[67] Given this context, IDEA is focused on recruiting and retaining highly-effective teachers for all its schools, especially teachers in hard-to-staff subjects (secondary math, science, and special education), using the following strategies:

1) Recruit and hire talented teachers to support rapid growth of IDEA**:** Through the IDEA i3 grant, Teach for America provided substantial advice to IDEA on structuring a recruitment and selection process to yield the most-qualified teachers. (Refer to Appendix C(2) -5, p. C-55, for TFA's professional development tool, Teaching as Leadership Rubric (TAL)). IDEA hired 250+ new teachers to support eight new schools before the start of school year 2012-2013 and anticipates needing to continue hiring teachers at a similar pace as IDEA opens additional schools to serve more young people. To fill these spots with highly-effective educators, IDEA holds an ambitious and wide-reaching annual recruiting process in which it targets high-potential candidates by hosting 300+ 1:1 recruiting sessions. The selection process for teachers is based on our evolving understanding of predictive competencies (skills and behaviors that lead to success at IDEA). In addition IDEA has partnered with Teach for America (TFA) to host corps members in hard-to-staff secondary subjects including math, science, and special education for 6 years. Finally, IDEA adjusted its pay scale for entering teachers to be more competitive with surrounding districts, investing $1.5 million/annually to provide a more attractive teacher compensation structure.

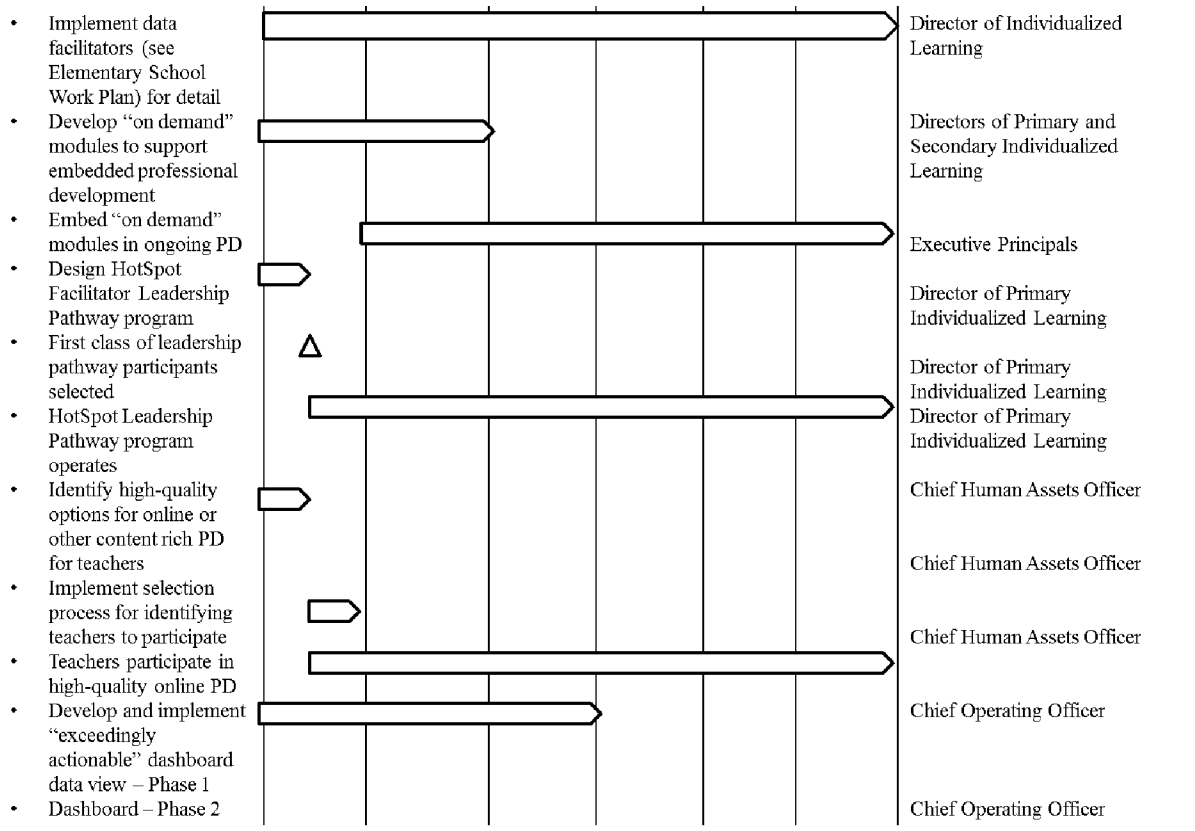
2) Retain highly-effective teachers across all schools, grades, and subjects: To improve retention of highly-qualified teachers, IDEA (1) began a three-year planning process to implement a teacher career progression system in which teachers move from proficient to master teacher rankings, modeled after highly-successful progressions at Achievement First and YES Prep Charter Management Organizations and (2) implemented financial and non-financial incentives to retain highly-effective teachers. Financial incentives are based on the

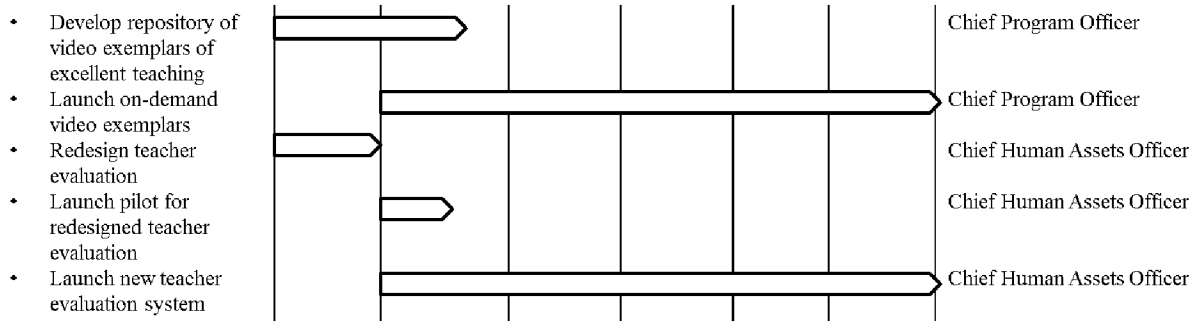
[66] Chad Richardson, Professor of Sociology at University of Texas – Pan American
[67] Texas Department of Housing and Community Affairs, 2008.

teacher evaluation system that will be implemented by 2014-2015. The combination of teacher actions (as measured by a rubric, teacher reflection and goal-setting, achievement of those goals, twice-monthly observations, and principal or manager rating that considers all of these inputs) and student results (as measured by performance on a variety of formative and summative criterion- and norm-referenced instruments over an entire school year) will determine an educator's placement on a continuum of educator effectiveness. Placement on this continuum will, in turn, determine the range of compensation (as a reward for demonstrated educator effectiveness) and inform human capital decisions as educators move through the teacher-school leader pipelines.

Non-financial incentives take the form of participation in the i3-developed Teacher Institute (one year), Teacher Leadership Institute (two years), opportunities to become an instructional coach, and professional development courses offered through IDEA's Lightbulb system. Additional non-financial opportunities to be more fully-explored and implemented during the funding period include flexible scheduling, first choice of instructional schedules, and opportunities to sit on lead teams that make decisions about school operations and instruction.

Work plan for Teaching and Leading Supports for Personalized Learning


Implement data facilitators (see Elementary School Work Plan) for detail
Develop "on demand" modules to support embedded professional development
Embed "on demand" modules in ongoing PD
Design HotSpot Facilitator Leadership Pathway program
First class of leadership pathway participants selected
HotSpot Leadership Pathway program operates
Identify high-quality options for online or other content rich PD for teachers
Implement selection process for identifying teachers to participate
Teachers participate in high-quality online PD
Develop and implement "exceedingly actionable" dashboard data view – Phase 1
Dashboard – Phase 2
Director of Individualized Learning
Directors of Primary and Secondary Individualized Learning
Executive Principals
Director of Primary Individualized Learning
Director of Primary Individualized Learning
Director of Primary Individualized Learning
Chief Human Assets Officer
Chief Human Assets Officer
Chief Human Assets Officer
Chief Operating Officer
Chief Operating Officer


Develop repository of video exemplars of excellent teaching
Launch on-demand video exemplars
Redesign teacher evaluation
Launch pilot for redesigned teacher evaluation
Launch new teacher evaluation system
Chief Program Officer
Chief Program Officer
Chief Human Assets Officer
Chief Human Assets Officer
Chief Human Assets Officer

D. LEA Policy and Infrastructure (25 total points)

(D)(1) LEA practices, policies, rules

(D)(1)(a) Organizing the LEA central office to support participating schools

IDEA Public Schools' central office, or headquarters ('HQ'), scaled up over the past several years to support the rapid growth of its highly-successful charter school model while steadily increasing student achievement and college readiness. To meet its goals of scale and quality, HQ provides schools with critical operational and instructional support, allowing school leaders to focus on developing their staff and driving ambitious student achievement results. In this section we explain how (1) priorities and practices of HQ align with the personalized learning strategy; and (2) organization is structured to provide support and services to all participating schools.

Priorities and practices of HQ align with personalized learning strategy:

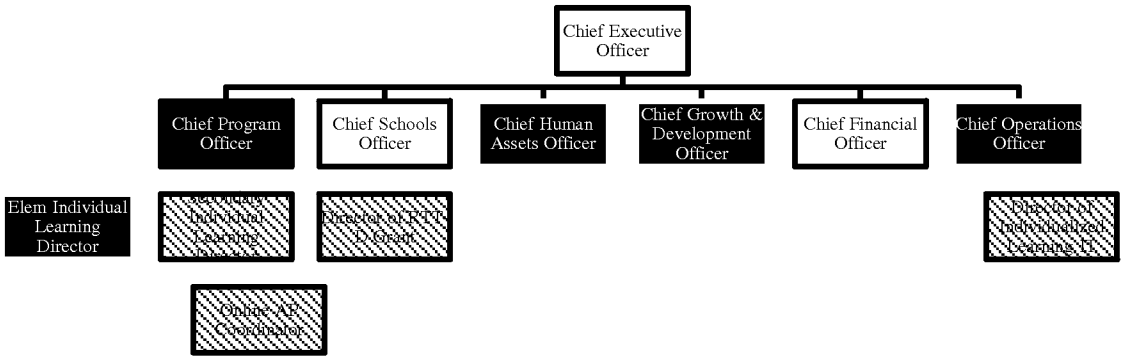
There are principles that are important to the IDEA "DNA" and are aligned with the personalized learning strategy proposed here (and already being implemented in part). These statements of belief and practice are central to our model. IDEA is committed to:

- Prioritizing data-driven, standards-based instruction: All "HQ" employees, school leaders, educators, and non-instructional staff members recognize that data-driven, standards-based instruction is the core work of IDEA. The program, operations/IT, human assets, school, finance, and growth teams are all organized to ensure that instruction is the priority of school leaders, and that HQ provides the support needed to complete all non-instructional activities without detracting from instruction.
- Implementing a coherent assessment strategy that is clear on purpose: We use formative, interim, and summative assessments at IDEA. Formative and interim assessments are paced to instruction and increase in rigor and complexity throughout the year. They are used to provide data that helps educators individualize instruction for students every day (especially as part of the "Better IDEA" model and in the new intervention and summer credit recovery/acceleration institutes). Summative assessments are used to assess student growth and will eventually be used to help assess teacher effectiveness.

- Investing in professional development and leadership development, in part through a robust instructional coaching model: Through the work of the Rio Grande Center for Teaching and Learning, funded through IDEA's i3 grant (and detailed in section C(2) of this proposal), IDEA has developed a robust professional and leadership development system to support our educators and leaders. Among the critical aspects of that system is commitment to instructional coaching for each teacher at least two times per month.
- Hiring and developing strong managers to support principals (executive principals): We see school leaders as critical in leading and implementing the personalized learning strategy proposed here. Our leaders need strong managers to help coach and develop school staff as well as set up structures and systems to track student and educator progress. Each principal reports to an "executive principal" who oversees 5-7 principals.
- Common, collaborative planning and reflection time across grade levels and content areas for district schools: Because IDEA schools enroll between 100-125 students/grade, each campus includes only one or two teachers of a specific grade and subject (e.g., algebra). As part of this proposal, teachers will be able to use actionable dashboards and the Lightbulb data system to identify other teachers who excel at teaching a particular standard. Common reflection days for teachers allow teachers to learn from other teachers across the district.
- System professional development aligned to specific school and teacher needs: The content of professional development sessions at both beginning of year and throughout the year is dynamic depending on the needs of educators and leaders meetings. IDEA will use data from Lightbulb to identify cross grade level, content area, and school trends and implement professional development to support these development needs.
- Organization structured to provide support and services to all participating schools: Because the personalized learning strategy proposed here is central to our core instructional model, the support and services provided in the grant require leadership from several of our HQ leaders. Below is an executive-level organizational chart for IDEA. Dark-colored boxes indicate existing leaders who will take on responsibility for implementing parts of this grant proposal. Shaded boxes indicate new positions created as

part of this proposal.

Executive-Level Organizational Chart



Chief Program Officer Team: The Chief Program Officer and her Director of Primary Individualized Learning will be responsible for implementation of the upgraded Better IDEA model. IDEA will hire a Secondary Individualized Learning Director to lead the redesign of the intervention period, and the summer credit recovery and acceleration institute. IDEA will also hire a Director of the RTT-D grant, who will lead the overall implementation of the grant, including managing overall program design, implementing the budget, leading the ongoing stakeholder engagement process, and tracking progress goals, activities, timeline, deliverables, and milestones. (See Appendix D(1)-1, p. D-1, for biography for Dolores Gonzalez.)

Chief Human Assets Officer: The Chief Human Assets officer will manage the design and implementation of the new teacher and principal evaluation system and the creation of online video exemplars to support leadership and professional development. She will also lead the recruitment process for the new positions envisioned as part of this grant (See Appendix D(1) -1, p. D-3, for biography for Audrey Hooks.)

Chief Growth & Development Officer: The Chief Growth and Development Officer will serve as an advisor to the program team in implementing the grant. His team will support the Director of the Race to the Top-District grant in grant compliance and reporting. (See Appendix D(1) -1, p. D-2, for biography for Matt Randazzo.)

Chief Operations Officer: The Chief Operating Officer and her team will oversee the upgrade of Lightbulb, including the data integration project and creation of actionable dashboards. To facilitate this, we will hire an Individualized Learning IT Director.

IDEA has a proven track record of effectively implementing complex grant proposals. In 2010, IDEA was awarded an i3 grant to develop the Rio Grande Center for Teaching and Leading Excellence. Additionally, IDEA was awarded the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools, providing funding for IDEA to serve an additional 19,000 students in the Rio Grande Valley in Texas. (See Appendix D(1) -2, p. D-9, for the i3 project summary of the Rio Grande Center for Teaching and Leading Excellence and Appendix D(1) -3, p. D-9, for the Replication and Expansion project summary.)

(D)(1)(b) Providing school leadership teams with sufficient flexibility and autonomy

IDEA's model focuses on providing the operational support needed for school leaders to focus on learning and teaching. Specifically:

- School personnel decisions: The leaders of all schools at IDEA (including participating schools) have autonomy over school personnel decisions and staffing models, including the decision-making responsibility about (1) who to hire for any given instructional position and (2) whether to retain educators or not. The principal is the ultimate decision maker on this topic at IDEA; as discussed in B(3) there are no structural limitations to making performance-based hiring and retention decisions. The Human Capital team at IDEA supports the hiring and evaluation process with tools and resources.
- Roles and responsibilities: The IDEA principal defines the specific roles and responsibilities for members of his or her team, including both teachers and co-teachers. Principals have discretion to define and update the scope of responsibilities for both roles.
- School-level budgets: IDEA principals craft their own school budget each year with guidance from the central finance team given the allocation of resources to their school. They have the autonomy to determine how to allocate personnel budgets to meet the needs of their school and spend instructional materials budgets. For example, principals decide which electives will be offered to students. Some IDEA schools offer a range of arts and music electives, while others focus on engineering and technology.

- School schedules and calendars: The IDEA school schedule (in terms of number of hours) includes an extended school day (7:45am – 3:45pm), for all participating students with almost two hours additional instruction compared to other schools in the area. (See schedules in Appendix D(1) -4, p. D-11) This schedule enables all participating schools the conditions needed to implement Better IDEA, which includes additional core instruction time in math and reading. IDEA will add additional days to the school calendar for students and educators to participate in the credit recovery/acceleration institute.

(D)(1)(c)(d) Giving students the opportunity to progress and demonstrate mastery of standards

The fundamental design concept of Better IDEA is that students are able to progress in the elementary school curriculum based on mastery rather than grade level (in both the blended learning labs and the core classrooms). While in the blended learning labs, the math software adapts to student mastery. Accelerated Reader helps ensure that students select individual reading books that are an appropriate match for their skill level. In the core classroom environment, students move fluidly between groups as they progress through the curriculum, allowing individualization to supplant grade level at IDEA. If a 3rd grader is two years behind, he participates in a 1st grade-level math group (which likely includes students from kindergarten through 3rd grade). A precocious 4th grader joins the 5th grade-level math group. Because grades K-12 are co-located at IDEA, students who complete the elementary school curriculum can selectively join secondary school classes.

As part of this proposal, IDEA will introduce more opportunities for secondary school students to earn credit based on mastery rather than time spent on a topic. Texas recently replaced grade level summative exams (e.g., 9th grade math) with end-of-course exams in core subjects including algebra I, algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history.[68] Students must pass these exams in order to graduate from high school. As part of the summer credit recovery and

[68] According to the Texas Education Agency (http://www.tea.state.tx.us/index3.aspx?id=3302&menu_id=793), the purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education.

acceleration institute, students who did not pass end-of-course exams will receive intensive personalized instruction and support before the end-of-summer test date for end-of-course exams. In addition, students who participate in the summer institute for acceleration purposes will have the opportunity to complete math courses during the summer and accelerate to the next year of secondary math in the following year (for example, complete pre-algebra during the summer and accelerate to algebra in 7th grade).

(D)(1)(e) Providing adaptable learning resources and instructional practices

IDEA educates a higher population of English-language learners (20.4 percent of total students) than the state of Texas overall (16.9 percent).[69] All English-language learners participate fully in the personalized learning environments already in place and will participate fully in the additional plans proposed here. Because the adaptive software used meets students at their current level, our personalized learning environments are uniquely suited for addressing needs of students whose mastery does not correspond to their age-appropriate grade level. Communication with parents and families is always translated into Spanish to ensure that our families can participate fully in their children's school lives.

Four percent of students who attend IDEA qualify for special education services. The personalized learning environments implemented already at IDEA and/or proposed as part of this plan are particularly well suited to supporting students with learning disabilities because the adaptive software used in Better IDEA (and planned for use in the intervention period and summer institute at the secondary level) analyzes each student action and responds accordingly, adapting automatically to provide the structured support each student needs as he or she needs it. Unlike in a traditional classroom, this means that a student who is performing significantly below grade level in a specific subject can receive instruction perfectly tailored to his or her learning level. As required under federal law, all digital learning resources used or proposed for use as part of this plan will be fully-accessible to students with physical disabilities.

(D)(2) LEA and school infrastructure

(D)(2)(a)(b)The LEA and school infrastructure supports personalized learning by providing tools and supports

[69] See Section B(1) for more information on subgroup comparisons.

Educators at IDEA receive on-demand training and technical support to support their implementation of personalized learning strategies:

All IDEA educators (including principals, teachers, and co-teachers) receive laptops and/or tablets for professional use that include access to Lightbulb (the IDEA data portal). The IDEA Operations team provides technical support to all educators including a helpdesk that is staffed five days a week, nine hours a day. To get support from the helpdesk, teachers call a 1-800 number or send an e-mail. In addition to the helpdesk, there are IT technicians assigned to each campus (one technologist covers three campuses) to provide both proactive and reactive support with technology. A senior leader of IT leads these efforts—he reports directly to the Chief Operating Officer. As discussed in sections C(1) and C(2), as part of this proposal, educators will:

1) Access exceedingly easy-to-use data dashboards in Lightbulb that will provide actionable recommendations around what to teach students (which standards and sub-standards need to be retaught) and how to teach students (how to group students, whether to use small group, online, etc. instruction);
2) Learn from video-exemplars of best practice instruction that will be posted to Lightbulb, with a particular focus on examples of implementing the personalized learning environments described in C(1) and C(2) effectively; and
3) Receive coaching from data coaches to understand how to integrate data from personalized learning environments back into the classroom (as outlined in C(2)).

High-need population requires that parents and students have opportunity to access IDEA technology infrastructure after-hours:

Because IDEA serves such a high-need population, access to technology (including broadband Internet access) is very limited among IDEA parents and students outside of the school day. According to the Investigative Reporting Workshop at the American University School of Communication, the McAllen-Edinburg-Mission metropolitan area (where many of the IDEA schools in the Rio Grande Valley are located), is the 10th least connected metropolitan area in terms of households with a broadband subscription, with 20-40 percent of households

having a broadband subscription.[70] San Antonio, Texas also has low rates of broadband subscription, with most regions of the metropolitan area having 20-40 percent of households connected.[71] At IDEA specifically, 70 percent of parents report access to e-mail, but this includes parents who have access only at work or at a family member's home.[72]

Thus, our upfront design principles for our personalized learning strategy needed to address this issue. We do this by (1) creating opportunities for parents and students to have access to learning content, tools, and Internet outside of the school day using the computer lab resources at IDEA schools and (2) ensuring that while students and parents have the opportunity to access content and tools related to the personalized learning environments outside the school, having limited access does not disadvantage students' ability to reach mastery of standards and progress at IDEA.

1) Create opportunities for parents and students to have access to learning content, tools, and Internet outside of the school day: A key component of our Better IDEA plan for improvement (as detailed in (C1)) is to open school-based computer labs to families and students after school hours and/or during the summer so that students can continue to make progress toward goal on the adaptive math software. We believe that student completion of this work with parent support will inspire students to care about their work and help parents understand what their children are learning.
2) Ensure that having limited Internet *access does not disadvantage students' ability to meet* goals for personalized learning: As part of Better IDEA, students and parents currently have access to student-level dashboards that share information about their progress in the blended learning environment. As part of the plan proposed in C(1), they will have access to an enhanced, integrated data dashboard that shares information across all assessments and student courses. Students can also log-on to the adaptive math software from anywhere, anytime. We anticipate a similar level of access and information for the personalized learning environments implemented for secondary school students for online AP/electives, intervention period, and credit recover/acceleration However, because of very limited Internet access outside of school, we will not expect that students

[70] See Connected: The Media and Broadband Project at http://investigativereportingworkshop.org/investigations/broadband-adoption/story/poverty-stretches-digital-divide/, accessed 10/6/2012.
[71] Ibid.
[72] Annual Survey of Parents, 2011

make progress after school hours or on the weekends. Even with after-hours access at the school, some students and parents may not be able to get transportation to the school to use the computer labs.

(D)(2)(c) Using information technology systems that allow parents and students to export and use data

Parents and students currently access data that provides information about 1) daily and weekly progress; 2) assessment performance; and 3) progress to college and career readiness. Through the IDEA data portal, parents can monitor students' progress in real time by reviewing their child's online grade book and access results when students complete a math or reading software assessment. This dashboard also highlights student progress on math and reading quiz scores and flags student development needs. As a Race to the Top district, we would make all of this data available to parents and students in an open data format so that they can use the information in other programs.

(D)(2)(d) Ensuring that LEAs and schools use interoperable data systems

At IDEA, the District and the schools currently use Lightbulb as the primary data system, which includes student information data and instructional improvement system data. Our student information data and instructional improvement data are interoperable via Lightbulb. This data system includes teacher information required to track a student-teacher match in data. Right now, human resource data is captured in TalentEd, which is not connected to Lightbulb. However, as part of this proposal (as discussed in (C2)), IDEA would integrate the human resource and human assets information captured in TalentEd to ensure that Lightbulb and TalentEd are interoperable.

E. Continuous Improvement (30 total points)

(E)(1) Continuous improvement process

Continuous improvement process balances stakeholder engagement and efficient decision making:

IDEA plans to implement a continuous improvement process that reflects the need to engage stakeholders and maintain flexibility to "course correct" quickly. We benefit from a highly-efficient and streamlined decision-making strategy at the district level. Throughout our history, we have identified and implemented changes quickly to respond to new information, including, for example, designing and launching "Better IDEA" at all existing campuses in just a few months during spring 2011, in response to student performance data and emerging field consensus about the power of blended learning. This proposed continuous monitoring process also reflects lessons learned from the early implementation of personalized learning. During the initial implementation of Better IDEA, "end users" (including educators, parents, and students) perceived that they did not receive timely and frequent communications about the goals and implications of personalized learning. The proposed process addresses that feedback.

If selected as a Race to the Top district, IDEA will dedicate substantial senior leadership time to implementation, as well as form two stakeholder committees and hire a full-time Grant Director to project manage the grant's effective implementation and continuous improvement process during and after the term of the grant. Responsibilities of each include:

- Senior Leadership: As detailed in the management plan (Section D), IDEA will invest significant senior leadership capacity into the development and implementation of this proposal. Because this work is so critical, Tom Torkelson, IDEA's CEO, and Brian Disque, the Board of Directors Chairman, will be involved in leadership of tracking progress on grant implementation and reaching performance metrics. Dolores Gonzalez, the Chief Program Officer, will oversee implementation of the personalized learning environments. Irma Munoz, Chief Operating Officer, will oversee the upgrades to the data system (Lightbulb) that underpins the personalized learning environments.

- Oversight Committee: Already launched to support the creation of this proposal, the Oversight Committee includes: the Chief Program Officer, the Director of Individualized Learning, the Chief Growth Officer, the Director of Community Engagement Strategy,[73] an IT director, and a Director of Human Assets.[74] The Oversight Committee will meet at least monthly. Collaborating with the Advisory Team (see below), they will approve and improve the grant implementation plan, assess metrics, develop continuous improvement action plans, and communicate implementation progress and proposed modifications to the rest of IDEA's senior leadership team (as outlined in (D1)). Members will also participate in forums to share best practices of personalized learning within the field and learn from others implementing personalized learning environments. The RTT-D Grant Director (see below) will serve as the project manager for this group and will set agendas, hold members accountable for activities, and follow-up as needed.
- Advisory Team: This group will include board member(s), principals, teachers, co-teachers, students, parents, liaison(s) from community partners, and representatives from local government. Members will apply for participation to encourage active and enthusiastic participation.[75] The Oversight Committee will select 8-10 members to sit on this team. Selections will be made using the primary criteria of assembling an engaged and diverse critical group responsible for engaging other stakeholders and providing a continuous feedback loop between leadership, staff and community members to understand the effectiveness of program reforms to improve instruction and learning. The committee will meet at least quarterly.
- RTT-D Grant Director: The RTT-D Grant Director will manage the grant budget, audit grant compliance, prepare and issue grant reports, and serve as the primary project manager. He or she will ensure that IDEA is meeting proposed timelines, implementing activities with fidelity, and achieving outstanding results. In addition, through site visits and frequent communication with school leaders via focus groups and team meetings, the Grant Directors will assess progress toward implementation and "connect the dots"

[73] Title is Regional Executive Director, but individual also oversees IDEA's community engagement strategy.
[74] IT Director and Human Assets director is not currently serving on oversight committee but will be added if IDEA is awarded the grant.
[75] Exceptions to the application process include: the board member, who will be appointed by the board of directors; the community partner liaison, who will be appointed by the Oversight Committee; and the local government representatives, who will be invited to join at their pleasure.

among participating schools and/or educators that can learn from each other about specific implementation challenges. The Grant Director will visit campuses at least twice a year in an effort to 1) identify schools with exemplary instructional practices and training activities proposed in the RTT-D plan; and 2) note any district-wide or school-level compliance and implementation risks. This information will be presented to the Oversight Committee and Advisory Team during quarterly meetings.

Performance measures and leading indicators of grant goals will be monitored and measured to determine the quality of RTT-D investments:

Yearly and quarterly goals and performance measures listed and described in section "E(3) Performance Measures" will be monitored throughout the grant period and reviewed quarterly by the Oversight Committee, the Advisory Team, and the Grant Director to ensure they reflect current school objectives. Progress toward goals in fidelity of implementation, proficiency of practice, and student achievement will be measured by the capacity of specific schools, grades, and students to meet or exceed targeted performance measures. Additionally, to measure the effectiveness of technology or professional development investments, IDEA will perform an annual analysis that correlates practice improvements over time with specific goals in student learning—showing a direct connection between practice and performance at the school-level and district level goals. For example, correlational analysis can be performed to identify the strength of the relationship between additional computers in the classroom and student performance on formative math assessments.

Using the RTT-D website, we will monitor progress toward goals, publically share updates and best practices, launch requests for proposals, and solicit stakeholder feedback

The Race to the Top-District website will include annual and quarterly goals, dashboard summary results, action plans for continuous improvement, emerging perspectives on best practices, and requests for proposal (RFPs). The Grant Director will manage the website content and ensure that website reflects up-to-date information. We have learned from exemplary state websites associated with Race to the Top (state) and look forward to sharing best practices around personalized learning with other LEAs so that our model can inform other projects. This could take the form of blog posts, case studies, and/or journal articles. We will also create workshops, trainings, and speeches; and share results with others to contribute to knowledge and research in the field.

In addition, a section of IDEA's Quarterly and Annual Reports will provide summary of where IDEA stands against proposal targets and goals (including academic and social-emotional goals as well as financial targets and milestones). The Quarterly and Annual Reports are shared with board members and are available to the public on IDEA's public website.

On Lightbulb we will develop an internal data-rich portal for school leader, educator, parent, and student monitoring and feedback:

Lightbulb, IDEA's data internal data system, provides a central location for all RTT-D performance management information to share with internal stakeholders including school leaders, educators, parents, and students. A "RTT-D Performance Management" portal will be created to share progress toward academic and non-cognitive outcome goals set as part of this proposal. The RTT-D Performance Management portal will be updated real time, and therefore stakeholders can continuously monitor grant performance with sufficient time for adequate course correction. The Oversight Committee, Advisory Team and Grant Director will monitor progress and use this information to create the Quarterly Continuous Improvement Action Plans. Exemplary project and financial management ensures effective implementation and continuous improvement

IDEA is a fiscally sound and responsible LEA with sufficient management capability—including a senior leadership team that has supported the rapid growth of its highly-successful charter school model while steadily and simultaneously increasing student achievement. Wyatt Truscheit, CFO, is an accomplished leader with a distinguished career in the private sector before joining the IDEA team. (See Appendix D(1) -1, p. D-4, for Wyatt's biography). IDEA demonstrates a track record of excellence in project managing implementation of large grants, including its 2010 i3 award of $5 MM.

IDEA will use the implementation plans in C(1) and C(2) to hit the ground running on project implementation within days after receiving the grant. As we do with all major projects, we will implement a RASI (Responsible, Accountable, Support, Inform) decision matrix to ensure that all responsible parties meet timelines and deliverables for implementation (See Appendix E(1) -1, p. E-1, for an example of a RASI used on an IDEA project). Further, we will implement a project dashboard to show progress toward goals and student outcome measures

with easy-to-understand red-yellow-green indicators. These indicators will help us identify potential issues and make mid-course corrections.

Oversight and Advisory Committees will maintain role as "Individualized Learning" Oversight and Advisory Committees at end of grant period:

Personalized learning environments are already deeply-embedded in the IDEA DNA and will remain a core part of our model's post-grant implementation period. To sustain the rich stakeholder engagement and feedback provided by the Oversight and Advisory committees, we anticipate leaving the processes detailed in this section in place after the grant period for the purpose of continuously improving our personalized learning environments and tracking progress toward target outcomes. We will set new four-year goals for our personalized learning at the end of the grant period.

(E)(2) Ongoing communication and engagement

Through ongoing communication and engagement with stakeholders, IDEA will thoughtfully implement and improve upon this proposal. To sustain continuous improvement throughout the grant period and thereafter, the RTT-D Oversight Committee and Grant Director will make decisions based on data and stakeholder engagement. Details of IDEA's communication and engagement strategy includes 1) informing stakeholders of progress against grant goals and 2) engaging stakeholders to solicit feedback. This will include:

1) Informing Stakeholders: Dashboards providing summary reports of IDEA's proposal goals and performance against those goals will be available on the RTT-D Performance Management portal, which is updated real time and can be accessed by all IDEA stakeholders at any time through a single user sign-on. Notifications will be sent to stakeholders when updates are made to the RTT-D Performance Management portal. The purpose of the dashboards is to inform stakeholders of IDEA's current status and historical trends of performance against project goals. Additionally, existing emails, newsletters and quarterly/annual reports will have a section devoted to the performance management of the RTT-D grant. Summary tables and charts displaying metrics on: college readiness, student achievement, human capital, data systems and community partnerships will be incorporated into the communication channels and sent to both

internal and external stakeholders directly. The ultimate goal of communication efforts is to provide stakeholders with transparent, thorough, timely and tailored information to facilitate conversations about how to keep IDEA on track.

2) Stakeholder Feedback: Stakeholder feedback will be primarily channeled through the Advisory Team. Throughout the year, the Advisory Team is responsible for engaging with school staff and community members to understand the effectiveness of program reforms to assist and improve instruction and learning. The Advisory Team will build on the groundwork laid during the grant proposal process to engage stakeholders. This will include hosting focus groups, seeking feedback at faculty meetings and typical parent-school interaction times (conferences, back to school night), requesting student and parent feedback online and via surveys, and working with community partners to identify areas for partnership improvement. The Advisory Team will meet quarterly with the Oversight Committee and the Grant Director to report trends and insights from information collected from the field. This information will drive modifications to IDEA's RTT-D plan. Additionally, all stakeholders will be provided access to a feedback and comments portal within the RTT-D Performance Management portal to express any comments or concerns with the trajectory and trends reported in RTT-D dashboards or reports.

(E)(3) Performance measures

IDEA identified the most important performance measures to track by outlining the ultimate outcomes we plan to achieve. We set targets for each performance measure that struck a balance between being ambitious and bold, but also realistic and achievable. Our performance measures reflect IDEA's vision for a successful personalized learning model—that deeper learning and personalization depend upon multiple contextual factors. For that reason, we selected a series of cognitive and non-cognitive performance measures to track the continuous improvement of our personalized learning investments.

The performance measures detailed in the table below allow IDEA to track both formative and summative indicators, so that we have data that can help predict conditions for longer-term change. Leading indicators in the table include student and teacher attendance, student persistence (as defined in this application), health and fitness, and student weekly progress exams (see details in table below). These formative indicators help IDEA reach its

ultimate goals for improving personalized learning across schools—improving academic achievement, as well as college and career accessibility and readiness. By evaluating the performance of these formative indicators, IDEA will be well-positioned to modify practice and programs with sufficient time to ensure that summative measure targets are met. The table below outlines each of the performance measures IDEA plans to track during the course of the grant period; our rationale for choosing each measure; how the measure will provide rigorous, timely, and leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and how IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress.

E (3) Performance Measures All Participating Students				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
a) The number and percentage of participating students, by subgroup whose teacher of record and principal are a highly-effective teacher and a highly-effective principal	Percent of participating students with a highly-effective teacher and/or highly-effective principal	Scholars generally agree that teacher quality is the most important school-based factor affecting achievement.[76]	We will track this data annually (because of limitations in student growth data, it cannot be tracked more frequently). Student growth data will be a significant factor in evaluating teachers and recommending which teachers are retained annually.	Defining the appropriate student growth measure and mechanism for measurement is a mission-critical part of this work. If the student growth measure does not mirror other components of the performance evaluation, IDEA will work to improve the student growth measure.
b) The number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teacher and an effective principal	Percent of participating students with an effective teacher and/or effective principal	Scholars generally agree that teacher quality is the most important school-based factor affecting achievement.[77]	We will track this data annually (because of limitations in student growth data, it cannot be tracked more frequently). Student growth data will be a significant factor in evaluating teachers and recommending which teachers are retained annually.	Defining the appropriate student growth measure and mechanism for measurement is a mission-critical part of this work. If the student growth measure does not mirror other components of the performance evaluation, IDEA will work to improve the student growth measure.
c) Applicant must propose at least one measure that can be directly tied to improving student outcomes.	Percent of Average Monthly Teacher Attendance	Recent research has shown that the quality of the teacher is the key variable in student achievement.[78] When an IDEA teacher is unable to be present in the classroom, the students in the classroom lose time with an effective	Teacher attendance is recorded daily and reviewed monthly. This provides timely information for principals to identify teachers with inexcusable absences and invest time to understand the root cause.	Tracking teacher attendance is vital to ensure students receive consistent instruction to support student growth. For the purpose of this grant, as IDEA develops improved human capital systems and improved student growth

[76] Sawchuk, 2011
[77] Sawchuk, 2011
[78] Source: The Irreplacables: Understanding the Real Retention Crisis in America's Urban Schools. The New Teacher Project. 2012

E (3) Performance Measures All Participating Students				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
		educator, reducing student achievement.		methodologies, it is likely IDEA can improve its measure to be an even more direct tie to student outcomes.

E (3) Performance Measures Grades K-3				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
a) Applicant must propose at least one age-appropriate measure of students' academic growth	Percent of grade K-3 students who end year on/above grade level in literacy and writing	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for early-literacy and early-reading skills. There is documented reliability and validity of the measures as well as praise for its sensitivity to student change.[79] For this reason, we have selected it as an approved measure of academic growth.	The test is administered three times a year, helping teachers to adjust instruction to addresses student needs mid-year.	IDEA identified the DIBELS targets based upon baseline performance. This enables us to make ambitious yet achievable goals, as we reviewed student starting points. If we see that DIBELS does not correlate with success on other measures we will consider alternate measures.
	Percent of K-3 students who passed math formative assessment	Math formative assessments provide a weekly snapshot on progress toward specific objectives. When IDEA teachers know each student's progress on specific objectives they are better informed as they prepare lesson plans and create timelines for instruction. Formative assessments are also valuable leading indicators to student performance on summative assessments.	Formative assessment data is reported weekly across every K-3 classroom. These assessment show progress toward specific short term learning goals.	IDEA will determine if the formative assessment period of one week should be lengthened or shortened to provide a more purposeful measure of student progress by reviewing the level of mastery of students on summative tests at the end of a unit. In this way teachers and administrators will be able to determine if students retained learning from the weekly objective segments.
	Percent of K-3 students who passed language formative	Language formative assessments provide a weekly snapshot on progress toward	Formative assessment data is reported weekly across every K-3 classroom. These	IDEA will determine if the formative assessment period of one week should be

[79] Source: DIBELS website: https://dibels.uoregon.edu/about/

E (3) Performance Measures Grades K-3				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
	assessment	specific objectives. When IDEA teachers know each student's progress on specific objectives they are better informed as they prepare lesson plans and create timelines for instruction. Formative assessments are also valuable leading indicators to student performance on summative assessments.	assessment show progress toward specific short term learning goals.	lengthened or shortened to provide a more purposeful measure of student progress by reviewing the level of mastery of students on summative tests at the end of a unit. In this way teachers and administrators will be able to determine if students retained learning from the weekly objective segments.
	Percent of K-3 students who passed reading formative assessment	Reading formative assessments provide a weekly snapshot on progress toward specific objectives. When IDEA teachers know each student's progress on specific objectives they are better informed as they prepare lesson plans and create timelines for instruction. Formative assessments are also valuable leading indicators to student performance on summative assessments.	Formative assessment data is reported weekly across every K-3 classroom. These assessment show progress toward specific short term learning goals.	IDEA will determine if the formative assessment period of one week should be lengthened or shortened to provide a more purposeful measure of student progress by reviewing the level of mastery of students on summative tests at the end of a unit. In this way teachers and administrators will be able to determine if students retained learning from the weekly objective segments.
b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-	Percent of students passing at least 50 percent of Healthy Fitness Zone Tests[80]	Wellness is an important factor in students' academic performance. In 2010, the Centers for Disease Control	HFZ provides data on a variety of exercise measures that allow students and teachers to know where a	IDEA will review cohorts of students over time (example all the 3rd grade class of 2013), and determine if their

[80] These zones are criterion referenced standards established by The Cooper Institute of Dallas, Texas, and represent minimum levels of fitness that offer protection against the diseases that result from sedentary living.

E (3) Performance Measures Grades K-3				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
being and motor development, or social-emotional development).		and Prevention (CDC) undertook a review of studies that examined the relationship between physical activity time at school and in many cases showed that student participation in school based physical activities conferred positive benefits on children's academic performance.[81] The Healthy Fitness Zone (HFZ) is a Texas-wide fitness measure aligned to the national fitness standards and will help to gauge the physical fitness capabilities of our students.	child needs to improve their fitness level. It will provide leading information regarding any additional physical fitness supports IDEA should offer to ensure our students are healthy when they enter the classroom.	HFZ indicator is raising or lowering for the cohort as a whole. If the measure to pass proves not to be reasonable and achievable, IDEA will adjust accordingly, so as to set a goal students can work toward and realistically achieve. Additionally, if HFZ data is not providing useful information to help IDEA identify additional supports to help student fitness, it may be possible that another measure, such as body mass index, should be tracked.

[81] Centers for Disease Control and Prevention (2010). The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services.

E (3) Performance Measures Grades 4-8				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);	Percent of grade 4-8 students who have a yearly attendance rate of 98 percent or higher	In order for students to learn they must consistently be in school. School also provides a safe, welcoming, and nurturing environment for students.	Attendance is tracked daily by grade level and homeroom and by individual student. The measure provides rigorous data, as it shows not only how many students are present on a given day, but if the same students are present- or absent each day. This information allows school leaders to take action to help tardy students in advance of chronic truancy issues developing.	As IDEA implements RTT-D grant initiatives and improves mechanisms to track student discipline, credits earned, and other metrics that indicate college and career readiness, it is likely that a composite "on-track" indicator will be created. Under this circumstance IDEA would replace its current "on-track" indicator informed only by student attendance with a more robust measure.
b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and	Percent of grades 4-8 students who pass statewide math assessment	IDEA's performance on STAAR assessments can be compared statewide performance for all students, as well as for specific sub-populations including LEP, special education, and low-income demographics. Students must pass STAAR and End of Course (EOC) exams to be promoted in certain grade levels and graduate from high school. Refer to Appendix E(3) -2, p. E-3, for a description of STAAR and its implementation timeline.	The state of Texas provides data reports on all STAAR and EOC exams in the late spring of each school year and retests throughout the summer and fall. The data show performance on individual objectives, as well as comparisons to state averages. STAAR performance reports allow educators to make informed decisions regarding the effectiveness of the previous school year's teaching in specific subjects and objectives, and to thus make informed choices about where	The state of Texas requires that children in public schools like IDEA implement STAAR and EOC testing annually. Targets have been set according to SY 2011-12 baseline performances, however it is likely that as IDEA students become more familiar with the more rigorous testing standard, and as teachers are better able to align curriculum with state standard requirements, the measure for STAAR proficiency will improve. As this happens, IDEA will adjust its target measure

E (3) Performance Measures Grades 4-8				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
			to deploy resources and training.	accordingly.
c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.	Percent of students passing at least 50 percent of Healthy Fitness Zone Tests	Wellness is an important factor in students' academic performance. In 2010, the Centers for Disease Control and Prevention (CDC) undertook a review of studies that examined the relationship between physical activity time at school and in many cases showed that student participation in school based physical activities conferred positive benefits on children's academic performance.[82] The Healthy Fitness Zone (HFZ) is a Texas-wide fitness measure aligned to the national fitness standards and will help to gauge the physical fitness capabilities of our students.	HFZ provides data on a variety of exercise measures that allow students and teachers to know where a child needs to improve their fitness level. It will provide leading information regarding any additional physical fitness supports IDEA should provide to ensure our students are healthy when they enter the classroom.	IDEA will review cohorts of students over time (example all the 3rd grade class of 2013), and determine if their HFZ indicator is raising or lowering for the cohort as a whole. If the measure proves not to be reasonable and achievable, IDEA will adjust accordingly, so as to set a goal students can work toward and realistically achieve. Additionally, if HFZ data is not providing useful information to help IDEA identify additional supports to help student fitness, it may be possible that another measure, such as body mass index should be tracked.

[82] Centers for Disease Control and Prevention. (2010). The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services.

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;	Number and percent of students who completed and submitted FAFSA	All IDEA students are expected to apply and matriculate to college. Students are all expected to complete the FAFSA in order to receive financial aid to make college possible. For the few IDEA students who do not need financial assistance, the completion of the FAFSA provides an opportunity to practice preparing college documents that may be needed later, for example if a student applies to a graduate-level program.	The number of FAFA applications is indicative of the number of students who have the opportunity to receive financial aid. FAFSA is a federal document that sets the standard for financial assistance nationwide.	IDEA will use the FAFSA unless it is replaced by a new document that students are required to complete in order to receive financial aid for undergraduate studies.
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice);	Percent of 9th grade-12 students who have a yearly attendance rate of 98 percent or higher	In order for students to learn they must consistently be in school. School also provides a safe, welcoming, and nurturing environment for students.	Attendance is tracked daily by grade level and homeroom, and by individual student. The measure provides rigorous data, as it shows not only how many students are present on a given day, but if the same students are present- or absent each day. This information allows school leaders to take action to help tardy students in advance of chronic truancy issues developing.	As IDEA implements RTT-D grant initiatives and improves mechanisms to track student discipline, credits earned, and other metrics that indicate college and career readiness, it is likely that a composite "on-track" indicator will be created. Under this circumstance IDEA would replace its current "on-track" indicator informed only by student attendance with a more robust measure.
c) Applicant must propose at least one measure of career-readiness in order to assess	Number and percent of 9th grade students who meet the ACT-defined college	The ACT is a nationally recognized exam that predicts college readiness through its	The ACT exam is accepted by multiple colleges and universities across the U.S. as	IDEA will review this measure's effectiveness by tracking student persistence

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
the number and percentage of participating students who are or are on track to being career-ready	readiness benchmark on the EXPLORE Math/Reading College and Career Readiness Assessment Refer to Appendix E(3) -3, p. E-5, for a description of the EXPLORE assessment	college and career readiness benchmark (CRB) scores on each of the three tests in the ACT or EPAS testing series, EXPLORE, PLAN, and ACT. Since these tests each have a CRB standard going back to 8th grade, the tests allow IDEA to determine if students are on or off track for college level rigor in math, science, reading, and language exams. Preparation in these subjects has been linked to career readiness, as they provide the foundational skills to be successful in jobs.[83] Due the exam's national use, IDEA is also able to determine its students' progress toward national indicators, as well as indicators based on race and region.	a key component of the college admission process. Studies linking specific ACT scores to specific college graduation rates show that students achieving the CRB on the EPAS exams perform well in college—ultimately linked to career preparedness. ACT success rates are also one indicator used by students to determine strategies for which colleges or universities to apply for admission.	and success in college (GPA), and comparing these rates with the students EPAS testing results. In this way IDEA will be able to determine if its students are aligned, exceeding, or regressing from the national trends of achievement for high school students who met the CRB indicator on their EPAS exams. Based on these results, IDEA will determine whether or not the correlation between success on EPAS testing and career readiness proves strong.
	Number and percent of 10th grade students who are on track to career readiness defined as meeting the ACT-defined college readiness benchmark on the EXPLORE and PLAN Math/Reading College and Career Readiness	The ACT is a nationally recognized exam that predicts college readiness through its college and career readiness benchmark (CRB) scores on each of the three tests in the ACT or EPAS testing series, EXPLORE, PLAN, and ACT.	The ACT exam is accepted and utilized by multiple colleges and universities across the U.S. as a key component of the college admission process. Studies linking specific ACT scores to specific college graduation	IDEA will review this measure's effectiveness by tracking student persistence and success in college (GPA), and comparing these rates with the student's EPAS testing results. In this way IDEA will be able to

[83] Source: Hans Meeder and Thom Suddreth, Common Core State Standards and Career and Technical Education: Bridging the Divide Between College and Career Readiness. Achieve. 2012.

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
	Assessment Refer to Appendix E(3) -3, p. E-5, for a description of the EXPLORE and PLAN assessments	Since these tests each have a CRB standard going back to 8th grade, the tests allow IDEA to determine if students are on or off track for college-level rigor in math, science, reading, and language exams. Preparation in these subjects has been linked to career readiness, as they provide the foundational skills to be successful in jobs[84]. Due the exam's national use, IDEA is also able to determine its students' progress toward national indicators, as well as indicators based on race and region.	rates show that students achieving the CRB on the EPAS exams perform well in college—ultimately linked to career preparedness. ACT success rates are also one indicator used by students to determine strategies for which colleges or universities to apply for admission.	determine if its students are aligned, exceeding or regressing from the national trends of achievement for high school students who met the CRB indicator on their EPAS exams. Based on these results, IDEA will determine whether or not the correlation between success on EPAS testing and career readiness proves strong.
	Number and percent of 11th grade students who are on track to career-readiness defined as meeting the ACT-defined college readiness benchmark (score of 21) on the ACT Math/Reading College and Career Readiness Assessment Refer to Appendix E(3) -3, p. E-5, for a description of the	The ACT is a nationally recognized exam that predicts college readiness through its college readiness benchmark (CRB) scores on each of the three tests in the ACT or EPAS testing series, EXPLORE, PLAN, and ACT. Since these tests each have a CRB standard going back to 8th grade, the tests allow IDEA to determine if students	The ACT exam is accepted and utilized by multiple colleges and universities across the U.S. as a key component of the college admission process. Studies linking specific ACT scores to specific college graduation show that students achieving the CRB on the EPAS exams perform well in college. ACT success rates are also one	IDEA will review this measure's effectiveness by tracking student persistence and success in college (GPA), and comparing these rates with the student's EPAS testing results. In this way IDEA will be able to determine if its students are aligned, exceeding or regressing from the national trends of achievement for

[84] Source: Hans Meeder and Thom Suddreth, Common Core State Standards and Career and Technical Education: Bridging the Divide Between College and Career Readiness. Achieve. 2012.

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
	ACT assessment	are on or off track for college level rigor in math, science, reading, and language exams. Due the exam's national use, IDEA is also able to determine its students' progress toward national indicators, as well as indicators based on race and region.	indicator used by students to determine strategies for which colleges or universities to apply for admission.	high school students who met the CRB indicator on their EPAS exams. Based on these results, IDEA will determine whether or not the correlation between success on EPAS testing and career readiness proves strong.
d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and	Percent of grades 9-11 students who meet standard on ELA assessment	IDEA's performance on STAAR assessments can be compared with statewide performance for all students, as well as for specific sub-populations including LEP, special education, and low-income demographics. Students must pass STAAR and End of Course (EOC) exams to be promoted in certain grade levels and in graduate from high school. Refer to Appendix E(3) -2, p. E-3, for a description of STAAR and its implementation timeline.	The state of Texas provides data reports on all STAAR and EOC exams in the late spring of each school year and retests throughout the summer and fall. The data show performance on individual objectives, as well as comparisons to state averages. STAAR performance reports allow educators to make informed decisions regarding the effectiveness of the previous school year's teaching in specific subjects and objectives, and to thus make informed choices about where to deploy resources and training.	The state of Texas requires that children in public schools like IDEA implement STAAR and EOC testing annually. Targets have been set according to SY 2011-12 baseline performances, however it is likely that as IDEA students become more familiar with the more rigorous testing standard, and as teachers are better able to align curriculum with state standard requirements, the measure for STAAR proficiency will improve. As this happens, IDEA will adjust its target measure accordingly.
	Percent of grades 9-11 students who meet standard on math assessment	IDEA's performance on STAAR assessments can be compared with statewide performance for all students,	The state of Texas provides data reports on all STAAR and EOC exams in the late spring of each school year	The state of Texas requires that children in public schools like IDEA implement STAAR and EOC testing

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
		as well as for specific sub-populations including LEP, special education, and low-income demographics. Students must pass STAAR and End of Course (EOC) exams to be promoted in certain grade levels and in graduate from high school. Refer to Appendix E(3) -2, p. E-3, for a description of STAAR and its implementation timeline.	and following retests throughout the summer and fall. This data shows performance on individual objectives, as well as comparisons to state averages. This data allows educators to make informed decisions regarding the effectiveness of the previous school year's teaching in specific subjects and objectives, and to thus make informed choices about where to deploy resources and training.	annually.
e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.	Percent of students passing at least 50 percent of Healthy Fitness Zone Tests	Wellness is an important factor in students' academic performance. In 2010, the Centers for Disease Control and Prevention (CDC) undertook a review of studies that examined the relationship between physical activity time at school and in many cases showed that student participation in school-based physical activities conferred positive benefits on children's academic performance.[85] The	HFZ provides data on a variety of exercise measures that allow students and teachers to know where a child needs to improve their fitness level. It will provide leading information regarding any additional physical fitness supports IDEA should provide to ensure our students are healthy when they enter the classroom.	IDEA will review cohorts of students over time (example all of the 3rd grade classes of 2013), and determine if their HFZ indicator is raising or lowering for the cohort as a whole. If the measure proves not to be reasonable and achievable, IDEA will adjust accordingly, so as to set a goal students can work toward and realistically achieve. Additionally, if HFZ data is not providing useful information to help IDEA

[85] Centers for Disease Control and Prevention. (2010). The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services.

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
		Healthy Fitness Zone (HFZ) is a Texas wide fitness measure aligned to the national fitness standards and will help to gauge the physical fitness capabilities of our students		identify additional supports to help student fitness, it may be possible that another measure, such as body mass index, should be tracked.
f))Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan	Percent of ALL 9th grade-12 students "on-track" to graduate	Students who have grades of C or lower throughout middle school have increased odds of dropping out of high school, even after demographic variables generally associated with school failure are controlled for. Students with a GPA of 2.0 or less at the end of their first year of high school are often considered at risk for dropping out.[86] IDEA uses an "on-track to graduate" formula (based on student grades and other factors) in order to determine which students are in need of an intervention in order to receive enough credits to graduate within four years. This measure also enables school leaders to look for trends in teacher performance with regard to the number of	The "on-track to graduate" indicator is created by an algorithm that is updated in real time as teachers update their grade books. Therefore the data shows exactly how a student is performing based on the number of credits needed to graduate within four years. The current amount of credit is determined by the number of courses that the student has passed to date. The measure also takes into account if a student is currently passing course that he or she is enrolled in. If the student is not passing this course, this information is calculated thus making the student more likely to be off-track. With this information teachers and administrators can target	IDEA will be able to review this measure by determining if the data provided over the course of a progress report period (three weeks) or an academic quarter (nine weeks), matches the data that was produced by the "on-track to graduate" formula. If the formula for predicting a student's status in real time does not match the grades on progress reports than the formula will need to be adjusted. If the measurement of this information does not improve the number of students passing their courses and/ or the actions that school leaders take in designing intervention programming than the "on-track to graduate" measure, then a new way of tracking student

[86] Horn, L. J., & Chen, X. (1998). Toward resiliency: At-risk students who make it to college. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement

E (3) Performance Measures Grades 9-12				
Performance Measure Description	**Performance Measure**	**Rationale for Selecting Measure**	**How the measure will provide rigorous, timely, and formative leading information**	**How IDEA will review and improve the measure over time if it is insufficient to gauge implementation progress**
		students passing or failing a specific course.	specific students in specific course and even specific assignments in those courses in order to improve the student's status toward graduation.	progress toward graduation will need to be implemented.
f))High school persistence	Percent of 9th grade students who graduate from the 12th grade at IDEA within four years	Capturing information on how many students persist from 9th grade to 12th grade will help IDEA understand why students leave IDEA schools. This will enable IDEA to see the role it plays in the departure process and better understand what resources are necessary to better serve students.	This measure is tracked weekly throughout the school year and is measured across all IDEA high schools. The data is made public on the IDEA intranet website, Lightbulb, for all campuses to review and thus learn best practices from district leaders. Persistence data is and also will continue to be measured over the summer in order for schools to determine the number of students who leave IDEA, as well as the reasons behind leaving.	IDEA will determine if this measurement shows if students are receiving the support they need to graduate. It is possible that IDEA will need a more finely-grained measure around external socio-emotional support for students. For example, a student could choose to remain at IDEA but could also need support in dealing with drug use. IDEA could improve the HS persistence measure by implementing proactive surveys that measure students' needs outside of the classroom at the beginning of each school year and working to reduce these needs by the end of each school year. Examples of these needs could include access to healthcare, electricity, food, and a safe home environment.

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly-effective teacher (as defined in this notice) and a highly-effective principal (as defined in this notice).	**Applicable Population**: All participating students

		Baseline N/A				**Target**													
						SY 2012-13		**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Highly-effective Teacher or Principal**	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (A/B)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (D/E)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (G/H)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (J/K)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (M/N)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (P/Q)*100
All participating students	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	4416	12,617	35	4795	12,617	38	5299	12,617	42	5678	12,617	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	4416	12,617	35	4795	12,617	38	5299	12,617	42	5678	12,617	45
Limited English Proficiency[87]	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	703	2009	35	764	2009	38	844	2009	42	904	2009	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	703	2009	35	764	2009	38	844	2009	42	904	2009	45
Special Education	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	170	485	35	184	485	38	204	485	42	218	485	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	170	485	35	184	485	38	204	485	42	218	485	45
Economically Disadvantaged	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	3684	10,525	35	3999	10,525	38	4420	10,525	42	4736	10,525	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	3684	10,525	35	3999	10,525	38	4430	10,525	42	4736	10,525	45

[87] # of Limited-English Proficiency participating students is estimated by taking the percentage of LEP students at all LEA campuses (equal to participating campuses + IDEA Allan) and multiplying it by the participating # of students.

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).	**Applicable Population**: All participating students

		Baseline SY 2011-12			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Effective Teacher or Principal**	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	#	#	%	#	#	%	8,832	12,617	70	9,841	12,617	78	10,977	12,617	87	6308	11,986	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	8,832	12,617	70	9,841	12,617	78	10,977	12,617	87	6308	11,986	95
Limited English Proficiency	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	563	2,009	70	1,567	2,009	78	1,747	2009	87	1908	2009	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	563	2,009	70	1,567	2,009	78	1,747	2009	87	1908	2009	95
Special Education	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	340	485	70	378	485	78	422	485	87	461	485	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	340	485	70	378	465	78	422	485	87	461	485	95
Economically Disadvantaged	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	7,368	10,525	70	8,209	10,525	78	9,157	10,525	87	9,999	10,525	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	7,368	10,525	70	8,209	10,525	78	9,157	10,525	87	9,999	10,525	95

Performance Measure (All Applicants – c)	Applicable Population	Subgroup	Baseline [2011-2012]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
c) Percent of Average Monthly Teacher Attendance Calculation: Total # of school days attended in school year across all teachers in participating schools/Total # of teachers in participating schools	All Grades, All Subjects	All participating students	90.1%	93%	95%	97%	99%	100%

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3

Performance Measure (Grades K-3 – a, b)	**Applicable Population**	**Subgroup**	**Baseline** 2011-2012	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
a) Literacy Skills Development Indicator: **Percent of grade K-3 students who end year on/above grade level in literacy and writing** Calculation: Total # of students, across grades K-3 meeting who received a "Benchmark" rating on DIBEL assessment)/ Total number of students across Grades K-3 taking DIBELS Literacy Assessment Test	K-3 Literacy	All participating students	55%	60%	65%	70%	75%	80%
		Limited English Proficiency	49%	55%	60%	65%	70%	75%
		Special Education	26%	30%	35%	40%	45%	50%
		Economically Disadvantaged	52%	55%	60%	65%	70%	75%
b) On-grade level Math Indicator: **Percent of K-3 students who passed math formative assessment** Calculation: % of K-3 students who scored on or above grade level in math formative assessment/ total # of K-3 students	K-3 Math	All participating students	66%	95%	97%	100%	100%	100%

Performance Measure (Grades K-3 – a, b)	Applicable Population	Subgroup	Baseline 2011-2012	Target				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
a) On-grade level Language Indicator: % **of K-3 students who are on or above grade level for language** Calculation: % of K-3 students who scored on or above grade level in language formative assessment/ total # of K-3 students	K-3	All participating students	52%	95%	97%	100%	100%	100%
a) On-grade level Reading Indicator: **% of K-3 students who passed reading formative assessment** Calculation: % of K-3 students who scored on or above grade level in reading formative assessment/ total # of K-3 students	K-3	All participating students	30%	95%	97%	100%	100%	100%
b) Physical Fitness Indicator: % **of students passing at least 50% of Healthy Fitness Zone Tests** Calculation: Total # Grade 3 students who passed at least 50% of "Healthy Fitness Zone Tests" at participating schools/Total # 3rd grade students who participated in "Healthy Fitness Zone Tests"	3rd grade	All participating students	84%	86%	88%	90%	92%	94%

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																			**Applicable Population**: Grades 4-8 College and Career Indicator "on track" indicator is defined as the number and percentage of students who have a yearly attendance rate of 98% or higher		
	Baseline SY 2011 -12			**Target[88]**															
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (P/Q)*100
All participating students	3367	3554	95%	4548	4787	95%	5411	5696	95%	6503	6704	97%	7009	7152	98%	7144	7216	99%
Limited English Proficiency	457	483	95%	618	651	95%	735	774	95%	884	911	97%	953	972	98%	971	981	99%
Special Education	173	188	92%	233	253	92%	286	301	95%	344	355	97%	371	378	98%	378	382	99%
Economically Disadvantaged	2744	2904	94%	3677	3911	94%	4422	4654	95%	5314	5478	97%	5727	5844	98%	5837	5896	99%

[88] Estimates of 4th through 8th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p. B-1. The estimates increase over time as K – 7th grade students in SY2011-2012 progress to the 4th through 8th grade in IDEA schools over the four-year grant period.

Performance Measure (Grades 4-8 –b, c) Academic leading indicator of successful implementation of its plan	**Applicable Population**	**Subgroup**	**Baseline SY2011-12**	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
c) Percent of grades 4-8 students who meet statewide math assessment standard Calculation: Total # of students, across grades 4-8 that meet the STAAR or STAAR EOC assessment performance Benchmark/ Total # of students, across grades 4-8 that take the STAAR or STAAR EOC Test)	4-8, Math (8th grade = Algebra, specifically)	All participating students	90%	90%	91%	92%	94%	90%
		Limited English Proficiency	74%	90%	90%	91%	92%	93%
		Special Education	68%	90%	90%	91%	92%	93%
		Economically Disadvantaged	87%	90%	90%	91%	92%	94%
d) Physical Fitness Indicator: % **of students passing at least 50% of Healthy Fitness Zone Tests** Calculation: Total # grade 4-8 students who passed at least 50% of "Healthy Fitness Zone Tests" at participating schools/Total # 4-8 grade students who participated in "Healthy Fitness Zone Tests"	4-8	All participating students	80%	85%	90%	92%	93%	94%

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																			**Applicable Population**: 12th Grade Students
	Baseline SY 2011-12			**Target[89]**															
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (P/Q)*100
All participating students	200	200	100%	441	441	100%	572	572	100%	610	610	100%	543	543	100%	817	817	100%
Limited English Proficiency	4	4	100%	9	9	100%	11	11	100%	12	12	100%	10	10	100%	16	16	100%
Special Education	3	3	100%	6	6	100%	8	8	100%	9	9	100%	8	8	100%	12	12	100%
Economically Disadvantaged	159	159	100%	351	351	100%	455	455	100%	485	485	100%	432	432	100%	776	776	100%

[89] Estimates of 12th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p. B-1. The estimates increase over time as 7th – 11th grade students in SY2011-2012 progress to the 12th grade in IDEA schools over the four-year grant period..

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																			**Applicable Population**: Grades 9-12 College and Career Indicator "on track" indicator is defined as the number and percentage of students who have a yearly attendance rate of 98% or higher
	Baseline SY 2011-12			**Target[90]**															
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**	
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (P/Q)*100	
All participating students	1453	2168	67%	2271	2442	93%	2569	2762	93%	2996	3154	95%	3532	3718	95%	4402	4634	95%	
Limited English Proficiency	92	138	67%	145	155	93%	164	176	93%	191	201	95%	225	237	95%	280	295	95%	
Special Education	61	106	58%	111	119	93%	126	135	93%	146	154	95%	173	182	95%	215	227	95%	
Economically Disadvantaged	1196	1812	66%	1898	2041	93%	2147	2308	93%	2504	2636	95%	2952	3107	95%	3679	3873	95%	

[90] Estimates of the grades 9-12 population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to grades 9, 10, 11 and 12 over the four-year grant period.

Performance Measure (Grades 9-12 – c) a) The number and percentage of participating students, by subgroup, who are on track to career-readiness based on the applicant's on-track indicator (as defined in this notice). **Career "on track" indicator is defined as student meeting the ACT defined benchmark on the EXPLORE Reading College and Career Readiness Assessment (Reading)**																		**Applicable Population**: 9th grade Student Population
	Baseline SY 2011 -12			**Target[91]**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students on track	Total # of Participating Students	percent on track (D/E)*100	# Participating Students on track	Total # of Participating Students	percent on track (G/H)*100	# Participating Students on track	Total # of Participating Students	percent on track (J/K)*100	# Participating Students on track	Total # of Participating Students	percent on track (M/N)*100	# Participating Students on track	Total # of Participating Students	percent on track (P/Q)*100
All participating students	256	752	34%	275	688	40%	403	896	45%	560	1120	50%	801	1456	55%	874	1456	60%
Limited English Proficiency	3	70	4%	3	64	4%	7	83	8%	8	104	8%	16	136	12%	20	136	15%
Special Education	1	37	3%	3	34	8%	4	44	8%	7	55	12%	9	72	12%	11	72	15%
Economically Disadvantaged	176	551	32%	202	504	40%	295	657	45%	410	821	50%	587	1067	55%	640	1067	60%

[91] Estimates of the 9th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to 9th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Career Readiness "On Track Indicator"- defined as students meeting the ACT defined benchmark on the EXPLORE Math College and Career Readiness Assessment (see definition of EXPLORE in the glossary of terms)** **Note: ACT defined benchmarks can be found in Appendix E(3) -3, p. E-5**	**Applicable Population**: 9th grade Student Population

	Baseline SY 2011 -12			**Target[92]**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students on track	Total # of Participating Students	percent on track (D/E)*100	# Participating Students on track	Total # of Participating Students	percent on track (G/H)*100	# Participating Students on track	Total # of Participating Students	percent on track (J/K)*100	# Participating Students on track	Total # of Participating Students	percent on track (M/N)*100	# Participating Students on track	Total # of Participating Students	percent on track (P/Q)*100
All participating students	211	752	28%	275	688	40%	448	896	50%	616	1120	55%	874	1456	60%	946	1456	65%
Limited English Proficiency	5	70	7%	6	64	10%	13	83	15%	21	104	20%	34	136	25%	41	136	30%
Special Education	2	37	5%	3	34	10%	7	44	15%	11	55	20%	18	72	25%	21	72	30%
Economically Disadvantaged	149	551	27%	202	504	40%	328	657	50%	451	821	55%	640	1067	60%	693	1067	65%

[92] Estimates of the 9th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to 9th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Career Readiness "On Track Indicator"- defined as students meeting the ACT defined benchmark on the PLAN Reading College and Career Readiness Assessment (see definition of PLAN in the glossary of terms)** Note: ACT defined benchmarks can be found in Appendix E(3) -3, p. E-5	**Applicable Population**: Grade 10 Student Population

	Baseline SY 2011 -12			**Target[93]**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students on track	Total # of Participating Students	percent on track (D/E)*100	# Participating Students on track	Total # of Participating Students	percent on track (G/H)*100	# Participating Students on track	Total # of Participating Students	percent on track (J/K)*100	# Participating Students on track	Total # of Participating Students	percent on track (M/N)*100	# Participating Students on track	Total # of Participating Students	percent on track (P/Q)*100
All participating students	445	669	67%	498	711	70%	440	628	70%	502	832	75%	535	936	80%	569	1,384	85%
Limited English Proficiency	18	49	37%	21	52	40%	21	46	45%	30	61	50%	45	69	65%	71	101	70%
Special Education	22	39	56%	25	41	60%	24	37	65%	34	49	70%	38	55	70%	69	81	85%
Economically Disadvantaged	319	507	63%	377	539	70%	333	476	70%	473	631	75%	567	709	80%	892	1049	85%

[93] Estimates of the 10th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 5th through 9th grades in SY2011-2012 progress to 10th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Career Readiness "On Track Indicator"- defined as students meeting the ACT defined college readiness benchmark on the PLAN Math College and Career Readiness Assessment (see definition of PLAN in the glossary of terms)** **Note: ACT defined benchmarks can be found in Appendix E(3) -3, p. E-5**	**Applicable Population**: Grade 10 Student Population

	Baseline SY 2011 -12			**Target[94]**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students on track	Total # of Participating Students	percent on track (D/E)*100	# Participating Students on track	Total # of Participating Students	percent on track (G/H)*100	# Participating Students on track	Total # of Participating Students	percent on track (J/K)*100	# Participating Students on track	Total # of Participating Students	percent on track (M/N)*100	# Participating Students on track	Total # of Participating Students	percent on track (P/Q)*100
All participating students	395	669	59%	426.6	711	60%	439.6	628	70%	624	832	75%	749	936	80%	569	1,384	85%
Limited English Proficiency	19	49	39%	26	52	50%	25	46	55%	37	61	60%	45	69	65%	71	101	70%
Special Education	20	39	51%	23	41	55%	24	37	65%	34	49	70%	41	55	75%	65	81	80%
Economically Disadvantaged	284	507	56%	323	539	60%	333	476	70%	473	631	75%	567	709	80%	892	1049	85%

[94] Estimates of the 10th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 5th through 9th grades in SY2011-2012 progress to 10th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Career Readiness "On Track Indicator"- defined as students meeting the "21" benchmark on ACT College Readiness Exam (see definition of ACT in the glossary of terms)** **Note: All ACT defined benchmarks can be found in Appendix E(3) -3, p.E-5**																		**Applicable Population:** Grade 11 Student Population
	Baseline SY 2011-12			**Target[95]**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students on track	Total # of Participating Students	percent on track (D/E)*100	# Participating Students on track	Total # of Participating Students	percent on track (G/H)*100	# Participating Students on track	Total # of Participating Students	percent on track (J/K)*100	# Participating Students on track	Total # of Participating Students	percent on track (M/N)*100	# Participating Students on track	Total # of Participating Students	percent on track (P/Q)*100
All participating students	192	448	43%	224	448	50%	366	666	55%	355	592	60%	509	783	65%	684	977	70%
Limited English Proficiency	1	11	9%	2	11	20%	3	16	25%	4	15	30%	7	19	35%	10	24	40%
Special Education	1	10	10%	2	10	15%	2	15	20%	4	13	30%	5	17	30%	8	22	35%
Economically Disadvantaged	136	347	39%	174	347	50%	191	516	55%	275	459	60%	394	606	65%	530	757	70%

[95] Estimates of the 11th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 6th through 10th grades in SY2011-2012 progress to 11th grade over the four-year grant period.

Performance Measure (Grades 9-12 – d, e)	Applicable Population	Subgroup	Baseline SY2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
d) Percent of grades 9-11 students who meet standard on ELA Assessment Calculation: Total # of 9th grade students who met standard on the STAAR ELA assessment+ Total # of 10th and 11th grade students who met standard on the TAKS ELA Assessment/ Total # of 9th, 10th and 11th grade students who took the STAAR or TAKS ELA Assessments Note: Targets are based upon using the STAAR assessment from SY 2013 on. STAAR will replace TAKS at this time. Refer to Appendix E(3) -2, p. E-3, for details.	9-11, ELA	All participating students	88%	90%	90% *	90%	90%	95%
		Limited English Proficiency	53%	65%	75%	90%	90%	95%
		Special Education	62%	70%	80%	90%	90%	95%
		Economically Disadvantaged	87%	90%	90%	90%	90%	95%

Performance Measure (Grades 9-12 – d, e)	Applicable Population	Subgroup	Baseline SY2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
e) Percent of grades 9-11 students who meet standard on math assessment Calculation: Total # of 9th grade students who met standard on the STAAR EOC – Algebra or Geometry assessment + Total # of 10th and 11th grade students who met standard on the TAKS Math Assessment/ Total # of 9th, 10th and 11th grade students who took the STAAR EOC (Math or Geometry) or TAKS Math Assessments Note: Targets are based upon using the STAAR EOC assessments from SY 2013 on. STAAR will fully replace TAKS at this time. Refer to Appendix E(3) -2, p. E-3, for details.	9-11, Math (Algebra, Geometry)	All participating students	90%	90%	90%	90%	90%	93%
		Limited English Proficiency	71%	75%	85%	90%	90%	93%
		Special Education	58%	70%	80%	90%	90%	93%
		Economically Disadvantaged	90%	90%	90%	90%	90%	93%

Performance Measure (Grades 9-12 – d, e)	Applicable Population	Subgroup	Baseline SY2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
e) Physical Fitness Indicator: % **of students passing at least 50% of Healthy Fitness Zone Tests** Calculation: Total # 9th grade-12 students who passed at least 50% of "Healthy Fitness Zone Tests" at participating schools/Total # 9-12 grade students who participated in "Healthy Fitness Zone Tests"	9-12	All participating students	77%	85%	85%	85%	85%	85%
		Limited English Proficiency	33%	85%	85%	85%	85%	85%
		Special Education[96]	0%	85%	85%	85%	85%	85%
		Economically Disadvantaged	68%	85%	85%	85%	85%	85%
e) Persistence Indicator: **Percent of 9th grade students who graduate from the 12th grade at IDEA within four years** Calculation: Total # of Class of 2012 9th grade students who persisted and graduated from the 12th grade at IDEA within four years/ Total # of Class of 2012 9th grade students	9-12	All participating students	57%	63%	70%	75%	80%	85%
		Limited English Proficiency	33%	63%	70%	75%	80%	85%
		Special Education	31%	63%	70%	75%	80%	85%
		Economically Disadvantaged	59%	63%	70%	75%	80%	85%

[96] Note that Special Education Baseline Data for SY 2011-2012 is 0 percent because there were 0 out of a total of four students who participated in the Healthy Fitness Zone Tests who passed a minimum of 50 percent of the six tests.

Performance Measure (Grades 9-12 – d, e)	Applicable Population	Subgroup	Baseline SY2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
f) Percent of ALL 9th grade-12 students "on track" to graduate Calculation: Total # of 9th grade-12 students in SY 2011-2012 who have accumulated the appropriate number of credits needed to graduate within four years based on grade level/ Total # of SY2011-2012 9th grade-12 students	9-12	All participating students	95%	95%	95%	95%	96%	96%

(E)(4) Evaluating effectiveness of investments

IDEA developed a comprehensive personalized learning strategy that includes activities related to data systems and technology, human capital investments, student need-based instruction, classroom and instruction redesign, and non-academic supports. As a result of investing in these activities, IDEA will increase student achievement and productivity (defined as outcome per resource in our model) across participating campuses. IDEA will conduct an evaluation of how well RTT-D investments helped to accomplish desired results using an external evaluator. IDEA plans to evaluate its personalized learning strategy in two ways: 1) evaluating student outcomes and 2) assessing increases in productivity across time, staff, and money. In addition, IDEA looks forward to participating in any Department of Education-led evaluation of Race to the Top – District implementation.

1. Evaluate Student Outcomes

Primary Personalized Learning Investments:

IDEA plans to evaluate the efficacy of the "Better IDEA" blended learning model. We will work with an external evaluator to develop a model for evaluation, but this will likely include comparing campuses that have implemented blended learning in the 6th and 7th grade with campuses that have not yet done so.

Secondary Personalized Learning Investments:

IDEA plans to evaluate the magnitude of change in student outcomes for students who attend the summer institute for credit recovery and acceleration and/or participate in the re-imagined intervention and acceleration model at piloted schools. (See Sections (C)(1) and (C)(2) for details.) For students who attend the summer institute for credit recovery and acceleration, we will evaluate student outcomes before and after participation in the summer institute. Because the re-imagined intervention and acceleration model will have a staggered implementation (i.e. three schools will pilot the new model and upon successful implementation will be scaled to other campuses), we can compare outcomes for IDEA students who participate in the piloted models to those who do not.

2. Evaluate how well investments result in a more productive use of time, staff, and money

IDEA will review student performance data, obtain feedback through surveys and monitor the Performance Management Dashboard to track the how well investments result in a more productive use of time, staff, and money when compared to baseline productivity and performance. Below is an overview of how IDEA believes its investments will correspond to increased productivity.

A more-productive use of time:

- Improving our data system will enable teachers to access actionable and exceedingly easy-to-use dashboards that provide recommendations instead of analyzing spreadsheets, thereby allowing time recovered to be spent on instruction;
- Forecasting students who will need additional support based on their profiles will decrease the time it takes teachers to connect students with appropriate resources;
- Improving the quality of the blended learning model at elementary school level will continue to dramatically shift the role of educators—allowing them to be "guides on the side" versus "sages on stage"; and
- Redesigning existing secondary instructional models will reallocate time to focus on different modalities of learning (online, small group, 1:1, large group), allowing teachers to more productively attend to student deficits.

A more productive use of staff:

- Forecasting student success using historical data will more quickly connect teachers with the right resources needed to support students;
- Investing in additional coaching resources for each school to support educators will allow teachers to use data more effectively and productively;
- Redeploying resources that would typically be needed during the online learning part of day to provide additional targeted support in math and ELA core classrooms;
- Supporting rigorous content instruction and improving educator competency to personalize instruction to the needs of the student; and
- Partnering with community organizations to collectively address non-academic student needs will allow current IDEA staff to spend less time on classroom management and more time on productive instruction.

A more productive use of money:

- Using existing structures (e.g. computer labs) beyond school hours to serve the greater IDEA community will allow a more productive use of IDEA's asset and infrastructure investments; and
- Learning from implementation of blended learning models in existing schools will help eliminate wasteful spending on investments that provide little return to school and student improvement.

F. Budget and Sustainability (20 total points)

(F)(1) Budget for the project

(F)(1)(a) Funds that support the budget

*IDEA's proposal will leverage both priv*ate funding commitments and local and state funds to develop a sustainable, coherent, personalized learning model:

IDEA's RTT-D proposal request totals $**29,242,882** over four years, based on a participating student count of at least 10,000 students. In addition, we have already secured at least $1,952,492 in additional private funding to support the projects proposed here from the Michael and Susan Dell Foundation, the Arnold Foundation, the Bill & Melinda Gates Foundation, and the Communities Foundation of Texas.[97] As discussed in section B(4), both private foundations and state and local leaders support the ambitious reforms outlined in this proposal, and we anticipate that this network of supporters will provide additional funds over the course of this grant. We have a track record of success in private fundraising and have raised $60 million to support expansion of our model over the past 12 years (see Appendix F(1) -1, p. F-1, for list of major supporters and corresponding pledge amounts).

Because our personalized learning model at the elementary level, "Better IDEA," is already deeply-embedded into our existing school financial model, our entire district elementary school budget (roughly $52 million in 2012-2013) is structured around supporting personalized learning at the elementary school level. Rather than being an "add on" to our existing model, the Race to the Top-District grant will enable us to engage in innovation and rapid prototyping to identify the "next generation" of our personalized learning model, which we will then build into our existing financial model for both elementary and secondary schools.

See Budget Table 1-1: Overall Budget Summary Table below to view a breakdown of budget categories and funds requested. Please refer to Appendix F(1) -3, p. F-4, for documentation of the approved TEA indirect cost rate.

[97] These commitments principally cover the planned upgrades to the teacher evaluation system, with the Gates Foundation funding $250,000 in general support to "Better IDEA."

Budget Subpart 1: Overall Budget Summary

Budget Table 1-1: Overall Budget Summary Table					
APPLICANT NAME	IDEA PUBLIC SCHOOLS				
Evidence for:	(F)(1)				
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 609,280	$ 2,092,710	$ 3,125,341	$ 3,202,073	$ 9,029,403
2. Fringe Benefits	$ 61,245	$ 240,188	$ 243,576	$ 247,033	$ 792,042
3. Travel	$ 4,000	$ 41,000	$ 41,000	$ 41,000	$ 127,000
4. Equipment	$ -	$ 250,000	$ 100,000	$ -	$ 350,000
5. Supplies	$ 1,929,652	$ 663,900	$ 4,312,775	$ 1,381,650	$ 8,287,977
6. Contractual	$ 511,250	$ 2,792,500	$ 3,717,500	$ 3,092,500	$ 10,113,750
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 45,000	$ 45,000	$ -	$ -	$ 90,000
9. Total Direct Costs (lines 1-8)	**$ 3,160,427**	**$ 6,125,298**	**$ 11,540,192**	**$ 7,964,256**	**$ 28,790,172**
10. Indirect Costs	$ 64,566	$ 82,991	$ 187,067	$ 118,085	$ 452,709
11. Total Grant Funds Requested (lines 9-10)	**$ 3,224,993**	**$ 6,208,289**	**$ 11,727,259**	**$ 8,082,341**	**$ 29,242,882**
12. Funds from other sources used to support the project	$ 1,189,383	$ 763,109	$ -	$ -	$ 1,952,492
13. Total Budget (lines 11-12)	**$ 4,414,376**	**$ 6,971,398**	**$ 11,727,259**	**$ 8,082,341**	**$ 31,195,374**

(F)(1)(b) Funds reasonable and sufficient to support the budget

Investment strategy based on track record of success in implementing large and complex grants:

In table Budget Summary 2-1: Overall Budget Summary Project List below, we describe each project and the key elements of the funding required for support. We used the following principles to define a budget based on IDEA's experience to date in implementing large and complex grants (including federal grants through the i3 and the Charter School Fund programs), personalized learning, and use of data systems:

- Support up-front investments in technology with ongoing technical support to ensure stewardship of resources and end-user success and satisfaction. (For example, we include ongoing IT support as part of the budget for Project 7: Lightbulb Actionable Dashboard Development and Project 12: Automation/Integration of Observation and Feedback Tools);
- Invest in up-front training and support for school leaders, educators, parents, and students around the use of data to drive instruction and the tools and resources that they can deploy to support instructional decision making;
- Conservatively estimate the cost of data system and portal upgrades to ensure that we can use high-quality contractors to support development of technology solutions;
- Invest in effective project management and evaluation to support the grant initiatives;
- Leverage community partnerships and resources where we do not have the expertise or training to provide our students with the services that they need; and
- Proactively identify sources and uses of funds to cover expenses after end of grant period (discussed in (F)(2) below).

Budget Subpart 2: Overall Budget Summary Narrative

Budget Table 2-1: Overall Budget Summary Project List			
APPLICANT NAME	IDEA PUBLIC SCHOOLS		
Evidence for:	(F)(1)		
Project Name	**Primary Associated Criterion and Location in Application**	**Total Grant Funds Requested**	**Total Budget**
ONLINE AP/ELECTIVES RE: DEEP LEARNING INTERESTS	C(1)(a) Section III, page 66	$ 1,607,422	$ 1,607,422
LEARNING LAB ACCESS ON WEEKENDS	C(1)b Section I, page 70	$ 546,516	$ 546,516
AR ZONE PERSONALIZED BOOK SELECTION	C(1)(b) Section II, page 70	$ 755,697	$ 755,697
NEW READING APPROACH IN BLENDED LEARNING LAB (PILOT)	C(1)(b) Section III, page 71	$ 874,196	$ 874,196
RE-IMAGINED INTERVENTION AND ACCELERATION MODEL	C(1)(b) Section I, page 71	$ 8,285,393	$ 8,285,393
SUMMER INSTITUTE FOR CREDIT RECOVERY AND ACCELERATION	C(1)(b) Section I, page 72	$ 2,768,686	$ 2,768,686
LIGHTBULB: ACTIONABLE DASHBOARD DEVELOPMENT	C(2)(b), Section I, page 81	$ 5,372,178	$ 5,622,178
INTEGRATING BLENDED LEARNING DATA INTO CORE INSTRUCTION	C(2)(b), Section II, page 81	$ 1,313,120	$ 1,313,120
ON-DEMAND PD FOR PERSONALIZED LEARNING ENVIRONMENTS	C(2)(b) Section III, page 81	$ 92,086	$ 92,086
LEARNING LAB FACILITATOR PATHWAY TO LEADERSHIP	C(2)(a) Section III, page79	$ 52,643	$ 52,643
ON-LINE AND INDIVIDUALIZED PD FOR DEEP CONTENT KNOWLEDGE	C(2)(a) Section IV, page 79	$ 753,477	$ 753,477
AUTOMATION/INTEGRATION OF OBSERVATION AND FEEDBACK TOOLS	C(2)(c) Section 2, page 83	$ 756,842	$ 756,842
UPGRADED TEACHER EVALUATION SYSTEM	C(2)(c) Section 1, page 83	$ 202,318	$ 1,904,810
VIDEO EXEMPLARS FOR TEACHERS	C(2)(b) Section 1, page 83	$ 204,636	$ 204,636
COLLECTIVE IMPACT COMMUNITY PARTNERSHIPS	X(2), page 192; X(3)(a) - X(3)(c), page 193-195	$ 3,176,095	$ 3,176,095
GRANT MANAGEMENT AND EVALUATION	D(1)(a) Section II, page 87	$ 2,481,577	$ 2,481,577
TOTALS		**$ 29,242,882**	**$ 31,195,374**

(F)(1)(c) Thoughtful rationale for investments and priorities

All investments aligned with personalized learning strategy to ensure elementary students are on or above grade level and secondary students can succeed to and through college:

All of the investments articulated here align closely with the five major parts of our approach for Race to the Top to improve the quality of the blended learning model already implemented at the elementary school level; redesign the existing secondary instructional model to differentiate based on student needs; leverage real-time, actionable data to inform personalization of teaching and learning for all students across all subjects; develop teachers and leaders by improving their ability to individualize instruction based on student needs; and partner with community providers to collectively address non-academic student needs. The table below provides a summary of how each project ties to the five major components of the strategy.

Component of Strategy	Projects
Elementary Model	• Learning lab access on weekends • AR Zone personalized book selection • New reading approach in blended learning lab (pilot)
Secondary Model	• Online AP/Electives • Re-imagined intervention and acceleration model • Summer institute for credit recovery and acceleration
Data Improvements	• Lightbulb: actionable dashboard development
Teachers and Leaders	• Integrating blended learning data into core instruction • On-demand PD for personalized learning environments learning • Learning Lab facilitator pathway to leadership • Online and individualized PD for deep content knowledge • Automation/integration of observation and feedback tools • Upgraded principal and teacher evaluation system • Video exemplars for teachers
Community Providers	• Collective impact community partnerships

These investments include both incremental investments to what we know "works," including the improvements and pilots to the "Better IDEA" model, as well as ambitious

personalized learning approaches designed to create innovative models that can sustainably be replicated across the country (including the intervention period redesign and the credit recovery and acceleration institute). Our vision to develop a series of easy-to-use and actionable dashboards underpins our learning strategy at both the elementary and secondary level, and our human capital strategy enables our outstanding teachers and leaders to effectively implement personalized learning environments.

(F)(2) Sustainability of project goals

Key elements of personalized learning environments already built into our ongoing financial model:

One of IDEA's central operating goals is to achieve our mission sustainably at scale. At full enrollment, our schools are completely sustainable on public (state and local) funding alone. We do not require private or public grant funding to operate our core school model. Similarly, we do not use technology as an "add-on"—we use technology where we believe it can be deeply integrated into our core model to drive improved student outcomes.

We first introduced the "Better IDEA" personalized learning environment discussed in this proposal in spring 2011, and the key elements of this program are embedded in our financial model moving forward. The core model requires only local and state operating funds. The innovations proposed here for Better IDEA, including 1) opening the blended learning spaces to families, 2) adding titles to the Accelerated Reading Zone, and 3) piloting reading software in the labs, will help us test the next generation of this model. In addition, as we have done at the elementary school-level, we anticipate building the secondary school personalized learning environments proposed here into our core operating model, as discussed below. Most of the projects to support data integration are one-time costs. The initiatives to support human capital development combine targeted one-time investments (e.g., developing the next version of our principal and teacher evaluation system, creating a series of on-demand PD modules) with activities that we will continue (deepening the content expertise of our teachers) through a combination of public and private funds.

One-time investments, pilots, and activities requiring lower funding levels over time comprise 40 percent of budget request:

As illustrated in the chart below, 40 percent of the total $29.2 million requested will cover one-time investments or pilots that will inform core program design.

Type of request	Total request (percent)
One-time investments	$11.5 million (40 percent)
Ongoing costs	$17.7 million (60 percent)

Specifically, of the $29.2 million requested as part of our Race to the Top District proposal, roughly $11.5 million will cover one-time investments including completing significant upgrades to our data-management portal (Lightbulb); automating our formative and summative observation tools to support teacher and co-teacher development; retooling our teacher and principal evaluation systems; developing "on demand" professional development modules that can be accessed by educators year after year; investing in our Accelerated Reading Zone library so that elementary school students can focus on topics of interest to them as they accelerate their reading skills; and grant management and evaluation.

One-time costs also include two pilot programs to 1) test adaptive reading software instead of the Accelerated Reading Zone model and 2) provide training to blended learning lab facilitators via IDEA's "leadership pathway" institute. If these two pilots are successful, we would scale them up at the conclusion of the grant period, but stop doing other activities in order to offset the costs of implementation at scale. If we implement the adaptive reading software at scale, students would spend some of the time that they currently spend in a classroom receiving large-group ELA instruction in the blended learning lab doing individualized instruction. We could then re-deploy the ELA teachers in the building to optimize students' outcomes without increasing costs. We would replace some existing hotspot facilitator training with the "leadership pathways" for blended learning lab facilitators.

Because IDEA is growing rapidly, our base of local and state funds will also grow to help cover additional ongoing expenses over time:

During the grant period, IDEA will grow from 28 schools (26 participating) to 42 schools. In addition, we will continue to enroll students in our schools that are not yet at capacity (IDEA's schools open with grades K, 1, 2 or 6 and grow to full-enrollment). As a result, local and state funding will grow by roughly 75 percent during the grant period. This base of local and federal funds will help us to support key ongoing grant activities across all campuses (both participating and new) after the end of the grant period.

The table below includes a three-year budget summary for 2016-2019 to reflect the sources and uses of funds for each ongoing project.

Project Name[98]	2015-2016 (Grant Year 4)	2016-2017	2017-2018	2018-2019	Projected Source of Funds
Project 1: Online AP/Electives	$ 673,223	$ 686,688	$ 700,422	$ 714,430	Re-allocate funds from existing electives
Project 2: Learning Lab access on weekends	$ 152,610	$ 155,662	$ 158,775	$ 161,951	Increased State and LEA funding as enrollment grows and/or foundation funding
Project 5: Intervention Period Redesign	$ 1,657,893	$ 1,691,051	$ 1,724,872	$ 1,759,370	Increased State and LEA funding as enrollment grows
Project 6: Credit Recovery and Acceleration Institute	$ 1,336,075	$ 1,362,797	$ 1,390,052	$ 1,417,853	Increased State and LEA funding as enrollment grows
Project 8: Coaching to Support Integration of Blended Learning Data	$ 436,289	$ 445,015	$ 453,915	$ 462,994	Increased LEA funding as enrollment grows
Project 15: Community Partnerships	$ 1,054,550	$ 1,075,641	$ 1,097,154	$ 1,119,097	Foundation funding
TOTAL	**$ 5,310,641**	**$ 5,416,854**	**$ 5,525,191**	**$ 5,635,695**	

[98] Note that other projects, as discussed, are one-time investments or pilot projects. These are the projects that have recurring costs after the conclusion of the grant period.

XI. Budget

XI: Project Level Budget Summaries

Budget Subpart 3: Project Level Budget Summaries

Table 3-1: Project Summary 1

Table 3-1: Project-Level Budget Summary Table

Applicant Name:	IDEA PUBLIC SCHOOLS
Evidence For:	(F)(1)
Project Name:	ONLINE AP/ELECTIVES RE: DEEP LEARNING INTERESTS
Primary Associated Criterion and Location in Application:	C(1)(a) Section III, page 66
Additional Associated Criteria (if any) and Location in Application:	

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 30,000	$ 61,200	$ 62,424	$ 63,672	$ 217,296
2. Fringe Benefits	$ 4,500	$ 9,180	$ 9,364	$ 9,551	$ 32,594
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ 300,000	$ 450,000	$ 600,000	$ 1,350,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 34,500**	**$ 370,380**	**$ 521,788**	**$ 673,223**	**$ 1,599,891**
10. Indirect Costs	$ 800	$ 2,211	$ 2,244	$ 2,277	$ 7,531
11. Total Grant Funds Requested (lines 9-10)	**$ 35,300**	**$ 372,591**	**$ 524,031**	**$ 675,500**	**$ 1,607,422**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 35,300**	**$ 372,591**	**$ 524,031**	**$ 675,500**	**$ 1,607,422**

Table 3-1: Project Summary 2

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: LEARNING LAB ACCESS ON WEEKENDS
Primary Associated Criterion and Location in Application: C(1)b Section I, page 70
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 63,180	$ 126,360	$ 126,360	$ 126,360	$ 442,260
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ 1,875	$ 3,750	$ 3,750	$ 3,750	$ 13,125
6. Contractual	$ 11,250	$ 22,500	$ 22,500	$ 22,500	$ 78,750
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 76,305**	**$ 152,610**	**$ 152,610**	**$ 152,610**	**$ 534,135**
10. Indirect Costs	$ 1,769	$ 3,537	$ 3,537	$ 3,537	$ 12,381
11. Total Grant Funds Requested (lines 9-10)	**$ 78,074**	**$ 156,147**	**$ 156,147**	**$ 156,147**	**$ 546,516**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 78,074**	**$ 156,147**	**$ 156,147**	**$ 156,147**	**$ 546,516**

Table 3-1: Project Summary 3

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: AR ZONE PERSONALIZED BOOK SELECTION
Primary Associated Criterion and Location in Application: C(1)(b) Section II, page 70
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ 738,577	$ -	$ -	$ -	$ 738,577
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 738,577**	**$ -**	**$ -**	**$ -**	**$ 738,577**
10. Indirect Costs	$ 17,120	$ -	$ -	$ -	$ 17,120
11. Total Grant Funds Requested (lines 9-10)	**$ 755,697**	**$ -**	**$ -**	**$ -**	**$ 755,697**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 755,697**	**$ -**	**$ -**	**$ -**	**$ 755,697**

Table 3-1: Project Summary 4

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: NEW READING APPROACH IN BLENDED LEARNING LAB (PILOT)
Primary Associated Criterion and Location in Application: C(1)(b) Section III, page 71
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ 121,200	$ 122,424	$ 123,672	$ 367,296
2. Fringe Benefits	$ -	$ 9,180	$ 9,364	$ 9,551	$ 28,094
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ 234,000	$ 112,500	$ 112,500	$ 459,000
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ 364,380**	**$ 244,288**	**$ 245,723**	**$ 854,391**
10. Indirect Costs	$ -	$ 8,446	$ 5,663	$ 5,696	$ 19,805
11. Total Grant Funds Requested (lines 9-10)	**$ -**	**$ 372,826**	**$ 249,950**	**$ 251,419**	**$ 874,196**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ -**	**$ 372,826**	**$ 249,950**	**$ 251,419**	**$ 874,196**

Table 3-1: Project Summary 5

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS

Evidence For: (F)(1)

Project Name: RE-IMAGINED INTERVENTION AND ACCELERATION MODEL

Primary Associated Criterion and Location in Application: C(1)(b) Section I, page 71

Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 127,500	$ 424,800	$ 1,029,696	$ 1,034,690	$ 2,616,686
2. Fringe Benefits	$ 5,625	$ 36,720	$ 37,454	$ 38,203	$ 118,003
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ 970,200	$ 135,000	$ 3,594,000	$ 585,000	$ 5,284,200
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ 22,800	$	$ 56,000	$ -	$ 78,800
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 1,126,125**	**$ 596,520**	**$ 4,717,150**	**$ 1,657,893**	**$ 8,097,689**
10. Indirect Costs	$ 26,104	$ 13,827	$ 109,344	$ 38,430	$ 187,704
11. Total Grant Funds Requested (lines 9-10)	**$ 1,152,229**	**$ 610,347**	**$ 4,826,494**	**$ 1,696,323**	**$ 8,285,393**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 1,152,229**	**$ 610,347**	**$ 4,826,494**	**$ 1,696,323**	**$ 8,285,393**

Table 3-1: Project Summary 6

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS

Evidence For: (F)(1)

Project Name: SUMMER INSTITUTE FOR CREDIT RECOVERY AND ACCELERATION

Primary Associated Criterion and Location in Application: C(1)(b) Section I, page 72

Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ 89,100	$ 443,138	$ 552,825	$ 1,085,063
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ 70,500	$ 381,875	$ 458,250	$ 910,625
6. Contractual	$ -	$ 75,000	$ 325,000	$ 325,000	$ 725,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ 234,600**	**$ 1,150,013**	**$ 1,336,075**	**$ 2,720,688**
10. Indirect Costs	$ -	$ 4,279	$ 19,703	$ 24,016	$ 47,999
11. Total Grant Funds Requested (lines 9-10)	**$ -**	**$ 238,879**	**$ 1,169,716**	**$ 1,360,091**	**$ 2,768,686**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ -**	**$ 238,879**	**$ 1,169,716**	**$ 1,360,091**	**$ 2,768,686**

Table 3-1: Project Summary 7

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: LIGHTBULB: ACTIONABLE DASHBOARD DEVELOPMENT
Primary Associated Criterion and Location in Application: C(2)(b), Section I, page 81
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 262,500	$ 526,500	$ 528,030	$ 529,591	$ 1,846,621
2. Fringe Benefits	$ 39,375	$ 78,975	$ 79,205	$ 79,439	$ 276,993
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ 250,000	$ 100,000	$ -	$ 350,000
5. Supplies	$ 150,000	$ 150,000	$ 150,000	$ 150,000	$ 600,000
6. Contractual	$ 125,000	$ 525,000	$ 1,050,000	$ 525,000	$ 2,225,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 576,875**	**$ 1,530,475**	**$ 1,907,235**	**$ 1,284,029**	**$ 5,298,614**
10. Indirect Costs	$ 11,054	$ 23,886	$ 20,450	$ 18,174	$ 73,564
11. Total Grant Funds Requested (lines 9-10)	**$ 587,929**	**$ 1,554,361**	**$ 1,927,685**	**$ 1,302,203**	**$ 5,372,178**
12. Funds from other sources used to support the project	$ 250,000				$ 250,000
13. Total Budget (lines 11-12)	**$ 837,929**	**$ 1,554,361**	**$ 1,927,685**	**$ 1,302,203**	**$ 5,622,178**

Table 3-1: Project Summary 8

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: INTEGRATING BLENDED LEARNING DATA INTO CORE INSTRUCTION

Primary Associated Criterion and Location in Application: C(2)(b), Section II, page 81

Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ 364,650	$ 371,943	$ 379,382	$ 1,115,975
2. Fringe Benefits	$ -	$ 54,698	$ 55,791	$ 56,907	$ 167,396
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ 419,348**	**$ 427,734**	**$ 436,289**	**$ 1,283,371**
10. Indirect Costs	$ -	$ 9,720	$ 9,915	$ 10,113	$ 29,749
11. Total Grant Funds Requested (lines 9-10)	**$ -**	**$ 429,068**	**$ 437,649**	**$ 446,402**	**$ 1,313,120**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ -**	**$ 429,068**	**$ 437,649**	**$ 446,402**	**$ 1,313,120**

Table 3-1: Project Summary 9

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: ON-DEMAND PD FOR PERSONALIZED LEARNING ENVIRONMENTS
Primary Associated Criterion and Location in Application: C(2)(b) Section III, page 81
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ -	$ -	$ -	$ -
8. Other	$ 45,000	$ 45,000	$ -	$ -	$ 90,000
9. Total Direct Costs (lines 1-8)	**$ 45,000**	**$ 45,000**	**$ -**	**$ -**	**$ 90,000**
10. Indirect Costs	$ 1,043	$ 1,043	$ -	$ -	$ 2,086
11. Total Grant Funds Requested (lines 9-10)	**$ 46,043**	**$ 46,043**	**$ -**	**$ -**	**$ 92,086**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 46,043**	**$ 46,043**	**$ -**	**$ -**	**$ 92,086**

Table 3-1: Project Summary 10

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: LEARNING LAB FACILITATOR PATHWAY TO LEADERSHIP
Primary Associated Criterion and Location in Application: C(2)(a) Section III, page79
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ 11,000	$ 11,000	$ 11,000	$ 33,000
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ 3,000	$ 3,000	$ 3,000	$ 9,000
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ 3,150	$ 3,150	$ 3,150	$ 9,450
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ 17,150**	**$ 17,150**	**$ 17,150**	**$ 51,450**
10. Indirect Costs	$ -	$ 398	$ 398	$ 398	$ 1,193
11. Total Grant Funds Requested (lines 9-10)	**$ -**	**$ 17,548**	**$ 17,548**	**$ 17,548**	**$ 52,643**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ -**	**$ 17,548**	**$ 17,548**	**$ 17,548**	**$ 52,643**

Table 3-1: Project Summary 11

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS

Evidence For: (F)(1)

Project Name: ONLINE AND INDIVIDUALIZED PD FOR DEEP CONTENT KNOWLEDGE

Primary Associated Criterion and Location in Application: C(2)(a) Section IV, page 79

Additional Associated Criteria (if any) and Location in Application:

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ 25,000	$ 25,000	$ 25,000	$ 75,000
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ 225,000	$ 225,000	$ 225,000	$ 675,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ -**	**$ 250,000**	**$ 250,000**	**$ 250,000**	**$ 750,000**
10. Indirect Costs	$ -	$ 1,159	$ 1,159	$ 1,159	$ 3,477
11. Total Grant Funds Requested (lines 9-10)	**$ -**	**$ 251,159**	**$ 251,159**	**$ 251,159**	**$ 753,477**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ -**	**$ 251,159**	**$ 251,159**	**$ 251,159**	**$ 753,477**

Table 3-1: Project Summary 12

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: AUTOMATION/INTEGRATION OF OBSERVATION AND FEEDBACK TOOLS
Primary Associated Criterion and Location in Application: C(2)(c) Section 2, page 83
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 30,000	$ 61,200	$ 62,424	$ 63,672	$ 217,296
2. Fringe Benefits	$ 4,500	$ 9,180	$ 9,364	$ 9,551	$ 32,594
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ 250,000	$ 250,000	$ -	$ 500,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 34,500**	**$ 320,380**	**$ 321,788**	**$ 73,223**	**$ 749,891**
10. Indirect Costs	$ 800	$ 2,211	$ 2,244	$ 1,697	$ 6,951
11. Total Grant Funds Requested (lines 9-10)	**$ 35,300**	**$ 322,591**	**$ 324,031**	**$ 74,921**	**$ 756,842**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 35,300**	**$ 322,591**	**$ 324,031**	**$ 74,921**	**$ 756,842**

Table 3-1: Project Summary 13

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: UPGRADED TEACHER EVALUATION SYSTEM
Primary Associated Criterion and Location in Application: C(2)(c) Section 1, page 83
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 200,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 200,000**
10. Indirect Costs	$ 580	$ 580	$ 580	$ 580	$ 2,318
11. Total Grant Funds Requested (lines 9-10)	**$ 50,580**	**$ 50,580**	**$ 50,580**	**$ 50,580**	**$ 202,318**
12. Funds from other sources used to support the project	$ 939,383	$ 763,109			$ 1,702,492
13. Total Budget (lines 11-12)	**$ 989,963**	**$ 813,689**	**$ 50,580**	**$ 50,580**	**$ 1,904,810**

Table 3-1: Project Summary 14

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: VIDEO EXEMPLARS FOR TEACHERS
Primary Associated Criterion and Location in Application: C(2)(b) Section 1, page 83
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 100,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 50,000**	**$ 200,000**
10. Indirect Costs	$ 1,159	$ 1,159	$ 1,159	$ 1,159	$ 4,636
11. Total Grant Funds Requested (lines 9-10)	**$ 51,159**	**$ 51,159**	**$ 51,159**	**$ 51,159**	**$ 204,636**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 51,159**	**$ 51,159**	**$ 51,159**	**$ 51,159**	**$ 204,636**

Table 3-1: Project Summary 15

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: COLLECTIVE IMPACT COMMUNITY PARTNERSHIPS
Primary Associated Criterion and Location in Application: X(2), page 192; X(3)(a) - X(3)(c), page 193-195
Additional Associated Criteria (if any) and Location in Application:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ -	$ 183,600	$ 187,272	$ 191,017	$ 561,889
2. Fringe Benefits	$ -	$ 27,540	$ 28,091	$ 28,653	$ 84,283
3. Travel	$ -	$ 9,000	$ 9,000	$ 9,000	$ 27,000
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ 25,000	$ 820,000	$ 820,000	$ 820,000	$ 2,485,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 25,000**	**$ 1,040,140**	**$ 1,044,363**	**$ 1,048,670**	**$ 3,158,173**
10. Indirect Costs	$ 580	$ 5,682	$ 5,780	$ 5,880	$ 17,922
11. Total Grant Funds Requested (lines 9-10)	**$ 25,580**	**$ 1,045,822**	**$ 1,050,143**	**$ 1,054,550**	**$ 3,176,095**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 25,580**	**$ 1,045,822**	**$ 1,050,143**	**$ 1,054,550**	**$ 3,176,095**

Table 3-1: Project Summary 16

Table 3-1: Project-Level Budget Summary Table

Applicant Name: IDEA PUBLIC SCHOOLS
Evidence For: (F)(1)
Project Name: GRANT MANAGEMENT AND EVALUATION
Primary Associated Criterion and Location in Application: D(1)(a) Section II, page 87
Additional Associated Criteria (if any) and Location in Application: E(4), page 135

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$ 48,300	$ 98,100	$ 99,630	$ 101,191	$ 347,221
2. Fringe Benefits	$ 7,245	$ 14,715	$ 14,945	$ 15,179	$ 52,083
3. Travel	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 16,000
4. Equipment	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ 69,000	$ 67,500	$ 67,500	$ 69,000	$ 273,000
6. Contractual	$ 275,000	$ 500,000	$ 500,000	$ 500,000	$ 1,775,000
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct Costs (lines 1-8)	**$ 403,545**	**$ 684,315**	**$ 686,075**	**$ 689,369**	**$ 2,463,304**
10. Indirect Costs	$ 3,559	$ 4,852	$ 4,893	$ 4,969	$ 18,273
11. Total Grant Funds Requested (lines 9-10)	**$ 407,104**	**$ 689,167**	**$ 690,967**	**$ 694,338**	**$ 2,481,577**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 407,104**	**$ 689,167**	**$ 690,967**	**$ 694,338**	**$ 2,481,577**

Table 4-1: Project 1 Level Budget Narrative

Table 4-1: Project-Level Itemized Costs – Project 1: ONLINE AP/ELECTIVES RE: DEEP LEARNING INTERESTS		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Coordinator of Online Elective and AP: This instructional leader (new position) will manage the design and implementation of a robust online/distance learning course program across all participating schools. He/she will report to the Director of Secondary Individualized learning.	• Salary: $60,000/year, with inflation factor of 2% starting in year 2 (assumes 50% of year in year 1) • Consistent with coordinator-level salary band at IDEA Public Schools • 1 full-time employee • Ongoing operational cost	• $217,296
2. Fringe Benefits:		
• Coordinator of Online Electives and AP • Health care and required pension contributions	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing operational cost	• $32,594
6. Contractual:		
• Yearlong or semester long online / distance AP/elective courses to enable students to meet a wider range of deep learning interests than can be met with IDEA's small-school model	• IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • We assume course cost of $500/student, with 10% of IDEA students grades 9-12 participating in year 2, 15% in year based in year 3, and 20% in year 4 • Cost estimate per course based on benchmarking against 3 sample accredited providers of online AP courses • Ongoing operational cost	• $1,350,000

9. Total Direct Costs:		
• n/a	• n/a	$1,599,891
10. Total Indirect Cost		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information • Ongoing cost	• $7,531
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $1,607,422
12. Funds from other sources used to support the project		
• n/a	• n/a	0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $1,607,422

Table 4-1: Project 2 Level Budget Narrative

Table 4-2: Project 2: LEARNING LAB ACCESS ON WEEKENDS		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• HotSpot Facilitators: In order to keep blended learning computer labs open during weekends to support student progress on individualized software and parent engagement with students' personalized learning environments, IDEA needs to compensate HotSpot Facilitators (paraprofessionals) at the ratio of 1 facilitator per 20 parents/students. Paraprofessionals will provide support to parents and students to navigate blended learning software, help parents with software (we will have English language learner software available to support parent learning), etc. • 2 paraprofessionals ("HotSpot" Facilitators) per Saturday session per campus (total of 26 paraprofessionals across 13 campuses)	• Hourly stipend / HotSpot Facilitator: $22/hour (represents 1.5x pay because this is overtime for an hourly employee) • Assumes labs at all 13 participating campuses are open 3 hours/week, 36 weeks a year • Assumes labs open starting during January 2013 • Ongoing cost	• $196,560
• In order to keep computer labs open during weekends, IDEA needs to compensate IT Support Tech to provide support to parents and students • and 1 IT support person per 20 parents/students expected • 2 IT support people per Saturday session per campus (total of 26 IT people across 13 campuses)	• Hourly stipend/IT support person: $25/hour • Assumes labs at all 13 participating campuses are open 3 hours/week, 36 weeks a year • Assumes labs open starting during January 2013 • Ongoing cost	• $245,700
• **5. Supplies**		
• Software licenses for parents to complete personalized	• @ $25/license, 100 unique parent	• $13,125

online learning (for example, English Language Learners could complete a language training program)	visitors/year, 13 campuses • Ongoing cost	
6. Contractual		
• Background checks for parents who will be on campus in computer labs (required by IDEA security policy)	• Previous background checks cost IDEA between $100-150/parent; this budget assumes$150/parent • Assumes 150 unique parents use the computer lab each year per campus (about 10-15% of total parents per campus) • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Ongoing cost	• $78,750
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $534,135
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• Indirect Cost Rate as indicated in the Budget Indirect Cost Information	• $12,382
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $546,516
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $546,516

Table 4-1: Project 3 Level Budget Narrative

Table 4-3: Project 3: AR ZONE PERSONALIZED BOOK SELECTION		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
5. Supplies		
• This expenditure supports the purchase of 42,000 books at varying reading levels across 13 campuses. The books will be used during the Accelerated Reading Zone part of the blended learning model, in which students take a diagnostic online quiz to identify their reading level, select a book at that reading level, read that book, and complete an online quiz to assess mastery.	• We assume 42,000 books based on a campus-by-campus analysis of how many books are required to get to the ratio of 12 books/student. • We assume a per book cost of $17, based on analysis by IDEA librarians. • One-time cost	• $725,577
• This project also includes the purchase of shelves for the books purchased	• $1000/shelves for each of 13 participating campuses, based on previous cost of shelves • One-time cost	• $13,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $738,577
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $17,120
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $755,697

12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• n/a	• n/a	• 0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $755,697

Table 4-1: Project 4 Level Budget Narrative

Table 4-4: Project 4: NEW READING APPROACH IN BLENDED LEARNING LAB (PILOT)		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• HotSpot Learning Facilitators (paraprofessionals) and classroom teachers will each receive 5 days of training at each of three pilot campuses on how the new reading software works, how it helps students, and how the data from the software will be integrated back into the core classroom	• $20/hour for teachers • $15/hour at 1.5x for paraprofessionals (hourly employees compensated at 1.5x) • 20 employees/campus @ 3 pilot campuses • 5 days (8 hours/day)	• $60,000
• One additional IT support FTE (IT Tech Support Specialist) to provide centrally-located helpdesk support for additional computers purchased as part of the pilot (IT Tech Support Specialists staffed at ratio of 1 FTE/300 computers)	• $60,000/year, with inflation factor of 2% starting in year 2 • 1 FTE	• $ 187,296
2. Fringe Benefits:		
• Health care and required pension contributions for IT Tech Support Specialist	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost	• $28,094
5. Supplies		
• Computers for computer labs in schools to support additional student use of computers during Blended Learning space time on adaptive reading software	• 45 additional computers per school • 3 pilot campuses • $600/computer (current price for IDEA blended learning lab computers) • One-time cost (pilot)	• $81,000
• Software licenses for adaptive reading software	• 600 licenses/campus (1 for each K-5 student)	• $337,500

	• 3 pilot campuses • $100/license (based on other blended learning software used at IDEA) • 3 years (On-going cost)	
• Computer Carrels for blended learning space	• 45 additional computer carrels/school • $300/carrel • 3 campuses • One-time cost	$40,500
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $854,390
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $19,805
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $874,196
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• n/a	• n/a	• n/a
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $874,196

Table 4-1: Project 5 Level Budget Narrative

Table 4-5: Project 5: RE-IMAGINED SECONDARY INTERVENTION AND ACCELERATION MODEL		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Director of Secondary Personalized Learning: This new position will lead the design and implementation of the re-imagined intervention and acceleration model. This is a parallel position to the Director of Primary Secondary Learning, who leads the Better IDEA implementation.	• $75,000/FTE (based on existing Director salary scale at IDEA) • 1 FTE • Full-time employee (salaried) • With inflation factor of 2% starting in year 2 • Ongoing operational cost	• $271,621
• IT Support Specialists (13)	• 1 per 300 new computers (based on benchmarks of other high performing chart schools and district schools) • 60,000/FTE (based on existing salary scale) • 13 additional FTE based on 300 new computers/school (in years 3 and 4; during pilot years 1 and 2 only 3 campuses participating, so 3 FTE) • Ongoing operational cost	• $1,830,000
• 3 Interventionists: Interventionists support lowest-performing students by individualizing instruction for those students during intervention period and at other times; already in place at 10 IDEA campuses; this provides support at last three campuses that do not currently have interventionists.	• $55,000 per FTE • With inflation factor of 2% starting in year 2 • 3 FTE • Ongoing operational cost	• $515,065
• Principal design stipend: Stipend to support principal design of personalized learning environment-based	• $2000/principal consistent with other IDEA school leader stipends	• $6000

intervention period that meets school-level needs (for three principals that pilot redesign)	• 3 principals (one for each pilot school) • One-time cost	
• Teacher training for all teachers in secondary schools to learn about new intervention model	• $20/hour, for 4 hours/day of 2 days of training for teachers • 3 campuses during year 1; 10 more campuses during years 3-4 • One-time expense	• $72,800
2. Fringe Benefits:		
• Director of Secondary Individualized Learning • IT Support Specialists (3 FTE during year 1 and 2, 13 FTE during years 3 and 4) • Interventionist (3 FTE starting year 2)	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost	• $118,003
5. Supplies		
• Software licenses for adaptive software to support math and ELA work in redesigned intervention period (exact programs to be determined by Principals during intervention model design)	• $100/license/year • 600 students/campus • 3 campuses in year 1; 13 campuses starting year 3 • Ongoing cost	• $1,372,500
• Laptop computer carts with 30 laptops/cart to support delivery of personalized learning during re-imagined intervention period	• 30 laptops/cart • $30,000/cart • 10 carts/school • 3 participating schools in year 1-2; 13 participating schools in years 3-4 • Recurring cost (every 3 years) • Based on existing cost of laptop carts for IDEA	• $3,900,000
• Mini-whiteboards to support small group student instruction	• 1 classroom set/teacher • 28 teachers/campus • 13 campuses • One-time cost	• $11,700
9. Total Direct Costs:		

• n/a	• n/a	• $ 8,097,688
10. Total Indirect Costs		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $187,704
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $8,285,393
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $8,285,393

Table 4-1: Project 6 Level Budget Narrative

Table 4-6: Project 6 SUMMER INSTITUTE FOR CREDIT RECOVERY AND ACCELERATION		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Instructors (IDEA teachers) will support instruction via various modalities of instruction; some students will complete credit recovery and acceleration via online or distance learning programs, enabling instructors to focus on small group and/or individualized instruction.	• $20/hour, 4 hours/day, 27 days (2 days planning) • 1 teacher/20 students • 100 students/campus in year 2; 125 students/campus in year 3; 150 students/campus in year 4 • 13 campuses • Ongoing operational cost • 3 years	• $ 1,032,750
• IT Technology Specialist during summer institute to provide IT support for computers used during summer programs	• $25/hour, 4 hours/day, 25 days • 1 support person per 300 computers • 13 campuses • Ongoing operational cost • 3 years	• $52,312
5. Supplies		
• Student lunches	• $5/student/day • Ongoing operational cost	• $523,125
6. Contractual		
• School bus service	• $100,000/bus route based on past use of summer buses • IDEA has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Ongoing operational cost	• $725,000

9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $ 2,720,688
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $ 47,999
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $2,768,686

Table 4-1: Project 7 Level Budget Narrative

Table 4-7: Project 7: LIGHTBULB: ACTIONABLE DASHBOARD DEVELOPMENT		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Director of Personalized IT Solutions: will oversee major IT development project to create field-leading actionable dashboard that will provide actionable recommendations to teachers based on data integrated from formative and summative sources	• $ 75,000 (based on IDEA Director Salary scale) • FTE beginning in Year 1 (50% year 1) • 2% inflation factor beginning year 2 • Ongoing cost	• $ 271,621
• IT Developer (4 FTE) Advanced Curriculum Specialist (1 FTE): Developers will oversee the ongoing management of the platform; Advanced Curriculum Specialist will ensure that content reflects latest and greatest thinking from the program team and help the IT team ensure it is responding to the highest instructional and learning needs of the teachers and students at IDEA.	• $90,000 per FTE (based on estimate for retaining quality private sector talent from benchmarking IT development salaries) • 5 FTE beginning in Year 1 (50%) • Ongoing cost	• $ 1,575,000
2. Fringe Benefits:		
• Director of Personalized IT Solutions (1) • IT Developer (4) • Advanced Curriculum Specialist (1)	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost	• $276,993
4. Equipment		
• Virtual servers, backups, installation and maintenance, storage area network	• $250,000 in year 2; $100,000 in year 3 • One-time investment cost	• $250,000
5. Supplies		
• Lightbulb software licenses	• $150,000 annual cost across participating campuses (x4years) • Ongoing costs	• $600,000
6. Contractual		

• System Development and Implementation – Contractors • RFP Creation • Detailed User Requirements	• Assumes 7000 hours development at $300/hour (higher than other development costs included in this application because this project requires advanced algorithm development), over four years; cost benchmarking based on firms whose primary work is advanced algorithm development • Includes $125,000 to issue RFP and develop detailed user requirements • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • One time investment cost	• $ 2,225,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $5,298,614
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $73,564
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $5,372,178
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Bill & Melinda Gates Foundation general operating support	• Bill & Melinda Gates Foundation general operating support	• $250,000

13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $5,622,178

Table 4-1: Project 8 Level Budget Narrative

Table 4-8: Project 8: INTEGRATING BLENDED LEARNING DATA INTO CORE INSTRUCTION		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Data Integration Coaches to support integration of data from blended learning lab back in to the classroom (1 per two campuses)	• $55,000/year (based on IDEA salary scale), inflation factor of 2% beginning in year 2 • 2 campuses/coach; 13 participating campuses (6 total FTE) • Ongoing cost	• $ 1,115,975
2. Fringe Benefits:		
• Data Integration Coaches	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost	• $167,396
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $1,283,371
10. Total Indirect Costs		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $29,749
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $1,313,120
13. Total Budget Sum lines 11-12.		

• n/a	• n/a	• $1,313,120

Table 4-1: Project 9 Level Budget Narrative

Table 4-9: On-Demand PD for Personalized Learning Environments		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Curriculum Coordinator will supervise the design and content for this project, which is designed to create on-demand modules of content specifically focused on integrating data from personalized learning environments back into core classrooms. Principals, teachers, and others can access these on-demand modules to provide embedded PD as part of existing PD structures.	• $30/hour to develop the content for the site • Assumes 500 hours of support • One-time investment cost	• $15,000
• IT Developer will take content developed by the Curriculum Coordinator and automate the content and put onto IDEA's proprietary platform (Lightbulb)	• Includes 500 developer hours to automate content • $150/hour • One-time investment cost	• $75,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $90,000
10. Total Indirect Costs		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $2,086
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $92,086
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $92,086

Table 4-1: Project 10 Level Budget Narrative

Table 4-10: Project 10: Leadership Pathways for HotSpot Facilitators		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Stipends for HotSpot Facilitators (Blended Learning space paraprofessionals) to participate in a training program that prepares them with the skills to take on additional leadership in school, including potentially moving into the Data Coach role	• $20/hour • 6 hours/day • 15 days • 5 participants annually • Ongoing operational cost	• $33,000
• Stipend for IDEA Faculty members to teach the Leadership Pathway program	• $25/day • 6 hours day • 15 days • 1 faculty member • Ongoing operational cost	• $15,000
8. Travel		
• Participant travel from San Antonio to Rio Grande Valley	• $200/trip from San Antonio to Rio Grande Valley	• $9000
5. Supplies		
• Food for program participants ($30/participant/day)	• $30/participant/day • 15 days/participation • 5 participants/annually	• $9000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $51,450
10. Total Indirect Costs Identify and apply the indirect cost rate.		

• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $1,193
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $52,643
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $52,643

Table 4-1: Project 11 Level Budget Narrative

Table 4-10: Project 11: ON-LINE AND INDIVIDUALIZED PD FOR DEEP CONTENT KNOWLEDGE		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
3. Travel:		
• Stipends for teacher travel to high quality, individualized PD options	• Assumes 25 teachers travel to high-quality content PD at cost of $1000/teacher (assumption is that remaining PD is provided virtually) • Ongoing operational cost	• $75,000
6. Contractual		
• Professional services provided: high-quality online content PD for teachers in hard-to-recruit and teach subjects (e.g., Physics); Addresses the need for PD in the geographically constrained area of the Rio Grande Valley where high-quality university-provided PD is of limited availability	• Assumes $2250 cost/year for 100 teachers/annually • Begins in Year 2 • Ongoing operational cost • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	• $675,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $750,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $ 3,477
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $753,477

13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $753,477

Table 4-1: Project 12 Level Budget Narrative

Table 4-12: Project 12: Automation/Integration of Observation and Feedback Tools		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• IT Support Specialist to support ongoing automation and update of PD tools (both summative and normative tools)	• 60,000, with 2% inflation factor beginning year 2 • 1 FTE • Ongoing operational cost	• $217,296
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• IT Developer	• 15% of compensation • Ongoing operational cost	• $32,594
6. Contractual		
• Developer hours at estimated $200/hour to automate observational and feedback tools; total of 2500 hours	• $200/hour for 2500 hours • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Based on previous development projects of this kind undertaken by IDEA • One-time investment	• $500,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $749,891
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $6,951

11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $ 756,842
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $ 756,842

Table 4-1: Project 13 Level Budget Narrative

Table 4-13: Project 13: Upgraded Teacher Evaluation System		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
6. Contractual		
• Consultant to develop Teacher Evaluation system that includes student growth as a component of evaluation	• $50,000 for year 1 based on existing contract with TNTP (The New Teacher Project) to assess options for student growth measure • Assumes $50,000 for years 2-4 with a contractor TBD to actually develop, pilot, and implement system • IDEA has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36	• $200,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $200,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $2,318
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $202,318
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		

• Foundation Support from: Michael and Susan Dell Foundation, Arnold Foundation, and Communities Foundation of Texas to support upgraded teacher evaluation system	• n/a	• $1,702,492
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $1,904,810

Table 4-1: Project 14 Level Budget Narrative

Table 4-14: Project 14: VIDEO EXEMPLARS FOR TEACHERS		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• IT Developer to put video content onto Lightbulb portal and develop supporting materials	• Salary is $90,000 /annually • ~30% of annual time for four years allocated to putting content from videographer on Lightbulb portal • One-time investment	• $100,000
6. Contractual		
• Videographer to video exemplary teacher exemplars and edit	• 1000 hours over four years • $100/hour • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • One-time investment	• $100,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $200,000
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $4,636
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $204,636
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $204,636

Table 4-1: Project 15 Level Budget Narrative

Table 4-15: Project 15: COLLECTIVE IMPACT COMMUNITY PARTNERSHIPS		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Regional Community Partnership Coordinator (3 FTE) will lead needs identification on regional campus clusters, identify partners, and support implementation.	• Salary: $80,000/FTE, starting in year 2 of grant; 2% inflation factor • 3 FTE • Ongoing cost	• $ 561,889
2. Fringe Benefits:		
• Regional Community Partnership Coordinators (3 FTE)	• 15% Fringe, in accordance with IDEA practice • Ongoing cost	• $ 84,283
3. Travel:		
• Travel allowance for Regional Community Partnership Coordinators and RTT-D grant director to participate in national convening/conferences re: Collective Impact and learn from best practices around community partnership development	• 2 trips/coordinator annually; 2 trips/RTT-D Grant director • Assumes $1125 total costs/trip including airfare and conference registration • Ongoing cost	• $27,000
6. Contractual		
• Expansion of Communities in Schools Partnership (or similar partnership) to eight additional campuses. The IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership	• Cost is roughly $40,000/campus annually; we anticipate expanding partnership to a total of 8 campuses • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Ongoing cost	• $960,000

provides helps students to better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. With this grant, we will expand the partnership to eight additional campuses beginning in school year 2013 (or select a similar provider to provide the services outlined above)		
• Other community partnerships to address needs identified in needs assessment survey	• We have assumed roughly $40,000 additional funding annually per campus (total of 13 campuses) for other partnerships to be designed and developed based on results from survey that will identify socio-emotional needs of IDEA students • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • Ongoing cost	• 1,500,000
• Survey Design and Implementation: we would contract with an outside provider to design a survey that would accurately assess the socio-emotional needs of our families and students and provide implementation support for the survey	• $25,000 • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • One-time cost	• 25,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $3,158,173
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $17,922

11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $3,176,095
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $3,176,095

Table 4-1: Project 16 Level Budget Narrative

Table 4-16: Project 16: Grant Management and Evaluation		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel:		
• Race to the Top District Grant Director	• $75,000/year (50% of a year in year 1; inflation factor of 2% starting in year 2) • FTE position • Position ends when grant ends	• $271,621
• Administrative Assistant	• $15/hour • 40 hours/week • Hourly position • Position ends when grant ends	• $75,600
2. Fringe Benefits:.		
• Race to the Top District Grant Director • Administrative Assistant	• 15% fringe based on IDEA standard practice • Positions end when grant ends	• $52,083
• **3. Travel**		
• Travel for Grant Director to San Antonio (assumes Grant Director located in Rio Grande Valley; there is one participating IDEA campus in San Antonio)	• 10 trips/year (1 trip/month) • $400/trip (includes hotel and gas only) • Expenses end when grant ends	• $16,000
5. Supplies		
• Computer/printer for grant director	• Assumes $1500 in years 1 and 4 for grant director computer and printer • Expenses end when grant ends	• $3000
• Other supplies (staplers, paper, copier, etc)	• Assumes $1500/year for other office supplies for grant director • Expenses end when grant ends	• $6000
• Food, supplies (document production costs), meeting space for four advisory committee and four oversight committee	• Assumes $500/meeting based on costs of advisory committee and oversight	• $264,000

meetings / year and for two focus groups/campus/year (total of twenty-six focus groups/year)	committee meetings during grant proposal period • Assumes $100/focus group costs for snacks • Expenses end when grant ends	
6. Contractual		
• External Evaluation of key projects in grant including Better IDEA and intervention period at secondary level	• Assumes $500,000/year for each year of grant period ($250,000 for year 1 because it is a shorter year, from Dec 2012-June 2013) • Based on cost of i3 evaluation for IDEA • Expenses end when grant ends	• $1,750,000
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	• $2,463,303
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• $18,273
Add more rows as needed		
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• $2,481,577
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	• $2,481,577

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES X NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):
From: 7/1/2012 To: 6/30/2013
Current approved Indirect Cost Rate: 2.318% (Restricted)
Approving State agency: Texas Education Agency

Refer to Appendix (F)1 -4, p. F-*4, for documentation of TEA's approved Indirect Cost* Rate

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

Optional Budget Supplement

(1) Rationale for the specific area IDEA will address

IDEA aspires to increase the total number of college graduates from low-income families by 50 percent in the communities served. High poverty rates, a homogenous student population comprised of 94 percent Hispanics in the Lower Rio Grande Valley, and limited access to higher education institutions prior to high school graduation limit IDEA students' exposure to a diverse ethnic and socioeconomic environment.[99] This presents obstacles to attaining the self-advocacy skills necessary to get to and through college.

A recent study highlights that a significant part of education takes place outside of the classroom through extracurricular activities where students learn how to work together, compete, exercise leadership, and build consensus.[100] IDEA believes that academic rigor combined with activities that increase self-determination, motivation, and exposure to diverse settings are critical to optimize the quality and texture of education, helping students to achieve in high school and beyond. If awarded the requested Race to the Top - District Supplemental Budget funding, IDEA plans to provide individualized and deep learning through university-led summer workshops (i.e., four to seven day sessions that serve to prepare students for college life by placing them in the dorms and facilitating seminars to teach leadership, communication and college-readiness skills) and apprenticeship opportunities (i.e., four to 10 week-long, skill-based work periods where students are matched with local businesses or universities to support day-to-day operations, and gain a skillset in a career path of student interest).

Through apprenticeships, students will not only be able to select opportunities geared toward their personal skillsets and interests, but also improve habits and non-cognitive factors necessary to be successful in college and throughout their career (e.g. perseverance, motivation, etc.). Access to university-led workshops will enable students to participate in programs that immerse them in a college environment, familiarizing them with the academic, cultural, socio-economic, and environmental factors that may differ from their day-to-day experiences. Both of these experiences better position students to have the social capital less-often realized by lower-income minorities, but vital to college and career readiness.

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[99] Lower Rio Grande Valley includes the following counties: Cameron, Hidalgo, Starr and Willacy Counties. Source: FSG Social Impact Consultants. South Texas Regional Overview. February 2011.

[100] Association of American Universities study is cited in, "On the Importance of Diversity in University Admissions," The New York Times, April 24, 1997, p. A27

(2) Funds reasonable and sufficient to support the budget

Budget Table 2-1: Overall Budget Summary Project List
Evidence for: Optional Budget Supplement

APPLICANT NAME	IDEA Public Schools			
Project Name	**Primary Associated Criterion and Location in Application**	**Additional Associated Criteria and Location in Application**	**Total Grant Funds Requested**	**Total Budget**
Summer College and Career Preview	Optional Budget Supplement, Section VII, page 195	N/A	$ 1,993,130.00	$ 1,993,130.00
TOTALS			**$ 1,993,130.00**	**$ 1,993,130.00**

Optional Budget Supplement Budget Summary

IDEA's RTT-D budget supplement proposal request totals $1,993,130.00 over four years for the Summer College and Career Preview Program (See Budget Table 2-1 above). In Budget Table 3-1 below, we describe the project and key elements of funding required to support the project's activities.[101] We used the following principles to define a reasonable and sufficient budget based on:

1) Services provided to students during IDEA's current collaboration with Texas Tech to host the "Texas Tech Summer College Experience Program."[102] Through this program, selected 11th grade students at IDEA receive a residential and academic university experience. Examples of programming include: college lectures, library and electronic database tours to enhance research skills, and survey and analysis of personal strengths and interests to help students select a major and career.
2) Average costs and models of successful national college readiness and apprenticeship programs (e.g. College Summit, College Forward, Breakthrough, Youth Corps). IDEA researched successful models across the United States that provide first-

[101] The Optional Supplemental Budget is comprised of one project and therefore Budget Table 3-1 and Budget Table 2-1 are identical. To avoid confusion, only Budget Table 3-1 is displayed in the narrative. All required tables have been completed and can be found in the Budget Excel document provided on the Application CD ROM.
[102] In 2012, IDEA San Juan, Donna, Quest, Mission, San Benito, and Frontier campuses partnered with Texas Tech in Summer 2012.

generation, low-income students with access to the information, coaching, and support needed to navigate the college-going process. This includes summer workshops exposing students to college life.

3) A reasonable estimate of 11th grade students who will be willing and able to participate in a summer apprenticeship program or university-led seminar. This estimate was based on an increasing, phased-in 11th grade student population over the course of the 4 year grant period, as well as historical student interest in extracurricular activity. Please refer to Appendix B(1) -1, p. B-1, for IDEA's projections of student enrollment over time.
4) A reasonable estimate of the number of staff at each school required to support the research of local and national programs IDEA's 11th grade students could attend as part of the Summer College and Career Preview Program, selection of students to participate in the summer programs, student interest and program matching, and coordination and logistics between IDEA and university/apprenticeship partners.
5) A reasonable estimate of the additional costs that could be incurred due to variation in programming costs (e.g. cost for apprenticeship opportunities may be more expensive with one partner vs. another) and miscellaneous costs associated with unforeseen circumstances of student travel, family matters, etc. that could impact the fixed costs of program participation.

Budget Table 3-1: Project-Level Budget Summary Table
Evidence for: Optional Budget Supplement

Applicant Name	IDEA Public Schools				
Project Name:	Summer College and Career Preview				
Primary Associated Criterion and Location in Application:	Optional Budget Supplement, Section VII, page 178				
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$ 14,000.00	$ 12,000.00	$ 16,000.00	$ 20,000.00	$ 62,000.00
2. Fringe Benefits					$ -
3. Travel					$ -
4. Equipment					$ -
5. Supplies					$ -
6. Contractual	$ -	$ 619,380.00	$ 550,560.00	$ 728,190.00	$ 1,898,130.00
7. Training Stipends					$ -
8. Other		$ 11,000.00	$ 11,000.00	$ 11,000.00	$ 33,000.00
9. Total Direct Costs (lines 1-8)	**$ 14,000.00**	**$ 642,380.00**	**$ 577,560.00**	**$ 759,190.00**	**$1,993,130.00**
10. Indirect Costs					$ -
11. Total Grant Funds Requested (lines 9-10)	**$ 14,000.00**	**$ 642,380.00**	**$ 577,560.00**	**$ 759,190.00**	**$1,993,130.00**
12. Funds from other sources used to support the project					$ -
13. Total Budget (lines 11-12)	**$ 14,000.00**	**$ 642,380.00**	**$ 577,560.00**	**$ 759,190.00**	**$1,993,130.00**

(3) High-quality plan for carrying out activities

Optional Budget Supplement Project-Level Detail

The Summer College and Career Preview Program will be funded using only the Optional Budget Supplement funding. Expenditures will be made across three areas: "Personnel," "Contractors," and "Other." Please refer to "Budget Table 4-1: Project-Level Itemized Costs" to see a break out all funding requested.

We will select existing IDEA secondary school teachers to oversee the Summer College and Career Preview Program. Currently seven IDEA schools enroll 11th grade students. By the 4th year of the grant award period, 10 schools will enroll 11th grade students. One teacher per school will take on the role of the Summer College and Career Preview Program Director. He or she will work with existing College Counselor Directors and teachers to identify students who exhibit leadership ability and overall motivation to succeed, research viable and high-quality apprenticeships and university-led summer workshops, match students to summer opportunities based on fit and student interest, and host reflection workshops upon student completion of summer programs. The creation of the Summer College and Career Preview Program Director position gives teachers who have particular interest in college and career readiness and/or counseling an opportunity to expand into a leadership role in the school. Each Director will be compensated for additional responsibilities with a $2,000 annual stipend.

Because of the variability in the design and cost of university-led summer workshops and summer apprenticeships, IDEA plans to research and identify viable and high-quality summer options for our students on an ongoing basis. The programming costs incurred per student will largely depend on: 1) the length of time a student participates in the program, 2) the capacity of the service provider to subsidize program costs, 3) the location of the program, and 4) amenities and daily programming costs. IDEA currently has students who attend the "Texas Tech Summer College Experience Program."[103] Through this week-long program, 30 11th grade students are given the opportunity to stay on a college campus and attend lectures, receive library and electronic database tours to enhance research skills, and assess personal strengths and interests to help students select a major and career. IDEA plans to continue its relationship with Texas Tech in the summer of 2013 and thereafter, separate from the Summer College and Career Preview

[103] In 2012, IDEA San Juan, Donna, Quest, Mission, San Benito and Frontier campuses partnered with Texas Tech.

Program.[104] The summer of 2014 will be the first year IDEA students will participate in the Summer College and Career Preview Program. Funding has been requested to send 60 percent of each 11th grade class to a meaningful and high-quality summer program. Because IDEA's contract with Texas Tech will continue into the next school year, Summer College and Career Preview Program Directors will have the remainder of SY 12-13 and all of SY 13-14 to identify students and appropriate programs.

"Other" funds have been requested for any unforeseen costs associated with student arrival and departure from programming, as well as reasonable apprenticeship or workshop programming costs that exceed the current amount allocated per student.

[104] "Texas Tech Summer College Experience Program" is free of charge to IDEA schools.

Optional Budget Supplement – Project Level Budget Narrative

Budget Table 4-1: Project-Level Itemized Costs (Optional Budget Supplement)		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• Summer College and Career Preview Director • Responsible for researching apprenticeship/summer workshop opportunities, selecting students to participate in program, matching student to appropriate apprenticeship/university-led workshop programs based on student interests and availability, facilitating recap of summer experience • Rationale: New programs and opportunities for college and career readiness are created every year and therefore research will be required to identify programs that are best suited for IDEA's students. Additionally, a position must be held by an internal member of each school who is familiar with student needs and interests to best coordinate student-program matches and select candidates to participate in the program. This position also gives teachers the opportunity to take on leadership roles by performing outside of his/her required teacher responsibilities. Summer College and Career Preview program leaders will be paid a $2000 stipend for the additional responsibility associated with their role as a teacher.	• Stipend = $2000/teacher lead • 31 teacher stipends (1 per school that has an 11th grade) over the 4 year grant period (see Budget Support and Calculations in Appendix F(OBS) -2 on p. F-2 for details) • Ongoing cost ($2000/teacher lead/year)	• $2,000 * 31 Summer College and Career Preview Lead Teachers = $62,000
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• Service providers that specialize in apprenticeship programs for low-income and minority students will be selected to contract with IDEA College prep schools to provide students with an opportunity to engage in a summer experience that provides specific skillsets and social capital training related to college and career readiness; including important work habits, perseverance, and personal accountability.	• Average Cost for IDEA to pay for a student to participate in an Apprenticeship Program or Summer Workshop is $1500 (Ongoing Cost) • Summer programs – Maximum 7 Days of devoted contractor time with student • Apprenticeship – Estimated time for skills	• $1550 * 60% of 11th Grade Students (Project Year 2 – 4) = $1,898,130

• Summer Workshop Programs will be contracted to familiarize students with the academic, cultural, socio-economic and environmental factors that may differ from their experiences living in the Rio Grande Valley	development outside of apprenticeship is 8-16 hours a week • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 to select the appropriate apprenticeship and summer workshop program providers (see Budget Support and Calculations in Appendix F(OBS) -2 on p. F-2 for details)	
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• Miscellaneous costs to ensure students arrive safely to apprenticeship or summer workshop • Student support/travel should a family emergency or other serious matter require a student to prematurely leave the program, burdening the student family with extra costs • Because of program cost variation (due to multiple programs to be selected for student participation), additional funds to ensure students are not prevented from participating because of immaterial additional costs.	• Program Cost Variation: $7,000 • Student Supports/Miscellaneous: $4,000 • (see Budget Support and Calculations in Appendix F(OBS) -2 on p. F-2 for details) (Ongoing Costs)	• $11,000 X 4 years of project implementation = $44,000
13. Total Budget		
• Personnel, Contractual and Other Total		• $1,993,130

(X) Competitive Preference Priority (10 total points)

(X) Results, Resource Alignment, and Integrated Services

Heightened social, emotional, and behavioral needs of participating students stem from high poverty rates in the Rio Grande Valley and San Antonio, Texas:

Chad Richardson, professor of sociology at the University of Texas Pan-American, describes the Rio Grande Valley (the Valley), where Texas meets Mexico, as a region where "rural meets urban, traditional confronts modern, enormous wealth grinds against abject poverty, and First World meets Third." The Rio Grande Valley is growing rapidly and is home to some of the poorest counties in the nation. A large number of IDEA's students live in colonias—unincorporated communities located within 150 miles of the Texas-Mexico border. With a population of less than 10,000, a majority of the colonias population is comprised of low and very low-income individuals and families who lack safe, sanitary, and sound housing, as well as basic services such as potable water, adequate sewage systems, drainage, streets and utilities.[105] This alone hinders many aspects of their lives, including their ability to study outside of the classroom. Growing rates of poverty are also seen in San Antonio, Texas's Bexar County student population—the site of IDEA's newly opened campus, IDEA Carver Academy. One in four children in Bexar County lives in poverty, an 8 percent increase since 2000.[106] Consider the staggering needs of the student population in the Valley and Bexar County**:**

- Just over half (50.2 percent) of all households in Hidalgo County have an annual income of less than $25,000, as compared to 30.6 percent of households across the state. Only 9.4 percent of all households in Hidalgo County have annual incomes over $75,000, as compared to 21 percent at the state level.[107]
- The median family income in Hidalgo County is $26,009, as compared to the state average of $39,927.[108]

[105] 2008 State of Texas Low-Income Housing Plan and Annual Report. Texas Department of Housing and Community Affairs. March 2008.
[106] http://www.mysanantonio.com/news/local_news/article/1-in-4-kids-now-living-in-poverty-3461771.php
[107] Understanding Perception of College Readiness in the Rio Grande Valley of Texas, p.33. Texas Valley Communities Foundation. August 2009.
[108]Understanding Perception of College Readiness in the Rio Grande Valley of Texas, p.34.Texas Valley Communities Foundation. August 2009.

- The proportion of the Hidalgo County population over the age of 25 with at least a high school degree is 50.5 percent, as compared to 68.0 percent for the entire South Texas region and 75.7 percent for the state.[109] In 2000, one third (33.8 percent) of Hidalgo County adult residents had less than a 9th grade education, **nearly three times the state average** of 11.5 percent. Only 30.3 percent of Hidalgo County residents had obtained some form of post-secondary education, while the state average is 50.8 percent.[110] The proportion of children receiving food stamps in Bexar County (San Antonio) nearly tripled between 2000 and 2010, from 11 percent to 29 percent.
- Those enrolled in Medicaid in Bexar County (San Antonio) rose 70 percent, from 19.6 percent in 2000 to 33.4 percent in 2010.[111]

Focus for community partnership strategy is improving student persistence in grades 9-12:

Public education in the Valley is under undeniable pressure to serve an expanding high-need student population. While IDEA's high school graduation rates (95 percent four-year graduation rate) and year-to-year student persistence rates (93 percent, defined as students returning from the end of one school year to beginning of the next school year) are very high, IDEA struggles to retain students through all four years of high school. IDEA's four-year persistence rate, defined as the percent of students who start at IDEA in ninth grade and graduate from IDEA four years later is only 57 percent.[112] There is a significant difference between IDEA's persistence and graduation rates because most or all students that leave IDEA enroll in another school after leaving. Of the students that stay at IDEA, virtually all graduate within four years. This is a common issue in high-need districts. An SRI research study of the KIPP charter schools in the Bay Area of California found attrition rates of 60 percent (persistence of 40 percent) among five high-performing charter schools compared to 50 percent for a comparison district, suggesting that mobility is high in both charter and non-charter schools in high-need areas.[113]

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[109] Closing the Gaps by 2015: 2007 Progress Report. Texas Higher Education Coordinating Board. July 2007

[110] Understanding Perception of College Readiness in the Rio Grande Valley of Texas, p.33. Texas Valley Communities Foundation. August 2009.

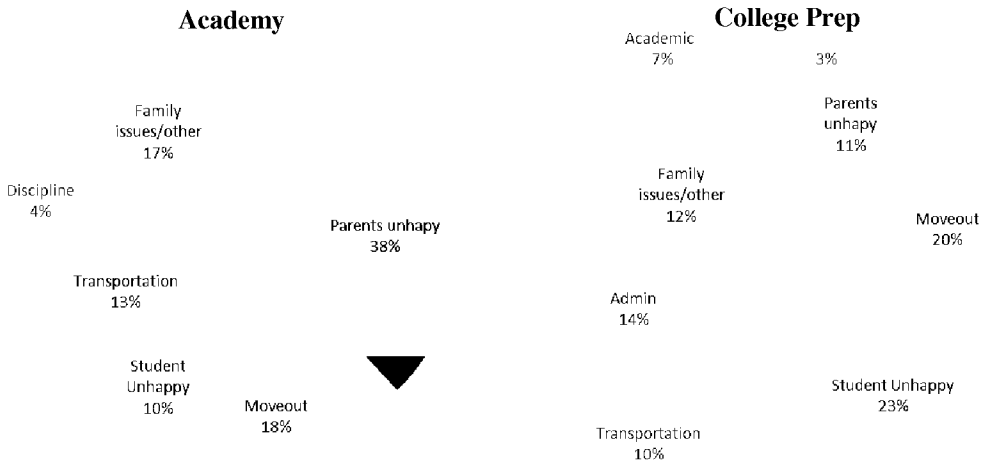
[111] http://www.mysanantonio.com/news/local_news/article/1-in-4-kids-now-living-in-poverty-3461771.php

[112] 57 percent is calculated by taking the total # of Class of 2012 9th grade students who persisted and graduated from the 12th grade at IDEA within four years/ total # of Class of 2012 9th grade students

[113] Source: Woodworth, K.R., David, J.L., Guha, R., Wang, H., & Lopez-Torkos, A. (2008). San Francisco Bay Area KIPP schools: A study of early implementation and achievement. Final report. Menlo Park, CA: SRI International.

With low home stability, family stability, and family income rates, IDEA serves a community of children who are highly-mobile. Because of this, students often leave IDEA schools to transfer to other district schools. Students exit IDEA for a variety of reasons, such as family relocation to other districts/cities/states, desire to access extracurricular activities or electives not available at IDEA, distance to IDEA school from home, and socio-emotional reasons (pregnancy, drug use, etc.). Forty-eight percent of IDEA's academy school students and 34 percent of college prep students leave because parents and students are unhappy with IDEA. Eighteen percent and 23 percent of academy and college prep students leave to move elsewhere, respectively (see figure below). To significantly improve student persistence, IDEA will provide and partner with the necessary supports to improve the social, emotional, and behavioral challenges that influence student achievement and persistence. Upon completion of this plan in 2017, we set the anticipated outcome of 85 percent student persistence.

SY2011-12 Student Attrition Reasons



(X)(1) Description of the coherent and sustainable partnership IDEA has formed

IDEA has successfully partnered with community service providers to support its persistence goals and prepare students for a healthy future:

IDEA is committed to collectively addressing the academic, social, emotional, and behavioral needs of students who live in the Rio Grande Valley region and San Antonio, Texas by providing supports through community partnerships. To date IDEA's community partnership strategy has focused on (1) providing school-based social services and (2) improving student wellness.

1) School-based social services: In 2011, the IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership provides better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. (See Appendix X(1) -1, p. X-1, to view details of the contract of services provided to IDEA Academy by CIS.) The CIS program at IDEA College Prep San Juan is both proactive and reactive in its approach. Proactive measures include grouping students by specific at-risk indictors at the beginning of the

school year and holding weekly educational meetings and support groups with these students. Proactive support groups include pregnant students, students who have recently had a death in the family, students whose parents have recently been divorced, and students who have had a history of drug use. Referral to these proactive groups is done by teachers with close relationships with students, parents, or by the students themselves. CIS also takes a reactive role in supporting student socio-emotional needs. For example a student who recently witnessed an assault in their neighborhood may come to the CIS counselor in the morning for emotional support. All teachers on the campus know that the CIS program is available to students with a need for counseling or advocacy, and are able to refer students to the program.

2) Student wellness: Some of the highest obesity rates in the country are found in the Rio Grande Valley of Texas. According to a Gallup survey, 38.8 percent of the residents of McAllen, TX are obese, with tremendous health concerns related to diabetes, high blood pressure, high cholesterol, and depression.[114] IDEA Public Schools are committed to providing students with nutrition strategies, educational opportunities, and overall wellness resources to help our students live healthier lives. This includes offering healthy options in the cafeteria, offering both intramural and competitive athletic offerings, (IDEA participates in the Texas Charter School athletic association league, fielding teams in middle and high school in soccer, basketball, flag football, cheerleading, volleyball, and cross country), and providing educational information to help guide our students' individual health choices. Partnering with AmeriCorps, IDEA sought to build health and wellness capacity across schools. Wellness coordinators (one coordinator to three campuses) compiled community health resources and wellness event ideas in a "Wellness Kit" for teachers and principals to reference as they planned in-class and extracurricular activities. Additionally, IDEA worked with local farmers and invested in creating a campus farm, an outdoor learning center, and a student internship program where senior students work with local farmers to learn about organic agricultural practices to help facilitate elementary and secondary campus garden clubs. This partnership provides opportunities for teachers to incorporate the garden into their teaching and allows the local community to learn about a wellness lifestyle and better gardening practices.

[114] Source: http://digitaltexan.net/2012/state/mcallen-obese-fattest-city-people-country/article28658/

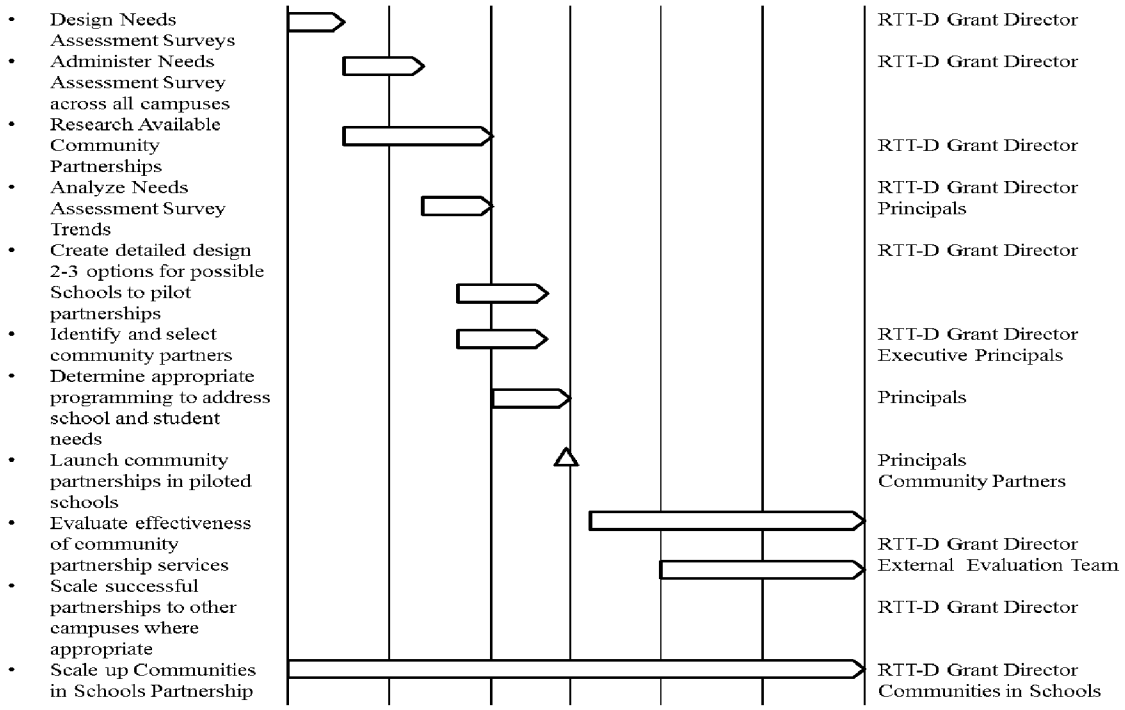
IDEA's comprehensive strategy expands existing community partnerships and identifies appropriate new partnerships based on needs assessment and local community context:

As a Race to the Top District, IDEA will implement a four-part approach (explained in detail in the table below) to ensure desired results are achieved throughout the grant period and thereafter. IDEA plans to concentrate its efforts on providing services to students with significant needs and partner with providers that a) use data to identify high-need students to target; b) tracks results throughout the course of the program to ensure improvements are made where they are needed over time; and c) has the capacity to scale the model beyond participating students.

Overview of plan

Vision	• Produce results that impact social, emotional and behavioral outcomes and help schools to meet student persistence and college and career readiness goals
Strategies: Community Partnerships	1) Expand Communities in Schools to additional campuses to provide crisis intervention, individual counseling or support groups, drug prevention assistance, basic life skills, and enrichment opportunities with the goal of re-engaging students in the classroom and providing the vision for a more productive life 2) Use the first year of the grant period as a planning year. During this time, IDEA will conduct a needs assessment by surveying students, parents, educators, and leaders at all participating IDEA campuses to identify the root causes of student persistence problems (e.g., pregnancy, drug use) 3) During the planning year, IDEA will identify partnerships within the local community context to drive programming to support IDEA needs across identified root causes 4) Over the course of the four year grant period, IDEA will scale up successful partnerships to additional campuses based on needs assessment results. Given the nutritional needs of the Rio Grande Valley, a possible partnership may include partnering with the Hidalgo County Health and Human Services department to expand the county's wellness strategy (see Appendix X(1) -2) to IDEA students.
Goals and Milestones	• Expand Communities in Schools program in 7 College Prep schools • Conduct Needs Assessment Survey by 2014 • Identify pilot schools for community partnership and select community partner by 2015 • Launch new community partnership programming at pilot schools by 2016 • Identify successful partnerships and scale to other viable schools in 2017 and thereafter as appropriate

Work plan for Community Partnerships

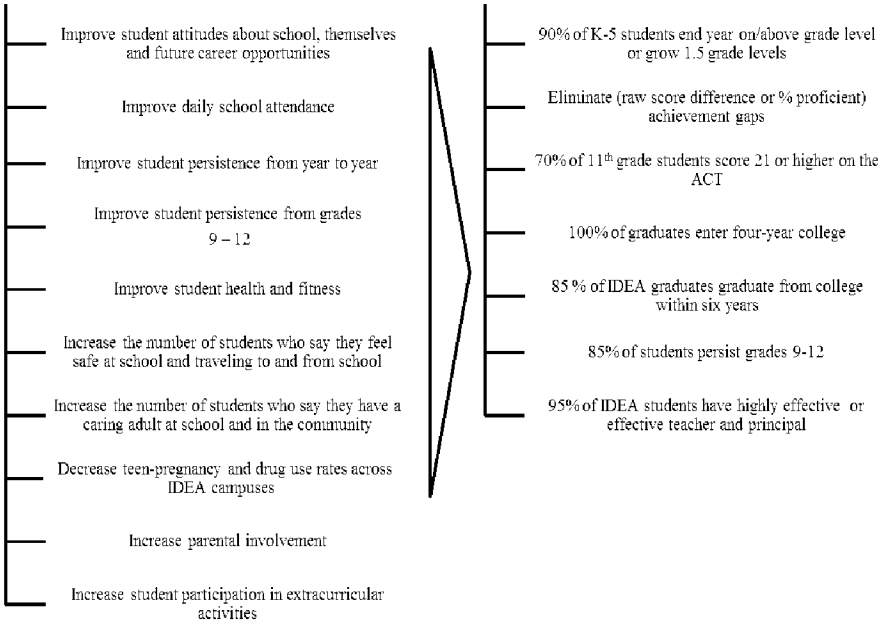


(X)(2) Population-level desired Community Partnership results for students

IDEA's broad community partnership strategy is intended to produce results that impact social, emotional and behavioral outcomes and help schools to meet student persistence and college and career readiness goals:

IDEA Public Schools' overarching mission is to prepare students for success in college and citizenship – "College for all Children." We believe that if our students persist at IDEA, they will graduate college-ready and succeed "to and through" college. Many of our graduates will then return to the Rio Grande Valley or Central Texas as exemplary citizens, dedicated to improving their communities. To help realize our RTT-D proposal desired outcomes, IDEA identified eight population-level desired results from our community partnership plan:

Figure X-2: Community Partnership Desired Results and Outcomes



(X)(3)(a) Track the selected indicators that measure each result at the aggregate and student level

IDEA will leverage current data system to build a dashboard to track and measure desired result indicators:

To ensure that partnerships are addressing the needs of the students and successfully working toward meeting desired results, IDEA will create an actionable and exceedingly easy-to-use "Community Partnership Online Dashboard" of community partnership performance against desired results. IDEA's current data system, Lightbulb, will host this dashboard. Lightbulb will provide aggregate summaries of community partnership performance and student impact, as well as drill-down buttons for IDEA community members (including educators, leadership, parents and partners) to track student-level progress. IDEA will track student attendance, persistence, pregnancy, and drug use rates in year one of the grant award period, as persistence and attendance data are currently being tracked within Lightbulb and a drug use survey will be administered. We will also begin tracking student attitude about school success and college and career opportunities, health and fitness, family stability, and home and school security data gathered from the needs assessment survey. The Community Partnership Online Dashboard will consolidate all data into one place allowing stakeholders to track how students (both at an

individual level and aggregate level) progress toward meeting desired performance indicator targets. The dashboard will be updated quarterly.

(X)(3)(b) Use the data to target its resources in order to improve results with special emphasis on students facing significant challenges

IDEA staff and community partners can use aggregate and student-level academic and non-academic data to identify district-wide trends and individual student needs:

The actionable Community Partnership Online Dashboard will be monitored by the RTT-D Grant Director and Oversight Committee. At a district level, the aggregate data from this dashboard will be used to identify district-wide trends based upon the pattern of student needs across the schools in the region in which they live. The Online Dashboard enhances our understanding of the best services to offer at particular schools to meet their individual student needs, as well as programming that can be broadly implemented across multiple schools in the region with similar needs. We take a broad approach to serving most or all participating students with community partnerships because virtually all students at IDEA qualify as "high-need" students.

Student-level data on both cognitive and non-cognitive indicators (e.g. student attitude, health and fitness, family stability, home and school security) will inform educators of the specific students that face challenges as well as the specific areas in which they need support. This knowledge will help teachers' understanding of student needs and experiences outside of the classroom, allowing teachers to better anticipate student areas of strength (e.g. having grit to persevere through adversity), and areas where support may be needed. This knowledge will also help teachers to build deeper relationships with students, as they will have access to information that affects students outside of school. Based on this, programming and interventions will be modified to meet the needs of students facing significant challenges and improve results over time.

(X)(3)(c) Develop a strategy to scale the model beyond the participating students

In year one of grant, IDEA will focus on expanding socio-emotional supports with partner CIS and use needs assessment results to identify new partnerships for years two through four:

IDEA plans to first expand its current partnership with Communities in Schools to additional campuses to increase the number of students who are provided with crisis

intervention, individual counseling or support groups, drug prevention assistance, basic life skills, and student enrichment services (e.g. cultural activities). (Refer to Appendix B(4) -9, p. B-99, to view CIS's letter of support and interest in expanding services to IDEA schools) In addition to shoring up an existing successful partnership, the first year of grant award period will also be used as a planning year. During this time, **IDEA plans to conduct a needs assessment by surveying students, parents, educators, and leaders at all participating IDEA campuses to better understand the root causes of student persistence problems.** From this needs assessment, we will develop goals for school-family-community partnerships based on real needs and strengths, not perceived ones, increasing the chances for a successful program.

The Oversight Committee and RTT-D Grant Director will be responsible for assessing the results of the survey and researching highly-regarded and viable partnerships within the context of the local community. Partnership availability, likelihood of sustainability, partnership capacity to scale and student needs will be primary factors in how pilot campuses are selected for partnership and scaled over time. Over the course of the grant period, best practices from schools with successful community partnership pilot programs will be reviewed. Campuses that exhibit characteristics likely to support the successful implementation of programming will pilot new partnerships. (Refer to Figure X-1 – Community Partnership Strategy.) After the conclusion of the grant period, an asset map of the community partnership resources available in a region will be created and used to match service providers to the needs of newly-opened IDEA campuses, as well as to schools where IDEA is a service provider to another school district.

(X)(3)(d) Improve results over time

Continuous monitoring of community partnership results will help IDEA improve student mindsets, skillsets, and academic performance results over time:

IDEA will carefully track results of the community partnerships, including the eight community partnership desired results identified above in Figure X-2: Community Partnership Desired Results and Outcomes. If we see that leading indicators are not moving persistence and academic results in the right direction, we will quickly identify the root cause of that problem and make a change. For example, if students served by a community partner are not meeting daily attendance goals, then IDEA and the community partner will collaborate to identify changes required to meet outcome goals.

(X)(4) Integrating education and other services

IDEA will employ Regional Site Coordinators to ensure community partnership resources are appropriately targeted to support educational student needs

IDEA will integrate education and other services within schools by assigning a staff member (e.g. site coordinator) to strategically align and deliver resources to a sub-set of campuses within an IDEA school region.[115] He/she will be responsible for the day to day oversight and management of community partnerships and work closely with school staff to identify students facing significant challenges based on data provided through the dashboard. The site coordinator will also identify how to most effectively use the partnership(s) and integrated services to target the specific needs and gaps that present barriers to student learning in the classroom. Services will be provided based upon the needs of the child and the availability of the resources in the region. For example, students who lack motivation and often fail to show up to class on time and/or put minimal effort into classwork, resulting in a decline in grades, may be a good candidate for a mentorship services provided by a community partner.

[115] IDEA school regions will be determined by the proximity of IDEA school campuses, likeness of student needs and available partnerships in year 2 of the grant.

(X)(5) Building the capacity of staff in participating schools

(a)(b) Assess, identify and inventory the needs and assets of participating students

Community Partnerships provide school resources to collaborate with teachers to assess and identify student needs –redirecting time previously spent on classroom management toward instruction:

Because of the high levels of poverty in the Rio Grande Valley, often students' academic needs are heightened due to their complex social needs. Teachers spend time that otherwise would be spent on classroom instruction attending to non-academic problems and classroom management. IDEA is committed to partner with community service providers that can provide the resources, including staff and programming, to identify and assess student needs. For example, regional site coordinators will work with school staff to identify students at risk of not persisting at IDEA; assess school and student needs; and establish relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to harness needed resources.

Traditionally teachers and principals are responsible for using classroom behavior and assessment data to identify student gaps and work with students closely to understand the root cause of the challenges they face. By partnering with community service providers, additional and more-qualified resources will be in the schools to assess student barriers to learning, identify patterns of student learning gaps and needs, select appropriate interventions for students and provide services to students directly (e.g. counseling, mentoring, free or low-cost health/dental care, finding the student a safe place to live, or ensuring the student has transportation to and from school). Partnerships will alleviate the time teachers and principals currently spend on improving classroom management and student behavior, thereby freeing the time to use for instruction.

(c)(d) Create a decision-making process and infrastructure to select, implement, and evaluate supports and engage parents and families

IDEA's decision making process to select: 1) community service providers; 2) social emotional supports to implement; and 3) modifications to make in schools are based on multiple quantitative and qualitative criteria:

IDEA's Oversight Committee will work with the Advisory Committee and Grant Director to make decisions regarding community partnerships and the selection of schools to pilot them in based on the needs assessment survey distributed to students during the first year of the grant period. **Four criteria will be used to select viable partnerships within the IDEA community: 1) partnership availability; 2) likelihood of partnership sustainability within the context of the IDEA community and current student needs; 3) partnership capacity to scale services to a broader range of students; and 4) current student needs.** Upon selection of appropriate community partners during the second year of the award period, IDEA will work with the service providers to assess the necessary supports and resources to adequately address social, emotional, and behavioral gaps in piloted schools. **With the partner, IDEA will design an action plan that outlines individual student needs, identifies resources required to support student needs, and provides a timeline for program implementation and evaluation.** Evaluations of community partnership supports will incorporate a review of the Community Partnership Online Dashboard to identify the relationship between community supports and progress toward meeting partnership goals.

Additionally, IDEA will work with partners to host parent/student and teacher focus groups at least two times a year to identify aspects of the partnership that are working and aspects that need to be improved. Regional Site Coordinators will work with the Oversight Committee and Advisory Team to incorporate this qualitative feedback into the action plans.

(e) Routinely *assess the applicant's progress in implementing its plan to maximize impact and* resolve challenges and problems; and

IDEA will leverage real-time dashboard evaluations and student/parent feedback sessions to inform the annual evaluation of the effectiveness of social, emotional, and behavioral supports:

The review of the Community Partnership Online Dashboard (see details in section (X)(3)(a)), a continuous feedback loop between parents, students, teachers and school leadership (see details in section (E)(1)), and an annual evaluation of the community partnership program's services will be conducted to routinely assess progress of proposal implementation. The evaluation process will be designed to identify: 1) the procedures that the school and the partner collectively decide are appropriate for the population serviced; and 2) the expected outcomes of services provided. Evaluation will then determine whether procedures and expected outcomes

were met. For example, evaluation measurements and procedures can include, but are not limited to:

1) Expected Outcome: Project participants will improve their attitudes about school, themselves and future career opportunities
   Evaluation Procedure: Pre- and post-intervention attitudinal surveys will be conducted
2) Expected Outcome: At least 95 percent of project participants will persist at IDEA
   Evaluation Procedure: Project participants will be tagged in computer system to track student activity from year to year

Evaluation results will provide knowledge that can help identify modifications to the proposal's original timeline and services provided, as well as build instructor capacity to adapt instruction and classroom management practices to cater more to the needs of the student population.

(X)(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

IDEA Public Schools' mission is to prepare students for success in college and citizenship regardless of background. Social/emotional/behavioral performance measures were designed to support the overarching persistence and matriculation goals for our students. (Refer to figure X – 2.) An overview of Community Partnership performance measures and desired results are listed and described below in Tables X-3: Population-Level Desired Results and X-4: Performance Measures.

X-3: Population-Level Desired Results

Population Group	**Type of Result (e.g., educational or family and community)**	**Desired Results**
K-12 Students	Wellness	95 percent of IDEA students report they feel confident in their ability to achieve high performance and feel optimistic about future career opportunities
K-12 Students	Educational	96 percent of students have 98 percent student attendance rates
Grades K-12	Educational	95 percent of students persist from year to year

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
Grades 9-12	Educational	85 percent of students who attend IDEA schools in the 9th grade graduate from IDEA in the 12th grade
K-12 Students	Wellness	85 percent of students pass appropriate level fitness tests administered at schools
K-12 Students	Family and Community	98 percent of IDEA students report they have a caring adult at school and in the community
Grades 6-12	Wellness	Decrease teen-pregnancy and drug use rates across IDEA campuses[116]
K-12 Students	Family and Community	85 percent parent attendance at parent related at-school events
Grades 9-12	School and Community	90 percent of IDEA students participate in an after-school activity
K-12 Students	School and Community	98 percent of IDEA students report they feel safe at school and traveling to and from school

[116] Target to be set after baseline data is collected in year one of the grant

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Percent of students who show improvement in attitudes about school success, themselves and future career opportunities in attitudinal survey[117]	All participating students	N/A	N/A	N/A	N/A	90%	93%	95%
	Limited English Proficiency	N/A	N/A	N/A	N/A	90%	93%	95%
	Special Education	N/A	N/A	N/A	N/A	90%	93%	95%
	Economically Disadvantaged	N/A	N/A	N/A	N/A	90%	93%	95%
Percent of IDEA students who have a caring adult at school and in the community in school climate survey[8]	All participating students	N/A	N/A	N/A	95%	96%	87%	98%
	Limited English Proficiency	N/A	N/A	N/A	95%	96%	87%	98%
	Special Education	N/A	N/A	N/A	95%	96%	87%	98%
	Economically Disadvantaged	N/A	N/A	N/A	95%	96%	87%	98%
Percent of students who have a yearly attendance rate of 98 percent or higher	All participating students	N/A	73%	85%	87%	90%	93%	96%
	Limited English Proficiency	N/A	77%	85%	90%	93%	95%	96%
	Special Education	N/A	72%	85%	88%	92%	94%	96%

[117] A "needs assessment" survey will be distributed to all IDEA students in SY 2013 -2014, therefore targets for student perceptions and attitudes will not be able to be met until survey completion in the beginning of SY 2014-2015. For this reason, baseline data and targets for SY2012-2014 are not available.

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Economically Disadvantaged	N/A	73%	85%	87%	90%	93%	96%
Percent of students who say they feel safe at school and traveling to and from school in a school climate survey[8]	Grades 8-12	NA	N/A	N/A	85%	90%	95%	98%
	Limited English Proficiency	NA	N/A	N/A	85%	90%	95%	98%
	Special Education	NA	N/A	N/A	85%	90%	95%	98%
	Economically Disadvantaged	NA	N/A	N/A	85%	90%	95%	98%
Percent of students passing at least 50 percent of 'Healthy Fitness Zone' Tests Calculation: Total # Grade 3-12 students who passed at least 50 percent of "Healthy Fitness Zone Tests" at participating schools/Total # 3-12 grade students who participated in "Healthy Fitness Zone Tests"	All participating students (Grades 3-12)	N/A	80%	81%	82%	83%	84%	85%
	Limited English Proficiency	N/A	69%	81%	82%	83%	84%	85%
	Special Education	N/A	33%	81%	82%	83%	84%	85%
	Economically Disadvantaged	N/A	69%	81%	82%	83%	84%	85%

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Percent of 9th grade students who graduate from the 12th grade at IDEA within four years Calculation: Total # of Class of 2012 9th grade students who persisted and graduated from the 12th grade at IDEA within four years/ Total # of Class of 2012 9th grade students	All participating students	NA	57%	57%	63%	70%	75%	85%
	Limited English Proficiency	N/A	33%	33%	63%	70%	75%	85%
	Special Education	N/A	31%	31%	63%	70%	75%	85%
	Economically Disadvantaged	NA	59%	59%	63%	70%	75%	85%
Percent of students who persistent at IDEA year to year	All participating students	N/A	87%	93%	94%	94%	95%	96%
	Limited English Proficiency	N/A	94%	94%	94%	95%	95%	96%
	Special Education	N/A	91%	92%	93%	94%	95%	96%
	Economically Disadvantaged	N/A	87%	90%	92%	93%	95%	96%
Percent decrease in teen-pregnancy and	All participating students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
drug use rates across IDEA campuses[118]	Limited English Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percent of parents who attend parent related events at schools	Overall	N/A	N/A	N/A	50%	60%	70%	85%
Percent increase in student extracurricular activity participation	Overall	N/A	N/A	70%	75%	80%	85%	90%

[118] Teen pregnancy and drug use rates are not currently tracked at IDEA schools. Baseline data will be collected in a survey in SY2012-2013 and targets will be set thereafter.