

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Grants for Replication and Expansion of High-Quality Charter Schools

CFDA # 84.282M

PR/Award # U282M140009

Grants.gov Tracking#: GRANT11706497

OMB No. , Expiration Date:

Closing Date: Jul 21, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/19/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

IDEA Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

74-2948339

* c. Organizational DUNS:

0030419150000

d. Address:

* Street1:

505 Angelita Drive

Street2:

* City:

Weslaco

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

78599-8694

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Lindsey

Middle Name:

* Last Name:

Schaefer

Suffix:

Title:

Senior Director of National Development

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-062014-002

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

IDEA: Amplify

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|--|
| * a. Federal | <input type="text" value="15,000,000.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="15,000,000.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. 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)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Congressional Districts of Project

TX-015

TX-020

TX-021

TX-023

TX-025

TX-035

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|---|---|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sam Goessling</p> | <p>TITLE</p> <p>Founder and Chief Executive Officer</p> |
| <p>APPLICANT ORGANIZATION</p> <p>IDEA Public Schools</p> | <p>DATE SUBMITTED</p> <p>07/19/2014</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|---|--|
| 6. * Federal Department/Agency: <input type="text" value="NA"/> | 7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/> |
|---|--|

| | |
|--|--|
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> |
|--|--|

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

| | |
|--------------------------|--|
| Federal Use Only: | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |
|--------------------------|--|

PR/Award # U282M140009

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

IDEA GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Equitable Access and Participation (GEPA 427 Statement)

IDEA Public Schools prepares students from underserved communities for success in college and citizenship, and is committed to developing students with the academic, social, and leadership characteristics needed to apply, matriculate, and succeed in a four-year college or university. IDEA's approach to education is one focused on college preparation for all children. All IDEA Public Schools operate under a set of principles known as "The Seven Rs" (Rigor, Relevance, Relationship and Respect, Responsibility, Reflection, and Results), which govern behavior, curriculum and culture at the school.

Throughout its history, IDEA's proven college preparatory approach has made a lasting difference in the lives of hundreds of students. In a region with a high school dropout rate that hovers at fifty percent, IDEA's battle cry of "College for all children - No excuses!" rings loud and clear. IDEA transforms the far off dream of college acceptance, matriculation, and graduation into reality. All IDEA students are on the college track, participating in International Baccalaureate curriculum and taking Advanced Placement courses. All IDEA schools are in the process of pursuing authorization (or have already been authorized) with the International Baccalaureate organization. IDEA students also participate in the Road to College curriculum beginning in sixth grade. Beginning in third grade, IDEA students go on college field lessons. The trips can last as little as a day or as much as a week, taking students to college and university campuses, museums, and historical sites.

IDEA Public Schools has a longstanding commitment to educational excellence and equity. All educational programs are open to all students. All district buildings are accessible to the physically handicapped. Students requiring special education, bilingual, or English as a second language (ESL) services are provided with individual educational plans and are served in regular classroom whenever possible.

District staff members ensure that students, teachers, family members, etc., have equitable access to and opportunities to participate in IDEA's programs without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Transportation is provided for students and, in many cases, families so that they may attend school and district events.

Materials used with students, families, or as part of professional development activities are examined to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc. The district translates key documents into Spanish for its students and families.

Fair Employment Practices: IDEA adheres to hiring practices, which avoid discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. IDEA follows procedures designed to encourage applications from traditionally under-represented groups. District schools and programs seek to hire staff with outstanding educational and professional qualifications who have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|---|---|
| * APPLICANT'S ORGANIZATION IDEA Public Schools | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Thomas"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Torkelson"/> | Suffix: <input type="text"/> |
| * Title: <input type="text" value="Founder and Chief Executive Officer"/> | |
| * SIGNATURE: <input type="text" value="Sam Goessling"/> | * DATE: <input type="text" value="07/19/2014"/> |

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Applicant: IDEA Public Schools, 505 Angelita Drive, Suite 9, Weslaco, TX 78599

Project Director: Leanne Hernandez, IDEA Chief of Staff, [REDACTED]

[REDACTED] **Project Name:** IDEA: Amplify

Project Goals: 1) Achieve College-Ready Student Results: Student Growth, Achievement and College Success; 2) Build a Strong and Sustainable Organization; 3) Achieve the Mission at Scale: Rapid Replication while Improving Student Achievement.

Expected outcomes and contributions for research, policy, practice: IDEA’s application meets the purpose of the CSP-- IDEA is a high-performing charter management organization recently honored as a Broad Prize for Public Charter Schools finalist for its outstanding overall student performance and improvement in reducing achievement gaps. IDEA serves a low-income, high-need, majority-minority population in Texas’ Rio Grande Valley, San Antonio, and Austin. A waiting list of over 12,200 students is evidence that IDEA is in demand and that the people of South and Central Texas want the best for their children. This application addresses competitive preference priorities 1 (serving a low-income student population), 3 (promoting diversity), and 4 (Promise Zones). With CSP funding assistance, **IDEA Public Schools will grow from a district serving 15,187 students across 30 schools to one serving 35,132 students across 60 schools by the 2018-19 school year—increasing by 131% the number of students impacted by IDEA’s proven and award-winning education system.** IDEA Public Schools prepares students from underserved communities for success in college and citizenship. Firmly committed to “College For All Children,” IDEA has sent 100% of its graduates to college for eight consecutive years.

Impact/Support: +18 Replication Schools; +13 Expansion Schools; +9,464 high-quality seats

Total Project Cost: \$187,741,863 **State/Local/Other Funds Committed:** \$172,741,862

(92% of total project cost) **Total Grant Request: \$15,000,000** (8% of total project cost)

Project Narrative File(s)

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IDEA Public Schools: A Rapidly Replicating, High-performing Charter

IDEA's mission is to become Texas' largest producer of low-income college graduates. Evidence presented in this application for CSP Expansion and Replication grant funds substantiates that IDEA Public Schools is proving what is possible for kids when the adults in the system get it right. Having won and successfully implemented a CSP Expansion and Replication grant in 2010, as well as a 2012 Race to the Top District grant supporting IDEA's innovative individualized learning programming, IDEA is well positioned to embark on its next expansion phase. In doing so, IDEA can meet the community demand for high quality seats that is demonstrated by its waitlist of 12,123 students. **IDEA is proving that through an evidence-based, individualized learning program and scalable school model, a high quality Charter Management Organization (CMO) can broaden its impact across rural and urban communities while continually improving student achievement.**

This year, IDEA Public Schools was one of three finalists out of 20 eligible CMOs for the prestigious Broad Prize for Public Charter Schools, which honors the CMO that has demonstrated the most outstanding overall student performance and improvement among the country's largest urban CMOs in recent years while also reducing achievement gaps for poor and minority students. Data¹ analyzed to determine this year's finalists included student demographics; high school graduation rates; SAT/ACT scores and participation rates; Advanced Placement participation and passing rates; and performance and improvement on state standardized tests, including comparisons of CMO and state performance, proficiency and advanced proficiency trends, improvements and values, standardized residuals, achievement gap

¹ Complete 2014 data reports will be available from the Broad website in August 2014;

http://www.broadprize.org/publiccharter_schools/reports.html

calculations, numbers of students tested, and performance on college-readiness measures.

Being publicly recognized by the Broad Foundation for the ongoing, high-quality work IDEA teachers and school leaders do to produce significant improvements in student achievement is an honor. IDEA has also been validated by organizations including Stanford University’s CREDO study, selection as a portfolio member of the Charter School Growth Fund, and US News and World Report that ranked three of IDEA’s high schools in the top 1% of high schools in the nation.²

IDEA Public Schools will use CSP funding to further expand in its original region of Texas’ Rio Grande Valley, deepen its presence in San Antonio and Austin, grow the high-performing district to a system of 60 schools³, and increase by 131% (from 15,187 to 35,131) the number of low-income, high-needs students served in 12 cities across three Texas regions by 2018. (*Absolute Priority*)

Competitive Preference Priorities

Competitive Preference Priority 1—IDEA Serves a Low-Income Demographic

All 30 existing IDEA schools have student bodies where more than 60% of students are low income. In fact, 86% of all IDEA students are eligible for participation in the Federal Free/Reduced Price Meals program. By comparison, the State average is 60.4%, and the average for all Texas charter schools is 70%. The mission of IDEA is “to prepare students from underserved communities for success in college and citizenship.” Therefore, all future IDEA schools will serve high populations of low-income students as IDEA expands within the Rio Grande Valley and Central Texas (Austin/San Antonio). See Table A1 in Appendix 7 for low-

² US News: <http://www.usnews.com/education/best-high-schools/texas/districts/idea-public-schools>; CREDO: <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>

³ 13 expansion schools and 18 replication schools under the CSP 2014 request

income student populations by Academy (K-5) and College Prep (6-12) schools.

Competitive Preference Priority 3—IDEA Promotes Diversity

IDEA Public Schools is an open-enrollment CMO, operating 30 schools where students enroll after being chosen by lottery. No preference is given to students of any particular race or economic profile, and no race of students is excluded or limited. The student population across all IDEA schools is 95.4% Hispanic, 1.1% African American, 2.2% white, and 1.4% other races and ethnicities. These demographics are similar to the RGV region where the current majority of IDEA schools are located (97.6%, 0.2%, 1.7%, and 0.7%, respectively).

Promoting Diversity-IDEA intentionally and strategically locates its schools in low-income, primarily minority communities and sends 100% of its graduates to college every year, 2/3 of whom will be the first in their families to earn a college degree. Not only does this fundamentally change the trajectory of lives for students and their families, it also changes the ethnic, racial, and cultural diversity profiles of the colleges to which IDEA sends its many graduates, increasing the rates of academic success and degree completion for low-income minority students nationwide. As IDEA expands in the more diverse cities of San Antonio and Austin it will increase its student diversity including racial diversity. IDEA Carver, in San Antonio's Promise Zone, is an example of an ethnically diverse IDEA school whose demographics fit its ethnically diverse surroundings: 68% Hispanic, 25% African American, 4.3% white, and 2.3% other ethnicities. In Austin, African American enrollment has also increased in the 2013-14 year. IDEA Allan Academy in Austin enrolls six times as many African American students as the district average, and twice as many white students. In Austin, IDEA is considering locating in a mixed income Austin neighborhood in order to increase racial diversity while still adhering to IDEA's focus of serving first-generation college attenders.

Students with Disabilities—IDEA offers a robust special education program including 11 life

skills classrooms across three regions and has seen a 50% increase in the past year of autistic, emotionally disturbed, and intellectually disabled students. (See Appendix 7) IDEA also has lower special education enrollment in grades K-2 as nearly all students in these grades receive instruction through the differentiated Direct Instruction (DI) curriculum. This results in K-2nd grade having 27% fewer special education students than IDEA’s average grade level and lowering IDEA’s overall special education population due to early support for students.

English Language Learners—The proportion of IDEA students served by LEP and Bilingual/ESL programs (26%) is 9.3 percentage points (54% higher) than the state (17.1%). IDEA serves a greater percentage of ELL students in its schools than the communities of Austin (15.2%) and San Antonio (10.7%).

Table 1 compares the various populations and subgroups of students at IDEA as a whole, the Education Service Center (ESC) Regions IDEA serves, (Regions 1, 13, and 20—3 of 20 such ESCs in the state of Texas, each serving dozens of districts within its region), all Texas charter schools, and the entire state of Texas including charters.

Table 1: Evidence of Diverse Populations Served

| Indicator⁴ | IDEA | RGV Reg. 1 | Austin Reg. 13 | San Antonio Reg. 20 | All TX Charters | State of TX |
|------------------------------|-------------|-----------------------|-------------------------------|------------------------------------|----------------------------|------------------------|
| 1. % Low-income | 86 | 85.1 | 48.9 | 63.6 | 70.0 | 60.4 |
| 2. % English-lang. Learners | 26.4 | 35.0 | 15.2 | 10.7 | 18.6 | 17.1 |
| 3. % Special Education | 4.4 | 7.3 | 9.2 | 9.5 | 6.6 | 8.5 |

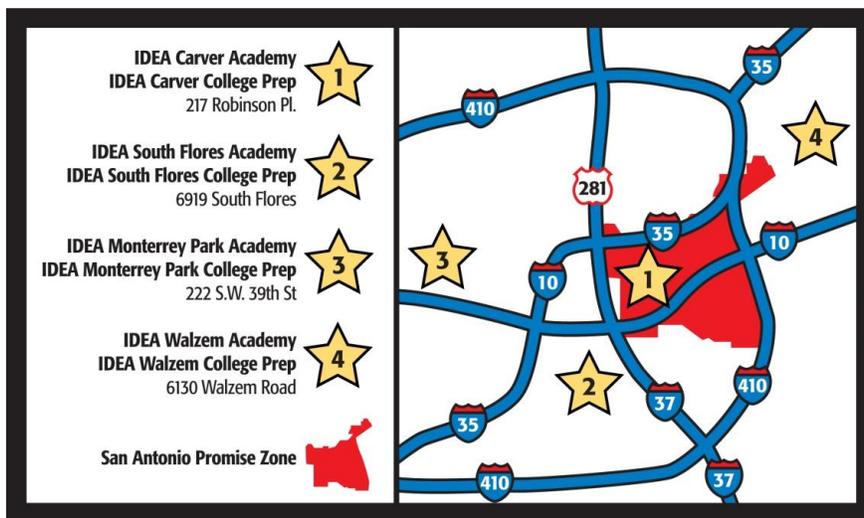
⁴ The most recent available comparative data across these categories is from 2012-13 Snapshot.

| | | | | | | |
|---------------------|-------------|------|------|------|------|------|
| 4. African American | 1.1 | 0.2 | 7.4 | 6.1 | 21.8 | 12.7 |
| 5. Hispanic | 95.4 | 97.6 | 46.1 | 70.8 | 55.6 | 51.3 |
| 6. White | 2.2 | 1.7 | 39.5 | 19.3 | 16.1 | 30.0 |

Competitive Preference Priority 4—IDEA Has Schools in the TX Promise Zone

Of all the IDEA Public Schools to open or expand with CSP Replication and Expansion funds, 16 schools will join the existing schools (20 total schools) in San Antonio, Texas, one of five US cities with a Promise Zone (PZ) designation. As noted in the attached letters of support from City of San Antonio leaders, IDEA will continue to engage with PZ leadership in order to coordinate educational services that are highly aligned with the goals and priorities of the zone. IDEA will schedule monthly meetings with PZ leadership to ensure Promise Zone goals are met.

Figure 1: IDEA Schools in and Near the San Antonio Promise Zone



A. IDEA PUBLIC SCHOOLS: A HIGH-QUALITY CSP APPLICANT

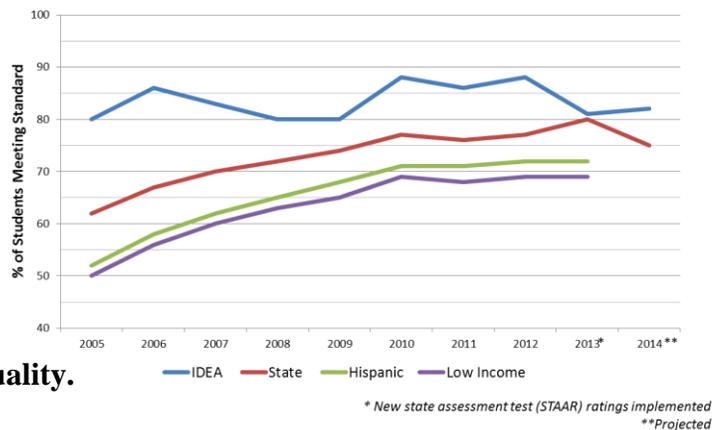
IDEA Public Schools deploys a cutting-edge elementary- educational model that moves students from a high-intensity teacher-led instruction to a student-driven program, while enhancing the individualization of instruction with technology-assisted learning. This

combination ensures that *every* child receives individualized instruction that prepares them academically for IDEA’s rigorous secondary-level college-preparatory environment where 100% of IDEA students were accepted to a college or university every year for eight consecutive years.

Since its founding in 2000, IDEA has replicated and expanded its impact in low-income communities across the state, first in Texas’ Rio Grande Valley, and then in Austin and San Antonio. IDEA has managed and executed, on average,

at an aggressive 20% growth rate over the past seven years without sacrificing the quality of education. In fact, Figure 2 shows state standards results growing over time and proves that **IDEA can rapidly replicate while also maintaining a high level of academic quality.**

Figure 2:
STUDENT PERFORMANCE ON STATE STANDARDS (ALL EXAMS)



IDEA’s tightly managed operational and efficient financial model

ensures its schools are self-funding in year four of operations, freeing human, facilities, and financial resources to focus on the ultimate goal: **getting a diverse student body prepared for, accepted to, enrolled in, and graduated from college.** According to the American Enterprise Institute, Hispanic students are especially likely to be “under matched,” or to enroll at a college that is less selective than they are qualified to attend. Given the relationship between selectivity and graduation rates, under matched Hispanic students are more likely to leave college without completing their degrees than if they had attended more selective schools.⁵ At IDEA, college counselors ensure every student applies to and is accepted by an institution of higher education

⁵ <http://www.aei.org/files/2010/03/18/Rising-to-the-Challenge.pdf>

that is a just-right match for his or her career objectives and personal financial situation.

IDEA's Mission and Core Values: To and Through College

The IDEA Core Values are the foundation of every aspect of its programs and how employees operate. The Core Values are based on the belief 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.** Achieving this requires the following beliefs and behaviors: **NO EXCUSES:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors.

WHATEVER IT TAKES: Through continuous improvement we achieve ambitious results.

The most successful at IDEA seek feedback, pour over data, identify root causes, and implement solutions. **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. **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. **TEAM AND FAMILY:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

History and Expansion of IDEA

IDEA Academy was conceived in 1999 by Tom Torkelson and JoAnn Gama, who continue to lead the district as CEO and President/Superintendent, respectively. All the stakeholders in IDEA Academy were unified from the beginning by the belief that there were no quick, easy methods to enhance student achievement; high quality instruction from teachers and intense effort from students were the only ways to achieve sustained improvement.

In August of 2000 the IDEA Academy became an independent state charter school, was

renamed IDEA Public Schools, and began serving students in grades 4-7. The campus scaled over time to serve grades K-12 and graduated its first senior class in 2007. **IDEA students are now graduating from college at a rate that is six times that national average for low-income students—44% vs. 8%.⁶**

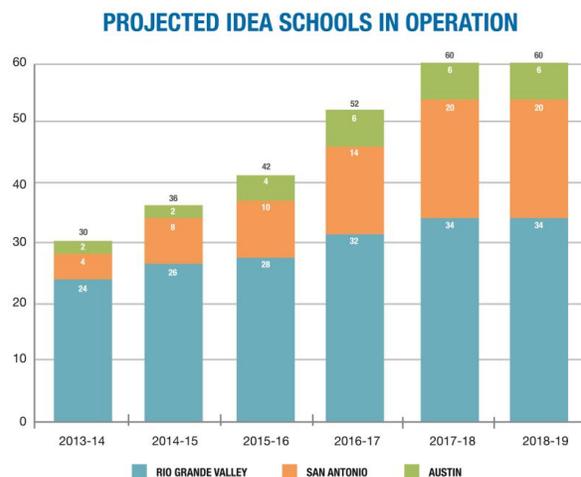
The Need for IDEA’s Model is Great

In 2004 IDEA Public Schools’ senior leadership team and board of directors embarked on an ambitious expansion plan to scale from two schools serving 1,000 students to a network of 22 schools serving 15,000 students across the Rio Grande Valley region of South Texas. The last of the schools planned during this **first phase of expansion** opened in 2012-2013, with schools reaching full enrollment in 2018-2019. In 2012, IDEA began its **second phase of expansion**, which included growing beyond the Rio Grande Valley into San Antonio and Austin. As noted in Figure 3, IDEA now operates 30 schools across three regions with plans to double its impact to 60 schools by the end of this CSP project period.

Figure 3

During the CSP funding period, IDEA will continue to deepen its presence in each region, expanding from 24 schools to 34 schools in the Rio Grande Valley, from 4 schools to 20 schools in San Antonio, and from 2 schools to 6 schools in Austin.

IDEA’s regional approach to growth is to



⁶ Mortenson, Tom. “Bachelor’s Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009.” <http://www.postsecondary.org>.

cluster schools regionally to leverage efficiencies of scale and centralized school support. Going deep into a region also allows IDEA to significantly increase the percentage of low-income college graduates in each of its launch communities.⁷

Upon completion and scale-up of this phase of expansion, IDEA will be one of the three largest districts in the Rio Grande Valley with an 8% market share of students. **In this region alone, IDEA Public Schools will enroll less than one-third of the students in the Valley's largest school district but will produce three times as many college graduates annually**⁸.

Within Texas, IDEA will be the 23rd-largest district (out of 1,031 traditional districts and 215 charter districts) and will serve over 40,000 students at scale. IDEA's focus on getting students to and through college allows the organization to produce significantly more college graduates with a fraction of the student enrollment.

IDEA's waiting list has grown to a total of 12,123; 9,338 students in the RGV (+61% of the 15,224 seats available in 2014), 1,886 in San Antonio (+86% of the 2,184 seats available), and 899 in Austin (+100% of the 899 seats available). In light of high demand throughout these regions, continued poor performance of surrounding school districts, and a widening statewide achievement gap, IDEA is casting a wider net to serve more students in the Rio Grande Valley and Central Texas. Beyond demand, several data points compelled IDEA's senior leadership team and board of directors to pursue continued ambitious growth plans, including the state's rapidly growing Hispanic student population, for which IDEA's model has proven successful year after year; the high poverty rate among Hispanic and African American students; the low rate of college completion for students overall (20%); and the staggering college readiness

⁷ Please see Appendix 7 for more information on how IDEA selects school sites.

⁸ The largest district in the Rio Grande Valley is Brownsville ISD

achievement gap (32% between white and Hispanic students). Of Texas high school graduates, only 24% meet college readiness benchmarks in all four core subjects (math, reading, science, social science), and only 12% of Hispanic graduates meet these benchmarks.⁹ In the regions that IDEA serves, the Rio Grande Valley had 15% of low-income students graduate from college as compared with 32% of students who are *not* low-income. The data for San Antonio and Austin is even direr: 6% and 9% of these regions’ low-income students, respectively, will graduate from college as compared with 29% and 28% of students who are *not* low-income.¹⁰ IDEA will be an even bigger part of the student achievement solution by scaling its high-performing charter model to serve more low-income students and families.¹¹

IDEA’s focused college preparatory curriculum coupled with its outstanding instruction and school leadership will ensure that IDEA continues its 14-year tradition of preparing kids for college and citizenship. **With CSP funding assistance, IDEA Public Schools will grow from a district serving 15,187 students across 30 schools to one serving 35,132 students across 60 schools by the 2018-19 school year.**

Table 2: Projected Enrollment and Growth by IDEA Region

| BY REGION | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|------------------------------|---------|---------|---------|---------|---------|
| Rio Grande Valley Enrollment | 15,224 | 16,902 | 18,794 | 20,485 | 21,647 |
| Rio Grande Valley Growth | +11% | +11% | +11% | +9% | +6% |

⁹ From the ACT Study of College Readiness: <http://www.act.org/research/policymakers/cccr11/pdf/ConditionofCollegeandCareerReadiness2011.pdf>

¹⁰ <https://www.texastribune.org/education/public-education/8th-grade-cohorts/about/>

¹¹ Texas enrolls over 5,000,000 students, but only 203,000 of them (4%) attend an open-enrollment charter school.

| BY REGION | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------|----------------|----------------|----------------|----------------|----------------|
| San Antonio Enrollment | 2,184 | 3,808 | 5,701 | 8,356 | 10,075 |
| San Antonio Growth | +141% | +74% | +50% | +47% | +21% |
| Austin Enrollment | 896 | 1,568 | 2,341 | 2,880 | 3,410 |
| Austin Growth | +47% | +75% | +49% | +23% | +18% |
| TOTAL ENROLLMENT | 18,304 | 22,278 | 26,836 | 31,721 | 35,132 |
| TOTAL GROWTH | +21 | +22% | +20% | +18% | +11% |

IDEA Produces Evidence of Student Success

The data provided in Table 3 are discussed in subsequent subheadings referring to increasing achievement and attainment for all students, closing historic achievement gaps for subgroups, and results for low-income and minority students. Please refer to this table for evidence of high performance, student success, and achievement at IDEA Public Schools. Of particular note is the similarity in demographics between IDEA Public Schools and Region 1 (Rio Grande Valley) Educational Service Center (ESC) yet the vast difference in student achievement for these two comparison groups. IDEA serves a subset of students from Regions 1 (RGV), 13 (Austin), and 20 (San Antonio) yet achieves significantly better results across the board.

Table 3: Texas Education Agency Snapshot Data, Expanded

| Indicator | IDEA | RGV | Austin | San Antonio | State of TX |
|---|-------------|------------|---------------|--------------------|--------------------|
| 1. Attendance Rate (2011-12) | 98.2 | 95.7 | 95.9 | 95.5 | 95.9 |
| 2. Annual Dropout Rate Gr 9-12 (2011-12) | 0.0 | 2.6 | 1.9 | 0.5 | 2.4 |
| 3. 4-year Longitud Grad Rate (Class of '12) | 97.0 | 86.1 | 89.2 | 86.3 | 87.7 |

| Indicator | IDEA | RGV | Austin | San Antonio | State of TX |
|---|-------------|------|--------|-------------|-------------|
| 4. 5-year Longitud Grad Rate (Class of '11) | 98.6 | 88.6 | 87.1 | 86.5 | 89.1 |
| STAAR—% PASSING OR ABOVE BY SUBJECT & SUBJECT (See Table 5) | | | | | |
| TEXAS SUCCESS INITIATIVE (TSI)—HIGHER EDUCATION READINESS % (2013) | | | | | |
| 5. English/Language Arts | 75 | 58 | 68 | 67 | 65 |
| 6. Mathematics | 77 | 62 | 70 | 65 | 66 |
| % COLLEGE-READY GRADUATES (Class of 2012) | | | | | |
| 7. English/Language Arts | 81 | 59 | 74 | 70 | 69 |
| 8. Mathematics | 86 | 65 | 73 | 68 | 70 |
| 9. Both Subjects | 76 | 47 | 62 | 56 | 57 |
| AP/IB RESULTS (2012) | | | | | |
| 10. % Tested | 82.4 | 23.6 | 28.3 | 24.7 | 21.9 |
| 11. % At or Above Criterion | 51.0 | 31.7 | 35.7 | 42.4 | 50.8 |
| COLLEGE ADMISSIONS—ACT PERFORMANCE (Class of 2012) | | | | | |
| 12. % Tested | 100 | 65.9 | 72.3 | 64.7 | 66.9 |
| 13. % At or Above Criterion | 18.7 | 19.4 | 35.7 | 22.3 | 24.9 |
| 14. ACT Average Composite | 19.8 | 17.7 | 21.8 | 20.1 | 20.5 |
| COLLEGE SUCCESS (2010-11) | | | | | |
| 15. % Graduates Enrolled in a TX IHE | 84.7 | 63.0 | 57.9 | 56.0 | 58.3 |

Across the state, only the highest achievers take the ACT exam, but *all* IDEA students do.

Despite the large numbers testing, IDEA students perform above the charter average and only 0.7 points below the state average. **As the Broad Foundation has noted, IDEA's ACT scores are higher than virtually all comparable charters nationwide.**

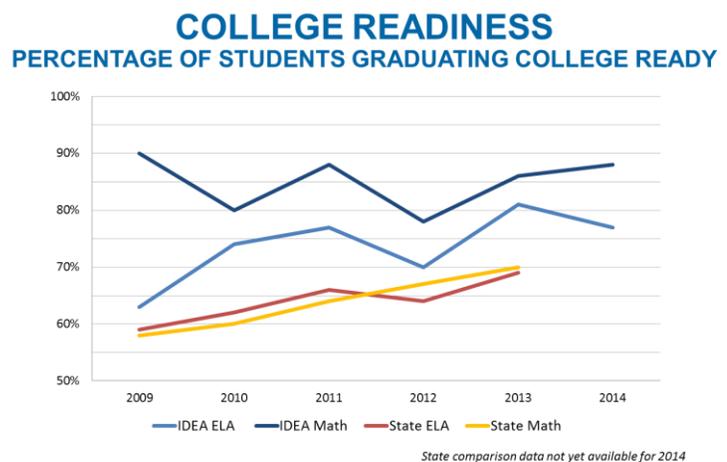
Program Performance Measure-4th & 8th Grade Achievement—By 4th grade low income students are typically two years behind their wealthier peers, by 8th grade low income students have often slipped three years behind grade level. These statistics do not bear out at IDEA where 83% and 86% of students in 4th and 8th grade outperformed the region (RGV) in reading and math respectively in 2014. This is a trend that has been constant for the past three years with at times 90% of IDEA schools besting the state performance averages. 4th and 8th grade math results from 2014 show that IDEA outperformed the state by 76%, and that student scores from 4th to 8th grade grew by 46 percentage points. See Appendix V.

(1) IDEA increases achievement and attainment for all students

As previously stated, IDEA Public Schools serves a student population that is majority Hispanic (95.4%) and English-language Learners (26.4%) as well as economically disadvantaged (86%). This combination of obstacles to success in a rigorous college-preparatory program located in the Rio Grande Valley of Texas and the inner cities of San Antonio and Austin seems daunting, if not impossible, to many educators and the public at large. However, the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what other districts in the area believe cannot be done: exceed expectations and actual academic performance without excuse for student background, family educational attainment, or socio-economic level.

Figure 4 (and Tables 4 and 5) shows evidence of high performance and results for all children. IDEA has **more students ready for higher education in E/LA (75%) and math (77%), and more college-ready graduates (E/LA: 81%;**

Figure 4:



math: 86%; both subjects: 76%) than any of the comparison groups. **Most notably almost four times more IDEA students take AP tests than the state average (82.4% vs. 21.9%), yet slightly more students pass those AP tests than students across the state (51% vs. 50.8%), and considerably more pass than in each of the three comparison Region ESCs.** Furthermore, IDEA has adopted an “AP for All” approach that will see *all* students take 11 AP courses by the time they graduate, with an immediate goal (in 2014-15) of having 35% of high school students become AP Scholars (taking and passing at least 3 AP courses and exams).

Table 4: Three Years of STAAR (state test) Data for IDEA Public Schools¹² (% Passing)

| Subject | IDEA | | | RGV | | San | | Austin | | State | |
|----------------|------|------|------|------|------|------|------|--------|------|-------|------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| All Subjects | 79 | 81 | 82 | 70 | 71 | 81 | 81 | 75 | 75 | 77 | 77 |
| Reading | 79 | 81 | 81 | 70 | 72 | 82 | 84 | 77 | 78 | 79 | 80 |
| Mathematics | 73 | 70 | 78 | 72 | 76 | 81 | 83 | 74 | 77 | 77 | 79 |
| Writing | 79 | 80 | 83 | 60 | 56 | 71 | 67 | 64 | 60 | 67 | 63 |
| Science | 85 | 87 | 86 | 74 | 75 | 84 | 85 | 79 | 80 | 80 | 82 |
| Social Studies | 85 | 87 | 85 | 70 | 67 | 83 | 81 | 78 | 76 | 79 | 76 |

On May 21, 2014, IDEA received preliminary STAAR results from the state. Below are highlights of IDEA’s

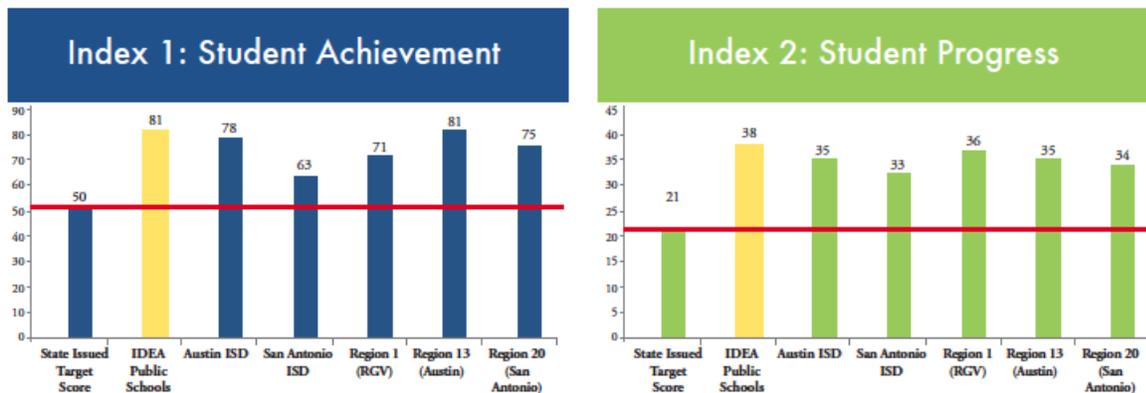
district-wide results. IDEA’s students made across-the-board improvements in nearly every subject, at every grade level, on both Level II (passing) and Level III (formerly known as

¹² Texas launched the STAAR state assessment in 2012 with the new rating system initiated in 2013. Preliminary 2014 data has been made available to all Texas districts, but 2014 comparison data by region and state will not be available until Fall 2014.

commended). As noted previously, **these gains were accomplished while IDEA replicated and expanded across regions.**

- **IDEA Public Schools** received the highest rating awarded to a district by the Texas Education Agency for the 2012-13 school year—Met Standard. This was the first year for the new Texas school accountability ratings system. IDEA Public Schools previously received a rating of Exemplary, the highest possible rating under the former state accountability system.
- The IDEA district as a whole and each individual school received four index scores that determined their overall accountability rating—Student Achievement, Student Progress, Post-Secondary Readiness and Closing Performance Gaps, which measures how well schools close the achievement gap for students from low-income communities and minority students. **As a district, IDEA’s scores across all four indices demonstrate significant achievement above and beyond the targets set by the state.**

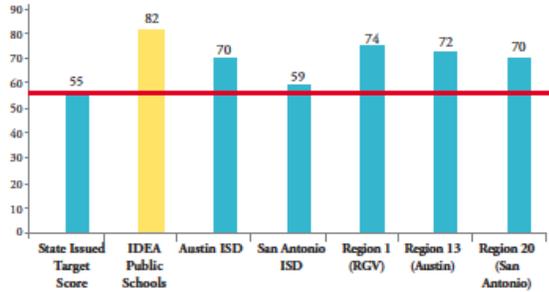
Figure 5: Texas Education Agency Accountability Indices



Student Achievement provides an overview of student performance based on satisfactory **student achievement** across all subjects for all students.

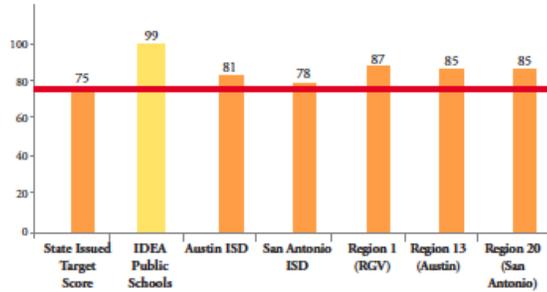
Student progress focuses on **actual student growth** independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

Index 3: Closing Performance Gaps



Closing performance gaps emphasizes **advanced academic achievement** of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

Index 4: Postsecondary Readiness



Postsecondary Readiness emphasizes the importance for students to receive a high school diploma which provides them with the foundation necessary for **success in college**, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

- **Twenty of IDEA’s twenty-two rated schools received a rating of Met Standard, the highest rating for a school.**
- **Every rated IDEA College Prep received a perfect score of 100 on the Post-Secondary Readiness index.** These scores recognize IDEA’s preparation of students for success in college and in life. Every rated IDEA Academy and College Prep also surpassed the target and met the standard for Student Achievement and Closing Performance Gaps.
- Each school had the potential to earn distinction in up to three areas—Academic Achievement in Reading/ELA, Academic Achievement in Mathematics and Top 25 Percent Student Progress, which compares a school’s performance to comparable schools. **All 13 IDEA College Preps earned distinction in at least one area** and 10 received two or all three distinctions. Two IDEA Academies also earned distinction.
- **Overall:** Across all tested subjects, the district experienced a 5% increase in the number of students obtaining a passing score, as indicated by a Level II score or above.
- **Math:** As a district, IDEA saw a 9% gain in Math performance overall. Academy Math scores improved by nearly 20 percentage points in each grade level. For each grade, IDEA

doubled (or even tripled) the percentage of students at Level III. Some campuses increased their results by 33 percentage points. IDEA Academy & College Prep McAllen posted an impressive 93% passing rate in Math.

- **Science:** As a district, IDEA saw a 5% gain in passing rates for Science tests. 5th grade Science scores increased by 20 percentage points. IDEA Quest College Prep posted an impressive 99% passing rate in Science, including 50% earning Level III.
- **Reading:** IDEA improved by at least 6 percentage points in Academy at each grade level. IDEA Frontier College Prep posted an impressive 90% passing rate in Reading.
- **Writing:** IDEA saw a 4% gain in passing rates for Writing. Over 90% of IDEA Academy Edinburg and IDEA College Preps McAllen and Frontier students passed in Writing.

Beyond merely passing these criterion-referenced tests, **IDEA's students achieved**

Advanced or Commended-level performance—a statewide indicator of college-readiness—at higher rates than students across both regions and the state as well. Table A2 in the Appendix illustrates that IDEA students outperform all four comparison groups on this indicator.

(2i) IDEA closes achievement gaps for all students (Criteria 2i)

IDEA Public Schools has ample evidence that it has significantly increased student academic achievement and attainment for all students as well as closed historic achievement gaps for student subgroups—African American, Hispanic, White, and Economically Disadvantaged—no matter what type of school or district group is used in comparison. On the state STAAR exam, IDEA's students in each sub group, including LEP, Special Education and Economically Disadvantaged students outperformed both the state and region for all subject results combined. IDEA LEP, Special Education, and Economically Disadvantaged students also outperformed the state and region in daily attendance by more than 2% in any subgroup category (Appendix 5). IDEA's economically disadvantaged students

outperformed state and regional high school graduation rates by nearly ten percentage points. IDEA is also closing the achievement gap for college enrollment across multiple subpopulations: The IDEA class of 2011¹³ saw low income **students enroll in public Texas institutions of higher education at a rate of 86%, an increase of 31% over the state enrollment rates of 58% for ALL students, and an increase of 23% over the Region I (RGV) enrollment rate of 63% for ALL Region 1 students.**¹⁴ **IDEA low income students are dramatically outperforming the state average for college matriculation for students from any income background.** IDEA's closure of achievement gaps is also evident in its results on the Texas Index 3 "Closing Performance Gaps" measure. IDEA's students in aggregate across economically disadvantaged, African American and Hispanic/ Latino subpopulations achieved a score of 82 on Index 3, 27 points ahead of the state score of 55, and 23 points ahead of San Antonio ISD (Appendix X). Please see Appendix 5 for detailed information regarding evidence of the closure of achievement gaps for student subgroups.

(3) IDEA produces outstanding results for low-income and minority students

IDEA staff and students have worked diligently to achieve impressive **high school graduation rates, college attendance rates, and college persistence rates.** To date, IDEA has graduated 100% of its 948 seniors with 96% of students graduating in four years. IDEA graduation rates for students from low income backgrounds match its overall graduation rates, see Appendix 5 for complete data on graduation rates. 99% of IDEA graduates have enrolled in college for seven years in a row (Appendix VII). Two out of three IDEA graduates are first-generation college students. Also as of this date, 84% of all IDEA students who entered college

¹³ Most recent data point available.

¹⁴ Texas Academic Performance Report 2012

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. Forty-four percent of all IDEA alumni complete a college degree within six years of enrollment, compared to only 22% in Texas and 10% of low-income students nationally. IDEA is closing historic achievement gaps by sending more low-income, minority students to college.

Additional data demonstrating that IDEA Public Schools graduates more college-ready students in every subgroup than the state average are clearly shown here:

Table 5: College-ready Graduates¹⁵

| Subject/Group | IDEA | | | State | | |
|-------------------|-----------------|------|------------|-------|------|------------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| English/Lang Arts | 77% | 70% | 81% | 66% | 64% | 69% |
| Mathematics | 88% | 78% | 86% | 64% | 67% | 70% |
| Both Subjects | 73% | 61% | 76% | 52% | 52% | 57% |
| African Amer. | * ¹⁶ | * | * | 34% | 36% | 41% |
| Hispanic | 73% | 60% | 76% | 42% | 42% | 48% |
| White | * | 80% | * | 66% | 65% | 69% |
| Low-income | 70% | 55% | 72% | 38% | 38% | 44% |

IDEA’s success producing college-ready graduates increased from 2010 to 2012 in **English/Language Arts** (+4 percentage points) outpacing that of both the region and the state (+3 points each). In 2012, IDEA’s results stood 22 points (37%) higher than the region and 12 points (17%) higher than all students in the entire state. In 2012 in **Mathematics**, IDEA’s

¹⁵ Most recent data available is through 2012-13 and shows the Classes of 2010, 2011, and 2012.

¹⁶ An asterisk (*) indicates that there were fewer than 30 students in this group and therefore, not traceable by the Texas Education Agency.

students outperformed those in the region by 21 points (32%) and in the state by 16 points (23%). Additionally, IDEA’s Hispanic and economically disadvantaged students achieve at exceedingly higher rates than the two comparison groups—as many as 30 points higher in both subjects for Hispanics and 29 points for low-income students *despite having larger populations of both of these groups than the state.* (See Table 1 on page 5.) **IDEA also outperforms the state and region in student retention/mobility** by 10 percentage points (Table 6 below and Appendix 5) **and in attendance** where IDEA’s daily attendance rate was 98.1% for low-income students, 2.2% greater than the state rate of 95.9% for ALL students (Appendix 5). **Clearly, IDEA’s academic approach yields—and sustains—success across all indicators.**

Table 6: Student Mobility Rates: IDEA Retains Students at High Rates

| | 2009-10 | 2010-11 | 2011-12 |
|-------------|----------------|----------------|----------------|
| State | 18.2% | 17.8% | 17.9% |
| IDEA | 10.1% | 7.5% | 10.1% |

B. IDEA SERVES EDUCATIONALLY DISADVANTAGED STUDENTS

In the past 14 years, IDEA Public Schools achieved outstanding results for students while building an efficient, sustainable organization. As detailed earlier, IDEA’s student population is 86% low-income and 26.4% ELL—a highly educationally disadvantaged student body. In addition, 41.5% of all IDEA’s students are considered at-risk of dropping out of school due to one or more social, economic, or academic factors. As is evident from previous tables and charts, IDEA’s contribution in assisting educationally disadvantaged students is notable and impressive.

The addresses of campuses in the “Schools Served by the Applicant” attachment verifies that IDEA locates its schools in low-income communities in order to improve outcomes for the most educationally disadvantaged—majority-minority populations and those living in poverty. IDEA

meticulously researches community demographics including poverty rates, population growth patterns, and evidence of low performing neighborhood schools. Taking these factors into account is how IDEA decides where to place a school in order to ensure that underserved students have the opportunity to attend a high-performing IDEA charter school. See the Appendix for examples of IDEA demographic “heat maps” used to determine new school sites within IDEA regions. Two examples of this process in action in two different regions include IDEA Brownsville 3, which is located in an impoverished community in the shadow of the U.S.-Mexico border with a large number of low-performing schools nearby, and IDEA Monterrey Park located in west San Antonio between pockets of poverty and with large population growth.

Although 4.4 % of IDEA’s student population qualifies for Special Education programs, the district dedicates 6.3% of its teaching force to ensure these students’ Individual Education Plans (IEPs) are met and that all students are served in the least-restrictive educational environment. K-2 students participate in the Direct Instruction program, which has a broad level of programming resulting in few K-2 students requiring Special Education services (Appendix, Table B1). Those in need of occupational or physical therapy receive pull-out services as they do in all IDEA grade levels. IDEA has also seen a marked increase in its population of special education students qualifying for IEPs for emotional disorders and autism. This increase is likely occurring due to word of mouth among parents of students with special needs supporting IDEA’s Special Education program and increased communications regarding the services that IDEA provides at “Welcome to IDEA” registration events.

IDEA Serves Students Needing Special and Bilingual Education

IDEA accepts all students through an open-enrollment lottery process (See Appendix B3 for lottery and admissions policies) and excludes no student due to emotional, physical, or learning disability or linguistic need. To the contrary, IDEA has been actively providing parents and

caregivers with information about its special education program at its 30 annual Welcome Events—one per year per school—and has a web page dedicated to discussing these services¹⁷. New IDEA parents are expressly invited to these on-campus events to learn about the IDEA instructional model, college-preparatory environment, school transportation, the district’s uniform policy, and the services IDEA provides for its special needs students (Special Education and ELL/LEP). Parents also learn about how IDEA supports students in life skills classrooms with a variety of disabilities ranging from autism to cerebral palsy. IDEA has continued to add life skills classrooms as more students enroll and currently has 11 life skills classrooms (Appendix X). The parents of students receiving life skills support have formed a coalition of advocates for the IDEA special education program within the special needs communities of each region IDEA serves. As a result of the Welcome Events, public access to information about the district special education program, and parent coalition, IDEA continues to increase its Special Education student enrollment.

IDEA’s ELL population is 26.4%. The ELL population across the entire state, including charter schools, is 17.1%, yet when compared with other charters throughout the state, IDEA serves 42% *more* ELL students by proportion (26.4% vs. 18.6%). These data prove that IDEA serves a diverse and high-need population, eschewing reasons why students “can’t” succeed in favor of results that say they *can*.

IDEA Individualizes Instruction for Special and Bilingual Education Students

All students needing special services, whether for learning or linguistic differences, are served in the regular classroom wherever possible and in accordance with their Individual Education Plans (IEPs). With the exception of severe/profoundly handicapped students requiring Life Skills or other self-contained learning environments, all special needs students are

¹⁷ <http://www.ideapublicschools.org/site/Default.aspx?PageID=3076>

accommodated in the regular classroom with rigorous, college-preparatory (including AP/IB) instruction, advanced course testing, and related high expectations from all adults on campus. Students who are significantly behind in math or reading participate in college-preparatory classes alongside students at or above grade level but leave the classroom for the last 30 minutes of a 90-minute period, as needed, to be served by Content Mastery teachers who individualize and accelerate their instruction in order to ensure mastery of the TEKS (Texas state content area standards). Full inclusion has always been IDEA’s approach, which has served students well for the past 14 years—even more so as of 2014-15 when learning disabled students in Texas will no longer be eligible to take a modified standardized state test.¹⁸

To further assist ELL students in the same rigorous, college-preparatory classroom environment as non-ELLs, IDEA has undertaken a district wide initiative to provide Sheltered Instruction Observation Protocol (SIOP®) training for two teachers per grade level in grades 2-12 on every IDEA campus beginning with the 2014-15 year. The SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners—to become college and career ready. As a framework for organizing instruction, The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students. By the end of the current cycle of training, **300 IDEA teachers will be certified in the scientifically validated SIOP® model.**¹⁹

¹⁸ Only students classified as intellectually disabled will be allowed a modified test. ELL students who have been in the US for three years or less will take the STAAR-L, which includes linguistic accommodations. After three years, they will take the regular state exam.

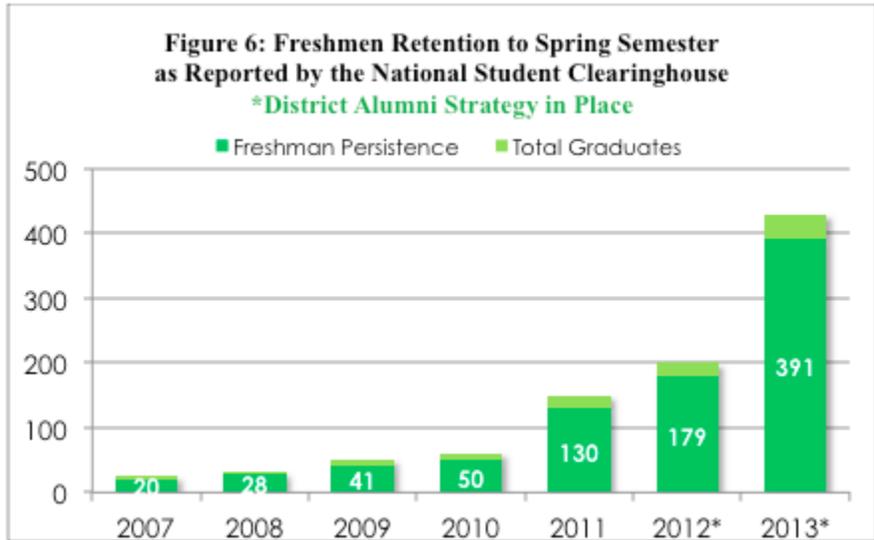
¹⁹ Short, Echevarria, Richards-Tutor, *Research on academic literacy development in sheltered instruction classrooms*, Language Teaching Research, 2011, and Krashen, Stephen, *Does SIOP*

IDEA Gets Educationally Disadvantaged Students College and Career Ready

100% of IDEA Public Schools students, including those served by Special Education and the ELL program, have been accepted to a college or university every year for the past eight years. All students take the ACT, which reflects IDEA’s commitment to College For All, and as a whole, IDEA students—regardless of educational challenge or disadvantage—outperform all other students in neighboring districts and across the state. IDEA also requires that all students take the full EPAS suite of exams from 8th to 12th grade (EXPLORE, PLAN, and ACT Series), and because of the district’s relentless commitment to college preparation and readiness, students’ average ACT scores exceed those in all comparison regions (see Table 3), which test from 64% to 72% of their students as compared with 100% of IDEA’s.

research support SIOP claims?, International Journal of Foreign Language, 2013. IDEA has not found a rival framework to be more impactful and SIOP and believes it is the best framework for addressing the needs of its unique population of learners. <http://siop.pearson.com/events-training/siop-training-for-teachers-virtual-institute.html>

IDEA is acutely aware of the indicators that signal a student will be more successful in college. Specifically, IDEA sets goals around the numbers of students accepted to Tier I and Tier II colleges, as research has shown that the caliber of a college greatly impacts a student’s capacity to graduate.²⁰ This year, 85% of IDEA seniors applied to Tier I or II colleges or universities. Understanding that the first year of college matriculation is one of the most critical, IDEA is



beginning to track freshmen persistence to the spring semester. Figure 6 summarizes the percentage of students who re-enrolled in the spring semester their freshmen year according to the National Student Clearinghouse. As the focus on college graduation continues to be the mission-driven final outcome of IDEA’s work, IDEA has invested in adding a support team for graduates. Their work is focused on 1) college counselor effort educating students on the benefits (greater resources, higher graduation rates, greater personal attention) of attending highly selective colleges; 2) bold coaching and support in securing financial aid and working in close partnership with families; and 3) alumni affairs’ efforts prioritizing the transition points from matriculation freshman year, to spring and sophomore to junior year. The impact of their

²⁰ Caroline Hoxby & Sarah Turner, “Expanding College Opportunities for High-Achieving, Low Income Students,” Stanford Institute for Economic Policy Research, March 2013, <http://siepr.stanford.edu/?q=/system/files/shared/pubs/papers/12-014paper.pdf>.

work in two short years can be seen in the increase in students persisting through their freshman year of college.

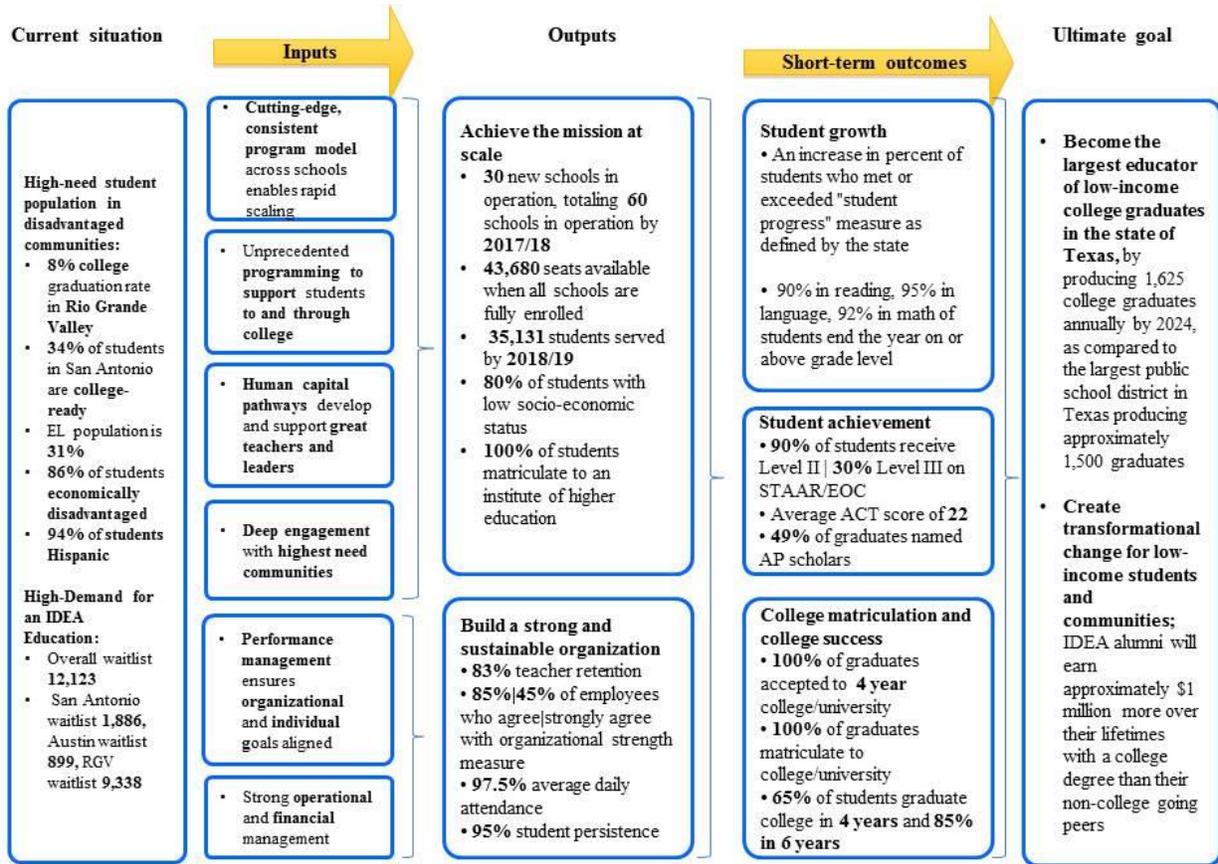
C. CSP EXPANSION AND REPLICATION PROJECT DESIGN

IDEA serves a high-need student population, as proven previously, in disadvantaged communities where the student success data is grim with only an 8% college graduation rate in the Rio Grande Valley and 34% of San Antonio students ready for college. IDEA has the ability to change this storyline for low-income, minority students across South and Central Texas. The logic model below depicts how the input components—many supported by evidence of promise—will ensure that IDEA realizes its ultimate goal to become the largest producer of college graduates in Texas. This is paramount, as Texas is the bellwether for the nation with one out of every ten students in the US enrolling at a school in Texas and the minority population growing exponentially. IDEA’s achievements have resulted in recognition from highly respected organizations (see Appendix VII- Evidence of Promise) that confirmed, after assessing a variety of criteria including the CMOs’ success at achieving the short-term outcomes detailed below, that IDEA Public Schools is outperforming its charter school peers and traditional independent school districts.

If IDEA continues to execute on its model, it will be able to 1) Achieve College-Ready Student Results as measured by student growth, student achievement and college matriculation and success; 2) Build a Strong and Sustainable Organization, evaluated by indicators like: teacher retention, organizational health measurement, average daily attendance and student persistence and; 3) Achieve the Mission at Scale by growing schools and increasing the number of high-quality seats for low-income students. This will all be done through rapid replication while improving student achievement to create the transformation change in the communities

IDEA serves.

Figure 7: Logic Model



IDEA Will Replicate and Expand a Cutting-Edge, Consistent Instructional Model

All curricula are vetted and approved by the program team before they are used in an IDEA school. Curricula that are not supported by formal research proving the validity, reliability, and impact of an approach are not implemented district-wide. The What Works Clearinghouse is one tool that IDEA utilizes to evaluate potential curricula.²¹

²¹ The others are 1) conversing, partnering, and reviewing best practices with other charters; 2) academic research and journals; and 3) internal pilot and reviews of impact before broad dissemination. These strategies supplement the WWC (<http://ies.ed.gov/ncee/wwc>) research as it is a relatively limited warehouse focusing on literacy and math with high barriers to entry in

Founded on a comprehensive review of research-based programs and practices, coupled with 3 years of student achievement data showing its hybrid model works, **IDEA is revolutionizing individualized learning at scale²², blending high-intensity, teacher-led instruction and transitioning to student-driven learning, both complimented with technology-assisted individualized, adaptive learning programs.** Future internal software development funded through IDEA’s Race to the Top-District grant will create predictive software that will design student groupings based on data and even provide actionable recommendations for the appropriate modality for learning (online tool, small/large groups, etc.)

IDEA’s Curriculum Model Builds Toward College Graduation

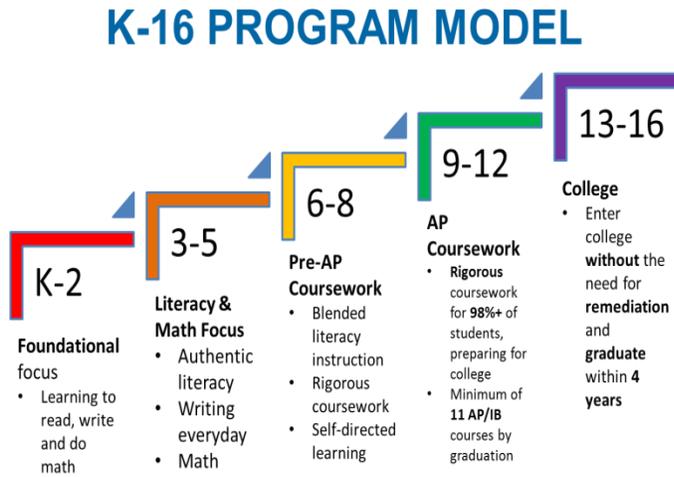
IDEA teaches on a K-16 continuum, which means everything IDEA does is focused on and aligned to the end goal of *college graduation*. IDEA’s elementary, secondary, and college readiness/preparation programs, therefore, are not isolated; rather, each is the building block for the next.

In grades K-2, IDEA focuses on foundational learning, which heavily emphasizes basic literacy (fluency, decoding, etc.) and mathematics. In these grades, we use a combination of

terms of the time to produce quality research, the expected rigor of the evaluations, and the resources necessary to be considered eligible for entry.

²² Evidence of Promise: Personalized Learning | Evaluation of Rocketship Education’s use of DreamBox Learning’s online mathematics program (Wang & Woodworth) concluded that students participating in personalized learning improved achievement compared to students who did not. (*Randomized controlled trial*)

Figure 8



Direct Instruction (DI), led by teachers to accelerate student growth and academic achievement in literacy, and **personalized learning**, supported by highly individualized technology-assisted instruction.

The DI model emphasizes carefully

planned lessons presented in small

increments and focused instruction around clearly defined teaching tasks. DI is based on the theory that, by using clear instruction and teaching to mastery, teachers can accelerate learning for all students—high performers as well as those with learning disabilities. DI’s impact has been reviewed by and meets WWC standards (evidence of promise). In a study by Gunn et al,²³ the efficacy of supplemental instruction in decoding skills for Hispanic and Non-Hispanic students in Early Elementary School was studied in a random control trial setting and students receiving the intervention were found to have performed significantly better on word attack, word identification, oral reading fluency, vocabulary, and reading comprehension. The effectiveness of instruction was not linked to a particular demographic or sub-population; the intervention was impactful for all students.

IDEA Public Schools has partnered with the **National Institute for Direct Instruction (NIFDI)** to faithfully implement the DI core curriculum. Students are placed in flexible

²³ Evidence of Promise: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417> (random control trial)

homogenous groups in reading, language, and math, and their progress is analyzed on a weekly basis to ensure appropriate growth. Teachers and school leaders receive ongoing support from NIFDI, including an extensive initial five week summer staff development, ongoing school visits, and weekly data conference calls to discuss the progress of every student.

Personalized learning at IDEA features school wide use of adaptive technology programs such as DreamBox²⁰ and Reasoning Minds that tailor instruction for each student to his or her instructional level and customize remediation, accelerating learning in areas of a student's own academic weaknesses. Literacy instruction is supplemented with Accelerated Reader, the structure of which allows students to choose reading material appropriate to their individual reading level, as assessed by AR diagnostics and subsequent assessments.

This blended and individualized learning model differs from traditional elementary school instruction in that students are rapidly promoted to new lesson groups based on weekly data reports reviewed by teachers and school leaders. This system of continuous evaluation of mastery ensure that students are capable of growing more than one grade level in a content area in a given year.

In grades 3-5, Direct Instruction is used as a supplemental intervention for students who still need decoding and fluency help. Students continue to participate in personalized learning in mathematics to build their problem-solving and critical thinking skills and to incorporate more writing into this core subject. Language Arts instruction in these grades focuses on reading, writing, and crafting oral arguments. IDEA expects that all Academy students will leave fifth grade on or above grade level standards in reading and math, the achievement of which prepares them for success at IDEA's College Prep (secondary) level. **At all grades, K-5**, students also participate in physical education, science, and social studies in structured settings, but the focus

at this level remains on math and reading.

Due to IDEA's unprecedented programming to support students to and through college, its **College Prep** results in **grades 6-12** far surpass those of surrounding traditional public school districts. Since IDEA's inception, 948 students have graduated from high school with 99% of graduates matriculating in a college or university.²⁴

Every College Prep campus implements a course schedule that ensures all students are prepared to do college level course-work, and in fact, they have the opportunity to do college-level coursework while still in high school. An overview of the courses that all IDEA students are required to take and some examples of additional coursework is provided in the Appendix.

In addition to core content curriculum guides for math, science, English/language arts, humanities, and Spanish; providing instructional coaching to teacher leaders and high-need teachers; writing and study skills across the content areas (AVID beginning in 9th grade) an intervention period is utilized at all IDEA schools in grades 8-12. This daily 60-minute instructional block is coordinated by a campus interventionist who reviews recent formative assessment results and places students into groups with an appropriate intervention based on current data. Some student learning needs are addressed through larger groups working with individualized software while other needs are met through small group tutoring with highly skilled content specialists. These small groups allow teachers to target specific areas for re-teaching in math and ELA as well as advanced science courses. Grade team leaders are able to determine proper placement of students every two weeks based on formative data reports available in IDEA's Lightbulb data system.

²⁴ This statistic does not include students who have chosen to delay matriculation in order to participate in religious mission trips or military service before starting college.

Culture of Academic Rigor: IDEA has contracted with the **National Math and Science**

Initiative (NMSI) for intensive coaching and teacher support to further increase academic rigor.

NMSI provides teacher support, curricular support, money for incentives, and program management with the goal of maximizing the number of students who pass Advanced Placement (AP) exams while strengthening AP participation. Formal, externally referenced research found the program is associated with increased AP course and exam taking, increases in the number of students with high ACT/SAT scores, and increases in college matriculation.²⁵ **Today, NMSI's program is in just 1.5% of high schools in the country but accounts for 7.4% of the country's increase in qualifying AP exams in math, science and English.**

In NMSI program schools, the average increase in AP qualifying scores in English, math and science is 79% in the first year –11 times the national average for a single-year change in qualifying scores – and 137% after three years, almost six times the national three-year average increase of 24%. The numbers are even more impressive for under-represented groups: qualifying scores for African-American and Hispanic students average an increase of 107% in math; female students average an increase of 84%, 12 times the national average. IDEA Public Schools' partnership with NMSI brings NMSI's transformative program to approximately 14,000 high-need, at-risk, economically disadvantaged students who attend grades 9-12 and partake in closing the achievement gap for students of all backgrounds through a rigorous college preparatory AP classroom environment. The implementation of the NMSI College Readiness Program will further boost academic rigor, with concomitant increases in college persistence and completion rates. IDEA will implement this initiative at all full-scale College Prep sites.

²⁵ **Evidence of Promise:** National Bureau of Economic Research, Working Paper No. 15722,

Kirabo Jackson, 2010: <http://www.nber.org/papers/w15722> (*Quasi-experimental study*)

Strong Connection to College Experience: Three specific elements of IDEA’s program are focused on preparing students to matriculate to college:

- ***College counselor support***²⁶: Beginning in 6th grade, college counselors provide a college preparation course sequence to students on the value of going to college, how they need to plan ahead to be accepted to college, identifying top choice colleges, applying to college, and paying for college. The AVID²⁷ curriculum is implemented in high school. In addition to supporting strong writing and study skills, the AVID program has a four-year sequence of coursework that supports students through the college selection and application process.
- ***College experiences/field lessons:*** At the end of each school year, students in 6th through 11th grades visit colleges and universities across the United States. The purpose of the field lessons is to make the idea of college tangible for every student. Each student visits at least 20 colleges prior to graduation. Students will be exposed to college life first-hand, helping them make the best decision on the specific school they would like to attend.
- ***Requirement for college acceptance before receiving a diploma:*** All IDEA students must

²⁶ **Evidence of Promise:** College Counselors | Counseling and college matriculation: Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates?- Found first generation students with access to low student-counselor ratios have higher rates of attending four year universities. (*Randomized controlled trial*)

²⁷ **Evidence of Promise:** Schoolwide Impact and AVID| (Watt, Powell, Mendiola & Cossio)- Quasi experimental study found that AVID schools saw an improvement in advanced course enrollment, students graduating on advanced graduation plans, AP/IB testing, and high school graduation or completion rates. (*Quasi-experimental study*)

be accepted into a college prior to receiving their high school diploma. This milestone is celebrated at College Signing Day for all seniors. During this event, seniors announce the college they have selected.

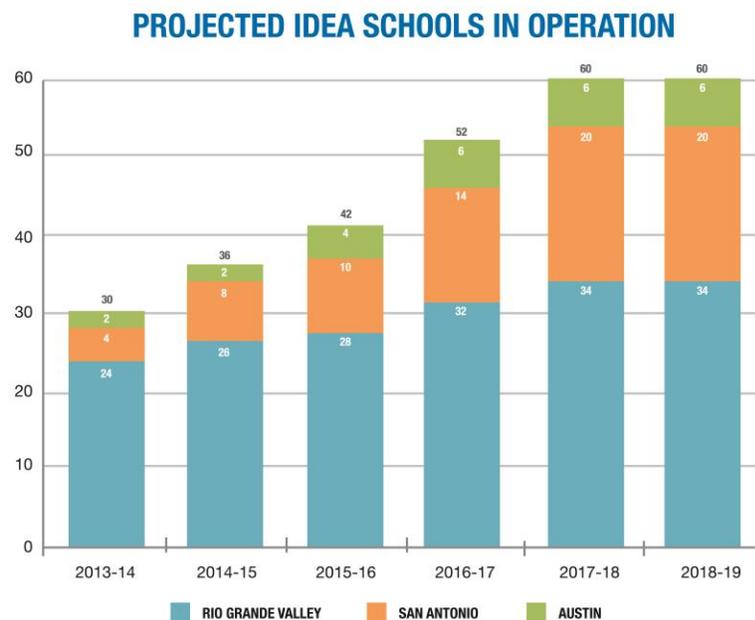
Robust College Matriculation and Support: Each student is supported through the process of applying to college and applying for financial aid. Parents are supported through the process as well, the vast majority whom have not attended college themselves. College counselors on each campus engage in individual problem solving in partnership with seniors to ensure that they are accepted into college and that they enroll and matriculate. Once in college, IDEA provides its former students with targeted support to ensure that they persist.

IDEA’s Approach to Growth—Deep Engagement in Highest Need Areas

Continued need and demand prompted IDEA’s leadership team and board to pursue expansion beyond the first phase begun in 2007. **Figure 9** shows the statewide view of the proposed pace and place of our school launches during IDEA’s second phase of expansion (2012-19), the first two years of which are already complete.

With well over 12,000 students on the waiting list, IDEA will continue to launch open-enrollment lottery charter schools in the Rio Grande Valley, San Antonio and Austin to ensure that all communities have access

Figure 9



to a high quality public education. Under the current expansion plan, **IDEA is on track to be the Rio Grande Valley region's largest creator of college graduates.** By launching 10 additional schools by 2017, IDEA will increase the number of college graduates in the Valley by 50%, fundamentally changing the economic landscape of the region. In 2017-18, IDEA Public Schools will operate 34 schools in the Valley serving nearly 25,000 students at scale, which is estimated to be 8% of the students in the Rio Grande Valley at that time.

The balance of the growth will occur in San Antonio (just 250 miles north of IDEA's HQ) and Austin (80 miles further north). By 2017 IDEA will scale the region to 26 schools that will serve 18,900 students upon full enrollment. This scale will put IDEA on a path to dramatically increase the number of low-income college graduates from traditionally underserved communities in Central Texas.

IDEA's Proven, Systematic School Launch Model

IDEA's School Launch Model includes launching a primary school and a secondary school, on the same site, at the same time. Over time these schools grow into a cohesive K-12 system. Primary schools, called "Academies," enroll 672 students in grades K-5 when they are fully scaled. Secondary schools, "College Prep," enroll 740 students in grades 6-12 when they are fully scaled. While IDEA will assess opportunities that deviate from this standard model, IDEA anticipates launching the majority of expansion campuses with this well-defined, proven model.

Schools are launched with grades K-2 (Academy) and 6 (College Prep) and then add a grade each year until they reach "full scale" of K-5 and 6-12 enrollment. This is critical to the IDEA School Launch Model because it allows the principals on each campus to carefully create and support the IDEA culture within each class of IDEA students as they enroll. A new school site (housing both an Academy and a College Prep campus) will reach full enrollment in year seven of operations when the first class of 6th graders enter 12th grade. IDEA's schools reach self-

sustainability after year 4 of operations due to economies of scale afforded by increasing student enrollment and federal and state per-pupil allotments.

Table 7: Enrollment by School Type

| Enrollment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Academy Grades | K-2 | K-3 | K-4 | K-5 | K-5 | K-5 | K-5 |
| Academy Enrollment | 336 | 448 | 560 | 672 | 672 | 672 | 672 |
| College Prep Grades | 6 | 6-7 | 6-8 | 6-9 | 6-10 | 6-11 | 6-12 |
| Col Prep Enrollment | 112 | 224 | 336 | 448 | 560 | 668 | 740 |

Anticipated enrollment by project year for replication and expansion sites is further detailed in the **Schools Operated by Applicant attachment and budget narrative** show cumulative grade levels and enrollment figures attributed to the years in which the grant will support their replication or expansion as well as the full capacity of these schools.

Replication and Expansion Sites

IDEA will open or expand a total of 31 new schools under this project. Table 8 shows the plan to fund 18 replication sites, 12 expansion sites (funded as replication sites through a 2010 CSP grant that has since ended, though the schools continue to expand), and one additional expansion site not previously funded by CSP. New sites take seven years to reach full enrollment, but only 4 years to become financially sustainable; the table here notes only their launch year (year 1 of operations). Expansion schools are noted in *italicized text*.

Table 8: Replication and Expansion Sites by Region

| Year | Rio Grande Valley | San Antonio | Austin |
|------------------|------------------------------|--------------------------------|---------------|
| 2014-15 | <i>Weslaco Pike Acad;</i> | <i>Monterrey Park Acad</i> | |
| 6 schools | <i>Weslaco Pike Col Prep</i> | <i>Monterrey Park Col Prep</i> | |

| Year | Rio Grande Valley | San Antonio | Austin |
|-------------------------------------|---|--|---|
| | | <i>Walzem Acad and Col Prep</i> | |
| 2015-16 6 schools | <i>Brownsville 3 Acad</i> <i>Brownsville 3 Col Prep</i> | <i>Waters Acad and Col Prep</i> | <i>Austin 2 Rundberg Acad; Austin 3 Rundberg Col Prep</i> |
| 2016-17 10 schools | Rio Grande City Acad and Col Prep; Mission 2 Acad and Col Prep | San Antonio 6 and 7 Acad and Col Prep (4 schools) | Austin 3 Acad and Col Prep |
| 2017-18 8 schools | Harlingen Acad and Col Prep | San Antonio 8, 9, and 10 Acad and Col Prep (6 schools) | |
| 2018-19 | <i>Continue expansion, adding grades to build schools to full K-5 enrollment at Academies and full 6-12 enrollment at College Preps</i> | | |

Impact Goals: The Ultimate Goal

Under IDEA’s 2012-2019 expansion plan, the organization is on track to become the single largest producer of low-income college graduates in the Rio Grande Valley. By the 2018-19 school year, IDEA will operate a total of 60 schools. When those schools are fully enrolled, IDEA will be Texas’ largest district in terms of the number of low-income graduates each year who will go on to earn a college degree. By contrast, the Houston Independent School District (Texas’ largest) graduates approximately 1,500 students each year who will go on to earn a college degree within six years (The Houston Chronicle, Ericka Mellon). Once all 60 IDEA schools are fully enrolled, IDEA will graduate approximately 1,625 students annually who will

go on to earn a college degree – and the majority of IDEA students will be low-income.²⁸

IDEA’s three core goals guiding replication and expansion of all IDEA’s work include:

- 1) Achieve College-Ready Student Results;
- 2) Build a Strong and Sustainable Organization;
- 3) Achieve the Mission at Scale.

Metrics

To achieve IDEA’s theory of change, replication and expansion efforts must be executed with incredible fidelity to the proven IDEA model and with an intentional focus on key organizational priorities. The following measures will be tracked by the senior leadership team over the five-year project period; all tie to the goals of every professional in the organization:

Table 9: IDEA Org-wide Goals and Targets

Note: Baseline and final project targets have been included here. Please see the Appendix for year-by-year targets throughout the grant period.

| Measure | 2013-14 Baseline | 2018-19 Target |
|--|------------------|------------------|
| Top State Rating; (Currently Meets Standard) | Met | Top State Rating |
| % Level II (passing) % Level III (commended) on STAAR (state exam) and EOC (end of course) | 81 16 | 87 25 |
| Average ACT score | 20.2 | 23 |
| % of graduates named AP scholars (3 scores of 3 or higher) | 17% | 49% |
| % of graduates who are accepted to a 4-year | 88% | 100% |

²⁸ The statistic “1,500 Houston college grads” is commonly used in other high-performing charter networks’ reports; however, recent press indicates Houston’s total number of annual college grads could be less than 1,000.

| Measure | 2013-14 Baseline | 2018-19 Target |
|--|---|----------------|
| college or university | | |
| % of graduates who matriculate to a college or university | Pending until Aug. 2014 | 100% |
| % of K-2 students who end year on/above grade level in reading language math | 64 70 78% | 90 95 92% |
| % of students graduating college in 4 6 years | 28 44 | 53 69 |
| % of 4th & 8th grade charter schools students performing at or above the state level in mathematics and reading/ELA | 61.40% | 85% |
| Teacher Retention | 72% | 85% |
| % of employees who net agree/strongly agree with IDEA's organizational strength measure | 77 39% | 83 45% |
| Average Daily Attendance % | 97.9% | 97.5% |
| Student Persistence | 94% | 95% |
| Annual Surplus (in millions) | \$14 | \$51 |
| % of students with low socio-economic status | 86% | 80% |
| Enrollment (increase by 19,596 students) | 15,535 | 35,131 |
| Schools in operation (30 new schools opened) | 30 | 60 |
| % of teacher vacancies filled by first day of their summer training and meeting hiring manager's standards | Pending | 98% |
| <i>% of 4th & 8th grade charter schools students performing at or above the state level in</i> | <i>Year 1 will be used to calculate a baseline and targets for each grant year.</i> | |

| Measure | 2013-14 Baseline | 2018-19 Target |
|--|------------------|----------------|
| <i>mathematics and reading/ELA</i> | | |
| Federal cost per student in implementing a successful school in operation for three or more consecutive years | \$1,126 | |
| Items in Bold type indicate Department of Education required performance measures | | |

D. MANAGEMENT PLAN AND PERSONNEL

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. Specifically, IDEA’s HQ supports all IDEA schools in five ways including: A) providing new school start-up services for all new schools including facilities acquisition; B) accessing top talent for all school leadership, instructional, and operational roles; C) providing ongoing academic, financial, and operational support via a strong central office; and D) ensuring effective governance and oversight.

This section reviews IDEA’s plan to 1) implement a high quality management plan that will enable IDEA to reach the expansion goals articulated here on time and within budget; 2) support and sustain the new schools proposed in this application with a strong business plan; 3) implement a proven, tested financial and operational model; 4) maintain quality by supporting all schools and closing low-performing schools when needed; and 5) mobilize a team of highly effective personnel to manage the grant.

(i) IDEA’s CSP project management responsibilities, timelines, and milestones

IDEA will achieve the objectives of the proposed project on time and on budget with established processes and an experienced management team. Table 10 illustrates the key program activities, responsibilities, timelines, and milestones for year 1 of this CSP project that will ensure fidelity to the IDEA school launch model, adherence to program budget, and the timely accomplishment of all program goals and objectives. Table 11 presents the projected management framework for years 2-5. (Note: Timeline reflects the *grant project quarters*. Q1 – October – December, etc.)

| Table 10: Major Activities and Milestones—Year 1 | Position(s) | Timeline |
|--|---|-----------------|
| Announce notice of CSP grant award to IDEA learning communities; meet with stakeholders to review goals, objectives, activities, and budget as appropriate | Superintendent and Senior Leadership Team (SLT) | Q1 |
| Identify/designate CSP Project Director (PD) to be responsible for compliance and reporting related to this initiative | Supt | Q1 |
| Meet with Principals in Residence participants to discuss CSP plan and targets for school leadership readiness | Supt, VP of Schools and PD | |
| Update baseline demographics and other data | PD | Q1 |
| Establish reporting procedures, timelines, and methods | PD | Q1-Q2 |
| Consult with business and community partners to implement and actualize CSP expansion | SLT; Chief Growth Officer (CGO) | Q1-Q4 |
| Purchase/receive/store/distribute/install supplies, materials, and equipment to support project implementation | PD, Principals of new schools | Q1-Q4 |

| Table 10: Major Activities and Milestones—Year 1 | Position(s) | Timeline |
|---|--------------------------|-----------------------|
| Contract and begin planning year and data gathering for third party evaluation | CFO, SLT, PD | Q2-Q4 |
| Complete interim financial and management reports; share with stakeholders via board meetings | PD, CFO | Q2, Q4 or as required |
| Begin budget cycle with all schools and departments | CFO and team | Q3 |
| Hire new teachers and staff for schools opening in 2015 | Principals | Q3-Q4 |
| Disseminate results of CSP project to US Dept. of Education, national and local stakeholders, education/business/community partners, and others | SLT, PD, Business Office | Q4 or as required |

| Table 11: Major Activities/Milestones—Years 2-5 | Position(s) |
|---|---------------------|
| Quarterly: Gather interim data on progress toward goals and objectives; archive project artifacts, reports, and data; continue to meet with PIRs to ascertain readiness to lead new schools (Supt, VP of Schools and PD) | PD |
| Semi-annually: School leaders and teacher/instructional leaders apply to, are selected for, and attend training and development programs for the purpose of staffing new schools | CSO, VPs of Schools |
| Semi-annually: Gather formative data on expansion effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to US Department of Education (USDOE) | BO, PD |
| Annually: Submit interim annual program reports to the USDOE | PD |

| Table 11: Major Activities/Milestones—Years 2-5 | Position(s) |
|---|-------------|
| End of funding period: Gather final data on effectiveness; conduct summative project evaluation; share results with stakeholders, and report findings to USDOE | PD |

(ii) IDEA’s business plan for increasing, sustaining, and ensuring the quality and performance of charter schools beyond the initial period of Federal funding

From its inception, IDEA has been very intentional about designing a relationship between IDEA schools and HQ that maximizes school quality while supporting rapid growth of the network.

IDEA centralizes functions that benefit from scale and efficiency, while ensuring that principals have the support and autonomy needed to make campus or region-specific decisions. HQ supports all IDEA schools in four key ways: A) providing new school start-up services for all new schools including facilities acquisition; B) accessing top talent for all school leadership, instructional, and operational roles; C) providing ongoing academic, financial, and operational support via a strong central office; and D) ensuring effective governance and oversight. **The org chart in the Appendix summarizes the current HQ organizational structure and services provided to schools by teams**

A) Providing new school start-up services for all new schools including facilities acquisition

IDEA Public Schools is a fiscally sound and responsible local education agency (LEA) with sufficient management capability—including a senior leadership team to support the rapid growth of its highly successful charter school model while steadily and simultaneously increasing student achievement. To meet its goals of scale (60 schools) and quality (closing historic achievement gaps by increasing student achievement) the CMO provides schools with critical operational support during the start up phase.

New School Start-Up Services

Successfully starting a school is a complex process, the success of which is contingent upon the coordination of diverse efforts. Each new school is officially approved by the IDEA senior leadership team, and the IDEA Board of Directors 18 months in advance of scheduled opening. Before approving the opening of additional schools, IDEA assesses the performance of existing schools, the need/demand for future schools, and the capacity of the organization to support growth. Once that approval occurs, IDEA's Beginning of Year project team, a cross-functional team with a leader from every functional area, prepares and plans for the start of school to create a seamless launch or re-opening of all schools. Please see the Appendix for new school start up tasks. These activities, together with marketing support for teacher and student recruitment, stimulate community support by educating the community about IDEA and about school choice, initiate the student enrollment process, and prepare staff for operating the school.

Facilities Acquisition

Due to lower labor cost and availability of land in the Valley, IDEA prefers to build its campuses from the ground up (greenfield) to control the quality of construction and the safety of its staff and students. In the case of the San Antonio and Austin regions, IDEA has and will continue to assume the same approach, while being opportunistic when considering repurposing existing buildings, as it is roughly 25% less expensive than building from the ground up in these regions. Although there are few such opportunities in the Rio Grande Valley, IDEA expects that a larger, urban market will allow for repurposed sites.

IDEA's Chief Financial Officer oversees the acquisition and construction process, working with the regional Executive Directors and a third party construction management consultant to assess locations for suitability for a school as well as the community to align with IDEA's

mission. After a site is secured, the CFO leads the public bidding process for construction, and contracts with a reputable construction firm after public bids.

Once the school is opened, IDEA's Director of Facilities (a member of the Chief Operating Officer's team) is responsible for school maintenance. Each campus also has a Facilities Manager who manages custodial staff, interfaces with site-based contractors, and troubleshoots related issues. The Facilities Manager and custodial staff all have performance goals related to cleanliness of campus and the cost to maintain the campus per square foot, thus tying their performance reviews to specific, measurable goals and objectives.

B) Accessing top talent for all school leadership, instructional, and operational roles

Human Assets Team: The Human Assets office leads IDEA's efforts to attract, develop, and retain highly talented and committed educators. Prioritizing and elevating the strategic human capital efforts, this team reflects an understanding that human capital is IDEA's most important and most precious asset.

Developing end-to-end human capital practices is a shared responsibility among all district leaders. Principals, assistant principals, and other managers in the field are best positioned to impact the actual performance and experiences of staff members, especially as IDEA grows. Therefore, every manager in the organization receives training to continually improve their hiring, coaching, and retention practices and is supported in doing so by the Human Assets team. The Human Assets team manages recruitment, selection, onboarding, staff development, evaluation, and staff retention.

For new schools, the Human Assets office first and foremost plays a critical role in teacher hiring. The Human Assets Office's main goal in teacher hiring is to screen as many high quality candidates as possible for principals so that they have a wide pool of highly qualified applicants

from which to choose. Currently IDEA receives five applicants for every teacher opening, receiving about 1,500 applicants and hiring only 300 of them.

With support from a \$5M Investing in Innovation (i3) Development Grant from the USDE awarded to IDEA Public Schools in partnership with Pharr-San Juan-Alamo Independent School District (PSJA ISD), together with \$2M in privately raised matching funds, IDEA has been able to innovate and improve many key human capital tools and programs in the areas of Recruitment, Selection, Onboarding, and Staff Development. Please see the Appendix for specifics on how the i3 grant has provided a model for best practices in these areas for charters as well as traditional public school districts. This grant has been demonstrably successful and is currently on track to become part of the What Works Clearinghouse at the US Department of Education due to the rigorous evaluation underway by SRI, a third-party evaluator that will also provide evaluation services for this CSP grant project. In the i3 grant, The New Teacher Training and Teacher Leader Training are the largest grant components to meet study design requirements. Preliminary findings from the evaluation indicate that, along five dimensions of high quality training predefined by project directors, implementation fidelity standards for four have been consistently met.

School-based Leadership and Responsibilities

Principals: Each K-12 site has two principals: one for the elementary (Academy) school, and one for the secondary (College Prep) school. All principals are managed by Vice Presidents of Schools who oversee a portfolio of IDEA schools based on geographic region. The VPs of Schools report directly to the Superintendent, and the entire school leadership team's focus is on teaching to realize gains in student achievement. Principals' time is best used as a talent cultivator: hiring the best teachers, overseeing their development and training on how to

implement the IDEA curriculum and intervention model, observing classroom instruction and providing consistent, direct feedback to improve teaching to ultimately impact student performance. Using IDEA's Interim Assessment data, principals are able to pinpoint the specific objective a class is failing to master and provide coaching for the teacher on re-teaching the objectives and identifying the students that would benefit from individual intervention and/or remediation.

Assistant Principal of Operations (APO): Both campus principal collaborate to hire an APO to oversee non-instructional employees and non-instructional operations and processes across both schools. The APO ensures that all logistical needs are met without involving the school principal or distracting her from her essential duties as the instructional leader and culture builder. To aid in this, the COO oversees Regional Directors of Operations (RDOs) who work directly with their regions APO's from all schools to problem-solve challenges and ensure seamless integration of CMO services, best practices and campus needs.

In addition to the principal and campus shared APO and facilities manager, each K-5 Academy school has an interventionist who supports individualized learning, an academic counselor, and an Assistant Principal of Instruction (API) who supports the principal in building teaching practice among the faculty. Full scale 6th-11th grade College Preparatory campuses have a college counseling team made up of a Director and three counselors (at least two of whom also teach AVID high school courses), and two APIs. Both primary and secondary schools have standard staffing structures that enable them to implement the IDEA program with fidelity. Principals own their staffing and budget decisions and are empowered to alter their staffing plan to meet their needs with HQ input and approval.

C) Providing ongoing academic, financial, and operational support via strong regional and

central offices

There are three strategic economic drivers that permit IDEA to operate efficiently while achieving unprecedented student achievement results: **1) We Invest in Teaching:** IDEA believes in investing more staff with direct teaching responsibility than in central office, administrative, and clerical and other support staff positions. **2) We Keep CMO Costs Down:** IDEA charges its schools only 8% in CMO fees, which they are able to sustain with regular per-pupil and public funding sources after year 4 of operation. **3) We Manage to High Standards:** A lean organizational structure, low CMO fee, and rigorous and specific performance goals at every level of the organization mean that IDEA gets more results with less overhead than most any other district or charter school.

Regional Support Structure

In 2012, IDEA created a regional support structure led by staff who report to IDEA's Co-Founder and Superintendent, JoAnn Gama. New regions are led by an Executive Director until they grow large enough to justify the addition of a VP of Schools position. Reflective of their respective sizes, the Rio Grande Valley region has two VPs. San Antonio will add one VP this year. Austin will remain under an Executive Director alone. Regional leaders work closely with IDEA HQ leaders to provide academic, financial, and operational support to all schools.

Managing the Quality and Consistency of the Academic Program

IDEA's program and data team provides system-wide tools to measure academic achievement and overall school effectiveness to ensure quality control. IDEA works to identify schools not meeting IDEA standards so that the CMO team may help get the school back on track: in most cases this means providing technical assistance to school leaders and more training for teachers, in rare cases it will include replacing the school leader. The VPs of Schools manage

and work with the Superintendent to ensure course-corrections are implemented when needed. The CMO provides a common curricular framework, student assessment system and the training needed for effective implementation of the IDEA model; the college counseling and college success team provides detailed analysis of interim assessment data and training on how to use this data to inform classroom instruction and individual student intervention/remediation when necessary; and provides training and monitors implementation of the college placement and college counseling model, and sees graduates through college in a truly K-16 program model.

Operational Support

Unlike standalone charters, IDEA schools benefit from the support of being in a system. The CMO provides services for cafeteria, transportation, textbooks, materials and equipment purchasing, information technology infrastructure, and information management systems. This minimizes administrative bureaucracy for principals and teachers. CMO staff provides support to the schools in areas of their functional expertise. The operations team also oversees an in house software development team funded through Race to the Top-District, and a wellness team focused on making IDEA one of the most healthy and sustainable school districts in the country.

Financial Support and Oversight

All budgets are approved and salary schedules are set by the CMO, though school leaders are given a degree of flexibility and autonomy to ensure they can recruit and retain the best teaching talent. The CMO provides the financial accounting software (SkyWard) used by each campus, which directly rolls up to the central system to monitor and advise on campus budgets. The CMO ensures that school budgets are modified and adjusted as specific conditions warrant. To the extent that schools are not meeting financial and academic performance targets, the central office will take an assertive role to make changes necessary to ensure school success.

D) Ensuring effective governance and oversight

IDEA Public Schools is a nonprofit, 501(c)3 organization. All IDEA schools are under one charter granted by the Texas Education Agency (TEA), which is overseen by one governing board. The TEA Commissioner approves all new charters as well as expansion amendments and has the power to revoke a charter for underperformance or financial mismanagement. The State Board of Education advises the Commissioner on new charter approvals.

Because IDEA Public Schools is both a nonprofit and a public school system, the board's role is a hybrid of a traditional nonprofit board and the compliance requirements associated with a traditional public school board. Like all public schools in Texas, the governing board has fiduciary responsibility for the organization and provides oversight and governance to ensure that IDEA Public Schools is achieving its organizational goals and priorities, thereby ultimately ensuring that IDEA is effectively preparing students for college success. The governing board also plays an important role in community engagement and fundraising.

It has always been incredibly important that IDEA board members provide the local context needed for IDEA to be impactful in multiple communities. For this reason, IDEA created two regional advisory boards when it moved into Austin and San Antonio. Now there is one governing board to perform the fiduciary and governance functions for the organization as a whole and oversee the Senior Leadership team and the Chief Executive Officer directly. The local advisory boards assist with deeper community engagement, the development of local partnerships, and fundraising. Over time, as IDEA's footprint in Central Texas grows, the governing board will include members from all regions in which IDEA operates schools, pulling outstanding board members from the advisory board onto the governing body.

(iii) IDEA’s financial and operating model; stakeholder commitment and support

IDEA has an investment grade credit rating of BBB Stable Outlook with Standard & Poor’s and IDEA’s Permanent School Fund Guarantee application for \$150 million in new money and refunding was approved on June 20 by the state of Texas. IDEA funds construction costs by issuing bonds and this guarantee, backed by the state, will save IDEA about \$15 million over the life of the bond due to lower interest cost. IDEA’s FIRST rating (Financial Integrity Rating System of Texas) from TEA is “Above Standard.” Among other justifications, S&P’s Ratings Direct report of September 13, 2013 notes IDEA’s position as one of the largest charter school systems in the country, with robust double-digit enrollment growth and an expanding wait list” and “consistently strong test scores that remain above the state’s average, despite more than 80% of enrolled students being considered at-risk or economically disadvantaged.”

Multi-year financial and operating model

Each IDEA campus achieves public funding solvency in its fourth year after opening.

IDEA has a proven model that is effective and efficient. Table 12 provides a financial overview of the first four years of a model K-12 campus (primary and secondary) and the annual gap per year based on the phase in the campus operation. It shows IDEA’s model for reaching

sustainability on each new campus by year four of full operation. .

Table 12: Annual Gap Per School Type by Implementation Phase

| FUNDING GAP BY SCHOOL TYPE AND SCHOOL OPERATING YEAR | | |
|---|--------------------|------------------------------|
| Phase | School Type | Annual Gap Per School |
| Year 0 | Secondary | -\$325,000 |
| | Primary | -\$975,000 |
| Year 1 | Secondary | -\$300,000 |
| | Primary | -\$900,000 |
| Year 2 | Secondary | -\$264,000 |
| | Primary | -\$536,000 |
| Year 3 | Secondary | -\$150,000 |
| | Primary | -\$250,000 |
| Year 4 | Secondary | \$0 |
| | Primary | \$0 |

For a detailed charts

regarding the total funding gap and phase-in process, see the Budget Narrative.

Demonstrated Commitment of Current and Future Partners

Over the past fourteen years, IDEA has consistently outperformed state and district averages on objective measures of student achievement, drawing regional, state, and national attention and awards. These honors have afforded IDEA the ability to enlist strong stakeholder support from individuals, corporations, and foundations locally, regionally and nationally. In addition to the CSP grant awarded in 2010, IDEA has raised nearly \$75 million from the following investors, all of whom are pleased with the growth and achievement of IDEA Public Schools and many of whom have renewed their commitments with IDEA to fund the 2017 expansion. Lifetime gifts are as follows:

- Texas Education Agency—competitive grants to fund program innovation: \$12,798,255
- Charter School Growth Fund: \$12,100,000
- Ewing Halsell: \$10,005,000
- Michael and Susan Dell: \$7,750,000
- Walton Family Foundation: \$5,000,000
- Bill and Melinda Gates: \$4,298,721
- Brown: \$1,505,000
- George W. Brackenridge: \$1,005,000

Selected Evidence of Broad Support from Key Stakeholders (2010-2014)

- **Eli Broad, Founder of the Broad Foundation** (See attached letter of support), stated, “We believe that IDEA is among our nation’s brightest examples of models that work for historically underserved populations. At scale, IDEA has the potential to be a vanguard for demonstrating what is possible for public education in our country.” As noted, IDEA was a **finalist for the 2014 Broad Prize in Education**.
- **Texas Commissioner of Education Michael Williams** has visited IDEA Frontier in Brownsville and voiced his support for the academic program (October 2013).

- **San Antonio Mayor and future Housing Secretary Julian Castro and NBA Hall of Famer and Regional Board Member David Robinson** (see attached letter of support) said that schools like IDEA are essential to meeting the City’s education goals when speaking at the IDEA South Flores Ribbon Cutting. (September 2013).
- JoAnn Gama was appointed to **President Barack Obama’s Advisory Commission on Educational Excellence for Hispanics** (2010) and also is a current member of the **Aspen Global Leadership Network** (September 2013).
- IDEA College Preps Donna, Frontier, and Quest ranked in the top 1% of all public high schools in the nation per **U.S. News & World Report** (April 2014).
- IDEA works with key leaders in Texas, including the **Texas High School Project, the Big 8 Council of Superintendents, the Texas Higher Education Coordinating Board and the Texas Education Agency** to design the next generation statewide P-16 data system. IDEA offers the CMO perspective as to what a model data management and information system must include to provide useable data to improve teaching and learning.

(iv) IDEA’s plan for turning around schools that do not meet high standards

IDEA proactively supports principals with several different types of coaching to ensure success as school leaders. Centralized guidance from VPs of Schools and Executive Directors (depending on region size and infrastructure)—together with weekly data calls, check-ins, observations, and monthly trainings—all provide thought partnership and collegial assistance to new and experienced school leaders alike. An example of the power of these safeguards to improve struggling schools came in 2009 when IDEA decided to alter its School Launch Model from grades K-2, 6, and 9 to grades K-2 and 6 only. After realizing the difficulties inherent in trying to build a rigorous, college preparatory environment in just three years IDEA leaders modified the launch model to allow College Prep campuses seven full years to establish, root,

and grow their college-going culture.

For schools not meeting high standards of quality, IDEA Public Schools first utilizes the “Turnaround method.” At the end of the 2008-09 academic year, after student achievement, financial, and human resources data indicated that IDEA Frontier was significantly lagging behind the IDEA’s high academic and operational standards, the Superintendent replaced the school leader and removed ineffective teachers and staff. At the mid-point of 2009-10, the lack of evidence that students, teachers, and school operations were progressing at an aggressive, reform-based pace failed to inspire confidence in the school’s leadership and its direction, the Superintendent again replaced the school leader and removed the lowest-performing teachers. That last leadership change, together with the rigorous IDEA academic and operational models previously described, provided the structure that the campus needed to reach its intended goals. IDEA Frontier is now among the highest performing College Prep schools in the IDEA network and ranked 16th best high school in the nation by the US News and World Report.

(v) IDEA’s highly qualified, experienced project team

The Project Director for this CSP Replication and Expansion project will be Leanne Hernandez, Chief of Staff for IDEA Public Schools. Formerly the Manager of Special Programs, Leanne has served the schools team including the Chief of Schools, Vice Presidents of Schools, and Regional Executive Directors in an effort to improve overall efficiency. Leanne has a broad base of experience implementing and maintaining district wide data gathering programs, streamlining the district’s student achievement improvement plan process, and creating and implementing IDEA’s inaugural Teacher Advisory Council. Before joining IDEA, Leanne worked for the United States Census Bureau in Washington, D.C. in the Housing and Household Economic Statistics Division (2008) and as a Statistician for the Foreign Trade Division (2008-10). In 2010 she joined the State of Texas Legislative Budget Board as an Analyst where she

managed the budget monitoring for multiple health regulatory agencies with budgets over a million dollars and advised the legislature regarding budget allocations for those agencies, with a focus on the potential for reductions and the merit of exceptional item requests (additional programs). Prior to that, she worked on the public education team and assisted in projection analysis for the Foundation School Program, the source of the majority of funding for public schools in Texas and the largest single expenditure in the Texas state budget totaling over \$15 billion each fiscal year. Leanne's full resume is attached.

This CSP project will be supported by the following additional key staff at IDEA:

JoAnn Gama, IDEA Co-founder and Superintendent, is responsible for supporting the leadership teams in all IDEA schools as they implement the instructional program. She manages VPs of Schools. This team is responsible for creating a strategy to ensure school-level goals are met and for training school personnel to ensure they are on track to reach their goals.

IDEA has a robust **Program Team** managed by the **Chief Program Officer, Dolores Gonzales**, which works directly with campus leadership teams as well as classroom teachers and co-teachers and provides curriculum, assessment, instructional resources, instructional coaching, and support for special populations to campuses.

Irma Muñoz is the Chief Operating Officer and her team oversees several functions: marketing and communications, student recruitment, information technology, data management, transportation, child nutrition, facilities maintenance, and school operations. This team drives strategic development centrally for these functions and supports execution at the school level. They negotiate contracts, provide technical training, and build management capacity to ensure efficiency and allow the school teams to invest more time on instruction.

Wyatt Truscheit, the Chief Financial Officer, oversees the business office. This office

manages Finance and HR Administration and Construction. These responsibilities are critical to the day-to-day function of the schools and the organization itself. The business office maintains a dual focus on 1) customer satisfaction by attaining highly satisfied customers through a proactive, and responsive to customer needs; and 2) efficiency through an effective and systematic financial management approach.

Sam Goessling, Chief Advancement Officer, leads the Advancement team in its entirety, including all private and public fundraising and donor relations. This team identifies mission-aligned communities for expansion, raises private philanthropic support, manages external and community relations with donors, elected officials, government agencies, and is ultimately charged with funding the growth of the network of schools to 60 schools by 2017.

E. EVALUATION PLAN

In the past two years, IDEA Public Schools has been awarded and is currently evaluating the highly competitive Race to the Top-District grant (RTT-D), Texas' only Carol M. White PE Program grant, and a GEAR UP grant—evidence of the high-quality and innovative programs IDEA implements and the integrity with which IDEA stewards federal funding.

The successful experience IDEA has with these major federally funded projects, together with its consistent use of the highly qualified external evaluation team at SRI on projects such as i3 and RTT-D, demonstrates a commitment to implementing grant proposals and programs with fidelity. Every project IDEA undertakes is rooted in a commitment to producing high-quality research that makes the findings from its programs generalizable to other settings and districts such that best practices can be repeated and pitfalls can be avoided.

SRI International, a national nonprofit research organization, and its subcontractor Copia Consulting, a woman-owned small business in Austin, Texas, will conduct an independent evaluation of IDEA Public Schools' growth strategy. The evaluation will 1) describe the

replication of the IDEA school model; 2) identify strategic elements of the network’s expansion and sustainability; and 3) examine student retention and college readiness outcomes, as guided by the following research questions: **1)** To what extent do replication schools (IDEA schools established from 2015-16 through 2018-19) and expansion schools (established IDEA schools continuing to expand to full enrollment) consistently implement key model elements as defined by IDEA Public Schools leadership? How, if at all, does implementation of key model elements differ between Academies and College Preps and by school maturity (years in operation) and region? **2)** What are replication and expansion schools’ greatest needs for support? How, if at all, do those schools’ needs differ by region and school maturity? **3)** Which supports provided by IDEA HQ or regional offices facilitate the implementation of the IDEA model and in what ways? To what extent do the supports meet schools’ needs? **4)** What factors affect the sustainability of replication and expansion schools? To what extent do replication and expansion schools build in sustainability strategies, and what is the nature of those strategies? **5)** To what extent are IDEA schools retaining students and ensuring college readiness? To what extent do these measures of progress vary by school, school maturity, and region?

Research Design Overview

To address the research questions, SRI and Copia will use mixed qualitative and quantitative methods that produce in-depth understanding of IDEA’s growth strategy, lessons learned in replicating the IDEA model, and descriptive analyses of IDEA student outcomes. Brief descriptions of key research components follow.

Case Study of IDEA HQ and Regional Supports. Annual interviews with IDEA leadership and regional office staff and review of strategic and planning documents will contribute to a longitudinal case study examining how central and regional functions (e.g., centralized teacher recruitment, teacher and leader professional development, curriculum development, operational

support) evolve in response to specific replication and expansion schools' needs. The case study will also illuminate issues of scale as the overall IDEA system of schools increases from 36 to more than 60 schools during the grant period.

Site Visits of Replication, Expansion, and Mature Schools. SRI and Copia will conduct site visits to mature, expansion, and replication schools in years 2, 3 and 4, expanding the sample as new schools are established. Site visit activities will include interviews and focus groups with key school stakeholders [i.e., school leadership, teachers, students (secondary level), and parents] and classroom walkthroughs to better understand whether and how the replication schools implement the IDEA model, and the factors that facilitate or impede their progress.

Principal Phone Interviews. In the fourth year of the study, SRI and Copia will conduct phone interviews with principals of all schools not in the site visit sample. These structured phone interviews, in combination with the principal interviews from site visits, will provide systematic data from all IDEA schools on the start-up challenges and maturation process as the schools grow to full enrollment, the extent to which IDEA HQ and regional office supports address the schools' needs, and prospects for sustainability.

Teacher and Student Surveys. SRI and Copia will develop survey items measuring key constructs related to the IDEA school model and growth strategy. To minimize burden on teachers and students, the survey items will be integrated with IDEA's annual teacher and student surveys in years 2, 3, and 4. SRI and Copia will identify relevant reliable teacher survey scales such as school leadership, instructional practices, and school and district culture, and student survey scales such as their sense of college preparedness, school climate, and academic orientation from existing surveys. The evaluation team will analyze descriptives of the survey scales and other applicable items by school maturity, elementary/secondary levels, and region.

Descriptive Student Outcomes Analysis. In years 3, 4, and 5 of the study, once the earliest replication sites under the proposed grant have been operating for two years, SRI and Copia will analyze student attendance, retention, and performance on benchmark exams such as the district-administered NWEA and state standardized exams. SRI and Copia will analyze test data by school maturity, region, and student subpopulations and will compare school-level results to schools serving similar students in the regions where IDEA operates.

Reporting. The evaluation team will provide timely formative feedback after completing site visits and surveys in years 2 through 4 to inform IDEA’s expansion strategies, as well as annual reports summarizing implementation and performance data (beginning in year 3). In the last year of the grant, the cumulative findings on lessons learned about charter school expansion and replication will be shared with practitioners, school and district leaders, and policymakers through a range of accessible products such as webinars, practitioner briefs, and policy briefs.

Dr. Viki Young, Director of the Center for Education Policy in SRI’s Education Division, will serve as Principal Investigator. Dr. Young has led multiple projects examining charter management organizations, charter school startup, district reform, and high school reform, including the 4-year evaluation of the Texas High School Project, which featured the New Schools/Charter Schools initiative, and the evaluation of the Renaissance Schools Fund-supported Renaissance 2010 schools. She will be supported by a team of researchers with expertise in case study and survey methods, and in quantitative analysis and modeling. Ms. Angie Luck and Ms. Rachel Howell, Principals of Copia Consulting, bring deep contextual knowledge of the Rio Grande Valley, Austin, and San Antonio, and to the IDEA culture.

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How IDEA Meets All CSP Application Requirements—Location of Information

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| <p>(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (as defined in this notice) and the methods by which the applicant will determine its progress toward achieving those objectives.</p> |
| <p>Section C: Expansion and Replication Project Design (Impact Goals and Metrics); and Section E: Evaluation Plan Appendix VII: Section B—Site Selection</p> |
| <p>(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management.</p> |
| <p>Section D: Management Plan and Personnel (i) and (ii) Appendix I: Senior Leadership and Key Project Management Biographies and CVs</p> |
| <p>(c) Describe how the applicant will ensure that each proposed new or substantially expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school’s enrollment substantially expands.</p> |
| <p>Section D: Management Plan and Personnel (ii) Budget Narrative: Budgets for each grant year and number of schools served with funds</p> |
| <p>(d) Describe the educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.</p> |
| <p>Section B: IDEA Serves Educationally Disadvantaged Students --SIOP (Sheltered Instruction Observation Protocol); and Section C: Expansion and Replication Project Design —Direct Instruction, Personalized Learning, Advanced Placement Academic model Appendix IV: Schools Operated by IDEA Public Schools for grade and enrollment stats</p> |
| <p>(e) Describe the administrative relationship between the charter school or schools to be replicated or substantially expanded by the applicant and the authorized public chartering agency.</p> |
| <p>Section D: Management Plan and Personnel (D—Ensuring effective governance and oversight) Appendix IV: Schools Operated by IDEA Public Schools for charter documentation</p> |
| <p>(f) Describe how the applicant will provide for continued operation of the proposed new or substantially expanded charter school or schools once the Federal grant has expired.</p> |
| <p>Section D: Management Plan and Personnel—Mult-year financial and operating model; stakeholder commitment and support Budget Narrative</p> |
| <p>(g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or</p> |

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| substantially expanded charter school or schools. |
| Appendix VII: Additional Information—Parent investment process |
| (h) Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new or substantially expanded charter schools. |
| No waivers have been requested |
| (i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds. |
| Budget Narrative tables by grant year |
| (j) Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the proposed new or substantially expanded charter schools and given an equal opportunity to attend such schools. |
| Competitive Preference Priority 3 —IDEA Promotes Diversity Section B: IDEA Serves Educationally Disadvantaged Students —Welcome Events Section C: Expansion and Replication Project Design —12,000+ students on wait list Appendix VII: Section A and Section B —Low Income Student Populations by Campus —Special Education Program —Texas Education Agency lottery policy —Student Recruitment Strategic Plan |
| (k) Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA) |
| Section B: Section B: IDEA Serves Educationally Disadvantaged Students —Individual Education Plans (IEPs), Appendix VII: Section B: Special Education Programming including intervention support, SPED population by grade and identification of emotional disorders and Life Skills program overview |
| (l) Provide information on any significant compliance issues identified within the past three years for each school managed by the applicant, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance. |
| NA: No significant issues identified within the past 3 years |
| (m) For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served, the number of students, the address, the percentage of students in each subgroup of students described in section 1111(b)(2)(C)(v)(II) of the ESEA, results on the State assessment for the past three years (if available) by subgroup, attendance rates, student attrition rates for the past three years, and (if the school operates a 12th grade) high school graduation rates and college attendance rates (maintaining |

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| standards to protect personally identifiable information). |
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| High school graduation rates, college attendance rates, and college persistence rates |
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Senior Leaders



Tom Torkelson Founder and CEO

Upon graduating from Georgetown University (Washington, DC) with a degree in economics in 1997, Tom joined Teach For America and taught fourth grade in Donna, Texas for three years, after which he successfully launched the IDEA Academy in 2000, serving as the first board president and founding principal. At 24 years of age, Tom was then Texas' youngest-ever charter school founder. Since 2000, Tom has led the replication efforts of the original school, and system-wide there are now more than 15,000 students enrolled in the 30 schools that comprise IDEA Public Schools, with six more schools set to open in the fall of 2014.

The mission of IDEA Public Schools is to prepare students from underserved communities for success in college and citizenship. Currently, over 93% of graduates are on college campuses across the nation, where they continue to receive support and guidance from IDEA.

In 2009, *U.S. News and World Report* ranked IDEA College Preparatory Donna as the 13th best high school and second best charter high school in the nation. Also in 2009, IDEA Public Schools was the first-ever charter organization to be named the best school system in the state of Texas (H-E-B Excellence in Education Award).

In 2009, Tom was featured in *Time* magazine as Wendy Kopp's pick for the 100 most influential global citizens. Tom is the recipient of the prestigious Peter Jennings Award for Civic Leadership (2009), University of Michigan Ross Business School's Social Entrepreneur of the Year (2010), the *Freddy Fender Humanitarian Award* (2008), and served as Chairman of the 2007 National Charter Schools Conference. Tom is often called upon to provide expert testimony to state and local officials on issues of education policy and school choice.

An avid runner and frequent Ironman triathlon competitor, Tom and his wife, [REDACTED] make their home in the [REDACTED] with their three young children, [REDACTED].

Thomas E. Torkelson

PROFESSIONAL EXPERIENCE

IDEA Public Schools, Weslaco, TX (2000 – Present)
Founder and Chief Executive Officer – Provide executive leadership for a high-performing charter school network consisting of 15,000 students in 30 schools throughout the Rio Grande Valley, Austin and San Antonio.

- Manage Board of Directors and senior leadership team consisting of six chief officers who oversee 2,000+ staff members across three regions of Texas
- Lead strategic direction with full responsibility for bottom-line factors including student achievement, human assets, operations, growth, and financial management of \$160 million operating budget
- Develop and execute strategic growth initiatives including two Strategic Plans issued for completion in 2012, and 2017 calling for expansion into new communities throughout the state of Texas and growing from one school to sixty schools between 2006-2017
- Lead schools to achieve exemplary ratings from the Texas Education Agency, the highest recognition awarded by the state of Texas, while continuing to execute an ambitious growth plan

IDEA Academy, Donna, TX (2000 – 2002)

Principal – Serve as founding principal and first board president

- Directly manage day-to-day school operations and academic strategy of campus serving five grade levels
- Manage teachers, grade team leaders, and operational staff around goals and initiatives
- Recruit Board of Directors to oversee governance and provide strategic guidance for charter management organization

Teach for America, Patricia S Garza Elementary, Donna, TX (1997 – 2000)

Teacher, Fourth Grade—Teach self-contained cohort of students encompassing all subjects

- Participate in national service corps of outstanding recent college graduates committed to teaching at least two years in urban or rural public school environments
- Founded and managed an after-school program for students, including direct instructional interaction

AWARDS AND HONORS

- Peter Jennings Award for Civic Leadership (2009)
- Freddy Fender Humanitarian Award (2008)
- University of Michigan Ross Business School Social Entrepreneur of the Year (2010)
- Chairman, National Charter Schools Conference (2007)
- Member, Board of Directors and Executive Committee, University of Texas-Pan American Foundation (1/2007 – present); Secretary in Executive Committee (2008 – 2012)
- Board Member, McAllen Chamber of Commerce (2008-2012)
- RGV Partnership Board Member (1/1/2013 –present)

EDUCATION

Georgetown University, Washington, D.C.
 Bachelor of Arts, Economics, 1997

Senior Leaders



JoAnn Gama President and Superintendent

JoAnn Gama was born and raised in the north side of Houston. After graduating from Sam Houston High School in 1993, JoAnn attended Boston University on a full scholarship. In 1997, she joined Teach For America, a national corps of high-achieving leaders who commit two years to teach in public schools in low-income communities. Upon moving to the Rio Grande Valley, JoAnn enrolled at the University of Texas-Pan American and earned her master's degree in Educational Leadership.

JoAnn taught 4th and 5th grade English as a Second Language in Donna, Texas. After one successful year of teaching, JoAnn was nominated by her peers as the campus Teacher of the Year.

In 1998, JoAnn co-founded the IDEA Academy within the Donna Independent School District with fellow Teach For America corps member Tom Torkelson. After one year as a "school within a school," JoAnn and Tom applied for a state charter in order to open their own charter school. In August 2000, they opened the IDEA Academy Charter School with 150 students in grades 4-8.

As co-founder and Chief of Schools, JoAnn has helped lead the replication efforts of the original school. Currently, IDEA Public Schools educates more than 15,000 students in 30 schools across 3 regions—the Rio Grande Valley, San Antonio and Austin.

The mission of IDEA Public Schools is to prepare students from underserved communities for success in college and citizenship. Currently, over 93% of graduates are on 80 college campuses in 23 different states across the nation, where they continue to receive support and guidance from IDEA.

In 2009, U.S. News and World Report ranked IDEA College Preparatory Donna as the 13th best high school and second best charter high school in the nation. Also in 2009, IDEA Public Schools was the first-ever charter organization to be named the best school system in the state of Texas (H-E-B Excellence in Education Award).

Under Gama's leadership, IDEA schools have ranked in the top one percent of high schools in the nation by US News & World Report. For the second year in a row, STAAR results for the network have increased by over five percentage points across all tested subjects, and, most recently, IDEA was named a finalist for the Broad Prize – the most prestigious national award recognizing excellence in academic achievement among charter schools.

In June of 2014, JoAnn was named President and Superintendent of IDEA Public Schools. In her new role, JoAnn will continue leading IDEA's current and future schools to ensure that all students achieve academic success to and through college.

JoAnn received the prestigious Peter Jennings Award for Civic Leadership in 2009 and was appointed to President Barack Obama's White House Commission on Educational Excellence for Hispanics in 2010.

JoAnn resides in ██████████, with her husband ██████ a Regional Director of Operations for Simon Properties, and their two children, ██████ a rising second grader at IDEA Academy Edinburg, and ██████, a strong-minded three year old on her way to preschool this Fall.

u
JoAnn Gama

EMPLOYMENT EXPERIENCE

IDEA Public Schools, Weslaco, Texas

2000 – Present

IDEA Public Schools is a high performing charter management organization that prepares students from underserved communities for success in college and citizenship.

Co-Founder/President and Superintendent (June 2011- Present)

- Manage 5 Vice Presidents of School who together manage a network of 28 school principals to ensure ambitious college ready results for over 13,500 students in K-12
- Serve as a senior leadership team member responsible for the strategic direction of the organization during a phase of rapid expansion and replication of schools.

Chief Operating Officer (August 2004 – May 2011)

- Manage an operations portfolio that includes human resources, information technology, transportation, child nutrition and food service, and facilities maintenance and construction.
- Manage a program portfolio including student recruitment, libraries and textbooks, health and wellness services, and parental involvement.

Chief of New Schools (August 2003 – August 2004)

- Trained new school leaders on all phases of school launch during year 0 for both IDEA Public Schools and Uplift Education (Dallas based organization).

Principal of IDEA Public Schools, Donna (July 2000-August 2003)

- Co-founded the IDEA Academy and College Prep, #13 high school in the nation. Responsible for the day-to-day operations and instruction of a 4th – 8th grade middle school serving nearly 500 students, 85% of which were eligible for free and reduced priced lunch.

Aldine Independent School District, Aldine, Texas

1999-June 2000

Aldine Independent School District exists to prepare each student academically and socially to be a critical thinker, problem solver, and responsible and productive citizen.

Classroom Teacher

- 4th grade bilingual ESL teacher with 28 students with limited English proficiency.

Teach For America, McAllen, Texas

June 1997-June 1999

Teach For America corps members and alumni ensure that one day, all children in this nation will have the opportunity to attain an excellent education.

Classroom Teacher, Donna Independent School District (August 1997 – June 1999)

- 4th and 5th grade bilingual ESL teacher with 28 students with limited English proficiency.

Corp Member Advisor (June 1998 – August 1998)

- Trained recent college graduates on instructional strategies and techniques before entering the classroom.

RECOGNITIONS and SERVICE

White House Initiative for Educational Excellence for Hispanics, Appointed by President Barak Obama as Commissioner, May 2011

City of McAllen Library Board of Directors, 2010 to present

Peter Jennings Award for Civic Leadership, Teach For America, 2009

Teacher of the Year, Donna ISD 1997

EDUCATION

University of Texas, Pan American, Edinburg, Texas, 2003

Master of Education, Educational Leadership

Boston University, Boston, Massachusetts, 1997

Bachelor of Arts, International Relations

Senior Leaders



Audrey Hooks Chief Human Assets Officer

As the Chief Human Assets Officer for IDEA Public Schools, Audrey Hooks leads the organization's human capital work - from hiring the highest quality staff members, to supporting employee professional growth and retaining our talented staff. In 2010, IDEA won the prestigious and highly competitive "Investing in Innovation in Education" i3 grant from the Department of Education. The grant supports the partnership between IDEA Public Schools and Pharr San Juan Alamo ISD, as both districts make significant improvements to their human capital practices. Audrey leads this work as the i3 grant director.

Audrey's professional career in education began upon graduating from the University of Texas. She joined the education reform movement as a Teach For America corps member in Houston, where she taught 4th and 5th grade math and science at Houston ISD. In her

position prior to joining IDEA's staff, Audrey worked for Teach For America's recruitment team. At Teach For America, she managed campus recruiters across a nine state region. Under her direction, the number of Teach For America corps members from the state of Texas more than tripled in six years.

Audrey is a proud Valley native. She and her husband, [REDACTED], were both raised in Harlingen, where four generations of Audrey's family have been active in the agricultural community.

u
AUDREY SIMMONS HOOKS



Experience**Idea Public Schools***Chief Human Assets Officer**March 2011-present*

Lead team responsible for providing central resources and support that will drive excellent practice across the entire talent pipeline at IDEA Public Schools. Human Assets Team responsibilities:

- Recruit external talent annually to fill over 400 teaching positions and leadership roles as district scales
- Support managers across the organization in making data-based, systematic hiring decisions
- Develop and implement high quality leadership development for teachers, school leadership and district staff
- Design and implement a comprehensive evaluation and coaching process in an effort to drive continuous improvement for all staff members
- Create internal communication norms and procedures for district
- Drive staff member satisfaction and retention through central development and by leveraging managers
- Serve as Director of Investing in Innovation (i3) grant, in conjunction with partners at PSJA ISD

Teach For America*Managing Director of Recruitment**May 2008-March 2011*

- Hired, trained and managed 12-15 staff members, whose annual recruitment of 400-550 new corps members spanned more than 30 college campuses across numerous states
- Served as a co-chair on Teach For America's Senior Admissions Committee
- Developed and led the broader recruitment team strategy to increase applicants' placement flexibility

*Senior Recruitment Director**May 2007-present*

- Managed a team of 7 full-time staff members to a 28% increase applications from 566 applications in 2007 to 724 applications in 2008 across Texas campuses
- Chaired committee that planned campus campaign coordinator training for over 150 student representatives
- Led UT's 4 campus representatives to execute over 200 class announcements, more than any other campus on the recruitment team

*Recruitment Director**July 2005-May 2007*

- Developed and implemented recruitment campaigns on seven major college campuses
- Managed 5-13 student recruiters and one full-time recruitment associate each year
- Increased acceptances at UT from 38 seniors in 2005 to 69 seniors in 2007

*Corps Member, Houston '02**June 2002-May 2005*

- Served as corps member liaison to the Houston Board of Directors
- Facilitated monthly learning meetings on Differentiated Pedagogy for 1st year corps members

Woodrow Wilson Elementary School*August 2002-May 2005**4th and 5th grade classroom teacher*

- Managed classrooms of up to 26 children, with 90% of class passing the TAKS test each year
- Lead professional development for all teachers in school as the campus' Math Lead Teacher
- Taught Media Literacy to an after school enrichment group, where children learned to create movies using Apple's iMovie program

National Writing Project (Greater Houston Area)*July 2003-May 2005**Teacher Consultant*

- Researched and lead professional development sessions on *Writing Across the Math Curriculum*

- Planned and co-facilitated a 4-day training event for teachers in Hays County ISD
- Traveled to Washington, DC to lobby for continued federal funding for the NWP

Education

The University of Texas at Austin

Bachelor of Science in Public Relations, Highest Honors
President Faulkner's Student Leadership Award finalist
Named one of the "Dean's Dozen" top leaders by Dean of Students
Led University Panhellenic Council as President

May 2002

Overall GPA: 3.93

Senior Leaders



Dolores Gonzalez Chief Program Officer

Dolores Gonzalez was born and raised throughout the state of Texas until she and her family ultimately settled in Kingsville, Texas. She attended Texas A&M University-Kingsville where she majored in Psychology and minored in Business Administration. In 2003, she also received her teacher certification and Master's degree in Special Education.

She started her teaching career in San Diego, Texas at Archie Parr Elementary School teaching special education. After teaching for three consecutive years, she was recruited in 2005 by IDEA Public Schools to join their Special Education team. Soon into her career with IDEA, Dolores was selected to lead the district's special education program. In 2008 she became the Vice President of Student Support Services where she led all student support programs for IDEA Public Schools.

Dolores was promoted in May 2011 to Chief Program Officer and leads IDEA's Academic Services Team, which embodies all curriculum and instruction.

Dolores enjoys spending time with her family and relaxing on the weekends.

u
DOLORES BELEN GONZALEZ



Experience

IDEA Public Schools

Chief Program Officer

May 2011-present

Lead team responsible for providing central resources and support that will drive excellent practice across the entire talent pipeline at IDEA Public Schools. Human Assets Team responsibilities:

- Ensure alignment of curriculum to state standards and college-level preparation
- Ensure scope and sequence for each course and grade level is conducive to effective teaching and learning
- Ensure common assessments align to scope and sequence and adequately prepare students for state assessments, end-of-course exams, and college entrance exams
- Oversee the design and implementation of a comprehensive year-long training and support program for curriculum implementation and improvement
- Analyze and interpret student achievement data to identify trends and develop strategies to ensure all students succeed
- Support instructional leaders across the organization in curriculum, assessment and content design
- Facilitate year-long strategy for program innovation and special programs
- Manage partnership with external partners (NIFDI & NMSI)

IDEA Public Schools

VP of Student Support Services

May 2007-May 2011

- Hired, trained and managed 10 staff members, whose student portfolios was over 300 students
- Expanded scope of work and developed long-term strategy with multiple special program areas (Section 504, At-Risk, English Language Learners, Migrant students, and special education students), serving about 50% of the student population
- Hired, trained and managed a team of 3 staff members, whose sole responsibility was assessment execution and data analysis

Director of Special Education

June 2005-May 2007

- Developed and created short and long-term strategy on special education programming
- Expanded the special education program to multiple sites
- Coached, developed and supported 20+ special education teachers across the region
- Managed a team of 4, made up of Speech Language Pathologists and Diagnosticians

Half-Day Special Education

June 2005-June 2006

- Taught students with special needs in grades 2-9th grade in reading, math and writing
- Facilitated collaboration between special education teachers and general education teachers
- Achieved highest TAKS results with special education population

Archie Parr Elementary

August 2002-May 2005

K-5th Grade Special Education Teacher

- Taught up to 60 students daily in reading, writing and math with 90%+ passing TAKS, TAKS-M
- Lead special education teacher for the district; developed and trained teachers on special education topics
- Led literacy professional development for elementary teachers in the district

Education

Texas A&M University - Kingsville

May 2001

Bachelor of Arts, Psychology

Minor in Business Administration

Dean's List

Texas A&M University – Kingsville

May 2003

Masters in Special Education (Diagnostician)

PER Award # U282M140009

Senior Leaders



Irma Munoz Chief Operating Officer

Irma Muñoz joined IDEA Public Schools in December of 2008 as Vice President of Strategy and Growth. In 2009 she was promoted to IDEA's senior leadership team and now serves as Chief Operating Officer. In this capacity she oversees the Departments of Marketing & Communications, Student Recruitment, Information Technology, Data Management, Transportation, Child Nutrition, Facilities Maintenance and School Operations. Prior to joining IDEA, Mrs. Muñoz worked as Sr. Director of New Markets and Spokesperson for GMAC Financial, a subsidiary of General Motors. In this capacity she was responsible for all marketing initiatives within the domestic Latino, African American and Asian communities. Before joining GMAC Financial, Mrs. Muñoz worked for Fannie Mae assisting the organization's Sr. Leadership Team on a variety of efforts, including process re-engineering, research and development and business strategy implementation.

Mrs. Muñoz also worked with the World Bank on projects regarding the development of a securitization platform, housing finance and policy in a variety of countries throughout Latin America. Her work led to the issuance of these countries' first mortgage back securities and ultimately the establishment of a secondary mortgage market.

Mrs. Muñoz was born and raised in Guadalajara, Mexico. She graduated from the University of California at Davis, and from Harvard University's School of Government. Mrs. Muñoz is married and has a five-year old son. She lives in [REDACTED] with her family.

Senior Leaders



Sam Goessling Chief Advancement Officer

In his role as the Chief Advancement Officer, Sam leads the Growth team in its entirety, including all private & public fundraising and donor relations. Sam is a member of the Executive Leadership team and matches IDEA's strategic programming vision with grant opportunities that align with the work of various IDEA teams including the academic services and human assets teams. Utilizing his experience as a teacher and principal, Sam leads the team's creation and execution of its vision and goals. Sam works in Austin, Texas.

Sam Goessling is originally from Wayland, Massachusetts and a graduate of the University of Richmond. After teaching 5th grade in Donna, Texas through Teach For America, he joined the founding team at IDEA Quest College Prep where he taught 6th grade math and science.

Realizing he had a passion for school leadership, Sam returned to the Boston area to receive his master's degree and principal certification at the Harvard Graduate School of Education. Compelled to continue the work of closing the achievement gap with IDEA in the Rio Grande Valley, Sam returned to IDEA as the founding principal of the IDEA College Prep San Juan campus. Sam led the ICPSJ campus as principal for three years, growing the campus from two grades to a full scale campus. He is excited to take on his new role with the Growth team and continue the mission of sending all IDEA students to and through college.

EDUCATION

| | | |
|--------------|---|---------------|
| 2012-Present | THE UNIVERSITY OF TEXAS AT AUSTIN Ph.D. Education Policy; expected graduation June 2016 | Austin, TX |
| 2007- 2008 | HARVARD GRADUATE SCHOOL OF EDUCATION M. Ed. School Leadership- Principal Strand | Cambridge, MA |
| 2000- 2004 | UNIVERSITY OF RICHMOND B.A. Political Science & International Studies; Spanish minor, 6 months in Santo Domingo, DR | Richmond, VA |

MANAGEMENT EXPERIENCE

| | | |
|----------------|---|--------------|
| 2013-Present | IDEA PUBLIC SCHOOLS Chief Advancement Officer <ul style="list-style-type: none"> • Manage team of seven to oversee public and private philanthropic prospecting and stewardship of multi-million dollar individual, foundation and public grant funds including Federal Carol White, Farm to School, GEAR UP, Race to the Top, and CSP replication & expansion grant, Bill & Melinda Gates Foundation, Michael & Susan Dell Foundation, and Walton Foundation grants. • Facilitate year-long strategy for grant management and grant application. • Manage ongoing partnerships with local and national foundations. • Manage political advocacy strategy and execution at the local, state and federal level • Led team of seven to raise \$17.8Million in annual public and private philanthropic support for 2013-2014 academic year. | Austin, TX |
| 2012 | IDEA PUBLIC SCHOOLS Director of Public Philanthropy & Partnerships <ul style="list-style-type: none"> • Led IDEA’s successful Race to the Top District \$31 Million grant application process • Led successful CSP Collaboration Grant Application. | Austin, TX |
| 2009-2012 | IDEA COLLEGE PREPARATORY SAN JUAN Principal <i>Founding leader of 6th IDEA Public Schools campus with a mission to send all students to and through a four year college or university. Expanded campus from 6th and 9th graders to 6th - 11th graders.</i> <ul style="list-style-type: none"> • Led faculty and students to Exemplary TEA School rating each year for three years. • Managed operations department to a 98.3% student attendance rate, highest among existing six IDEA campuses • Developed leadership capacity of 6 team members who were later promoted to instructional leadership roles wh district | San Juan, TX |
| 2008-2009 | IDEA COLLEGE PREPARATORY SAN JUAN Founding School Leader <ul style="list-style-type: none"> • Recruited 800+ students, 20 staff members for grades K, 6, and 9. | San Juan, TX |
| June-July 2008 | TEACH FOR AMERICA SUMMER INSTITUTE School Director- Wainwright Elementary School <ul style="list-style-type: none"> • Led summer school for 9 staff members, 55 first year Teach For America corps members and 350 elementary students | Houston, TX |

TEACHING EXPERIENCE

| | | |
|-----------|--|-------------|
| 2006-2007 | IDEA QUEST COLLEGE PREPARATORY Founding 6th grade Math & Science Teacher <ul style="list-style-type: none"> • Led 63 students to 98% passing rate on state exam-highest rate in district | McAllen, TX |
| 2004-2006 | TEACH FOR AMERICA/ SINGLETERRY ELEMENTARY SCHOOL 5th Grade Math Teacher | Donna, TX |

Languages *Conducted parent meetings, student home visits and school info sessions in Spanish*

Senior Leaders



Wyatt Truscheit **Chief Financial Officer**

As Chief Financial Officer for IDEA Public Schools, Mr. Wyatt Truscheit is responsible for all aspects of IDEA's financial operations, including capital markets, banking and treasury, financial and management accounting, financial reporting, budgeting, payroll, benefits administration, procurement, risk management, human resources administration, and financial regulatory compliance. Mr. Truscheit chairs the Budget & Finance Committee of the IDEA Board of Directors.

Mr. Truscheit began his financial career with the national public accounting firm Deloitte & Touché in St. Louis, MO., and has served in various senior level financial positions over the past 30 years specializing in entrepreneurial, multi-location, accelerated growth organizations, notably as Vice President Finance with Enterprise Rent-A-Car in Dallas, TX. and as Chief

Financial Officer in the private equity sector for the past 8 years prior to joining IDEA. Mr. Truscheit earned a BA in Government from Valparaiso University, a BS in Business Administration with a concentration in accounting (cum laude) from the University of Missouri and a MBA from Baylor University.

Wyatt Truscheit



PROFESSIONAL EXPERIENCE

IDEA Public Schools (2009 – Present)
Chief Financial Officer

- Provide executive leadership for a high-performing charter school network consisting of 15,000 students in 30 schools throughout the Rio Grande Valley, Austin and San Antonio
- Responsible for capital markets, treasury, risk management, annual operating plan, long term financial planning, federal and state compliance reporting
- Manage human resources, payroll, all internal/external financial reporting, legal and purchasing departments consisting of 30+ employees
- Chair the finance committee of the governing Board of Directors
- Manage public offerings in excess of \$300,000,000 in bond financing and secure two consecutive ratings upgrades from Standard & Poors for an organization with a growth rate in excess of 30% per year.

Earthstone International LLP (2000 – 2009)
Chief Financial Officer

- Led strategic financial direction of private equity and venture fund backed companies

Enterprise Rent-A-Car (1986 – 2000)
Vice President of Finance

- Responsible for credit management and analysis, as well as providing finance, accounting and tax expertise to field offices

EDUCATION

Baylor University – Hankamer School of Business, Baylor, TX 1995
Master of Business Administration

University of Missouri – St. Louis, St. Louis, MO 1977
Bachelor of Science, Accounting
Cum Laude

Valparaiso University, Valparaiso, IN 1972
Bachelor of Arts, Government



Leanne Hernandez **Manager of Special Programs**

Leanne Hernandez graduated from the University of Texas at Dallas in 2008 with a bachelor in Political Science and continued her education at John Hopkins University where she graduated with a masters in Applied Economics in 2010.

Before joining IDEA, Hernandez worked for the United States Census Bureau in Washington, D.C. as an intern for the Housing and Household Economic Statistics Division (2008) and as a Statistician for the Foreign Trade Division (2008-10). In 2010 she joined the State of Texas Legislative Budget Board as an Analyst where she served as the liaison between the agency and the legislative staff. In 2012 she became an Analyst for Business and Economic Development for the same Board and assisted legislators in making budget decisions for regulatory agencies.

As manager of Special Programs, Leanne has participated and led several projects at IDEA.

Hernandez has served the schools team including the Chief of Schools, vice presidents and regional executive directors in an effort to improve overall efficiency and allow them to best use their time. In addition, she has provided support principals in the same way to improve their experience when they are asked to share information, follow set processes, and submit deliverables.

Leanne serves as a liaison for the schools team and sit on multiple standing committees (Teacher Career Pathway, Scheduling, BOY) in an effort to improve communication between schools team leadership and other headquarter teams, ensure the perspective of school leaders is considered and properly leveraged by other teams, and update the VP/EDs on the projects and progress made by other HQ teams.

The implementation and maintenance of the GradeCam, an automatic grading software used by 450 teachers and leaders and over 8,000 students in multiple grade levels across the district is a project that Leanne has successfully achieved.

Leanne has also assisted in the Streamlined the Student Achievement Improvement Plan process for the district by researching requirements, designing templates, assisting in the training of campus leaders, and in guiding leaders throughout the completion process.

The creation and implementation of IDEA's inaugural Teacher Advisory Council was also led by Hernandez. Four regional meetings with two principal recommended representatives from each school participate in the council creating an opportunity for teacher input on agenda items provided by program leaders. Collected feedback via discussion, written forms and an online survey are shared with leaders; detailing general program shifts and immediate next steps.

More recently, Leanne has served as Project Manager for IDEA's Initiative to Stop Summer Slide where students set summer reading and math goals to prevent loss of learning over the summer months. She has assisted in coordinating the opening of campus libraries and labs to students each weekday from 8AM-2PM, collaborated with CNP to ensure visiting students and their siblings received free breakfast and lunch, and worked with the marketing team to develop and share materials with IDEA families to encourage participation.

LEANNE HERNANDEZ

EXPERIENCE

Analyst II - Business and Economic Development

2012-Current | State of Texas Legislative Budget Board - Austin, TX

- Assist legislators in making budget decisions for regulatory agencies, complete cost estimates for related legislation, compile extensive reports utilizing budget data, and serve as a liaison between state agencies and the legislature

Analyst I - Public Education

2010-2012 | State of Texas Legislative Budget Board - Austin, TX

- Assisted in the maintenance and execution of the public school finance projection model, and completed education and school finance data analysis utilizing SAS, advanced Excel techniques, Visual Basic for Applications (VBA), and other software tools
- Served as the Public Education Team fiscal note coordinator, served as a liaison between the agency and legislative staff, and completed cost estimates for public education legislation
- Assisted in the collection and verification of data sources such as ISD tax rates and TEA student population projections, and completed extensive research of school finance topics such as the cost of education index and tax increment finance/reinvestment zones

Statistician - Foreign Trade Division, Data Dissemination Branch

2008-2010 | U.S. Census Bureau - Washington, DC

- Generated publication materials for the monthly release of U.S. foreign trade statistics, utilized multiple programming languages to improve office efficiency, and responded to U.S. trade statistics related inquiries

Intern - Housing and Household Economic Statistics Division, American Housing Survey

2008 | U.S. Census Bureau - Washington, DC

- Provided assistance by completing research projects analyzing housing data, reviewed publications for accuracy, completeness and consistency, compiled data, reviewed specifications, and investigated anomalies

EDUCATION

Johns Hopkins University, Advanced Academic Programs - Washington, DC

December 2010

- M.S. in Applied Economics, GPA 3.6

The University of Texas at Dallas - Richardson, TX

May 2008

- B.A. in Political Science, GPA 3.6
- School of Economic, Politics and Policy Sciences Honors, Cum Laude Graduate

HONORS & AWARDS

- Received Innovation Award from the Department of Commerce
- Honored by the Foreign Trade Division Employee Recognition Program
- Congressman Bill Archer Fellow, University of Texas System D.C. Program
- Academic Excellence Scholarship recipient at the University of Texas at Dallas

SPECIAL PROJECTS

Legislative Budget Board Fiscal Note Training Developer

- Aided in the development of the LBB's training for determining cost estimates for legislation

Foreign Trade Division (FTD) Blog Working Group & Census Bureau Social Media Working Group

- Aided in the development of the FTD blog as a pilot program for the Census Bureau, served as editor and administrator, and presented on behalf of the division at federal social media related workshops

U.S. Census Bureau Recruiter

- Attended career fairs and interviewed candidates as part of the U.S. Census Bureau recruitment program

SKILLS/TRAINING

Proficient in the following programs:

- SAS; Dreamweaver; Microsoft Visual Basic; Microsoft Office including: Word, Excel, Access and PowerPoint

COMMUNITY INVOLVEMENT

- Austin Partners in Education, Middle School Math Tutor
- Habitat for Humanity & World Hunger Relief, Inc., Volunteer

PR/Award # U282M140009

LEANNEHERNANDEZ@GMAIL.COM



Lisa Pledger

Vice President of Financial Planning

As Vice President of Financial Planning, Lisa leads the budget process in its entirety: developing, analyzing, and monitoring all revenues and expenses. Lisa works on all financial planning projects and acts as a financial thought partner to the senior leadership team. Lisa works in San Antonio.

Lisa Pledger joined IDEA Public Schools as Budget Director in 2011 to lead the budget and expense monitoring process. Prior to her tenure with IDEA, Lisa was a Senior Analyst/Accounting Supervisor/Business Continuity Coordinator with the Federal Reserve Bank of Dallas, where she led the budget and accounting departments and the business continuity function of the Central Bank for 10 years. She began her career as an Accountant for an international construction company before moving on as the Contracts Manager for the City of San Antonio.

Lisa graduated with a BBA degree in Finance and a MBA degree in International Business from the University of Texas at San Antonio. A native San Antonian, Lisa currently lives there with her two dogs (Duncan and Parker) and two cats (Jasper and Nikki).

LISA PLEDGER

CAREER SUMMARY

Proven strategic and operational leader with exceptional management, analysis, accounting, purchasing, business continuity, relationship development, and contract negotiation/monitoring skills. Expertise includes:

- ◆ Contract & Grant Administration
- ◆ Strategic Planning
- ◆ Financial & Cost Accounting
- ◆ Cash Management
- ◆ Budget
- ◆ Procurement
- ◆ Project & Capital Accounting
- ◆ Billing, A/R, A/P

PROFESSIONAL EXPERIENCE

IDEA Public Schools, TX

2011 – Present

Vice President of Financial Planning/Budget Director

Develop, implement, and manage \$200+M school district budget supporting 36 schools located in the Rio Grande Valley, Austin, and San Antonio serving over 18,000 students and 2,100 employees. Management responsibilities include approval of all budget transfers and revisions, financial modeling and analysis, Federal, State, and Private/Philanthropic budget creation & compliance, and capital (bond) financing. Strategic partner with the Development Team pursuing additional revenue streams.

Highlights & Accomplishments include:

- ◆ Created a new budget process by leading & implementing a cost standardization project resulting in an equitable distribution of funds across the organization; implemented school discretionary budget based on % per student rationale to correct budgets that were continuing to grow without cause.
- ◆ Prepare and present overall budget (strategy and dollars) to Board of Directors for their approval annually
- ◆ Member of Finance Committee of the Board of Directors and the Bond Team

Federal Reserve Bank of Dallas, San Antonio, TX

2006 – 2011

Senior Analyst/Supervisor/Business Continuity Coordinator

Managed \$20M office budget rolling up to \$200M overall budget and 15 employees supporting all departments with accounting, finance, contracts, archives, distribution, and purchasing matters. Business Continuity Coordinator for the bank responsible for the development, maintenance, and testing of crisis management and recovery plans. Trainer for all employees on financial management and business continuity issues.

Accomplishments include:

- ◆ Negotiation lead team member for the first tenant of the Federal Reserve Bank of Dallas
- ◆ Successfully led consolidations of large functional areas
- ◆ Successfully led accounting and financial systems conversions (Lawson & WebNow) resulting in a \$500K+ department savings
- ◆ Received numerous cash awards due to excellence above and beyond duty performance

City of San Antonio, TX

2005 – 2006

Contract Coordinator – Parks & Recreation Department

Manager of the Contracts Initiation Division within the Parks & Recreation Department responsible for the initiation, negotiation, execution, and monitoring of all contracts. Author of Requests for Proposals (RFP) and presentations to City Council.

Accomplishments include:

- ◆ Negotiated and executed contract for food and beverage concessions at all municipal golf courses
- ◆ Negotiated and executed numerous public property leases benefiting the citizens of San Antonio

Federal Bank of Dallas, San Antonio, TX
Accounting Analyst III/Supervisor

2002 – 2005

Manage \$20M office budget and 15 employees supporting all departments with accounting, finance, contracts, archives, distribution, and purchasing matters. Member of Billing applications development, testing, and implementation team. Supervisor of reserve maintenance and payment system risk functions.

Accomplishments include:

- ◆ Management responsibilities of the Billing Department for the District (including designation as District representative on the Federal Reserve System's Billing Management Steering Group)
- ◆ Certified EEO Counselor for the Branch
- ◆ Member of Testing and Implementation Team for Lawson representing the San Antonio Branch -providing all training to the employees, troubleshooting and resolving issues, and remaining the Subject Matter Expert (SME) for the Branch after implementation

CCC Group, Inc., San Antonio, TX
Accountant II

1999 – 2002

Accountant for international industrial construction/manufacturing company. Cash management responsibilities of \$500M+ corporation and joint venture liaison. Project accountant for work in numerous countries with billings in excess of \$1M per month. Prepared complete financial packages for several corporations within the group.

Accomplishments include:

- ◆ Successfully led testing and implementation of credit card/procurement software insuring a smooth transition for cardholders worldwide
- ◆ Successfully managed all accounting functions for projects in St. Croix, Suriname, Jamaica, and the United States.
- ◆ Successfully managed all accounting functions as joint venture liaison with Kier International, UK

EDUCATION

Master of Business Administration (MBA) in International Business - University of Texas at San Antonio

Bachelor of Business Administration (BBA) in Finance – University of Texas at San Antonio

Employee Relations Law Certificate - Institute for Applied Management and Law, Inc. (IAML)

Technology Project Management Certificate - Project Management Institute (PMI)

Foundations of Leadership – Discover Leadership

Proactive Leadership – Tab Cooper LCC

Passed the certification examination for Business Continuity Professional designation

ADDITIONAL INFORMATION

- ◆ Proficient in all Microsoft Office Suite applications, Oracle (incl. PeopleSoft & Hyperion Essbase), Lawson, SAP, Skyward
- ◆ Member of the Grievance Panel for the State Bar of Texas



Armando Perez

Grant Accountant

As Staff Accountant, Armando oversees all Federal, State & Philanthropic grants that are awarded to IDEA. He oversees all financial aspects for each grant and works closely with the Growth Team. Also Armando plays a part in the business office monthly close by completing tasks in order to generate financial statements each month.

Armando U. Perez came to IDEA from the Hidalgo County Auditor's Office where he served as Grant Accountant for 3 ½ years. While employed at the Auditor's Office, he worked with state and federal grants that were awarded to Hidalgo County. He graduated from the University of Texas-Pan American with a Bachelors of Business Administration in Accounting in 2008. Armando currently resides in [REDACTED] and has lived in [REDACTED] all of his life. He graduated from Progreso High School in 2003, where he graduated #6 of his senior class.

Armando Perez



Education

May 2008 | Bachelor of Business Administration in Accounting

Experience

August 2008 | April 2012 Grant Accountant II

Hidalgo County Auditor's Office | 3100. South Business Highway 281, Edinburg, Texas 78539

As an employee for the Hidalgo County Auditor's Office, I worked with numerous grants that Hidalgo County received on a yearly basis. As a Grant Accountant, my job responsibilities were as follows:

- Analyze Budgets
- Accounts Payable
- Prepare and submit reports based on grant requirements
- Communicated and work with several departments
- Review grant contracts and Federal/State Grant policies

May 2012 | Current Staff Accountant II

IDEA Public Schools | 505 Angelita Dr., Suite 9 Weslaco, Texas 78596

As an employee for the IDEA Public Schools, I oversee the financial aspects for all Federal, State & Philanthropic grants that IDEA Public Schools receives. As a Staff Accountant, my job responsibilities are as follows:

- Analyze Budgets
- Prepare financial reports when necessary for grantor submission
- Perform cash drawdowns for Federal and State grants
- Constantly communicate with several departments regarding grants specific to their line of work
- Review grant contracts and Federal/State policies



Skills

- Microsoft Word
- Microsoft Excel (Pivot Tables)
- Adobe Acrobat
- Microsoft PowerPoint

| Governing Board Member | Position |
|-------------------------|-------------------|
| 1 Mike Rhodes | Chair |
| 2 Bill Martin | Vice-Chair |
| 3 Gabriel Puente | Secretary |
| 4 Bill Carrera | Treasurer |
| 5 Eric Ziehe | Member |
| 6 Gavid Guerra | Member |
| 7 Thomas Torkelson | President and CEO |
| 8 Sergio Sanchez | Member |
| 9 Ruben Lopen, M.D. | Member |
| 10 Reba Cardenas McNair | Member |
| 11 Tina Fernandez | Member |
| 12 Victoria Rico | Member |
| 13 Edna de Saro | Member |
| 14 Bert Garcia | Member |

| Austin Regional Board Member | Position |
|------------------------------|----------|
| 1 Al Lopez | Chair |
| 2 Laurie Garland | Member |
| 3 Richard Reddick | Member |
| 4 Rex Gore | Member |

| San Antonio Regional Board Member | Position |
|-----------------------------------|----------|
| 1 Victoria Rico | Chair |
| 2 David Robinson | Member |
| 3 Lori Rhodes | Member |
| 4 David Handley | Member |
| 5 Ivy Taylor | Member |
| 6 David Earl | Member |
| 7 Will Harte | Member |

ANGELA D. LUCK



Professional Experience

Owner/Managing Partner, Copia Consulting LLC 8/02 to present

Copia Consulting provides community problem-solving, initiative building and organizational development services to the public sector and a wide variety of non-profit and for-profit businesses. Core services include research and evaluation, project management, strategic planning, meeting facilitation, retreats, board development and training, staff training, team building, and systems change management. Copia's work has involved local, state and federal level health and human service agencies and includes extensive background with adult and juvenile criminal justice systems, mental health, education and child welfare. Ancillary services include grant writing, social marketing, conference and special event planning and executive coaching. Major clients include Stanford Research Institute (SRI), Texas A&M Public Policy Research Institute (PPRI), Round Rock ISD, IDEA Public Schools, Austin ISD, Casey Family Programs, Whole Foods, Catellus Development Corporation and many others.

Executive Vice-President, Southwest Key Program, Inc. 8/91 to 8/02

Responsible for program and fiscal operations of \$50 million non-profit social service agency including oversight of 50 state and federally funded treatment programs for troubled and system-involved youth and their families in Texas, Arizona, New Mexico, California, Georgia, New York, Puerto Rico and Wisconsin. Planned and managed budgets and worked closely with Board of Directors. Supervised the COO, two General Counsel staff, Director of Information & Technology, Director of HR and CFO. Developed innovative program models for treatment of delinquent and emotionally disturbed youth. Other responsibilities included communications, special events, grant proposals, contracts, site location, program start-ups, and staff training. Also developed first statewide model for the Juvenile Justice Alternative Education Program, later replicated throughout the state.

Other Positions:

| | |
|---|----------------------|
| Vice-President, The Key Organization, Inc. | 12/92 to 8/95 |
| Director of Development, Texas Key Program | 7/89 to 8/91 |
| Caseworker, Texas Key Program, Inc. | 2/88 to 11/88 |
| Public Relations Coordinator, Fawcett & Associates | 2/86 to 1/88 |

Education and Awards

B.A English/Liberal Arts, minor in Business Administration, Trinity University, San Antonio, Texas 1987

- ◆ *Outstanding Young Women in America*
- ◆ *Outstanding College Students in America*
- ◆ *Who's Who Among American College Students*
- ◆ *National Merit Commended Scholar*
- ◆ *Presidential Scholar, Trinity University*

Publications

Padilla, C., Luck, A., & Howell, R. (2012, March). Leadership alignment to achieve education reform. Presentation at the annual meeting of the American Educational Research Association, Vancouver, Canada.

(2012) Young, V., Patel, D., Wei, X., Luck, A., Howell, R. "Evaluation of the Center for Teaching and Leading Excellence, First, Second and Third Annual Reports." *U.S. Department of Education*.

(2011 and 2012) Luck, A, Howell, R., Booth, E. "RRISE Teacher Incentive Fund (TIF) Program Evaluation, First, Second and Third Annual Reports." *U.S. Department of Education*.

(2010) Young, V., Adelman, N., Bier, N., Luck, A., Howell, R. "Evaluation of the Texas High School Project, First Comprehensive Annual Report." *Texas Education Agency*.

(2010) Booth, E., Luck, A., Howell, R. "STARS Mentor Program Final Report". *Round Rock ISD*.

(2009) Booth, Eric, Angela Luck, Rachel Howell. "Safe Schools, Healthy Students Final Evaluation Report." *Round Rock ISD*.

(2005) Volhein, L., Luck, A., Jones, M., Hirsch, A. "Growing Girls to Greatness." *Child Welfare League of America. Children's Voice*.

(2005) Morningside Research & Consulting, Copia Consulting. " Mayor's Mental Health Task Force Final Report – Fittest City in America Initiative." *Hogg Foundation for Mental Health*.

(2005) Luck, A., Howell R."Coming Full Circle – Building Successful Strategies for Offender Reentry." *Austin/Travis County Reentry Roundtable*.

(2004) Luck, A., Howell, R. "Arizona Integrated Girls Initiative – Report and Recommendations." *AZIGI*.

RACHEL HOWELL



Professional Experience

Owner/Founding Partner, Copia Consulting LLC **8/02 to Present**

Copia Consulting provides community problem-solving, initiative building and organizational development services to the public sector and a wide variety of non-profit and for-profit businesses. Core services include research and evaluation, project management, strategic planning, meeting facilitation, retreats, board development and training, staff training, team building, and systems change management. Copia's work has involved local, state and federal level health and human service agencies and includes extensive background with adult and juvenile criminal justice systems, mental health, education and child welfare. Ancillary services include grant writing, social marketing, conference and special event planning and executive coaching. Major clients include Stanford Research Institute (SRI), Texas A&M Public Policy Research Institute (PPRI), Round Rock ISD, IDEA Public Schools, Austin ISD, Casey Family Programs, Whole Foods, Catellus Development Corporation and many others.

Vice-President, Texas Region, Southwest Key Program, Inc. 7/00 to 7/02

Responsible for \$13 million budget and supervision of ten major programs serving youth involved in the juvenile justice system in Texas. Directly supervised the Program Directors, providing day-to-day assistance in budget management, human resources, program development, marketing and public relations and proposal development. Responsible for analysis of new business opportunities in the region and maintaining on-going relationship with funding sources.

Director of Education, Southwest Key Program, Inc. 8/95 to 7/00

Responsible for creating and maintaining continuity and originality among the Southwest Key Programs in the area of education. Duties include curriculum development, program start-up, Charter School development and existing program support.

Other Positions:

Consultant, Region XIII Education Service Center 2/95 to 8/95

Community Resource Coordinator, Travis County, Texas 8/93 to 2/95

Juvenile Probation Officer, Travis County, Texas 2/91 to 8/93

Volunteer Experience

- **Court Appointed Special Advocate, C.A.S.A.**
- **"Big Sister", Big Brothers, Big Sisters --**

Education

M.Ed., Stephen F. Austin State University, 1984

B.S. Education, Stephen F. Austin State University, 1983

Publications

Padilla, C., Luck, A., & Howell, R. (2012, March). Leadership alignment to achieve education reform. Presentation at the annual meeting of the American Educational Research Association, Vancouver, Canada.

(2012) Young, V., Patel, D., Wei, X., Luck, A., Howell, R. "Evaluation of the Center for Teaching and Leading Excellence, First - Third Annual Reports." *U.S. Department of Education*.

(2011 and 2012) Luck, A, Howell, R., Booth, E. "RRISE Teacher Incentive Fund (TIF) Program Evaluation, First -Third Annual Reports." *U.S. Department of Education*.

(2010) Young, V., Adelman, N., Bier, N., Luck, A., Howell, R. "Evaluation of the Texas High School Project, First Comprehensive Annual Report." *Texas Education Agency*.

(2010) Booth, E., Luck, A., Howell, R. "STARS Mentor Program Final Report". *Round Rock ISD*.

(2009) Booth, Eric, Angela Luck, Rachel Howell. "Safe Schools, Healthy Students Final Evaluation Report." *Round Rock ISD*.

(2005) Morningside Research & Consulting, Copia Consulting. " Mayor's Mental Health Task Force Final Report – Fittest City in America Initiative." *Hogg Foundation for Mental Health*.

(2005) Luck, A., Howell R."Coming Full Circle – Building Successful Strategies for Offender Reentry." *Austin/Travis County Reentry Roundtable*.

(2004) Luck, A., Howell, R. "Arizona Integrated Girls Initiative – Report and Recommendations." *AZIGI*.

VIKI M. YOUNG
SRI International

Director
 Center for Education Policy, Education Division

Specialized Professional Competence

Education policy analysis and implementation and impact research using mixed methods including survey, case study, and secondary datasets. Current research in systems-level and high school reform; human capital development; strategies to support at-risk youth; organizational supports for teachers' use of data; charter school start-up and implementation; and state and district policies supporting school reform.

Representative Research Assignments

Principal Investigator, Evaluation of the Rio Grande Valley Center for Teaching and Leading Excellence (2010-present). Four-year study of a new center dedicated to training novice teachers, teacher leaders, and prospective principals using random controlled trials, quasi-experimental design, and survey and case study methods to investigate implementation and impact. The Center is a joint effort between IDEA Public Schools, a charter management organization, and the Pharr-San Juan-Alamo Independent School District, a traditional school district. Development grant funded under the federal Investing in Innovation (i3) program.

Principal Investigator, Evaluation of IDEA Public Schools Race to the Top—District Grant (2014-present). Three-year implementation and impact study of elementary and secondary strategies to individualize student learning. The study provides timely formative feedback on facilitating factors and barriers in implementation on an elementary adaptive reading program and on secondary school intervention strategies, based on case study and student surveys. Longitudinal analysis of student achievement data will examine program impact.

Project Director, Study of the Human Resources Pilot Initiative (2012-present). One of three Race to the Top-funded human capital initiatives in Massachusetts, this study will examine district efforts to redesign and implement policies in teacher recruitment and hiring, induction, ongoing professional development and professional community, and teacher and principal evaluation.

Senior Researcher, Evaluation of the New Teacher Center Investing in Innovation grant (2013-present). Four-year study of the implementation fidelity and impact of the New Teacher Center's training and full-time release mentor model in three districts across the country.

Co-Principal Investigator, A Multi-State Longitudinal Study of the Effectiveness of Inclusive STEM High Schools (2013-present). This four-year, National Science Foundation grant longitudinally follows students attending inclusive (i.e., non-selective) STEM high schools to assess the effect of STEM high school programming on postsecondary outcomes. Using a quasi-experimental approach, the study matches students from inclusive STEM and non-STEM schools on interests in math and science prior to high school. It analyzes the role of high school science, math, engineering, and technology course-taking and extracurricular activities on postsecondary enrollment and interest in STEM majors and careers for students from inclusive STEM and non-STEM schools.

VIKI M. YOUNG (continued)

Representative Research Assignments (continued)

Project Director, Strategies for Supporting At-Risk Students for Postsecondary Success (2011-2014). Funded by the U.S. Department of Education, this study included a comprehensive literature review on dropout prevention and college readiness strategies aimed at youth most at risk of dropping out of high school and in-depth case studies across the country to develop lessons from the field for practitioners and district policymakers.

Project Director, Evaluation of the Texas High School Project (2007–2011). Four-year, \$8MM longitudinal study to evaluate the implementation and impact of high school reforms that included charter schools, Early College High Schools, STEM academies, and national models such as High Schools That Work. The study focused on schools in their embedded contexts and traces the roles of districts/charter management organizations, external intermediaries, state policymakers, and the public-private strategic alliance for the Texas High School Project. Mixed-methods design includes site visits; intensive case studies; principal, teacher, and student surveys; and quasi-experimental approach to comparative student outcomes analyses.

Senior Researcher, Study of Chicago High School Reform (2007-2009). A study of high school reform initiatives in Chicago Public Schools, including Renaissance 2010, Instructional Development Systems, and Autonomous Management Performance Schools. Led individual school case studies examining teacher hiring and development, curriculum and instruction, leadership support, CMO supports for start-up and ongoing operations, and relationship with Office of New Schools at CPS. Conducted in partnership with the Consortium on Chicago School Research.

Project Director, Study of Renaissance Schools Fund-Supported Schools (2006–2008). The study examined the implementation of charter schools serving high-poverty students in Chicago. Focus included teacher capacity and professional development relative to curricular and instructional strategies; systems of teacher accountability; and data-driven decision-making and use of interim assessments. Longitudinal case studies and quasi-experimental approach to analyze Renaissance 2010 student outcomes. Conducted in partnership with the Consortium on Chicago School Research.

Project Director, Formative Assessments Literature Review (2006–2007). Lead author of a literature review examining teacher assessment practices and organizational supports for teachers' formative uses of assessments for instructional improvement. Conducted in support of the Center for Continuous Instructional Improvement at the Consortium for Policy Research in Education (CPRE).

Senior Researcher, Bridging the Divide: Blending Secondary and Postsecondary Curricula into a Coherent Course of Study (2005–2008). U.S. Department of Education-funded study to examine policies affecting and practices of credit-based transition programs. Co-managed day-to-day operations. Led research design and protocol development. Conducted multilevel case study, analysis, and co-authored report.

VIKI M. YOUNG (continued)

Other Professional Experience

Research Analyst, Center for Research on the Contexts of Teaching, School of Education, Stanford University (2000–2005). Conducted in-depth case study research at school and district levels on how teachers use data for instructional purposes and how specific organizational structures influence those activities for the evaluation of the Bay Area School Reform Collaborative (BASRC). Conducted state interviews examining California teacher development policy; developed framework for district functions as part of research team; drafted chapters on core case study, cross-case themes, and framework for the Center for the Study of Teaching and Policy (CTP).

Consultant, Monitor Company, Toronto (1991–1994). Business strategy consulting for Fortune 100 companies, including project and client management, quantitative analysis and research, and customer and client interviewing. Developed fully loaded cost model to determine product profitability for national retailer; designed optimal partnership structure for international telecommunications product; created and analyzed nationwide household surveys to predict consumer price-product feature trade-offs and consumer preferences for national telecommunications firm.

Academic Background

Ph.D., education administration and policy analysis, 2005, Stanford University
 A.M., education administration and policy analysis, 1995, Stanford University
 Bachelor of Commerce (Honours) First Class, 1991, Queen's University, Kingston, Ontario, Canada

Selected Publications

Wei, X., Patel, D., & Young, V. (2014). Opening the “black box”: Organizational differences between charter schools and traditional public schools. *Education Policy Analysis Archives*, 22(3). <http://dx.doi.org/10.14507/epaa.v22n3.2014>.

Young, V., Goss, K., Park, C., Tse, V., & Lyulchenko, M. (2012, September). *Strategies for preparing at-risk youth for postsecondary success. Literature review*. Paper prepared for the U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Program and Policy Studies Service.

Young, V., House, A., Sherer, D., & Singleton, C. (2012, June). *Scaling up STEM academies statewide: Implementation, network challenges, and early outcomes*. Paper prepared for the National Conference on Scaling Up Effective Schools at Vanderbilt University.

Young, V. and Tse, V. (2012, April). *School culture and instructional variation: Centralization and decentralization at charter management organizations (Draft)*. Paper presented at the Annual Meeting of the American Education Research Association in Vancouver, B.C.

Young, V., Adelman, N., Cassidy, L., Goss, K., House, A., Keating, K., et al., (2011). *Evaluation of the Texas High School Project. Third comprehensive annual report*. Austin, TX: Texas Education Agency.

VIKI M. YOUNG (continued)

Selected Publications (continued)

- Young, V., with House, A., Wang, H., Singleton, C., & Klopfenstein, K. (2011). *Inclusive STEM schools: Early promise and unanswered questions*. Paper prepared for the Committee on Highly Successful STEM Schools or Programs for K-12 STEM Education, Board on Science Education and Board on Testing and Assessment, National Research Council. Washington, DC: National Research Council.
http://www7.nationalacademies.org/bose/STEM_Schools_Workshop_Paper_Young.pdf
- Young, V., Adelman, N., Bier, N., Cassidy, L., Keating, K., Padilla, C., et al., (2010). *Evaluation of the Texas High School Project. Second comprehensive annual report*. Austin, TX: Texas Education Agency.
- Young, V. & Kim, D. (2010). Using assessments for instructional improvement: A literature review. *Education Policy Analysis Archives*, 18(19). <http://epaa.asu.edu/ojs/article/view/809>
- Young, V., Adelman, N., Bier, N., Cassidy, L., House, A., Keating, K., et al. (2010). *Evaluation of the Texas High School Project. First comprehensive annual report*. Austin, TX: Texas Education Agency.
- Cassidy, L., Humphrey, D., Wechsler, M., & Young, V. (2009, August). *High school reform in Chicago Public Schools: Renaissance 2010*. Menlo Park, CA: SRI International.
- Young, V., Humphrey, D., Wang, H., Bosetti, K., Cassidy, L., Wechsler, M., Rivera, E., Murray, S., & Schanzenbach, D. (2009, April). *Renaissance Schools Fund-supported schools: Early outcomes, challenges, and opportunities*. Menlo Park, CA and Chicago, IL: SRI International and Consortium on Chicago Schools Research.
- Young, V., & Llorente, C. (2009, April). *Low district leadership for data-driven decision-making: An occasion for principal leadership*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Young, V. (2008). Supporting teachers' use of data: The role of organization and policy. In E. B. Mandinach & M. Honey (Eds.), *Linking data and learning*. New York: Teachers College Press.
- Young, V. (2007, January). *Teachers' formative uses of assessment: Building a research agenda from exploratory case studies*. Paper prepared for the William and Flora Hewlett Foundation.
- Young, V. (2006, August). Teachers' use of data: Loose coupling, agenda setting, and team norms, *American Journal of Education*, 112(4), p.521–548.
- Young, V. (2005). *Teachers' use of data: Organizational and policy supports and constraints*. Paper presented at the Improving Achievement Through Linking Data and Learning conference. Wingspread, Racine, WI.
- Darling-Hammond, L., Hightower, A., Husbands, J., LaFors, J., Young, V., & Christopher, C. (2004). *Instructional leadership for systemic change: The story of San Diego's reform*. Lanham, MD: Scarecrow Press.
- Darling-Hammond, L., Hightower, A., Husbands, J., LaFors, J., Young, V., & Christopher, C. (2003). *Building instructional quality: "Inside-out" and "outside-in" perspectives on San Diego's school reform (Research Report)*. Seattle, WA: University of Washington, Center for the Study of Teaching and Policy.

VIKI M. YOUNG (concluded)

Selected Publications (concluded)

- Young, V., & Luczak, J. (2002, April). *Improving the inequitable distribution of qualified teachers in California: Can we slow the revolving door?* Paper presented at the annual meeting of the American Educational Research Association, New Orleans
- Whittaker, A., & Young, V. (2002). Tensions in assessment design: Professional development under high-stakes accountability. *Teacher Education Quarterly*, 29(3), 41–60.
- Shields, P., Humphrey, D., Wechsler, M., Riehl, L., Tiffany-Morales, J., Woodworth, K., Young, V., & Price, T. (2001). *Teaching and California's future: The status of the teaching profession 2001*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.
- Young, V., & Esch, C. (2001, April). *Lost without a map: Navigating California's teacher crisis without a data strategy*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Shields, P., Esch, C., Young, V., & Humphrey, D. (2000, October). *White paper on teacher induction*. Menlo Park, CA: SRI International.
- Young, V., Riehl, L., & Humphrey, D. (2000, September). *Cumulative findings from the evaluation of the Eisenhower Regional Consortia Program* (draft). Menlo Park, CA: SRI International.
- Shields, P., Esch, C., Humphrey, D., Riehl, L., Tiffany-Morales, J., & Young, V. (2000). *The status of the teaching profession 2000: An update to the Teaching and California's Future Task Force*. Santa Cruz, CA: The Center for the Future of Teaching and Learning.
- Shields, P., Esch, C., Humphrey, D., Young, V., Gaston, M., & Hunt, H. (1999). *The status of the teaching profession: Research findings and policy recommendations*. A report to the Teaching and California's Future Task Force. Santa Cruz, CA: The Center for the Future of Teaching and Learning.
- Young, V., Haertel, G., & Ringstaff, C. (1999, April). *The promise of standards-driven, inquiry-based science: The impact of Global Lab Curriculum on teachers and students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Shields, P., David, J., Humphrey, D., & Young, V. (1999). *Pew Network for Standards-Based Systemic Reform: Year three evaluation report*. Menlo Park, CA: SRI International.
- Young, V., Haertel, G., Ringstaff, C., & Means, B. (1998). *Evaluating Global Lab Curriculum: Impacts and issues of implementing a project-based science curriculum*. Menlo Park, CA: SRI International.
- Young, V. (1998). *Evaluation of JVS's Professional Development and Dissemination Network: Lessons from three case studies*. Menlo Park, CA: SRI International.
- Zucker, A., Young, V., & Luczak, J. (1996). *Evaluation of the American Association for the Advancement of Science's Project 2061*. Menlo Park, CA: SRI International.



July 10, 2014
LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in San Antonio and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work in San Antonio is evident in our overall economic and educational results, which lag the state and our nation. The south and east parts of the city are the neediest, but even in our relatively affluent school districts, 40-59% of children are economically disadvantaged. IDEA's goal, which it is on track to achieve, is to graduate 85% of IDEA graduates from college in six years. This is more than 8 times higher than San Antonio students currently experience.

IDEA's current growth plan in the San Antonio area alone will create more than 13,000 seats at scale representing opportunity and choice for thousands of San Antonio students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

I welcome and support IDEA's significant growth plan of opening 20 schools in the San Antonio region by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the San Antonio community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model we hope that they will continue to be able to do so though the support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely,

David Robinson

Mr. Torkelson,

My name is Alma De Ochoa and I am a proud parent of two IDEA Alums and a current 10th grader at IDEA Donna. As a parent, education has always been a top priority in my family. I'm a strong believer in the power of quality education and the positive outcomes education helps an individual achieve. My education was very important to me, unfortunately in Mexico it is not as easy as it is in the U.S to receive an education due to costs my family had to cover every year. Due to financial hardships, my dreams fell short and I knew I didn't want the same to happen to my children. I wanted them to receive the best education possible that would not only give them the skills needed to be successful in college, but also the skills to be community leaders. The education in our community was not what I wanted for them. The academic levels were low; my children were not being challenged and were sent to help the administration during the school day upon completing their work. In addition, the growing influence of gangs and drugs was alarming and the environment at our local middle and high school was known for being unsafe. Thankfully IDEA was born just as my oldest child was entering middle school. From day one, I knew IDEA would be the change we were waiting for in our neighborhood.

IDEA had the curriculum, rules, teachers, and most importantly, the culture that I wanted my children to grow up in; one of dedication and commitment to excellence. Staff spent long hours ensuring the school was operating as perfectly as possible; teachers were hosting study sessions at 6am in the morning or until 9pm after school to ensure my child and other students understood the material that had been covered and were ready for the upcoming exam. My children were giving up a practice or games, prioritizing their education above anything else and working towards their goal of college completion, even at a young age.

As a parent, I wanted to give my small contribution and I made sure to get involved on campus. Whether it was volunteering at school events or during recruitment season, I wanted to support the IDEA school community that was making a difference in my children's lives. A school is only as strong as the people involved. I've learned through my children's time at IDEA that there are three forces that are needed in a school; teachers, students and parents. You need teachers that do whatever it takes to provide the education our kids need to be successful, students who are willing to work long hours to gain the skills they will need to be successful and parents who provide the support and commitment to teachers and their children. This is what makes IDEA a great place where I know my children will be successful in their lives because IDEA built the right foundation with them.

Since 2009, I have attended two (out of three) high school graduations, a college graduation and will soon be attending a graduate school graduation. I am confident to say that this is thanks to the support that my children have received from IDEA Public Schools. I have no doubt that my encouragement would have pushed my children to graduate from high school and college without IDEA, however, it would have not been as simple and they would have not been as prepared. It is because of IDEA that I have seen my children and their classmates realize the importance of and value education.

It is easy for me to share my pride and support for IDEA—it's what I tell neighbors when I helped with IDEA's recruitment efforts. We must all be involved and help IDEA reach more children who are

trapped in local schools that will not see them cross the stage to receive a high school or college diploma. Just like my children, there are many more students who are waiting to be part of this organization and receive the quality education they deserve. With IDEA's expansion, this will be possible. I hope you will sincerely consider supporting IDEA's proposal to grow to help many more families like mine see their dreams lived out in their children, creating a better future for our family and our community.

Sincerely,



Alma De Ochoa
Proud Parent of IDEA Public Schools

Dear Mr. Torkelson and Mrs. Gama,

My name is [REDACTED] and I entered IDEA Donna in August of 2004 as a 4th grader. All my classes at the time were held on the boardwalk that linked the portables where our classes were held and was across from the front office where you all officed in the first years of IDEA's operation. I recall frequent visits from both of you into our classrooms always made our day.

I am writing in support of IDEA's application to expand to teach more students, like myself. I graduated from IDEA College Preparatory Donna in 2013; I currently attend Texas A&M University and my intended major is Accounting. I'm thankful for the opportunity I was given at IDEA to push me to attend college and become a first generation college student. The moment my mother heard about IDEA she did not hesitate to enroll me. As a single mother raising 5 kids on her own, she made every effort to give us the best opportunities possible. With only one vehicle in our family and my mother working all day, IDEA made it convenient for my family by not only providing buses but also afterschool buses that allowed me to take part in extracurricular activities. My mother appreciated the access she had to staff, noting that she was given more opportunities to meet my teachers at IDEA than my previous schools. This allowed my mother to build a relationship with my teachers that proved to her that IDEA truly cared about me.

Even at an early age, I noticed the standard that IDEA held me accountable to. NO EXCUSES and 100% EVERY DAY were more than just signs on the walls, they were expectations for me, my class and my teachers. Excellence was a priority in and out of the classroom. Within the first week of school my classmates and I were given planners to write down all our homework and assignments, and had to be signed by our parents every day to ensure that our homework was completed at home. Before IDEA I had never even considered using a planner; they wanted me to learn the importance of time-management and organization even at an early age, but IDEA expected nothing but the best from each and every student.

Throughout my time with IDEA I was able to witness, what I now understand to be, a commitment to education reform in South Texas. From the moment I set foot on campus, the question was not whether I would go to college, but where would I go to college. Every year IDEA hosted field lessons to show us colleges and universities around the nation. It was an awesome experience that opened my mind to all the possible opportunities I could pursue. Before IDEA my family never really had the opportunity to travel very much, and the field lessons every year always excited me. While on these trips the idea of college became a reality, and I began considering schools that I would never have considered before attending IDEA.

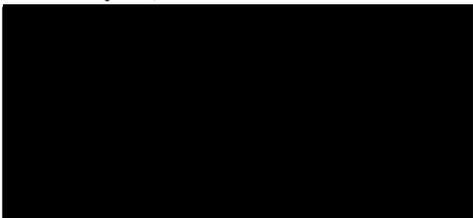
IDEA is made up of individuals that are passionate about improving education throughout the RGV and now Central Texas. The teachers and faculty always pushed me to do my best in everything. The community built by IDEA feels like a family, and it's clear that the staff care about each and every student. While at IDEA I was able to meet teachers who loved teaching, and they always entered the classrooms ready to fill our minds with knowledge. I can recall several times where teachers made the effort to stay after school, or come in on Saturdays to help me when I was struggling on an assignment.

My former teachers are making a true impact with their commitment to current IDEA students.

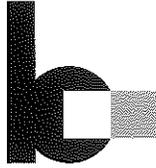
IDEA still has an impact in my life with the Alumni Association. They use this program to keep track of students following them throughout college, and helping them in anyway possible. I know several students who have struggled financially or academically while in college, and IDEA has stepped in and helped them through their challenges. IDEA's objective is not only to have students attend college, but to graduate from college. I expect to graduate in 2017 and, with IDEA's help, I know I will do so.

I'm grateful for the opportunity I was given and the good fortune I had when my mother chose to enroll me at IDEA. Since then I have taken advantage of it, and will continue to work hard, as IDEA has taught me, for a better future not only for myself, but also for my family and community. I honestly don't know if I'd be in the position I'm in without IDEA, but the impact it has had in my life will stay with me. I'm grateful to be given such an opportunity in an area where education is not a prime concern and am in full support of IDEA's plan to grow to help more students like me.

Thank you,



the eli and edythe **broad**
foundation



Eli Broad
Founder

July 18, 2014

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan: *Arne,*

I am pleased to provide this letter supporting IDEA Public Schools' proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools.

The Eli and Edythe Broad Foundation is deeply committed to ensuring that every student in an urban public school has the opportunity to succeed. We share the Department of Education's belief that we should replicate and expand charter school models that have demonstrated outstanding student outcomes. In 2012, the Foundation introduced The Broad Prize for Public Charter Schools, a national prize that honors the public charter management organization that demonstrates the most outstanding overall student performance and improvement while reducing achievement gaps among students of color and low-income students.

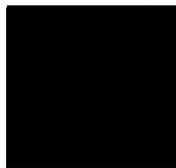
IDEA Public Schools was selected as one of the top three CMOs analyzed for the 2014 Prize. A 14-member review board of prominent education researchers, policy leaders, practitioners and executives from around the country evaluated publicly available student achievement data on 20 large established urban charter school systems and found that IDEA Public Schools had among the best overall student academic performance in recent years.

For example, in 2013, 99 percent of IDEA's Hispanic seniors took the ACT exam, the highest rate among the eligible CMOs, and achieved an average score of 19.4, one of the highest averages among the eligible CMOs. Additionally in 2013, in 78 percent of available comparisons, advanced proficiency rates for IDEA's Hispanic students ranked in the top 30 percent of Texas when compared to Hispanic students in the rest of the state. By comparison, on average, eligible CMOs ranked in the top 30 percent of their state(s) in 37 percent of available comparisons.

We believe that IDEA is among our nation's brightest examples of models that work for historically underserved student populations. At scale, IDEA has the potential to be a vanguard for demonstrating what is possible for public education in our country. For that reason, I enthusiastically endorse IDEA in their application for a CSP grant and am excited by the prospect that federal funds could further fuel its growth.

Please do not hesitate to contact me regarding our recommendation.

Sincerely,



2121 Avenue of the Stars
Suite 3000
Los Angeles, California 90067
310-954-5001



Charter School Growth Fund
Helping public education thrive.

July 11, 2014
Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

I am pleased to express enthusiastic support for the goals and vision for expansion that IDEA Public Schools has proposed in its Charter School Program application. This grant provides IDEA with an opportunity to continue to close the achievement gap and create college ready scholars and future community leaders. By expanding your current education model, IDEA shows its dedication to its primary mission: to prepare students from underserved communities for success in college and citizenship. IDEA is well-positioned to achieve these ambitious goals.

As a long-time investor in IDEA, the Charter School Growth Fund has partnered with the CMO through early phases of growth and recently renewed our commitment to support IDEA's expansion to grow to 60 schools. As an investor in the nation's highest performing charter school operators, it is our mission to dramatically expand charter schools' impact on underserved students and we are confident in IDEA's ability to expand due to its solid management; operationally, financially and academically.

CSGF makes very select investments in charter school management organizations that deliver outstanding academic results, while achieving sustainability on public revenues. IDEA is one of forty members in our portfolio, chosen from a pool of over 375 applicants. IDEA has demonstrated success by growing rapidly, while increasingly improving student achievement as the organization grows. This opportunity for expansion comes at a time when IDEA's students are living among the highest poverty rates in the country and in communities with low educational attainment. These multiple barriers present obstacles to student success. The Charter School Program would enable IDEA to replicate and expand its high-quality charter schools, with demonstrated record of success, across Texas.

We share IDEA's vision that the straightest way to stronger and brighter future for our nation is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders. I fully support IDEA's proposal for expansion to create more opportunities for us to work together to close achievement gaps.

Sincerely,



Kevin Hall
President and CEO, Charter School Growth Fund



July 10, 2014

Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

The Michael and Susan Dell Foundation is honored to support the growth of IDEA Public Schools and the vision outlined in your Charter School Program application. With a demonstrated record of success within the Rio Grande Valley and across the state of Texas, we understand the tremendous impact that additional IDEA campuses will have in transforming the educational landscape.

As a long-time investor in IDEA, we are confident in your growth. We believe that IDEA's readiness to expand can be attributed to solid operational management, financial stewardship, and strong academic results in south and central Texas. Growing from one school to thirty schools in just over a decade, IDEA's dedication to reflection and desire for continuous improvement has created a refined, successful growth model. Through this, IDEA has continued to produce outstanding results regardless of student demographics, propelling them to operate among the top charter management organizations in the country.

We share your vision that the brightest future for our community starts with ensuring that all children, from all backgrounds, have the opportunity to receive a high-quality education. We believe in IDEA's desire and ability to open new schools in low-income communities where levels of poverty are high and educational attainment is low. Furthermore, we appreciate your eagerness to collaborate and share your successful strategies in peer networks and beyond.

IDEA has achieved great success for students and families across the state of Texas, and we believe the Department of Education could have no better steward of the Charter School Program grant than the proven IDEA Public Schools system. It has been a pleasure to work with IDEA, first in the Rio Grande Valley and now through their expansion into our very community in central Texas. We enthusiastically submit this letter in full support of IDEA's Charter School Program proposal.

Sincerely,


Joe Siedlecki
Director, Expanding Quality School Options
Michael & Susan Dell Foundation
Austin, Texas

July 3, 2014

LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW, room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in San Antonio and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work in San Antonio is evident in our overall economic and educational results, which lag the state and our nation. The south and east parts of the city are the neediest, but even in our relatively affluent school districts, 40-59% of children are economically disadvantaged. IDEA's goal, which it is on track to achieve, is to graduate 85% of IDEA graduates from college in six years. This is more than 8 times higher than San Antonio students currently experience.

IDEA's current growth plan in the San Antonio area alone will create more than 13,000 seats at scale representing opportunity and choice for thousands of San Antonio students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

As a trustee of the Brackenridge Foundation, a private foundation that is investing heavily in IDEA, I strongly support IDEA's significant growth plan of opening 20 schools in the San Antonio region by the 2017-2018 school year. We are pulling community supporters together to back IDEA's growth into the San Antonio community and have pledged to help raise \$20 million. To date, local philanthropists have already committed \$13 million, and we will continue to pool our resources to spur IDEA's expansion to open 20 schools in San Antonio. This will fundamentally and radically improve the future for San Antonio children and for the city as a whole. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model we hope that they will continue to be able to

do so though the support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely,



Victoria B. Rico
Chairwoman & Trustee



CHOOSE *to* SUCCEED
www.choosetosucceed.org

One Riverwalk Place • 700 North St. Mary's Street • Suite 880 • San Antonio, TX 78205

July 2nd, 2014

LaShawndra Thornton

U.S. Department of Education

400 Maryland Avenue SW., room 4W257

Washington, DC 20202-5970

Dear Ms. Thornton,

We enthusiastically support IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. Here at Choose to Succeed our mission is to ensure that every family has access to exceptional, tuition-free public education options. As a member of the Choose to Succeed portfolio IDEA Public Schools currently represents this choice for hundreds of students here in San Antonio and is poised to support many more students on the path towards college.

The need for IDEA's work in San Antonio is evident in our overall economic and educational results, which lag the state and our nation. The south and east parts of the city are the neediest, but even in our relatively affluent school districts, 40-59% of children are economically disadvantaged. IDEA's goal, which it is on track to achieve, is to graduate 85% of IDEA graduates from college in six years. This is more than 8 times higher than San Antonio students currently experience.

IDEA's current growth plan in the San Antonio area alone will create more than 13,000 seats at scale representing opportunity and choice for thousands of San Antonio students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

We welcome and support IDEA's significant growth plan of opening 20 schools in the San Antonio region by the 2017-2018 school year and we see their college graduates as a key component in transforming the San Antonio community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model we hope that they will continue to be able to do so though the

2 |

support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely,



Matthew Randazzo

President & CEO

Choose to Succeed



Hidalgo County
July 3rd, 2014

www.cishidalgo.com

LaShawndra Thornton

U.S. Department of Education

400 Maryland Avenue SW., room 4W257

Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in the Rio Grande Valley and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

IDEA's current growth plan will create more than 40,000 seats at scale representing opportunity and choice for thousands of Texas students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

I welcome and support IDEA's significant growth plan of opening 60 total schools across the Rio Grande Valley, Austin and San Antonio by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the Rio Grande Valley community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so through the support of the CSP replication and expansion program. Communities in Schools of Hidalgo County has partnered with IDEA ISD here in the Rio Grande valley for over five years delivering a myriad of health and human services to many of the students under the IDEA umbrella. Thank you in advance for your consideration of their application.

Respectfully,


David (Gus) Kennedy

CEO CIS of Hidalgo County, Inc.



Hidalgo County
July 3rd, 2014

www.cishidalgo.com

LaShawndra Thornton

U.S. Department of Education

400 Maryland Avenue SW., room 4W257

Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in the Rio Grande Valley and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

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I welcome and support IDEA's significant growth plan of opening 60 total schools across the Rio Grande Valley, Austin and San Antonio by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the Rio Grande Valley community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so through the support of the CSP replication and expansion program. Communities in Schools of Hidalgo County has partnered with IDEA ISD here in the Rio Grande valley for over five years delivering a myriad of health and human services to many of the students under the IDEA umbrella. Thank you in advance for your consideration of their application.

Respectfully,


David (Gus) Kennedy

CEO CIS of Hidalgo County, Inc.



Hidalgo County
July 3rd, 2014

www.cishidalgo.com

LaShawndra Thornton

U.S. Department of Education

400 Maryland Avenue SW., room 4W257

Washington, DC 20202-5970

Dear Ms. Thornton,

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The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

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Respectfully


David (Gus) Kennedy

CEO CIS of Hidalgo County, Inc.



901 Dove Avenue
McAllen, TX 78504

July 9th, 2014

LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. As a former board member and current partner, I was once again inspired by the hold goals and ambitious work IDEA is setting forth in their application. I am confident IDEA will realize all the objectives presented in the application. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in the Rio Grande Valley and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

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I welcome and support IDEA's significant growth plan of opening 60 total schools across the Rio Grande Valley, Austin and San Antonio by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the Rio Grande Valley community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so though the support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely,


Susan Valverde
Executive Director
Sylvan Learning Center

July 14, 2014

VIA E-MAIL

IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, TX 78596

Attention: Tom Torkelson, CEO and Founder

Subject: SRI International Letter of Commitment

Reference(s): IDEA's Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter School

Dear Mr. Torkelson;

SRI International (SRI) is pleased to be a member of IDEA Public School's (IDEA) proposal team as a research partner in support of IDEA's Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools. Should IDEA's bid be successful, SRI is committed to support the following tasks: Design and Management, Instrument Development, HQ and Regional Office Interviews, Phone Interviews and Site Visits, Teacher and Student Survey Analysis, Outcomes Data Analysis, and Reporting and Dissemination. For the requirements of this program, SRI will draw on the specialized expertise and experience of our staff, as well as a subcontractor.

SRI certifies that it qualifies as a nonprofit organization as defined in Section 501(c)(3) of the Internal Revenue Code of 1954 and is chartered as a nonprofit scientific organization by the State of California. Written evidence of this qualification will be furnished on request.

For technical questions please contact [REDACTED] by phone, or by E-mail at [REDACTED]. For contractual questions please contact [REDACTED] by phone at [REDACTED], or by E-mail at [REDACTED].

Sincerely,

[REDACTED]
Kristine M. Needle
Division Manager of Contracts



CITY OF SAN ANTONIO

DEPARTMENT OF PLANNING & COMMUNITY DEVELOPMENT

July 8, 2014

LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton:

The City of San Antonio certifies the proposed activities/projects in the IDEA Charter Schools Program Replication and Expansion grant proposal are consistent with the following primary goals of the City's EastPoint Promise Zone initiative:

- (1) transform EastPoint from a neighborhood of poverty into a viable, mixed-income neighborhood with high quality schools and educational programs and access to support services, public transportation, job training and jobs; and,
- (2) deliver economic revitalization and long-term stability and success to EastPoint by sustaining existing businesses and attracting new businesses, creating a vibrant commercial corridor that is the center of neighborhood activity.

This project will also support and advance the goal achievement and the following priorities that have been established for EastPoint Promise Zone.

- Priority 1: Reduce poverty and unemployment.
- Priority 2: Expand economic development throughout EastPoint.
- Priority 3: Make EastPoint a neighborhood where residents stay, grow and graduate.
- Priority 4: Create the infrastructure required to sustain and expand the EastPoint Promise Zone and scale its benefits throughout San Antonio.

Applicant Name: IDEA Public Schools

Name of Federal Program / Agency to which applicant is applying: Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools / U.S. Department of Education

I further certify that the proposed activities/projects will be located within the EastPoint Promise Zone and are intended to serve the residents of the designated area.

Sincerely,



FOE John M. Dugan
Director

Cc: Mike Etienne, Director, EastPoint & Real Estate- City of San Antonio



CITY OF SAN ANTONIO

IVY R. TAYLOR
OFFICE OF CITY COUNCILWOMAN
DISTRICT 2

July 3rd, 2014
LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton,

On behalf of the city of San Antonio and specifically District 2 in which the federally-designated Promise Zone is located, I support IDEA's application to the Charter School Program Replication and Expansion grant serving the students and parents of IDEA Carver Academy, IDEA Carver College Preparatory and the community members of District 2.

San Antonio faces big challenges in education. Only about 1 in 10 San Antonio students graduate from high school college-ready by SAT or ACT standards and only about 63% make it through high school at all. On the eastside of our great city, less than 50% of students graduate from high school and college readiness rates are even lower.

An important strategy to close this gap is to provide great educational opportunities with focused pathways to college for students, families and the community. This approach is highly aligned with the vision of the Promise Zone for the City of San Antonio.

IDEA Public Schools is a great asset to San Antonio and to District 2. Not only are they significantly increasing educational outcomes in our community, but I also look forward to the day when IDEA's college graduates return to give back to the Eastside. I am proud to support IDEA's application for the Charter Schools Program Replication and Expansion Grant.

Please contact me if I can provide additional information or support.

Sincerely,

A black rectangular redaction box covering the signature of Ivy R. Taylor.

Ivy R. Taylor

San Antonio City Council

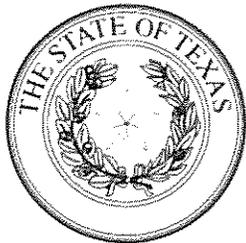
District 2

State Board of Education

Appendix II - Letters of Support
1701 North Congress Avenue

Austin, Texas 78701-1494

(512) 463-9007



Barbara Cargill
Chair

The Woodlands, District 8

Thomas Ratliff
Vice Chair

Mt. Pleasant, District 9

Mavis B. Knight
Secretary

Dallas, District 13

Lawrence A. Allen, Jr.
Fresno, District 4

Donna Bahorich
Houston, District 6

David Bradley
Beaumont, District 7

Ruben Cortez, Jr.
Brownsville, District 2

Martha M. Dominguez, Ed.D.
El Paso, District 1

Patricia Hardy
Fort Worth, District 11

Tom Maynard
Florence, District 10

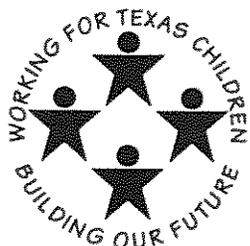
Sue Melton-Malone
Waco, District 14

Ken Mercer
San Antonio, District 5

Geraldine Miller
Dallas, District 12

Marisa B. Perez
San Antonio, District 3

Marty Rowley
Amarillo, District 15



July 9th, 2014

LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in the Rio Grande Valley and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

IDEA's current growth plan will create more than 40,000 seats at scale representing opportunity and choice for thousands of Texas students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

I welcome and support IDEA's significant growth plan of opening 60 total schools across the Rio Grande Valley, Austin and San Antonio by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the Rio Grande Valley community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so through the support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely,

A solid black rectangular box redacting the signature of Ruben Cortez.

Ruben Cortez
Texas State Board of Education

**COMMITTEE ON
EDUCATION AND THE WORKFORCE**

RANKING MEMBER, SUBCOMMITTEE ON
HIGHER EDUCATION AND WORKFORCE TRAINING

SUBCOMMITTEE ON HEALTH, EMPLOYMENT,
LABOR AND PENSIONS

COMMITTEE ON FINANCIAL SERVICES

SUBCOMMITTEE ON CAPITAL MARKETS
AND GOVERNMENT SPONSORED ENTERPRISES

SUBCOMMITTEE ON FINANCIAL INSTITUTIONS
AND CONSUMER CREDIT

July 10, 2014

Appendix J - Letters of Support



House of Representatives

Rubén Hinojosa

15th District, Texas

WASHINGTON OFFICE:
2262 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2531
FAX: (202) 225-5688

EDINBURG OFFICE:
2864 WEST TRENTON ROAD
EDINBURG, TX 78539
PHONE: (956) 682-5545
FAX: (956) 682-0141

SEGUIN OFFICE:
100 SOUTH AUSTIN, SUITE 1
SEGUIN, TX 78115
PHONE: (830) 401-0457
FAX: (830) 379-0984

Rep.Hinojosa@mail.house.gov
www.house.gov/hinojosa

LaShawndra Thornton
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Ms. Thornton:

As the federal representative of the 15th Congressional District of Texas, I would like to convey to you my support for the application being submitted by IDEA Public Charter Schools to the U.S. Department of Education under the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students along the South Texas Rio Grande Valley communities and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. IDEA Academy is creating significant changes in addressing these statistics.

IDEA's current growth plan will create more than 40,000 seats at scale representing opportunity and choice for thousands of students in my district and across the state of Texas. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so through the support of the CSP replication and expansion program. I urge you to take careful review of their project and I thank you in advance for your consideration of this proposal. If you need further information regarding this application, you may contact me or my Grants Coordinator, [REDACTED]

Sincerely,

[REDACTED]
Rubén Hinojosa
Member of Congress

United States Senate

WASHINGTON, DC 20510-4305

July 14, 2014

Ms. Gabriella Gomez
Assistant Secretary for Legislative and Congressional Affairs
Department of Education
400 Maryland Avenue, S.W.
Washington, District of Columbia 20202

Dear Assistant Secretary Gomez:

I am writing to express my support for the 2014 Charter Schools Program (CSP) Replication and Expansion of High-Quality Charter Schools grant application submitted to Department of Education by IDEA Public Schools (IDEA).

As you and your staff review the proposal, I trust you will give full consideration to the many strengths of this application. As you know, IDEA is committed to preparing students in underserved communities for college success. Hidalgo County, where a majority of IDEA schools are located, possesses a poverty rate of over 33%. Only 60% of residents ages 25 or older have a high-school diploma. If awarded, IDEA will be able to add 40,000 seats to existing capacity. A grant award would improve choice and opportunity for Texas students, and support IDEA's overall mission of delivering student achievement results and transforming communities.

I would appreciate your efforts to ensure that I am kept informed of the progress of this application. Please contact Josh Jemente, my Grants Coordinator, with any developments regarding this proposal as soon as they are available.

Thank you for your assistance and consideration.

Sincerely,



JOHN CORNYN
United States Senator

JC:jj

HENRY CUELLAR, PH.D.
U.S. HOUSE OF REPRESENTATIVES

July 7, 2014

Stefan Huh
Director, Charter Schools Program
U.S. Department of Education
400 Maryland Avenue SW., room 4W257
Washington, DC 20202-5970

Dear Mr. Huh,

I am writing to show my enthusiastic support of IDEA's application for the 2014 Charter Schools Program Replication and Expansion grant. IDEA Public Schools currently represents a powerful educational choice for hundreds of students here in the Rio Grande Valley and is poised to support many more students on the path towards college through its ambitious growth plan.

The need for IDEA's work across the Rio Grande Valley is great as it is one of the poorest regions of the nation. In Hidalgo County, where a majority of IDEA schools are located, the poverty rate is 33.6%, more than twice the national average of 16.8%. Only 60% of residents ages 25 or over have a high-school diploma, versus the nationwide average of 80%. Here in the Rio Grande Valley IDEA is making a difference in changing these statistics.

IDEA's current growth plan will create more than 40,000 seats at scale representing opportunity and choice for thousands of Texas students. The newly created seats do not only provide options for families, they represent a path to college graduation. Two thirds of IDEA graduates are the first in their family to attend college and more than 85% of their students qualify for free or reduced lunch. With a track record including six years in a row of 100% college matriculation, IDEA is able to deliver on the promise of college for all of its students.

I welcome and support IDEA's significant growth plan of opening 60 total schools across the Rio Grande Valley, Austin and San Antonio by the 2017-2018 school year. I see IDEA college graduates as a key component in transforming the Rio Grande Valley community. IDEA has proven through its prior growth plans that it is a district capable of delivering student achievement results while scaling its model. We hope that they will continue to be able to do so though the support of the CSP replication and expansion program. Thank you in advance for your consideration of their application.

Sincerely, /



Henry Cuellar, Ph.D.
U.S. Congressman
28th District of Texas

Appendix E - Letters of Support

TEXAS HOUSE OF REPRESENTATIVES



EDDIE RODRIGUEZ

FIFTY-FIRST DISTRICT

July 14, 2014

Mr. Larkin Tackett
IDEA Public Schools
2800 IH-35 South, Suite 265
Austin, TX 78704

Dear Mr. Tackett,

As representative of the fifty-first House District of Texas, I write to support the growth of IDEA Public Schools. This fall, the permanent home of IDEA Allan Academy and College Prep will open its doors in my district. With nearly half of its students coming from HD-51, I believe that IDEA will have a positive impact as a means of further increasing the range of educational opportunities available to local students.

Currently, 27% of residents in HD-51 live in poverty, 10% higher than the state average. More than 30% of residents have not obtained their high school diploma – two times the national average. 23.4% of residents have obtained their bachelor's degree – five percent less than the national average. I applaud IDEA's dedication to serving students from low-income communities. I know that every one of my constituents enrolled at IDEA is on track to graduate from high school and are equipped with a greater prospect to attend college.

I share IDEA's vision that the strongest path to a brighter future for our community is to invest in the quality of education. I believe that our communities will thrive when every citizen has the opportunity to reach his/her potential. I also recognize the demand within the community for IDEA's growth; this spring, IDEA received four times as many applications as spots available for the Allan campus, a testament to both their results and the desire within the community for a strong public school option.

IDEA has achieved great success so far for students and families across the state of Texas. It has been a pleasure to see IDEA's achievements, first in the Rio Grande Valley and most recently through their expansion to HD-51. On behalf of the hundreds of IDEA students and families who reside HD-51, I enthusiastically support IDEA's Charter School Program proposal and the opportunities that it would provide for future students from southeast Austin.

Regards,



Representative Eddie Rodriguez
Texas House of Representatives, HD-51



City of Weslaco

"The City on the Grow"



David Suarez, Mayor
John F. Cuellar, Mayor Pro-Tem, District 2
David R. Fox, Commissioner, District 1
Olga M. Noriega, Commissioner, District 3
Gerardo "Jerry" Tafolla, Commissioner, District 4
Lupe V. Rivera, Commissioner, District 5
Fidel L. Pena, III, Commissioner, District 6

Leonardo Olivares, City Manager

July 14, 2014

Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

Please accept this letter in support of IDEA's application to the Charter School Program. The proposal as presented demonstrates their readiness to expand due to its solid operational, financial and academic management. Our community would be greatly enhanced by the initiatives outlined for personalized learning by IDEA to help our students from low-income families prepare for college

IDEA is a valued asset to the City of Weslaco not only for the service it provides in educating the underserved, but also for the college-ready graduates that it sends each year to our local universities and for the college graduates who will come back prepared to work and be contributing citizens in our growing city. The City of Weslaco would be an honored beneficiary of the work that IDEA will accomplish with the help of the Charter School Program.

In Weslaco, we are privileged to have such a quality institution that offers a free, public education to our children. We share IDEA's vision that the straightest way to a stronger and brighter future for our Community and State is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders themselves.

I am proud to submit this letter of support for IDEA to become a recipient of the Charter School Program grant and continue to serve our students and close the education achievement gap.

Sincerely,

A large black rectangular redaction box covers the signature area.

Mayor

Appendix II - Letters of Support



T H E C I T Y O F
E D I N B U R G

July 10, 2014

Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

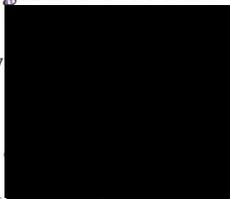
We enthusiastically support IDEA's application to the Charter School Program. The proposal that IDEA has presented demonstrates their readiness to expand due to its solid management; operationally, financially and academically. The need in our community is high, as evidenced by the consensus data, IDEA's student population is similar to that of our community, education students from low-income families to prepare them for college. Our city would be greatly enhanced by the initiatives outlined for personalized learning by IDEA and fit seamlessly into the education mission for the City of Edinburg as envisioned in our strategic plan.

IDEA is a valued asset to the City of Edinburg not only for the service it provides in educating the underserved, but also for the college-ready graduates that it sends each year to our local universities and for the college graduates who will come back prepared to work and be contributing citizens in our growing city. The City of Edinburg would be an honored beneficiary of the work that IDEA will accomplish with the help of the Charter School Program. There is no better steward of this grant across the Rio Grande Valley than the proven IDEA Public School System.

In Edinburg, we are privileged to have such a quality institution that offers a free, public education to our children. We share IDEA's vision that the straightest way to stronger and brighter future for our Community and State is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders.

I am proud to submit this letter of support for IDEA to become a recipient of the Charter School Program grant and continue to serve our students and close the education achievement gap.

Sincerely



Richard H. Garcia
Mayor



CELESTE Z. SÁNCHEZ
Mayor

ANTONIO GONZÁLES
Mayor Pro Tem

RENE VILAFRANCO
Commissioner, Place 2

JAMES D. PENNY
Commissioner, Place 3

JOE D. GONZÁLEZ
Commissioner, Place 4



MANUEL LARA
City Manager

LUPITA PASSEMENT
City Secretary

HECTOR JALOMO
Assistant City Manager -
Public Works

ART B. RODRIGUEZ
Assistant City Manager-
Public Safety

July 10, 2014

Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

We enthusiastically support IDEA's application to the Charter School Program. The proposal that IDEA has presented demonstrates their readiness to expand due to its solid management; operationally, financially and academically. Our city would be greatly enhanced by the initiatives outlined for personalized learning by IDEA. The Charter School Program would enable IDEA to replicate and expand its high-quality charter schools, with demonstrated records of success, within the Rio Grande Valley. Our city is in support of continued opportunities to provide more schools who have proven their ability to increase student academic achievement, like IDEA Public Schools.

IDEA is a valued asset to the City of San Benito not only for the service it provides in educating the underserved, but also for the college-ready graduates that it sends each year to our local universities and for the college graduates who will come back prepared to work and be contributing citizens in our growing city. The City of San Benito would be an honored beneficiary of the work that IDEA will accomplish with the help of the Charter School Program. There is no better steward of this grant across the Rio Grande Valley than the proven IDEA Public School System.

In San Benito, we are privileged to have such a quality institution that offers a free, public education to our children. We share IDEA's vision that the straightest way to stronger and brighter future for our Community and State is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders.

I am proud to submit this letter of support for IDEA to become a recipient of the Charter School Program grant and continue to serve our students and close the education achievement gap.

Sincerely,


Celeste Sanchez
Mayor



July 17, 2014

Mr. Tom Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Tom,

We enthusiastically support IDEA's application to the Charter School Program. The proposal that IDEA has presented demonstrates their readiness to expand due to its solid management; operationally, financially and academically. The need in our community is high, as evidenced by the consensus data, IDEA's student population is similar to that of our community, education students from low-income families to prepare them for college. Our city would be greatly enhanced by the initiatives outlined for personalized learning by IDEA and fit seamlessly into the education mission for the City of Donna as envisioned in our strategic plan.

IDEA is a valued asset to the City of Donna not only for the service it provides in educating the underserved, but also for the college-ready graduates that it sends each year to our local universities and for the college graduates who will come back prepared to work and be contributing citizens in our growing city. The City of Donna would be an honored beneficiary of the work that IDEA will accomplish with the help of the Charter School Program. There is no better steward of this grant across the Rio Grande Valley than the proven IDEA Public School System.

In Donna, we are privileged to have such a quality institution that offers a free, public education to our children. We share IDEA's vision that the straightest way to stronger and brighter future for our Community and State is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders.

I am proud to submit this letter of support for IDEA to become a recipient of the Charter School Program grant and continue to serve our students and close the education achievement gap.

Sincerely,

David S. Simmons
Mayor

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077556534
Nov. 13, 2009 LTR 4168C 0
74-2948339 000000 00
00029578
BODC: TE

IDEA PUBLIC SCHOOLS
% THOMAS E TORNELSON
505 ANGELITA DR STE 9
WESLACO TX 78596-4694



020083

Employer Identification Number: 74-2948339
Person to Contact: SHARON LENARD
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Oct. 27, 2009, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in June 2000.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Cindy Westcott
Manager, EO Determinations

1) Charter School Contact Information

| | Charter school name | Year Founded | Principal | address line 1 | city | state | zipcode |
|-----------|---|--------------|-----------------------------|-------------------------|-------------------|-------|------------|
| School 1 | IDEA Donna Academy | 2000 | Rebecca Saldana | 401 S. 1st St. | Donna | TX | 78537 |
| School 2 | IDEA Donna College Preparatory | 2000 | Christina Cavazos-Escamilla | 401 S. 1st St. | Donna | TX | 78537 |
| School 3 | IDEA Frontier Academy | 2006 | Dora Villegas | 2800 S. Dakota St. | Brownsville | TX | 78521 |
| School 4 | IDEA Frontier College Preparatory | 2006 | Alex Anzaldua | 2800 S. Dakota St. | Brownsville | TX | 78521 |
| School 5 | IDEA Quest Academy | 2006 | Rosy Chapa | 14001 N. Rooth Rd. | Edinburg | TX | 78541 |
| School 6 | IDEA Quest College Preparatory | 2006 | Jose Luis De Leon | 14001 N. Rooth Rd. | Edinburg | TX | 78541 |
| School 7 | IDEA Mission Academy | 2008 | Mike Wagner | 1600 S. Schuerbach Rd. | Mission | TX | 78572 |
| School 8 | IDEA Mission College Preparatory | 2008 | Yvonne Anglada | 1600 S. Schuerbach Rd. | Mission | TX | 78572 |
| School 9 | IDEA San Benito Academy | 2008 | Patricia Noyola | 21501 Russell Ln. | San Benito | TX | 78586 |
| School 10 | IDEA San Benito College Preparatory | 2008 | Joel Garcia | 21501 Russell Ln. | San Benito | TX | 78586 |
| School 11 | IDEA San Juan Academy | 2009 | Mike Wagner | 200 N. Nebraska | San Juan | TX | 78589 |
| School 12 | IDEA San Juan College Preparatory | 2009 | Andrea Lopez | 600 E. Sioux Rd. | San Juan | TX | 78589 |
| School 13 | IDEA Alamo Academy | 2010 | Ana Garza | 325 E. FM 495 | Alamo | TX | 78516 |
| School 14 | IDEA Alamo College Preparatory | 2010 | Israel Ybarra | 325 E. FM 495 | Alamo | TX | 78516 |
| School 15 | IDEA Pharr Academy | 2010 | Sonia Aguilar | 600 E. Las Milpas Rd. | Pharr | TX | 78577 |
| School 16 | IDEA Pharr College Preparatory | 2010 | Ernie Cantu | 600 E. Las Milpas Rd. | Pharr | TX | 78577 |
| School 17 | IDEA Edinburg Academy ** | 2011 | Nora Perez | 2553 Rogers Road | Edinburg | TX | 78541 |
| School 18 | IDEA Edinburg College Preparatory ** | 2011 | Ramiro Gomez | 2553 Rogers Road | Edinburg | TX | 78541 |
| School 19 | IDEA Weslaco Academy** | 2011 | Payne Pochette | 2931 E. Sugar Cane Road | Weslaco | TX | 78596 |
| School 20 | IDEA Weslaco College Preparatory** | 2011 | Diana Wagner | 2931 E. Sugar Cane Road | Weslaco | TX | 78596 |
| School 21 | IDEA Carver Academy | 2012 | Guadalupe Diaz | 217 Robinson Pl. | San Antonio | TX | 78202 |
| School 22 | IDEA Carver College Preparatory | 2012 | Chang John Yu | 217 Robinson Pl. | San Antonio | TX | 78202 |
| School 23 | IDEA McAllen Academy** | 2012 | Cassandra Flores | 201 N. Bentsen Road | McAllen | TX | 78501 |
| School 24 | IDEA McAllen College Preparatory** | 2012 | Joan Alvarez | 201 N. Bentsen Road | McAllen | TX | 78501 |
| School 25 | IDEA Brownsville Academy** | 2012 | Erica Matamoros | 4395 Paredes Line Road | Brownsville | TX | 78526 |
| School 26 | IDEA Brownsville College Preparatory** | 2012 | Marco Lopez | 4395 Paredes Line Road | Brownsville | TX | 78526 |
| School 27 | IDEA Allan Academy** | 2012 | Rey Flores | 220 Foremost Dr. | Austin | TX | 78745-7324 |
| School 28 | IDEA Allan College Prep** | 2012 | Steve Mudd | 220 Foremost Dr. | Austin | TX | 78745-7324 |
| School 29 | IDEA South Flores Academy** | 2013 | Hailey McCarthy | 6919 S. Flores | San Antonio | TX | 78221 |
| School 30 | IDEA South Flores College Preparatory** | 2013 | Constantine Polites | 6919 S. Flores | San Antonio | TX | 78221 |
| School 31 | IDEA Weslaco Pike Academy** | 2014 | Silvia Martinez | 1001 E. Pike Blvd. | Weslaco | TX | 78596 |
| School 32 | IDEA Weslaco Pike College Preparatory** | 2014 | Nate Lowry | 1001 E. Pike Blvd. | Weslaco | TX | 78596 |
| School 33 | IDEA Monterrey Park Academy** | 2014 | Martha Short | 222 SW 39th St. | San Antonio | TX | 78237 |
| School 34 | IDEA Monterrey Park College Prep** | 2014 | Curtis Lawrence | 222 SW 39th St. | San Antonio | TX | 78237 |
| School 35 | IDEA Walzem Academy** | 2014 | Evan Yates | 6130 Walzem Rd | San Antonio | TX | 78239 |
| School 36 | IDEA Walzem College Prep** | 2014 | Khalil Graham | 6130 Walzem Rd | San Antonio | TX | 78239 |
| School 37 | IDEA Academy Brownsville 3** | 2015 | | | Brownsville | TX | |
| School 38 | IDEA College Preparatory Brownsville 3** | 2015 | | | Brownsville | TX | |
| School 39 | IDEA Academy Waters** | 2015 | | | San Antonio | TX | |
| School 40 | IDEA College Preparatory Waters** | 2015 | | | San Antonio | TX | |
| School 41 | IDEA Academy Rundberg** | 2015 | | | Austin | TX | |
| School 42 | IDEA College Preparatory Rundberg** | 2015 | | | Austin | TX | |
| School 43 | IDEA Academy Rio Grande City | 2016 | | | Rio Grande City | TX | |
| School 44 | IDEA College Preparatory Rio Grande City | 2016 | | | Rio Grande City | TX | |
| School 45 | IDEA Academy Mission 2 | 2016 | | | Mission | TX | |
| School 46 | IDEA College Preparatory Mission 2 | 2016 | | | Mission | TX | |
| School 47 | IDEA Academy San Antonio #6 | 2016 | | | San Antonio | TX | |
| School 48 | IDEA College Preparatory San Antonio #6 | 2016 | | | San Antonio | TX | |
| School 49 | IDEA Academy San Antonio #7 | 2016 | | | San Antonio | TX | |
| School 50 | IDEA College Preparatory San Antonio #7 | 2016 | | | San Antonio | TX | |
| School 51 | IDEA Academy Austin #3 | 2016 | | | Austin | TX | |
| School 52 | IDEA College Preparatory Austin #3 | 2016 | | | Austin | TX | |
| School 53 | IDEA Academy Harlingen | 2017 | | | Rio Grande Valley | TX | |
| School 54 | IDEA College Preparatory Harlingen | 2017 | | | Rio Grande Valley | TX | |
| School 55 | IDEA Academy San Antonio #8 | 2017 | | | San Antonio | TX | |
| School 56 | IDEA College Preparatory San Antonio #8 | 2017 | | | San Antonio | TX | |
| School 57 | IDEA Academy San Antonio #9 | 2017 | | | San Antonio | TX | |
| School 58 | IDEA College Preparatory San Antonio #9 | 2017 | | | San Antonio | TX | |
| School 59 | IDEA Academy San Antonio #10 | 2017 | | | San Antonio | TX | |
| School 60 | IDEA College Preparatory San Antonio #10 | 2017 | | | San Antonio | TX | |
| TOTAL | | | | | | | |
| | All schools are opened under one charter held by IDEA Public Schools and authorized by the Texas Education Agency | | | | | | |
| | <i>Data in italics is projected</i> | | | | | | |
| | **Expansion sites funded by CSP 2010 | | | | | | |

2) School Information

| School | ID | School Status | Charter Holder- LEA | | School year in which the school first enrolled students or planned opening date | Current Grades | Current Enrollment | Total Current Enrollment | Planned Grades | Planned Enrollment | Total Planned Enrollment |
|-----------|----|---------------------|---------------------|------------------------|---|----------------|--------------------|--------------------------|----------------|--------------------|--------------------------|
| | | | Name | Authorizing Agency | | | | | | | |
| School 1 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2000-2001 | K-5 | 701 | 1497 | K-5 | 672 | 1412 |
| School 2 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2000-2001 | 6 - 12 | 796 | | 6 - 12 | 740 | |
| School 3 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2006-2007 | K-5 | 713 | 1465 | K-5 | 672 | 1412 |
| School 4 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2006-2007 | 6 - 12 | 752 | | 6 - 12 | 740 | |
| School 5 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2006-2007 | K-5 | 700 | 1433 | K-5 | 672 | 1412 |
| School 6 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2006-2007 | 6 - 12 | 733 | | 6 - 12 | 740 | |
| School 7 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2008-2009 | K-5 | 704 | 1466 | K-5 | 672 | 1412 |
| School 8 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2008-2009 | 6 - 12 | 762 | | 6 - 12 | 740 | |
| School 9 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2008-2009 | K-5 | 696 | 1407 | K-5 | 672 | 1412 |
| School 10 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2008-2009 | 6 - 12 | 711 | | 6 - 12 | 740 | |
| School 11 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2009-2010 | K-5 | 559 | 1312 | K-5 | 672 | 1412 |
| School 12 | | All Grades Opened | IDEA Public Schools | Texas Education Agency | 2009-2010 | 6 - 12 | 753 | | 6 - 12 | 740 | |
| School 13 | | Opened | IDEA Public Schools | Texas Education Agency | 2010-2011 | K-4 | 474 | 1105 | K-5 | 672 | 1412 |
| School 14 | | Opened | IDEA Public Schools | Texas Education Agency | 2010-2011 | 6 - 10, 12 | 631 | | 6 - 12 | 740 | |
| School 15 | | Opened | IDEA Public Schools | Texas Education Agency | 2010-2011 | K-4 | 459 | 921 | K-5 | 672 | 1412 |
| School 16 | | Opened | IDEA Public Schools | Texas Education Agency | 2010-2011 | 6th - 10th | 462 | | 6 - 12 | 740 | |
| School 17 | | Opened | IDEA Public Schools | Texas Education Agency | 2011-12 | K-5 | 624 | 990 | K-5 | 672 | 1412 |
| School 18 | | Opened | IDEA Public Schools | Texas Education Agency | 2011-12 | 6th - 9th | 366 | | 6 - 12 | 740 | |
| School 19 | | Opened | IDEA Public Schools | Texas Education Agency | 2011-12 | K-5 | 586 | 941 | K-5 | 672 | 1412 |
| School 20 | | Opened | IDEA Public Schools | Texas Education Agency | 2011-12 | 6th - 9th | 355 | | 6 - 12 | 740 | |
| School 21 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-2013 | K-5 | 400 | 508 | K-5 | 672 | 1412 |
| School 22 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-2013 | 6th - 8th | 108 | | 6 - 12 | 740 | |
| School 23 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | K-4 | 484 | 720 | K-5 | 672 | 1412 |
| School 24 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | 6th - 8th | 236 | | 6 - 12 | 740 | |
| School 25 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | K-4 | 475 | 720 | K-5 | 672 | 1412 |
| School 26 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | 6th - 8th | 245 | | 6 - 12 | 740 | |
| School 27 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | K-4 | 381 | 602 | K-5 | 672 | 1412 |
| School 28 | | Opened | IDEA Public Schools | Texas Education Agency | 2012-13 | 6th - 8th | 221 | | 6 - 12 | 740 | |
| School 29 | | Opened | IDEA Public Schools | Texas Education Agency | 2013-14 | K-3 | 333 | 448 | K-5 | 672 | 1412 |
| School 30 | | Opened | IDEA Public Schools | Texas Education Agency | 2013-14 | 6th - 7th | 115 | | 6 - 12 | 740 | |
| School 31 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | K-2 | 348 | 464 | K-5 | 672 | 1412 |
| School 32 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | 6 | 116 | | 6 - 12 | 740 | |
| School 33 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | K-2 | 348 | 464 | K-5 | 672 | 1412 |
| School 34 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | 6 | 116 | | 6 - 12 | 740 | |
| School 35 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | K-2 | 348 | 464 | K-5 | 672 | 1412 |
| School 36 | | Pre-Opening | IDEA Public Schools | Texas Education Agency | 2014-15 | 6 | 116 | | 6 - 12 | 740 | |
| School 37 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | K-5 | 672 | 1412 |
| School 38 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | 6 - 12 | 740 | |
| School 39 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | K-5 | 672 | 1412 |
| School 40 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | 6 - 12 | 740 | |
| School 41 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | K-5 | 672 | 1412 |
| School 42 | | Planning | IDEA Public Schools | Texas Education Agency | 2015-16 | | 0 | 0 | 6 - 12 | 740 | |
| School 43 | | Applied for Charter | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | K-5 | 672 | 1412 |
| School 44 | | Applied for Charter | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | 6 - 12 | 740 | |
| School 45 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | K-5 | 672 | 1412 |
| School 46 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | 6 - 12 | 740 | |
| School 47 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | K-5 | 672 | 1412 |
| School 48 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | 6 - 12 | 740 | |
| School 49 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | K-5 | 672 | 1412 |
| School 50 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | 6 - 12 | 740 | |
| School 51 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | K-5 | 672 | 1412 |
| School 52 | | Charter Received | IDEA Public Schools | Texas Education Agency | 2016-17 | | 0 | 0 | 6 - 12 | 740 | |
| School 53 | | | | | 2017-18 | | 0 | 0 | K-5 | 672 | 1412 |
| School 54 | | | | | 2017-18 | | 0 | 0 | 6 - 12 | 740 | |
| School 55 | | | | | 2017-18 | | 0 | 0 | K-5 | 672 | 1412 |
| School 56 | | | | | 2017-18 | | 0 | 0 | 6 - 12 | 740 | |
| School 57 | | | | | 2017-18 | | 0 | 0 | K-5 | 672 | 1412 |
| School 58 | | | | | 2017-18 | | 0 | 0 | 6 - 12 | 740 | |
| School 59 | | | | | 2017-18 | | 0 | 0 | K-5 | 672 | 1412 |
| School 60 | | | | | 2017-18 | | 0 | 0 | 6 - 12 | 740 | |
| TOTAL | | | | | | | | 16,927 | | | 42,360 |

Demographic Comparison (as % of All Students)

| | 12-13 | | | | | | | | | | |
|--|------------|------------|---------|---------|---------|-------------------|--------------------|-------------|--------|-------|--------|
| | # Students | Hispanic % | Black % | White % | Asian % | Native American % | Pacific Islander % | 2 or More % | Econ % | LEP % | SpEd % |
| State | 5058939 | 51.3 | 12.7 | 30 | 3.6 | 0.4 | 0 | 1.8 | 60.4 | 17.1 | 8.5 |
| Region | 416353 | 97.6 | 0.2 | 1.7 | 0.5 | 0.1 | 0 | 0.1 | 85.1 | 35 | 7.3 |
| District | 12567 | 95.4 | 1.1 | 2.1 | 1.2 | 0.1 | 0.1 | 0.1 | 83.5 | 26.4 | 4.3 |
| IDEA COLLEGE PREP | 790 | 98.2 | 0.1 | 0.5 | 0 | 0.1 | 0.5 | 0.5 | 86.8 | 7.1 | 5.7 |
| IDEA QUEST COLLEGE PREPARATORY | 753 | 89.1 | 0.8 | 3.7 | 6.1 | 0.3 | 0 | 0 | 74.8 | 6.9 | 4 |
| IDEA FRONTIER COLLEGE PREPARATORY | 782 | 95.5 | 0 | 3.2 | 1.2 | 0 | 0 | 0.1 | 85.2 | 7.7 | 6.9 |
| IDEA COLLEGE PREPARATORY MISSION | 688 | 98.3 | 0.7 | 0.9 | 0.1 | 0 | 0 | 0 | 89.4 | 11.9 | 5.2 |
| IDEA COLLEGE PREPARATORY SAN BENITO | 665 | 91.3 | 0.8 | 6 | 1.7 | 0 | 0.2 | 0.2 | 68.4 | 5 | 4.7 |
| IDEA COLLEGE PREPARATORY SAN JUAN | 791 | 98 | 0 | 1.3 | 0.8 | 0 | 0 | 0 | 91.7 | 15.3 | 4.9 |
| IDEA COLLEGE PREPARATORY ALAMO | 551 | 98.9 | 0 | 0.9 | 0.2 | 0 | 0 | 0 | 97.3 | 24.3 | 4.4 |
| IDEA COLLEGE PREPARATORY PHARR | 357 | 98.3 | 0 | 1.4 | 0.3 | 0 | 0 | 0 | 93.8 | 31.4 | 3.4 |
| IDEA EDINBURG COLLEGE PREPARATORY | 239 | 95 | 0.4 | 1.3 | 3.3 | 0 | 0 | 0 | 77.8 | 7.5 | 3.3 |
| IDEA COLLEGE PREP WESLACO | 236 | 98.3 | 0 | 0 | 1.3 | 0 | 0 | 0.4 | 84.3 | 11.9 | 4.7 |
| IDEA MCALLEN COLLEGE PREPARATORY | 121 | 95 | 0 | 1.7 | 2.5 | 0 | 0 | 0.8 | 78.5 | 24.8 | 0.8 |
| IDEA BROWNSVILLE COLLEGE PREPARATORY | 120 | 95.8 | 0 | 4.2 | 0 | 0 | 0 | 0 | 76.7 | 15.8 | 3.3 |
| IDEA CARVER COLLEGE PREPARATORY | 52 | 65.4 | 32.7 | 1.9 | 0 | 0 | 0 | 0 | 59.6 | 3.8 | 9.6 |
| IDEA ACADEMY | 711 | 98.6 | 0 | 1 | 0 | 0.3 | 0 | 0.1 | 90.7 | 36.6 | 3.8 |
| IDEA QUEST ACADEMY | 704 | 92.9 | 0.4 | 3.1 | 3.4 | 0 | 0 | 0.1 | 80.1 | 33.1 | 3.6 |
| IDEA FRONTIER ACADEMY | 722 | 97.8 | 0 | 1.2 | 1 | 0 | 0 | 0 | 87.5 | 53.6 | 4.4 |
| IDEA ACADEMY MISSION | 587 | 99.3 | 0.2 | 0.5 | 0 | 0 | 0 | 0 | 91.7 | 52.6 | 3.9 |
| IDEA ACADEMY SAN BENITO | 587 | 91.7 | 1 | 4.9 | 1 | 0.5 | 0.5 | 0.3 | 69.5 | 16 | 3.2 |
| IDEA ACADEMY SAN JUAN | 462 | 97.6 | 1.1 | 1.3 | 0 | 0 | 0 | 0 | 80.1 | 44.2 | 6.3 |
| IDEA ACADEMY ALAMO | 347 | 99.7 | 0 | 0.3 | 0 | 0 | 0 | 0 | 95.7 | 66.9 | 2.6 |
| IDEA ACADEMY PHARR | 361 | 99.4 | 0 | 0.6 | 0 | 0 | 0 | 0 | 95 | 75.6 | 3.9 |
| IDEA EDINBURG ACADEMY | 480 | 96.3 | 0.2 | 2.5 | 1 | 0 | 0 | 0 | 75.8 | 33.1 | 2.3 |
| IDEA ACADEMY WESLACO | 468 | 96.4 | 0 | 2.1 | 0.9 | 0.4 | 0 | 0.2 | 85.9 | 19.7 | 1.3 |
| IDEA MCALLEN ACADEMY | 350 | 94.6 | 0 | 2.3 | 2.9 | 0 | 0 | 0.3 | 70 | 34.3 | 3.7 |
| IDEA BROWNSVILLE ACADEMY | 352 | 96.3 | 0.3 | 3.4 | 0 | 0 | 0 | 0 | 79.8 | 52.6 | 6.3 |
| IDEA CARVER ACADEMY | 291 | 66.3 | 27.5 | 5.5 | 0 | 0 | 0 | 0.7 | 62.9 | 5.8 | 3.1 |
| All data provided by the State of Texas | | | | | | | | | | | |
| Gray cells indicate that no applicable data exists | | | | | | | | | | | |

Demographic Comparison (as % of All Students)

| | 11-12 | | | | | | | | | | |
|--|------------|------------|---------|---------|---------|-------------------|--------------------|-------------|--------|--------|-------|
| | # Students | Hispanic % | Black % | White % | Asian % | Native American % | Pacific Islander % | 2 or More % | Econ % | SpEd % | LEP % |
| State | 4978120 | 50.8 | 12.8 | 30.5 | 0.4 | 0.4 | 0.1 | 1.7 | 60.4 | 8.6 | 16.8 |
| Region | 411828 | 97.5 | 0.2 | 1.7 | 0.1 | 0.1 | 0 | 0.1 | 85.6 | 7.4 | 35.1 |
| District | 9505 | 95.7 | 0.4 | 2.3 | 1.3 | 0.1 | 0.1 | 0.1 | 82.3 | 4.5 | 23.2 |
| IDEA COLLEGE PREP | 805 | 98.8 | 0 | 0.5 | 0 | 0 | 0.4 | 0.4 | 87.7 | 5.6 | 8.7 |
| IDEA QUEST COLLEGE PREPARATORY | 736 | 88 | 1.4 | 4.3 | 6.1 | 0 | 0 | 0.1 | 68.2 | 4.5 | 5.3 |
| IDEA FRONTIER COLLEGE PREPARATORY | 715 | 96.1 | 0 | 2.8 | 1 | 0 | 0 | 0.1 | 89.4 | 5.3 | 7 |
| IDEA COLLEGE PREPARATORY MISSION | 578 | 97.8 | 1 | 1 | 0.2 | 0 | 0 | 0 | 86.7 | 4.3 | 9.5 |
| IDEA COLLEGE PREPARATORY SAN BENITO | 589 | 90.3 | 0.8 | 7.1 | 1.4 | 0 | 0.2 | 0.2 | 68.4 | 5.1 | 4.9 |
| IDEA COLLEGE PREPARATORY SAN JUAN | 728 | 97.9 | 0.1 | 1.2 | 0.7 | 0 | 0 | 0 | 86.3 | 4.9 | 10.4 |
| IDEA COLLEGE PREPARATORY ALAMO | 457 | 98.9 | 0 | 0.9 | 0.2 | 0 | 0 | 0 | 91.2 | 4.6 | 18.2 |
| IDEA COLLEGE PREPARATORY PHARR | 245 | 98 | 0 | 1.6 | 0.4 | 0 | 0 | 0 | 94.7 | 4.9 | 15.1 |
| IDEA EDINBURG COLLEGE PREPARATORY | 117 | 97.4 | 0.9 | 0 | 1.7 | 0 | 0 | 0 | 74.4 | 2.6 | 7.7 |
| IDEA COLLEGE PREP WESLACO | 116 | 94 | 0 | 3.4 | 1.7 | 0 | 0 | 0.9 | 82.8 | 6 | 5.2 |
| IDEA MCALLEN COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA BROWNSVILLE COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA CARVER COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA ACADEMY | 683 | 99.3 | 0 | 0.6 | 0 | 0 | 0.1 | 0 | 87.6 | 3.8 | 37.5 |
| IDEA QUEST ACADEMY | 670 | 90.1 | 0.4 | 4 | 4.9 | 0.3 | 0 | 0.1 | 65.5 | 3.3 | 28.1 |
| IDEA FRONTIER ACADEMY | 686 | 96.4 | 0 | 2.5 | 1.2 | 0 | 0 | 0 | 87.9 | 6.3 | 51.7 |
| IDEA ACADEMY MISSION | 461 | 99.3 | 0.7 | 0 | 0 | 0 | 0 | 0 | 88.1 | 3.5 | 54.7 |
| IDEA ACADEMY SAN BENITO | 443 | 92.6 | 0.7 | 4.5 | 1.1 | 0.5 | 0.7 | 0 | 71.1 | 4.1 | 17.2 |
| IDEA ACADEMY SAN JUAN | 339 | 97.1 | 1.5 | 1.5 | 0 | 0 | 0 | 0 | 79.1 | 6.2 | 41 |
| IDEA ACADEMY ALAMO | 232 | 99.6 | 0 | 0.4 | 0 | 0 | 0 | 0 | 94 | 1.3 | 61.6 |
| IDEA ACADEMY PHARR | 237 | 97.9 | 0 | 1.7 | 0.4 | 0 | 0 | 0 | 95.8 | 5.1 | 70.5 |
| IDEA EDINBURG ACADEMY | 336 | 94.3 | 0.6 | 3 | 1.8 | 0 | 0 | 0.3 | 78 | 1.8 | 28 |
| IDEA ACADEMY WESLACO | 332 | 95.8 | 0 | 2.7 | 0.9 | 0.6 | 0 | 0 | 81.9 | 2.1 | 24.4 |
| IDEA MCALLEN ACADEMY | | | | | | | | | | | |
| IDEA BROWNSVILLE ACADEMY | | | | | | | | | | | |
| IDEA CARVER ACADEMY | | | | | | | | | | | |
| | | | | | | | | | | | |
| All data provided by the State of Texas | | | | | | | | | | | |
| Gray cells indicate that no applicable data exists | | | | | | | | | | | |

Demographic Comparison (as % of All Students)

| | 10-11 | | | | | | | | | | |
|--|------------|------------|---------|---------|---------|-------------------|--------------------|-------------|--------|--------|-------|
| | # Students | Hispanic % | Black % | White % | Asian % | Native American % | Pacific Islander % | 2 or More % | Econ % | SpEd % | LEP % |
| State | 4912385 | 50.3 | 12.9 | 31.2 | 3.4 | 0.5 | 0.1 | 1.6 | 59.2 | 8.8 | 16.9 |
| Region | 408254 | 97.4 | 0.2 | 1.8 | 0.5 | 0.1 | 0 | 0.1 | 85.2 | 7.6 | 36.1 |
| District | 6855 | 95.1 | 0.6 | 2.8 | 1.3 | 0.1 | 0.1 | 0 | 80 | 4.1 | 20.4 |
| IDEA COLLEGE PREP | 785 | 99 | 0.1 | 0.4 | 0 | 0 | 0.5 | 0 | 87.4 | 5.2 | 11 |
| IDEA QUEST COLLEGE PREPARATORY | 678 | 86.9 | 1.3 | 6.3 | 5.3 | 0.1 | 0 | 0 | 64.3 | 3.7 | 5.6 |
| IDEA FRONTIER COLLEGE PREPARATORY | 636 | 95.4 | 0 | 2.8 | 1.6 | 0 | 0 | 0.2 | 85.8 | 5.2 | 9 |
| IDEA COLLEGE PREPARATORY MISSION | 479 | 97.1 | 1.7 | 1.3 | 0 | 0 | 0 | 0 | 86.2 | 4.6 | 9 |
| IDEA COLLEGE PREPARATORY SAN BENITO | 482 | 89.6 | 0.8 | 8.5 | 0.8 | 0 | 0.2 | 0 | 65.8 | 5.8 | 4.6 |
| IDEA COLLEGE PREPARATORY SAN JUAN | 468 | 97.6 | 0.4 | 1.9 | 0 | 0 | 0 | 0 | 83.8 | 4.3 | 4.1 |
| IDEA COLLEGE PREPARATORY ALAMO | 230 | 99.6 | 0 | 0.4 | 0 | 0 | 0 | 0 | 85.7 | 2.6 | 26.5 |
| IDEA COLLEGE PREPARATORY PHARR | 213 | 99.5 | 0 | 0 | 0 | 0 | 0 | 0.5 | 91.1 | 3.3 | 11.3 |
| IDEA EDINBURG COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA COLLEGE PREP WESLACO | | | | | | | | | | | |
| IDEA MCALLEN COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA BROWNSVILLE COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA CARVER COLLEGE PREPARATORY | | | | | | | | | | | |
| IDEA ACADEMY | 626 | 98.4 | 0 | 1.1 | 0 | 0 | 0.5 | 0 | 85.8 | 4.8 | 36.1 |
| IDEA QUEST ACADEMY | 627 | 89.6 | 1 | 4.5 | 4.6 | 0.3 | 0 | 0 | 65.1 | 3.2 | 26.8 |
| IDEA FRONTIER ACADEMY | 580 | 95.9 | 0 | 2.8 | 1.4 | 0 | 0 | 0 | 86.2 | 4.3 | 44.8 |
| IDEA ACADEMY MISSION | 333 | 99.1 | 0.6 | 0 | 0 | 0 | 0 | 0.3 | 84.7 | 2.7 | 38.1 |
| IDEA ACADEMY SAN BENITO | 308 | 93.2 | 1 | 4.2 | 0.6 | 0.3 | 0.6 | 0 | 72.4 | 2.3 | 18.5 |
| IDEA ACADEMY SAN JUAN | 202 | 96 | 2.5 | 1.5 | 0 | 0 | 0 | 0 | 80.2 | 2 | 34.7 |
| IDEA ACADEMY ALAMO | 105 | 98.1 | 0 | 0 | 0 | 1.9 | 0 | 0 | 88.6 | 1 | 57.1 |
| IDEA ACADEMY PHARR | 103 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 96.1 | 1 | 76.7 |
| IDEA EDINBURG ACADEMY | | | | | | | | | | | |
| IDEA ACADEMY WESLACO | | | | | | | | | | | |
| IDEA MCALLEN ACADEMY | | | | | | | | | | | |
| IDEA BROWNSVILLE ACADEMY | | | | | | | | | | | |
| IDEA CARVER ACADEMY | | | | | | | | | | | |
| All data provided by the State of Texas | | | | | | | | | | | |
| Gray cells indicate that no applicable data exists | | | | | | | | | | | |

I.D.E.A. Academy

Individuals Dedicated to Excellence and Achievement

Charter

Approved by:
Texas State Board of Education
March 3, 2000

Introduction

The community of Donna, TX is located in the Rio Grande Valley on the U.S.- Mexico border. The community is ravaged by gangs and crime, and is served by an educational system that is in drastic need of reform. It was in this community that three teachers began their careers several years ago. At the end of their first year of teaching, they felt that the traditional framework for public education simply was not doing enough for their students, nearly all of whom were minorities from economically disadvantaged *colonias* (subdivisions often lacking in water and other basic utilities). It was clear to these teachers that a better approach to education was necessary, and, at the end of their first year of teaching, they resolved to make a change. With the permission and funding of the local school district these teachers designed and implemented a program aimed at raising their students' achievement to a level comparable to students from the best schools in the nation. The program was named the IDEA Academy (Individuals Dedicated to Excellence and Achievement).

The premise behind the IDEA Academy is simple: if students are to read and write better and develop improved math skills, they need to attend school longer, take more challenging courses, and work harder. This commitment to hard work is matched by strict codes for student discipline and conduct. Students, parents, and teachers decide to make an enormous commitment when they register for the IDEA Academy. All IDEA Academy students choose to attend school from 7:30 a.m. until 5:00 p.m. during the week and from 9:00 a.m. until 1:00 p.m. on Saturday. IDEA Academy students choose to spend 40% more time in school than any other students in the Rio Grande Valley.

By the end of the first year, the results of the hard work began to show. Passing rates for TAAS Math increased from 70% before entering the IDEA Academy to over 95% after just one year. Reading scores also soared from a 69% passing rate to 86%. Furthermore, students came to appreciate the "tough love" approach to education where they were engaged in an exciting educational curriculum that challenged them each day.

After the success of the first year, demand for the program swelled to 104 students for the 1999-2000 school year and students, teachers, and parents began to seek greater autonomy from the school district and requested that the program be expanded to serve sixth and seventh grade students. When these demands weren't met, a collaborative decision was made to apply for state charter status so that the educational journey these students and teachers began could be continued.

VIII. Governance Structures and Processes

A. Continuity of Vision

A strong, clear vision and sense of purpose provide the philosophical and ethical compass to the leadership of an organization. Therefore, it is vital that the vision of the IDEA Academy's founders is sustained across the span of time and throughout variations in leadership and personnel. To ensure a continued, transcendent vision that remains true to the founding inspiration:

1. Members of the founding coalition will constitute a majority of the first governing board;
2. All prospective board members will visit the IDEA Academy, meet with a representative group of parents, teachers, and students to gain a clear sense of what lies at the heart of the IDEA Academy's mission;
3. All board members will sign the Board Member Commitment to Excellence and Achievement, which is based upon the contract signed by all students, their parents/guardians, and teachers. This contract sets forth the requirements and responsibilities for IDEA Academy board members and proactively affirms their commitment to the founding mission and goals of the IDEA Academy;
4. An official board historian will document important IDEA Academy decisions, events, and trends, to create an institutional memory. This ever-changing historical document will illustrate ways in which the initial inspiration took shape, how it has evolved, and how it can continue to grow and exert influence in the context of day-to-day operations.

B. Roles and responsibilities of the Board of Directors:

The IDEA Academy and IDEA Academy, Inc. work collaboratively to ensure that every policy formed and every decision made help create students dedicated to hard work, academic success, and integrity. Specifically, it is the responsibility of IDEA Academy, Inc. to hold the school director accountable for the academic and financial management of the IDEA Academy. The Board of Directors and Officers will ensure that the IDEA Academy meets academic goals and adheres to policies and guidelines set forth in this charter. IDEA, Inc. will be accountable to the State Board of Education and the Texas Education Agency for the proper operation and maintenance of the IDEA Academy Charter. Specifically, the Board of Directors is charged with the following responsibilities:

1. Appointing the IDEA Academy School Director, who will serve as the academic and administrative leader; *Tom*
2. Approving the annual operating budget;
3. Approving the hiring and termination of all school personnel, both professional and support staff; *John*
4. Holding the school director accountable for the academic goals and fiscal management of the school; *Angela*
5. Ensuring that the IDEA Academy meets goals set forth in this charter and adheres to the Texas Education Code;

6. Aiding in strategic planning, fundraising, marketing, and providing general support and services to the school; and
7. Fulfilling its prescribed duties in managing the effective resolution of complaints.

C. Complaints

Thus far, the IDEA Academy has received very few complaints from parents and employees, a result of our proactive approach to solving small problems before they become serious.

Proactively Dealing with Complaints

We encourage staff to speak directly to the person(s) with whom they have an issue or complaint. While sometimes uncomfortable, this direct feedback approach is the best long-term solution to solving problems and creating an environment of trust, openness, and professionalism. Whether the conflict is between a custodian and a teacher, or between a teacher and administrator, the most effective way to resolve the problem is through direct, albeit polite, feedback. We spend a considerable amount of time in the beginning of the school year creating this dynamic of open feedback when we establish our norms for interaction.

Expediting complaints from parents often involves a nuanced, varied approach depending upon each circumstance. Skillful teachers and administrators often handle minor complaints over the course of a month and resolve the problems in subtle, informal, yet highly effective ways. They build trust by listening to parents, understanding their perspective, and creating solutions that are fair and just. Since our parental involvement (as outlined in VIII.E) fosters a true spirit of cooperation, parents understand that the teachers and staff are “on their side,” which is invaluable when complaints do arise.

Formal Complaint Protocol

Despite our proactive approach, we realize that parents may have complaints requiring formal procedures to ensure fair, speedy action, and that employee complaints sometimes concern sensitive, uncomfortable, or even legal matters. In such cases we encourage staff members and/or parents to follow these procedures:

- a. File a formal complaint in writing with the school director, who will take appropriate action, which may include mediating the complaint between the two parties, investigating the complaint further, or directing the complaint to the Complaint Management Task Force. The school director will provide a written response outlining actions taken to the person lodging the complaint and any other affected parties;
- b. In the event that the person filing the grievance has a complaint with the school director, he or she should then either file the complaint with the Dean of Instruction or present a formal complaint directly to the Chairman of the Complaint Management Task Force. The Complaint Management Task force will investigate the matter, determine necessary steps to ensure an appropriate resolution to the complaint, and report all findings and recommendations in writing to the Board of Directors and any other affected parties. The

Complaint Management Task force will empower the Task Force Chairman to pursue any other necessary actions to comply with legal and ethical requirements:

- c. Should the complaint involve members of the complaint management task force, the individual(s) against whom the complaint is filed will recuse him/herself from the task force as the investigation and findings continue;
- d. Any actions or recommendations for action by the Complaint Management Task Force will be reported to the Board of Directors in a closed session open only to those directly involved. All decisions of the complaint management task force can be appealed by any of the parties to the Board of Directors, which will then decide upon further action.

The goal of this process is to guarantee a fair and ethical system for responding to complaints. The key is that our process is formal enough to ensure fairness in addressing complaints and flexible enough to respond to special circumstances. Parents and employees will be provided a copy of this policy in writing at the beginning of the school year.

D. Ensuring a Productive Relationship between teachers, administration, and directors of the board.

Trust, cooperation, and collegiality among staff is vital to the success of a school. These principles, combined with a shared belief that minority students can achieve at high levels, establish an environment in which teachers, administrators, and support staff are driven by a clear sense of purpose and possibility.

To this end, we at the IDEA Academy have put a great deal of thought and effort into creating the best possible relationship between teachers and administrators. One unique feature of the IDEA Academy is that administrators are required to teach for at least a portion of each school day--the current director of the IDEA Academy teaches a full day of class every school day and future administrators will continue to spend at least a half-day teaching. When administrators receive a daily reminder of the realities of being a classroom teacher, teachers and administrators are able to view each other as peers united by a common cause. Furthermore, administrators remain continuously in touch with the ways in which they can best support and aid teachers.

We believe in empowering teachers to truly feel comfortable questioning, challenging, and offering alternatives to administrative decisions or school policies. Before the school year begins, teachers, administrators, and directors cooperatively establish "norms for interaction," a set of guidelines and ground-rules for staff communication and interaction on both a professional and personal level. This is a first step in creating a culture where individuals understand that reasonable people can disagree and actively debate ideas and issues in a way that heightens everyone's critical thinking. The reality of human nature ensures that at some point there are bound to be disagreements and differing approaches to educational issues. Rather than pacifying and placating disagreements, we will continue to view this respectful clash of ideas and the thought that such debate brings as necessary to progress.

The "feedback loops" that will ensure a positive teacher-administrator relationship are:

1. Monthly one-on-one meetings between the school director and each teacher;

2. Quarterly Reflection meetings, in which teachers and staff reflect on the overall climate of the school and what can be done to maintain or improve it;
3. Weekly team meetings between teachers of the same grade level/department and the school director or dean of instruction; and
4. Continual establishment of “buy-in” from teachers by soliciting their opinions and thoughts on a wide range of issues.

E. Parental and Student Involvement in Decision-Making

The involvement of students and parents is an important component of the IDEA Academy's decision-making process. Their influence is two-fold: they provide a direct voice as members of the shared decision making committee, and they provide ongoing feedback that indirectly influences the direction of the school.

Student Involvement

Our commitment to instilling within students the values of a free, democratic society capable of self-determination is reflected in our students' interactive role in the decision-making process.

Monthly Student Meetings: Student discussion meetings are currently held each month, providing students an opportunity to discuss issues relevant to their education. All students are empowered to place items on the agenda. These monthly meetings are an important channel of communication between the school staff and the student body.

Quarterly Student Surveys: Two times each semester students provide the teaching staff direct feedback on the quality of instruction, the content of the curriculum, and the overall climate of the school. The anonymous surveys contain multiple choice questions as well as a space for students to make general suggestions and observations.

Student Representatives: Two student representatives, selected by their peers, will serve as representatives to the Shared Decision Making Committee.

Parental Involvement

Parental Action Committee: Just as the students have a forum to express their views on the IDEA Academy, the Parental Action Committee (PAC) provides such a vehicle for parents. The PAC meets on a monthly basis. Its agenda is set by the PAC Steering Committee, a five-member panel elected by the PAC itself. The PACSC facilitates discussions on educational topics, among them: student dress code, curriculum, homework policy, fundraising efforts, discipline, and overall familial involvement.

Quarterly Parental Surveys: Two times each semester, parents provide the teaching staff and administration direct feedback on the quality of instruction, the content of the curriculum, and their overall satisfaction with the school. The anonymous surveys contain multiple choice questions as well as a space for parents to make general suggestions and observations.

Shared Decision Making Committee: Consistent with the vision and mission of the IDEA Academy is our collaborative approach to decision-making. Families, students, teachers, and community members come together to ensure that all policies and decisions support the school's overarching mission. The IDEA Academy SDMC is charged with making decisions in regards to student achievement, curriculum, extracurricular activities, field lessons, staff development, student discipline policies, and overall educational plan. The eleven-member committee is elected by secret ballot and serves for two years, although the initial committee member terms will be staggered. In the event of a vacancy, the school director will appoint a replacement subject to the approval by the SDMC.

The members of the SDMC will reflect the community we serve, and will be composed of:

- Three IDEA Academy teachers;
- One non-instructional staff member;
- One member of the community;
- Two family members or guardians of IDEA Academy students;
- Two students;
- The school director; and
- One member of the Board of Directors.

Meetings will be held the first Tuesday of each month, and emergency meetings will take place on an as-needed basis. The meetings are open to all, and are led by the school director. The committee secretary will keep the minutes of all meetings. The agenda for the meetings will be set the Friday prior to each meeting. Any member of the community can request that an item be placed on the agenda. Request forms will be available at the main office.

An important function of the SDMC is to appoint task forces to closely examine and report on issues requiring more in-depth consideration. Task force chairs report their findings and/or make recommendations to the SDMC at regularly scheduled meetings.

IX. Vision and Goals

Mission Statement

The IDEA Academy is dedicated to creating students who possess the necessary academic, intellectual, and character traits to succeed in college and the increasingly competitive world that follows.

Vision Statement

The basic components of the IDEA Academy have been in place since the 1998-99 school year, when Donna ISD approved the program as a "school within a school." Therefore, our overarching vision is to transform a highly effective program into an even more effective charter school.

The faculty and staff of the IDEA Academy are dedicated to cultivating in students the understanding that hard work and dedication in school are the keys to success in the future. At the same time, students in the IDEA Academy must be as concerned with doing good as they are with doing well. Our students will develop intellect with character, hard work with compassion, and a commitment to excellence combined with a sense of social justice. We aspire to create a core of students aware that what they learn in the classroom empowers them to transform their community in positive, meaningful ways.

We seek to create a school competitive with the best private and public schools in the nation; one which demonstrates that through hard work and discipline, minority students from economically depressed areas can achieve at levels comparable to their peers in affluent communities. It is our desire to create a tradition of excellence that serves as a shining example of the potential power of public education.

Our ultimate vision, the one that focuses, clarifies, and intensifies the efforts of students, staff, and parents, is to create students who have the skills and desire to make success in college not only a possibility, but a probability.

Realizing the Vision

The teachers, students, and parents of the IDEA Academy are united by the belief that there are no shortcuts to a good education. There is no easy way to teach all children how to read, just as there is no magic method to teach children how to succeed in math. Hard work on the part of the students and high-quality instruction from teachers is the only way to ensure that all children attain an excellent education. It is this basic philosophy that drives every lesson taught, each decision made, and all policies implemented at the IDEA Academy.

This hard work and purposeful pursuit of educational excellence takes the form of a longer school day and week, higher standards for academic success, and exemplary student conduct. To achieve these results, we engage students in a rigorous and enjoyable educational experience. Our approach is to raise achievement levels through an accelerated curriculum that demands increased responsibility from students while offering them an opportunity to participate in a challenging curriculum and a high quality after school program.

Too often in education, different teaching philosophies have been viewed as competing, not complementing. In the IDEA Academy, our teachers draw from the best practices that different pedagogical approaches offer, with the realization that a balance of strategies will reach the greatest number of students and their diverse needs. The fourth through eighth grade IDEA Academy campus will continue to combine E.D. Hirsch's *Core Knowledge Sequence* with the TEKS and a high quality service learning and character education curriculum developed with *Do Something*, the national community service organization. In addition, high quality enrichment activities will continue to expose and immerse students in educational opportunities that expand their world view.

X. School Goals

Our goals for student achievement are based on high, attainable expectations. Our past success, combined with the success of the two TEA-rated exemplary charter schools after which our charter school is modeled, provide clear proof that our goals are attainable, regardless of our students' past levels of achievement.

A. Student Goals

1. **Reading: IDEA Academy students will develop reading comprehension skills that enable them to read on or above grade level.**

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool* |
|--|---------|---------|----------|---|
| 1. Percentage of students who will pass the Reading Section of the Texas Assessment of Academic Skills | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • TAAS Reading |
| 2. Percentage of students who will improve their Texas Learner Index by an average of 15 percent over their previous TAAS scores or attain a minimum TLI of 80%. | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • TAAS Reading |
| 3. Percentage of students reading below grade level who will improve 1.75 years for each year they are in the IDEA Academy. | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Stanford 9 • OLSAT • Individual Reading Inventories • TAAS Reading |
| 4. Percentage of students reading on grade-level who will improve 1.5 years for each year they are in the IDEA Academy; | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Stanford 9 • OLSAT • Individual Reading Inventories • TAAS Reading |
| 5. Percentage of students entering the IDEA Academy at the beginning of the fourth grade who will read on grade level by the end of fifth grade. | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Stanford 9 • OLSAT • Individual Reading Inventories • TAAS Reading |
| 6. Percentage of fifth, sixth, and seventh grade students who will read on or above grade level at the end of their second year in the IDEA Academy | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Stanford 9 • OLSAT • Individual Reading Inventories • TAAS Reading |
| 7. Percentage of Students passing Reading classes with a 75% or higher. | 85% | 90% | 95% | <ul style="list-style-type: none"> • Student Report Cards |

**All measurement tools are explained in greater detail under the assessment section of the charter beginning on page 30.*

2. Math: Students will perform on or above grade level on problem solving and computation, and students will pass the High School Algebra I end of year exam by the end of their eighth grade year.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool |
|--|---------|---------|----------|--|
| 1. Percentage of students at all grade levels who will pass the math section of the Texas Assessment of Academic Skills | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • TAAS Math |
| 2. Percentage of students at all grade levels who will increase their math TAAS TLI by 15 percentage points or score a minimum 83 on the TLI | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • TAAS Math |
| 3. Percentage of students who will score on or above grade level on norm-referenced tests scored in terms of grade level | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Stanford 9 • OLSAT |
| 4. Percentage of eighth grade students who will take Algebra I for high school credit and pass the End of Course Exam | N/A | 50% | 100% | <ul style="list-style-type: none"> • Report Cards • End of Course Exam |
| 5. Percentage of Students in all grade levels passing their math courses with 80% or higher | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Student Report Cards |
| 6. Percentage of students who will pass IDEA Academy-generated End of Course Exam | 85% | 90% | 95%-100% | <ul style="list-style-type: none"> • Student Report Cards |

3. Writing: Students will be able to effectively communicate to diverse audiences through a variety of genres and for an array of purposes.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool* |
|--|---------|---------|----------|---|
| 1. Percentage of students in grades four and eight who will pass the composition section of TAAS with a score of "3" or higher | 90% | 95% | 95%-100% | <ul style="list-style-type: none"> • TAAS Writing |
| 2. Percentage of students in grades four and eight who will pass the objective section of TAAS writing | 90% | 95% | 95%-100% | <ul style="list-style-type: none"> • TAAS Writing |
| 3. Percentage of students in all grade levels whose writing samples will be on or above national grade level averages | 85% | 90% | 95% | <ul style="list-style-type: none"> • OLSAT • Committee evaluation using |

| | | | | |
|--|-----|-----|-----|--|
| | | | | nationally recognized rubric |
| 4. Percentage of students whose use of mechanics will be on or above national grade level averages | 85% | 90% | 95% | <ul style="list-style-type: none"> OSLAT Committee evaluation using nationally recognized rubric |
| 5. Percentage of students in all grades who will pass writing with an 80% or higher | 80% | 85% | 90% | <ul style="list-style-type: none"> Student Report Cards |
| 6. Percentage of students whose writing portfolios will demonstrate mastery of writing in terms of specific grade levels | 80% | 85% | 90% | <ul style="list-style-type: none"> Committee Evaluation of Writing Portfolios |

4. Science and Social Studies: Students will graduate from the IDEA Academy fully prepared for the rigors of high school Advanced Placement Courses and with a mastery of the curricular objectives outlined in the TEKS and *Core Knowledge Sequence*.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool* |
|--|---------|---------|---------|---|
| 1. Percentage of students in all grades passing the End of Course Exams in social studies and science | 75% | 80% | 85% | <ul style="list-style-type: none"> IDEA Academy End of Course Exams |
| 2. Percentage of students in all grades scoring on or above national grade level averages | 75% | 80% | 85% | <ul style="list-style-type: none"> Stanford 9 |
| 3. Percentage of all students whose long term science project and research papers receive a score of 80% or higher | 80% | 85% | 90% | <ul style="list-style-type: none"> Scoring Rubric for Science projects/research papers |
| 4. Percentage of eighth grade students whose social studies research project will receive a score of 80% or higher | N/A | 85% | 90% | <ul style="list-style-type: none"> Scoring Rubric of IDEA Academy Evaluation Committee |
| 5. Percentage of students who will pass science with an 80% or higher | 85% | 90% | 95% | <ul style="list-style-type: none"> Student Report Cards |

| | | | | |
|--|-----|-----|-----|--|
| 6. Percentage of students who will pass social studies with an 80% or higher | 85% | 90% | 95% | <ul style="list-style-type: none"> • Student Report Cards |
|--|-----|-----|-----|--|

Timelines for Reporting Progress

| TAAS | Stanford 9 | OLSAT | Portfolio Evaluation Rubrics | End of Course Exams | Individual Reading Inventories | Scoring Summary of Science/Social Studies Projects |
|------|------------|----------|------------------------------|---------------------|--------------------------------|--|
| June | December | November | June | June | May | May |

B. School Goals

1. School Climate: Students will be invested in the educational goals of the IDEA Academy and inspired to learn.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool |
|--|---------|---------|---------|--|
| Students reporting positive attitude toward the Academy | 90% | 95% | 95% | <ul style="list-style-type: none"> • Student Surveys |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: January and June</i> | | | | |
| Students renewing their contracts to continue at the Academy | 90% | 95% | 95% | <ul style="list-style-type: none"> • Student enrollment Records |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: June</i> | | | | |
| Average Daily Attendance | 96% | 97% | 97% | <ul style="list-style-type: none"> • ADA Records |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: Monthly</i> | | | | |
| Formal student recognition opportunities per year | 4 | 4 | 4 | <ul style="list-style-type: none"> • Ceremony Programs |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: June</i> | | | | |

2. School Climate: Teachers will be invested in the educational goals of the IDEA Academy and believe that the IDEA Academy is a good place to work.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool |
|--|---------|---------|---------|---|
| 1. Teachers reporting positive attitude toward the Academy | 90% | 95% | 95% | <ul style="list-style-type: none"> • Staff Surveys |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: January and June</i> | | | | |
| 2. Teachers renewing their contracts to continue at the Academy | 90% | 95% | 95% | <ul style="list-style-type: none"> • Teacher Personnel |

| | | | | |
|--|-----|-----|-----|---------------------------|
| | | | | Reports |
| • <i>Timeline for reporting progress: June</i> | | | | |
| 3. Average Daily Attendance | 95% | 95% | 95% | • Teacher Payroll Records |
| • <i>Timeline for reporting progress: June</i> | | | | |
| 4. Formal staff recognition opportunities per year | 2 | 2 | 2 | • Written account |
| • <i>Timeline for reporting progress: June</i> | | | | |

3. Parental Involvement: Parents will be invested in their child’s education and believe that they and the IDEA Academy share common goals and a unified sense of purpose.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 | Measurement tool |
|---|---------|---------|---------|---|
| Percentage of parents receiving at least one home visit per year | 100% | 100% | 100% | • Signed Contracts • Parental Contact Logs |
| • <i>Timeline for reporting progress: June</i> | | | | |
| Percentage of parents attending school functions four times per year | 80% | 80% | 80% | • Parental Contact Logs |
| • <i>Timeline for reporting progress: June</i> | | | | |
| Percentage of parents reporting positive attitude towards the Academy | 95% | 95% | 95% | • Parent Surveys |
| • <i>Timeline for reporting progress: January and June</i> | | | | |
| Percentage of parents participating on Parent Advisory Committee | 60% | 65% | 70% | • PAC meeting attendance logs |
| • <i>Timeline for reporting progress: June</i> | | | | |

4. Teacher Goal: Teachers will ensure that students receive an excellent, high quality education based on high expectations for student success.

| Performance Objective | Measurement Tool |
|--|--|
| 1. Every teacher will continue to maintain a 95% attendance rate, including Saturday classes | • Payroll records |
| • <i>Timeline for reporting progress: June</i> | |
| 2. Every teacher will submit detailed lesson plans/course syllabi and a completed draft for the midterm and semester exam one week prior to the beginning of classes during the first semester and prior to winter break for the second semester | • All lesson plans, syllabi and final exams will be kept on file; there will be a log detailing the receipt of these items |

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: January and June</i> | |
| 3. Every teacher will continue to receive a satisfactory or better on student and parent evaluations | <ul style="list-style-type: none"> • Student and parent evaluations |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: June</i> | |
| 4. Every teacher will complete thirty hours or more of professional development over the course of the year | <ul style="list-style-type: none"> • Professional sign-in logs • Proof of conferences or classes attended • Teacher Self-Report of professional development activities |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: June</i> | |
| 5. Every teacher will conduct thirty hours of classroom observations either at the IDEA Academy or in the classrooms of other master teachers | <ul style="list-style-type: none"> • Classroom Observation Logs |
| <ul style="list-style-type: none"> • <i>Timeline for reporting progress: June</i> | |
| 6. Every teacher will be observed by a peer at least once each month. Peer observations will be followed by a reflection/debriefing. | <ul style="list-style-type: none"> • Classroom observation logs and copy of reflection template |

5. Community Involvement and Public Relations Goal: The IDEA Academy will be viewed by the greater Rio Grande community as a model of educational excellence.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 |
|---|---------|---------|---------|
| 1. Positive media articles/news stories per year | 6 | 8 | 10 |
| 2. Newsletters issued per year | 100 | 150 | 200 |
| 3. Newsletter issued X times per year | 4 | 4 | 4 |
| 4. Letters of Support from community/business leaders | 6 | 8 | 10 |

6. Financial Stability: The IDEA Academy will be financially able to implement all curricular, extra-curricular, and developmental initiatives.

| Performance Objective | 2000-01 | 2001-02 | 2002-05 |
|--|----------|-----------|-----------|
| 1. Funds raised from private and corporate sources | \$80,000 | \$100,000 | \$120,000 |
| 2. Funds raised from public and private grants | \$50,000 | \$65,000 | 80,000 |
| 3. Funds raised from fundraising activities sponsored by the parent advisory committee, e.g. bake sales, raffles | \$4,000 | \$6,000 | \$8,000 |

Facilities Development

The IDEA Academy has been moved each year of its existence and the school district did not provide 1998-99 IDEA Academy students with transportation to its current location. Therefore, one of our primary goals is to find a facility and location that will provide the necessary stability for continuity and growth. We have currently selected a site in downtown Donna for the 2000-01 school year. We view this as a short-term facilities solution; however, it will ensure that we are prepared for students by Fall of 2000 and will meet our growth and expansion needs for at least the first two years. Our ultimate goals for facilities development follow:

7. The IDEA Academy will develop a permanent school site and educational building

| Performance Objective |
|---|
| 1. Land for the IDEA Academy will be selected and approved by the school board by December 2000. |
| 2. Architectural plans for new school or existing building and renovations will be approved by the board of directors by December 2000. |
| 3. Fundraising goals and capital funds campaign will be developed by January of 2001 |
| 4. Groundbreaking and/or renovations for permanent school site will begin by December 2002 |

8. Growth

During our first year we will enroll fifty students in grades four through seven, for a total of 200 students. During our second year we will expand to the eighth grade. During our third year, we will begin increasing the number of students enrolled in each grade level. Our expansion plans are detailed in table 3, and in the community outreach and marketing plan we explicitly state what steps will be taken (i.e. performance objectives) to ensure that we meet these recruitment goals.

Table 3

| School Year | The IDEA Academy School Grades | Total Enrollment |
|-------------|------------------------------------|------------------|
| 2000-2001 | Fourth Grade through Seventh Grade | 200 |
| 2001-2002 | Fourth Grade through Eighth Grade | 250 |
| 2002-2003 | Fourth Grade through Eighth Grade | 375 |
| 2003-2004 | Fourth Grade through Eighth Grade | 500 |
| 2004-2005 | Fourth Grade through Eighth Grade | 500 |

C. Community Outreach and Marketing Plan

Our community outreach and marketing plan includes both long- and short-term practices. Our long run efforts focus on raising awareness of the IDEA Academy and its mission through positive newspaper and television stories and community outreach programs. In the past, the media stories have centered around community service projects, special events, and the uniqueness of the IDEA Academy. We also issue quarterly newsletters to students' families, community leaders, funders, and local businesses.

The groundwork of positive exposure and the establishment of community and media relationships set the stage for our seasonal community outreach, which focuses on recruiting students to attend the IDEA Academy. It is of primary importance that we reach students most in need of our services, including those students living in *colonias*, who are partially removed from the traditional media routes. Therefore, we will continue to canvass neighborhoods, going door-to-door, to inform parents and students of the IDEA Academy. Thanks to an organized and committed coalition of teachers, parents and community members, we have a willing and able canvassing network in place.

When students and their parents express an interest in attending the IDEA Academy, the teachers visit them at their homes, further explain the program, and answer questions. If students and their parents decide that the IDEA Academy is a program that fits their educational ideals and philosophy, they then sign the *IDEA Academy Commitment to Excellence and Achievement*, known to students and families as "The Contract." It is this nearly unprecedented personal contact that makes the IDEA Academy unique.

We will continue providing Spanish and English versions of all printed material. In addition, the following practices will ensure a sufficient applicant pool:

- Teacher referrals from other campuses;
- Announcements in both community-based and major newspapers;
- Word of mouth: Our 170 students, both former and present, provide a network of parents and students able to inform others of the IDEA Academy;
- Information booths: In partnership with local businesses and community organizations we will staff information booths with parent volunteers, current students, and teachers. This will provide prospective students and their parents an opportunity to learn about the IDEA Academy and give them the chance to ask questions of those most familiar with the program;
- Continued mailing of our IDEA Academy newsletter to members of the community.
- Posting of flyers in local supermarkets, churches, community centers, *colonias*, and apartment complexes;
- Visiting the homes of interested parents and students; and
- Conducting informational meetings for parents and students.

Our recruitment methods will focus on the geographical area of Donna, though students from across the Rio Grande Valley will be eligible to attend. We will provide transportation to students throughout Donna, with the possibility of expanding the service to other surrounding communities according to demand.

XI. General Description of School and Statement of Need

General Description

The IDEA Academy will serve students between fourth and eighth grade. The basic framework of the school is simple: Students attend school longer, work harder, and receive more hours of high quality instruction. This intensive pace, combined with strategies to motivate and invest students in their education, allows them to progress academically at an advanced rate. We combine these high academic standards with strict guidelines for personal conduct and individual responsibility. We show that with the right kind of discipline and old-fashioned hard work, minority students from under-resourced neighborhoods can and do achieve at very high levels.

Following is a synopsis of the average day in the life of an IDEA Academy student:

- 7:00 a.m. to 7:30 a.m.:** Students arrive at school and eat breakfast.
- 7:30 a.m. to 8:00 a.m.:** Students attend homeroom classes and begin morning thinking skills sheet. The skills sheet contains complex math problems, patterns, mathematical operations, the daily quotation, a short morning message scattered with intentional grammatical errors, and logic puzzles.
- 8:00 a.m. to 8:45 a.m.:** Students attend reading class according to their current reading level. This is the only time during the day when students are homogeneously grouped, and it allows teachers to implement a more individualized reading curriculum that better meets students' needs.
(For example, 20% of our fourth and fifth grade students entering the IDEA Academy this year read at or below first grade level. In order to meet their needs without diluting the reading curriculum for students on or above level, it was imperative that we offered homogeneously grouped reading classes).
- 8:45 a.m. to 3:30 p.m.:** Core academic classes. Students attend math, reading, writing and language arts, science, health, social studies, physical education, art/music, current events, and study skills classes. All classes are heterogeneously grouped.
- 3:30 p.m. to 4:10 p.m.:** Enrichment period. As students receive their afternoon snack they attend their choice of organized, structured enrichment opportunities.
- 4:10 p.m. to 5:00 p.m.:** Reader's Workshop
- After 5:00 p.m.:** Further tutoring and one-on-one instruction for students who need extra help in reading and math.

Need for the IDEA Academy

In outlining the deficiencies of the school districts currently serving our prospective students, our intention is not to unfairly or harshly criticize their efforts. Rather, we hope to bring to light some of the problems that we can help solve. We do not believe that charter schools alone are going to solve the myriad challenges facing public education, but we do believe that they are an important piece in the mosaic of solutions.

Too many students in Donna and the surrounding communities fall more than one grade level behind in basic academic skills. Analysis of school data indicates that the decline in student performance begins in grade four and continues through middle school, with increases in student behavioral infractions, absences, and failing grades. With over 96% of students qualifying for the federal free lunch program, parents cannot afford private alternatives to their regularly zoned schools.

In assessing its needs in an application for federal assistance, Donna ISD, the school district from which we currently draw our students, writes:

The region is plagued by very high levels of poverty, high unemployment and under employment, and low educational attainment...

The school is influenced by a community ravaged by gangs, crime, and drugs. Recently a 12-year-old Donna student's throat was slit and his blood drunk by his killer, who afterwards mutilated his body. Furthermore, extensive graffiti, frequent drive-by shootings, and other signs of gang activity throughout the community bring grief and concern to its residents.

Donna's economically depressed area and economically disadvantaged population is further complicated by a school district tax structure which results in the district being ranked among the poorest in the state of Texas...The effect is a low budget for education at school and home.

The economic depression, high crime, and poor tax base contribute to an attitude by parents that emphasizes short-term goals and survival. Consequently, clear goals for educational success are often ignored by parents, and the children are not pushed to excel.

Even though the state of Texas rated the district as "Academically Acceptable," our students do not do well in key performance factors. The district exempts 17.1% of its students from taking the TAAS while the State exempts only 2.4%. In spite of this the district's passing rate for students who do test is 56.4% for the 1998 school year as compared to the state's rate of 72.9%.

Source: Application for Federal Education Assistance, Spring of 1999

According to these statistics, only 47% of students in the district pass TAAS.

This statement of need cites district averages, but there are schools within the district with even more serious deficiencies. For example, at one elementary school, over 50% of the students were exempted from TAAS in 1999. Conditions at the High School are not much better. Although Donna reports its dropout rate as 1.4%, there is currently a statewide movement to alter the manner in which the drop-out rate is formulated. One of the more accurate methods proposed is to examine how many freshmen enroll at the high school and how many of them actually graduate. The statistics for Donna are frightening: **There are 924 freshman, and only 387 seniors.** With population trends steady, that means that only one-third of freshmen make it to their senior year. Even fewer graduate. While the causes for this statistic are varied, the current approach by school districts seems to be an abject failure.

Traditionally, districts have sought to cure the problem with an increase in remedial programs. However, a clear need exists to increase the aspirations of students through an accelerated school curriculum with higher goals for student achievement. The message

needs to be sent that no longer will teachers and parents sit idly by as students fail to meet minimum academic standards.

Nowhere in the Rio Grande Valley is there a charter school that serves grades four through eight, nor is there one which focuses on providing an academically rigorous education based on high expectations for student achievement. The charter schools that do exist are recovery programs aimed at high school students who have dropped out or are in imminent danger of dropping out.

So the questions naturally arise: Given the need for a change in the *status quo*, is there sufficient demand for the IDEA Academy? Will students really want to attend school for an additional 2 1/2 hours each day? Do students want to attend school on Saturday? The answer to these questions is an emphatic yes, as evidenced by the 103 fourth and fifth grade students we currently serve.

Since our program is open only to those students who attend Garza Elementary, these 103 students represent an impressive share of the student population. Over sixty-percent of all students in fifth grade, and forty percent of fourth grade students, chose to matriculate in the IDEA Academy, a purely optional program. Demand from parents and students was so great that we recruited additional staff. Simply by keeping the students we already serve (in a recent survey 93% of students said that they intend to attend the IDEA Academy in 2000-01), we will reach 50 percent of our first year recruitment goal. By recovering those students who began school at the IDEA Academy but were prohibited from attending this year, we will reach 85% of our first year recruitment goal.

The large number of parents who petitioned us to apply for a state charter lends more evidence to community demand. These parents, who implored us to expand the program so that their children could progress through middle school as IDEA Academy students, were the impetus for this charter application.

Given, then, that there is both a need and a demand for the IDEA Academy, we posit that the charter school model is the best, most effective structure with which to meet our students' educational needs. This can be seen not only in our past success, but in the success of other charter schools serving similar student populations.

While we believe that the IDEA Academy is unique in its approach to student learning, our basic structure and framework are drawn from two highly successful charter schools: The KIPP Academy and YES College Preparatory, Houston charter schools rated exemplary by TEA. We created the IDEA Academy two years ago after visiting KIPP, observing the classrooms, and speaking with students and teachers.

We are further convinced that a charter school is the best way to meet our students' needs because during the last two school years we have functioned as an "unofficial" charter school. Last year, after only one year in existence, our approach to education reaped impressive results as demonstrated in the following table:

1999 IDEA Academy TAAS Results

4th Grade

5th Grade

| | TAAS passing rate before entering IDEA | TAAS passing rate after one year in IDEA | TAAS passing rate before entering IDEA | TAAS passing rate after one year in IDEA |
|----------------|--|--|--|--|
| MATH | 75% | 90% | 63% | 97% |
| READING | 75% | 95% | 62% | 78% |

Unfortunately, because we are currently so similar to a charter school, tension exists between our mission, vision, and goals and the constraints that are continuously placed upon us as we struggle to operate within the framework of the school district. To continue expanding and improving our program, the teachers and administrators of the IDEA Academy need greater autonomy with regard to curriculum, planning, assessment, classroom management, and pedagogy. Furthermore, we operate with a constant uneasiness that our program could be ended on a whim or that we will face additional restrictions or barriers to the grade levels we serve. Currently, we are only permitted to serve fourth and fifth grade students, and our efforts to expand to sixth, seventh, and eighth grade have been rejected by the school district. It is in these crucial grades that children must be inspired to learn and be turned on by the power of education. This is why we must achieve state charter status.

Only as a state charter school can we achieve our best results. Our success results from what we demand from our students and teachers, and from the culture created when all students are held to high standards, attend school longer and on Saturday, complete additional homework, and commit to community service. These are requirements that traditional public schools are simply unable to make. As a charter school we can effectively provide parents and students the most rigorous, high quality, innovative, and effective model for education.

XII. Educational Plan

The Core Knowledge Approach

The error...is the assumption that it is the diversity in children's social and cultural backgrounds that poses the greatest problem for teaching. In fact, a far greater problem is variability in children's educational background, and their levels of preparation for learning an academic curriculum.

-Harold Stevenson and James Stigler
The Learning Gap

It is sometimes stated that it matters not *what* students learn, but rather that they learn how to learn. The latter approach is characterized by proclamations that students need only a vague set of skills to succeed. The vagueness of this approach is no virtue as it places unreasonable demands on teachers and contributes to a curriculum full of gaps and repetitions with little cohesion and continuity. E. D. Hirsch's Core Knowledge Series provides students a base of classical knowledge that is often referenced in American discourse and is commonly known by educated Americans. Combined with the TEKS, the *Core Knowledge Series* curriculum will ensure students will graduate from the IDEA Academy with no gaps in their knowledge. Because specific authors, books, and content are clearly identified for each grade level, there will be no time wasted repeating the curriculum, and there will be maximum time building upon and reinforcing shared learning experiences. Instruction is strengthened because each teacher is aware of what each child was taught in previous grade levels and will be taught in future grades. The scope and sequence of the *Core Knowledge Series* provides an intrinsic vertical teaming model:

"The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. It should be emphasized that the Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next (Core Knowledge Sequence)."

The educational program implemented at the IDEA Academy prevents a sporadic learning experience containing gaps and repetitions. Rather, our use of the *Core Knowledge Sequence* guarantees the Texas Essential Knowledge and Skills (TEKS) are taught and provides a coherent and clear sequence of learning and instruction. The IDEA Academy curriculum contains a scope and sequence for each grade level using both the Core Knowledge Sequence and the TEKS. The IDEA Academy curriculum emphasizes both content and skill in each of the core subjects. In order for students to extract the most amount of learning for school, skills and content are linked in a meaningful way that builds on students' shared core knowledge.

To this end, the IDEA Academy will stress vertical (among different grade levels) and horizontal (between classrooms at each grade level) continuity so that student knowledge will grow consistently and progressively from grade to grade. As Hirsch writes:

"Core Knowledge schools are dedicated to teaching solid academic content and skills to all children. To implement Core Knowledge, many people involved with the school's operations, including both staff and parents, need to engage in a great deal of thoughtful discussion and cooperative planning. Teachers make a commitment to teach all the topics in the Core Knowledge Sequence at the assigned grade levels. This commitment ensures consistency, and it helps avoid serious gaps in knowledge, as well as needless repetitions in instruction, as students progress through the grades (Core Knowledge Sequence)."

In order that the teachers teach the children, and not just the subject matter, our pedagogical approach is deliberate, proven, and varied. Because of our lengthened school day we are able to fully immerse our students in exciting, invigorating project-based learning while effectively incorporating more traditional instructional methods.

Our teachers do what good teachers across the world and through the ages have always done: They present lessons incorporating a variety of teaching styles and learning modalities, and balance teacher-directed and learner-centered instruction to reap the considerable benefits that each offer.

Specifically, the pedagogy will incorporate:

- Whole-class instruction;
- Indirect Whole-Class instruction;
- Reader's/Writer's Workshop: These workshops incorporate short mini-lessons, usually through teacher modeling, which are immediately followed with an opportunity for students to practice that skill. As students practice, teachers confer with individual students or small groups of students to reinforce and re-teach key concepts. Teachers carefully observe student proficiencies and weaknesses, and create future lessons accordingly. Students are empowered to choose what they read or write during the workshop;
- One-on-one teacher instruction;
- Cooperative learning;
- Project-based learning;

- Service learning in conjunction with *Do Something*, the national community service foundation;
- Instruction incorporating the various learning modalities;
- Peer tutoring;
- Discovery learning;
- Phonetic-based reading instruction;
- Whole-language based instruction;
- Multi-sensory instruction that includes as raps and chants; and
- educational field lessons.

In addition to the academic curricula, the IDEA Academy also places great emphasis on enrichment activities provided to all students from 3:00 p.m. to 5:00 p.m. Monday through Friday. During the Saturday School program students attend classes from 9:00 a.m. to 12:00 p.m. Students participate in a variety of activities such as karate, poetry, soccer, guitar, taekwondo, dance, art, and others. At the IDEA Academy, we believe in the importance of a well-rounded student.

"The arts are not a peripheral part of the curriculum, but an essential part of the knowledge children should learn in the early grades...Instruction in the arts should be non-competitive, and provide many opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint and make objects. Equally important, when children are young and receptive, they should be exposed to fine paintings, great music and other inspiring examples of art. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and acknowledged masterworks (Core Knowledge Sequence.)"

Professional Development Opportunities:

Our professional development opportunities incorporate both "in-house" training that we conduct using IDEA Academy facilitators, and workshops and courses that our teachers have the opportunity to take during summer recess or after-school hours. Many of the staff development opportunities are designed to train IDEA Academy staff on the specific educational approaches that IDEA Academy teachers have refined and implemented during the past two years. In order to maximize limited staff development time, every workshop or conference our teachers attend will better prepare them to implement the full mission of our school. In addition to state-mandated training, our teachers will receive professional development in:

- The pre-referral team approach to special education as developed by Garcia and Ortiz;
- Service learning and character education curriculum training provided by *Do Something* trainers;
- Portfolio/Authentic Assessment;
- Implementing Readers/Writers Workshops;
- Providing services to ESL, bilingual, and special education students within the framework of heterogeneously grouped classrooms;
- Columbia University's Teachers College Writing Project, an intensive course to teach educators how to implement a writer's workshop;

- The IDEA Academy approach to classroom/behavioral management and parent involvement;
- Effective strategies for ESL/LEP students; and
- Modifying teaching strategies for special education students without compromising curricular rigor.

Admissions Process

Matriculation into the IDEA Academy is a collaborative decision between students, parents, and staff. All students, regardless of their academic or behavioral history, will be offered admission to the IDEA Academy. To apply, students must write an essay explaining why they wish to join the program. In the event that a student is unable to write the essay (students unable to read or write often matriculate in the IDEA Academy) the student can dictate the essay to a third party. We have waived in the past, and will continue to waive in the future, the written essay requirement for students who simply are unable to write or dictate an essay because of academic deficiencies or compelling individual circumstances. The essay is not used as a tool to select only the most talented writers. Rather it ensures that the student truly is committed to the IDEA Academy and has an inner sense of what it will mean to stay in school longer and work harder.

Students and a parent/guardian must sign the *IDEA Academy Commitment to Excellence and Achievement*, a contract that outlines the responsibilities of teachers, parents, and students. Generally, though not always, the contract is signed during the initial teacher visit to a child's home.

As an open-enrollment charter, we will accept students on a first come, first served basis. We will begin accepting applications for the IDEA Academy no earlier than March 10, 2000 and continue enrolling students until we reach capacity. In the event that, during the course of registration, more students matriculate in the program than we are prepared to serve, a lottery will be held. Each student will be assigned a number. The roster of student names, with the corresponding randomly assigned student numbers, will be signed by three witnesses. Numbers will then be drawn blindly, and the corresponding names will be compiled and examined by the witnesses. Those students not selected will be placed on the waiting list in the sequence the numbers are drawn.

Our admissions policy is consistent with our mission of fostering an environment based on democratic principles. In casting the widest net possible and offering all students the same chance to attend regardless of their current ability levels, we are ensuring equality of opportunity. Our written essay requirement balances our fundamental belief that extra opportunities must be met with responsibility.

Special Needs Students and Programs

Special Education

Child Find: The IDEA Academy staff will work with community based child find organizations and the regional service center to ensure that we fulfill our legal and ethical imperative to identify young children with disabilities and put them in touch with the medical/educational programs they need. Because of our unprecedented familiarity and contact with the neighborhoods in which our students live (as outlined in our community outreach plan, we

canvass neighborhoods during recruitment and visit homes when children are deciding whether or not to matriculate), we are in a unique position to identify children in need. When we visit homes and canvass neighborhoods we will distribute information on children's health services and talk with children and parents to further identify children in need.

Confidentiality: All special education students have a right to confidentiality as a procedural safeguard. In order to ensure confidentiality, names of authorized school personnel permitted to view special education records will be established. All personnel who view a student's record will sign a sheet placed at the beginning of the folder. Written special education records will be kept in a locked filing cabinet in a locked office. No names of special education students will be made public; specifically, no names will be given to the media.

Procedural Safeguards: It is of vital importance that parents of special education students understand their rights (i.e. right to five-day notice of ARD meetings, right to participate in all elements of IEP development, right to due process, etc.) Therefore, all safeguards will be outlined in a readable, "user-friendly" pamphlet as free of educational jargon as possible. The pamphlet will be available in the parents' dominant language and will be distributed at every review or annual ARD meeting. As an added procedural safeguard, there will be two regularly scheduled special education forums each semester. At the first meeting a speaker will discuss procedural safeguards and answer parent questions. Meetings will be responsive to the cultural and linguistic needs of parents, therefore, an interpreter will be present. Updates to procedural safeguards will be explained during subsequent meetings. These meetings will occur in conjunction with MHMRC, TRC, and other local community-based organizations. A video explaining procedural safeguards (in English, Spanish, closed caption and American Sign Language) will be available either for parents to check out to review at their leisure or to view on the school premises.

Notice of ARD committee meetings: Parents of students with disabilities will be given a five working day notice of ARD meetings. Notices will be given in the parent's dominant mode of communication, unless a request is made for forms to be provided in another language. Notices will be provided in writing and in person or over the phone. If parents do not attend the first scheduled meeting, a second five working day notice will be provided. In addition, a school liaison will visit the child's home to determine what the school must do to ensure the parent attends the ARD. Some practices will include:

- Providing transportation for parents;
- Scheduling meetings after working hours;
- Conducting ARD meetings at the child's home, so that young children need not be left without supervision.

Assessment of Children to determine eligibility: Because many students referred to special education are dominant in a language other than English, too often students are inappropriately placed in special education when the true cause of their academic challenges rests with their lack of English proficiency. Conversely, students are often improperly denied special education service because the difficulties, it is assumed, result from a child's lack of English proficiency. To properly assess student's special education eligibility, Shernaz Garcia and Alba Ortiz's pre-referral approach will be followed using Teacher Assistance Teams

(TAT). This approach attempts to first assist students before referring them to special education.

A TAT is comprised of regular education classroom teachers who identify the challenges the student is facing and create an action plan to solve these problems. The team conducts follow-up meetings to evaluate the effectiveness of the action plan, and, if necessary, to develop additional instructional recommendations. Garcia and Ortiz, highly respected professors at University of Texas at Austin, summarize the benefits of this pre-referral model:

Teachers are provided a day-to-day peer problem-solving unit within their school building and thus do not have to experience long delays until external support can be provided. Moreover, a collaborative learning community is established since the team process actually provides continuous staff development focused on management of instruction and students for all persons involved. Finally, the use of TAT serves to reduce the number of inappropriate referrals to special education because most problems can be taken care of by regular education personnel.

This approach empowers regular education teachers to develop and implement a strategic plan to help a child in a cooperative effort. However, if the pre-referral work is completed, and all attempts to help the child have proven unsuccessful, the TAT brings its detailed observations and documented strategies to a certified bilingual diagnostician trained in assessing the difference between students who are acquiring English as a second language and those who have learning disabilities. In accordance with due process (parents will be notified prior to testing, for example), the diagnostician, with the aid of parents and teachers will discern whether or not a child qualifies for special education services.

A compelling advantage of the IDEA Academy's approach is that a collaborative group of teachers tries everything to help a child to succeed in the mainstream environment. The focus is not on labeling, but on helping. If a child is ultimately referred to special education, the TATs come armed with an arsenal of strategies and approaches they implemented in an effort to teach him or her, and the outcomes of these efforts.

Development and Implementation of IEP: All IEPs will be developed using a multidisciplinary team approach. The IEP team will include an administrator, a certified special education teacher, the regular education teacher(s) who work with the child daily, and parents. (Other members are also sometimes required. For example, LPAC representative, nurse, speech therapist, and occupational/physical therapist). Each individualized program will include the following components:

- student's current level of performance;
- annual goals;
- short-term objectives;
- the schedule of services the child will receive;
- Least Restrictive Environment Consideration; and
- access to the general curriculum

The focus of the IEP will be to provide the child what he or she needs to be successful, not to plug the child into our existing programs, nor to determine whether or not the school will be able to easily provide or find the services. Furthermore, assistive technology will be implemented to optimize the child's access to the regular education curriculum.

Least Restrictive Environment: Consistent with the mission of the IDEA Academy is meeting the needs of special education students in a manner that prepares them for high school and college. To accomplish this, we will offer an array of services to students with special needs that aims to minimize the amount of time special education students are removed from the regular education classrooms. ~~Whenever possible, we believe that mainstreaming students in regular education classes is ideal, and our certified special education director will work with classroom teachers to ensure that IEPs are followed and students receive all the modifications necessary.~~ Furthermore, the special education director will form a truly collaborative partnership with regular education teachers as she aids teachers in implementing the IEP. It is such collaboration that is so vital, but sadly so elusive in public schools today.

Assistive technology will aid in placing students in the least restrictive environment possible. For example, print to voice scanners will be available in classrooms so that students with reading disabilities will still have access to the important content that is vital to courses such as science and social studies. Special Education students will also benefit from the IDEA Academy's organizational and study skills workshops, which are required for all students. These will help special education students create and implement an organizational framework, a necessary but often lacking prerequisite to success in school. However, it is a mistake to insist that all special education students be forced to follow a rigid program that may not meet their needs. Pull-out programs will be kept to a minimum. When possible, all special education programs available to students that take place outside the mainstream school curriculum will be offered before or after the traditional school day. Other services for students include, but are not limited to:

- Expressways to Reading
- Reader's Workshop (within the mainstream special education environment)
- Resource Instruction in math and reading

Transition Planning: Transition planning for students ages fourteen and older is required by federal law, and it ensures that students begin to receive the skills and knowledge necessary for independence. The IDEA Academy far exceeds federal requirements, as we begin transition planning with students in fourth grade. At the end of each school year, the teachers and parents of special education children develop a clear plan to help the student transition from one grade level to the next in a way that optimizes chances for immediate success the following year. The aim is to create an effective transition plan that is such a benefit to students, that they are able to exit the special education program and be successful in a completely mainstream learning environment.

Special education students who remain in special education as they leave the IDEA Academy at the end of their eighth grade year, receive a refined transition plan that begins to prepare them for post-secondary school options. Because IDEA Academy students are continuously engaged in community service projects, the transition plan will describe in detail what his/her "real world" experiences are and what meaningful contacts he/she has made within the community.

Qualifications of Special Education Personnel: All personnel responsible for ensuring that special needs students receive necessary services will be certified special education professionals.

Services to Expelled Students: While we believe that a virtue of the IDEA Academy is that our students are so invested in their education that they are much less likely to act in a manner that would cause their expulsion, it is also clear that students sometimes make unfortunate choices. In the event that a student is expelled from the IDEA Academy, he or she will receive services through the local alternative education center. When special education students are placed in alternative education centers, the IDEA Academy Director of Special Education will ensure that Individual Educational Plans are followed. Furthermore, manifestation determination will also be considered; i.e. if a student's actions were a result of his or her disability, then expulsion may be inappropriate.

The sections that follow can be grouped under the umbrella category of Special Needs Programs. Many of the programs are similar and the services provided are related (for example, students who qualify for dyslexia services may also qualify under section 504). The IDEA Academy school director and dean of instruction will ensure that all special needs students receive their required services, and that funding is properly allocated. The school director will ensure that all state and federal requirements are met. We have highlighted the basic framework for our approaches below.

Working with students from other federal programs

Title Programs: The US Department of Education lists a litany of programs to meet the needs of Title I students. Among them are after-school programs, Saturday programs, and summer programs, all of which the IDEA Academy currently provides or will provide. Furthermore, the U.S. Department of Education states that these programs are most effective when 1) regular teachers staff the extended-time programs, ensuring the programs coordination and continuity with normal classroom activities, and 2) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions. The Department of Education lists other components such as thematic instruction, implementing a challenging curriculum, and individual and small group instruction. Again, we utilize each of these strategies to reach all IDEA Academy students.

The IDEA Academy will meet state and federal requirements to provide necessary services and/or accommodations to students in other federal title programs. Specific programs continue to be referenced throughout this application.

Migrant Education: Because the Rio Grande Valley has a large migrant population, the IDEA Academy was created with migrant students in the forefront of our consciousness. In fact, the campus on which the IDEA Academy is housed currently views the IDEA Academy as a model program for working with migrant students. The following factors ensure that our educational program meets the needs of migrant students:

- We provide an enrichment rather than deficit model of instruction that enhances learning through an advanced curriculum (as outlined throughout this charter school application);
- The extended day, extended week format is ideal for migrant students, for it means that even if students miss as many as 51 days of instruction, they will still log the same total of hours as they would had they attended a traditional school every day of the school year;
- Our approach to instruction taps into students' language and cultural experiences and includes their migrant experiences as a vital part of our campus identity. Last year, for

example, students created a mural, a process through which they identified, researched, and graphically represented their “roots” and identity. In addition, our community outreach plan recruits role models who were once migrant students to work with students both on a regular basis and during special events with the overall effect of increasing their aspirations to attend college;

- The IDEA Academy staff has been and will continue to be composed of certified bilingual staff who understand the complexities, challenges, and most importantly the opportunities associated with educating migrant students;
- Parental Involvement: In addition to our previously outlined parental involvement strategies and community outreach plan, our high visibility in the *colonias* where many migrant students live, and commitment to home visits ensures that migrant parents and families view and trust IDEA Academy staff as committed to their children;
- IDEA Academy staff maintains and transfers each student’s education and health records and establishes contact with the child’s new school so that our tracking counselor can keep in regular contact with that child’s teachers;
- An intense level of coordination among special education, bilingual education, and regular education teachers ensures that migrant students receive the services and support they need within the framework of the regular school day, thus eliminating pull-out programs; and
- Teaching staff will receive ongoing staff development to continuously refine and improve their approach to migrant education.

Section 504: The IDEA Academy consistently strives to serve the needs of all students. In Appendix A, we have attached an extensive seven-page flow chart that clearly explains how we identify students who qualify for services under Section 504, and how we then meet their needs. To state in general terms, though, we have a process that ensures that if a student’s physical and/or psychological disability impairs his or her school work, we will take swift, appropriate, and responsible action to ensure that he or she receives the medical services or accommodations necessary.

Meeting the needs of students who qualify for other state programs.

As we researched different programs and models to augment the IDEA Academy’s educational offering for the 2000-01 school year, we discovered time and time again that the basic premise behind the IDEA Academy, a model that has been in effect for nearly two years, is a model that many schools are adopting to work with migrant, special education, bilingual, Title I, State Compensatory, and gifted and talented students here in Texas and around the country. Our school district so believed in our program’s ability to reach these students that part of our funding came from State Compensatory, Title I, bilingual, and gifted and talented funds, a curious mix that cuts across the spectrum of educational programs. The staff of the IDEA Academy, therefore, will ensure that all students in such programs are identified, and that their academic progress and achievement levels are closely tracked using the evaluation tools outlined in section “J” of this application. In this way, we will be able to demonstrate that the basic philosophy behind the IDEA Academy is a benefit to all students.

Bilingual/ESL education: Located on the Texas-Mexico border, there are few places in America with more bilingual students than the Rio Grande Valley. Sixty percent of IDEA

Academy students are or were labeled bilingual or ESL/LEP. Our strategy at the IDEA Academy is simple: we provide all students with one period of Spanish language arts (this is modified according state and federal laws) each day because we believe that given the demographic trends of Texas and the United States, all students are better off being fluent in Spanish and English. At the same time, though, we must help students arriving at the IDEA Academy (as students in or above grade four) attain English fluency as quickly as possible to prepare them for high school and college. After one year in the IDEA Academy, students take the TAAS test in English, pass the test, and are exited from the bilingual/ESL program. All bilingual/ESL students receive language arts instruction from certified bilingual/ESL teachers, and these same teachers aid the regular education teachers in refining their pedagogy to meet the unique needs of language-minority students. Finally, as we have stated earlier in this application, many bilingual/ESL students also receive Title I and IV, special education, and migrant education services. Therefore, we will ensure that all these services are integrated and coordinated under the supervision of the LPAC committee.

Gifted and Talented: The IDEA Academy school director is a certified Gifted and Talented teacher and designed the GT model that the IDEA Academy has used since its inception in 1998. All GT students are served in a heterogeneous environment, where the classroom teacher provides extension and supplemental activities, with the aid and advice of a trained GT teacher. The most direct way in which we meet the needs of GT students is by implementing an accelerated curriculum that, among other things, prepares students for high school algebra in eighth grade and provides many enrichment opportunities during the school day. These enrichment activities, which are explained more fully in section I of this application, include art, drama, school newspaper, service learning, and web-page designing. In addition, we provide GT students the opportunity to manage the IDEA Academy peer-tutoring program. We have searched for a GT curriculum that matches the intensive education program that we provide and remain convinced that we currently offer the most enriching, demanding, rigorous one available in the Rio Grande Valley.

Note: We have included State Compensatory and "At Risk" together because TEA writes: "State compensatory education as defined in section 42.152 (c) is a program designed to improve and enhance the regular education program for students in at-risk situations."

State Compensatory/Students in At-Risk Situations: The overall structure of the IDEA Academy is intended to prepare students at risk of dropping out of school for success in high school and, ultimately, in college. Currently, 70% of our students are in at-risk situations. To prevent at risk students from dropping out, we 1) inspire students with the realization that their key to success in the future is hard work and good grades, 2) get students on grade level through an educational plan that challenges rather than remediates, and 3) access necessary outside resources.

Since we will serve students in grades 4-8, some of the work in identifying students who meet state criteria for being at-risk is already completed. Therefore, in addition to examining existing student records, the Student Assistance Committee will conduct ongoing analysis of incoming data to determine if students meet any of the following criteria:

For Fourth, Fifth and Sixth Grade the SAC will identify students who:

1. Did not perform satisfactorily on IRIs, Stanford 9, or OISAT tests administered at the beginning of the school year;
2. Did not perform satisfactorily on an assessment instrument administered under subchapter B, Chapter 39;
3. Are students of Limited English Proficiency, as determined by LAS testing;
4. Are sexually, physically, or psychologically abused;
5. Engage in conduct described by section 51.03 (a), Family Code; and
6. Are not disabled and who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

For Seventh and Eighth Grade the SAC will identify students who:

7. Were not advanced from one grade level to the next for two or more school years;
8. Have math or reading skills that are two or more years below grade level as determined by Stanford 9, or OLSAT
9. Did not perform satisfactorily on an assessment instrument administered under Subchapter B., Chapter 39;
10. Did not maintain or are not maintaining an average of 70 percent on two or more courses during a semester;
11. Are pregnant or a parent; or
12. Are not disabled and who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

If students meet these criteria, their names will be placed in a database, where their progress can be tracked. Our most direct support to students in at risk situations is providing them high quality and diverse after-school and weekend programs outlined in section I.

Dyslexia: *(A full explanation of our pre-referral and referral process is located in Appendix A. All referral processes will follow state and federal due process guidelines).* The causes of dyslexia are as complex and varied as the strategies to help remedy this reading difficulty. Regardless of the causes, one thing remains certain in the IDEA Academy: all students with dyslexia will learn to read. Because of our extended day, extended week format, students with dyslexia will receive reading instruction during 3:00 p.m. to 5:00 p.m., which ensures that they miss no core academic classes while they participate in a structured reading curriculum designed to meet their specific reading challenges. Among the specific services we will provide for dyslexic students are:

- Individual tutoring;
- Intensive Phonetic instruction which emphasizes that words that carry meaning are made of sounds, and those sounds are represented by letters;
- Synthetic Phonics: sounds are blended into words for reading and broken apart into syllables for spelling;
- Comprehension study: instruction is geared toward increasing comprehension.

Other student Activities

The current academic success of our students is a result of our high quality, compulsory school programs. While most schools offer these as an extracurricular option, all of our students participate in one or more of the following programs. What we offer students on a daily basis beginning in the fourth grade is normally reserved for students in middle and high school.

Do Something League: At the IDEA Academy, our students are given enormous independence and incredible support to create service projects that improve the community. This is consistent with our mission of creating civic-minded individuals empowered to transform their community. Using a service learning and character education program provided in partnership with *Do Something*, all IDEA Academy students identify community needs and assets, develop programs to meet these needs, design a method to measure the impact of the programs, and reflect upon ways to improve and build sustainability.

Journalism/Publishing: Students in all grades participate in a student-run, -edited, and -published newspaper. Students perform all duties from photographing to laying out the paper each week.

Drama: Students in all grade levels have an opportunity to participate in continuous, ongoing dramatic performances. Their participation encompasses all aspects of the creative efforts from writing plays and creating sets to marketing, acting, and assistant-directing. Students are currently producing *A Children's Story*.

Computer Club: Students in all grade levels work collaboratively to design web pages. The web pages currently under construction include the IDEA Academy home page and a community service page.

Karate: Under the direction of the IDEA Academy *sinsei*, students learn the art of karate.

Odyssey of the Mind: Students work together with a limited supply of resources to create inventions or products that solve problems or demonstrate innovation.

Chess Club: Students not only enjoy the game but learn strategic planning and reasoning skills.

Other activities planned include poetry club, *ballet folklorico*, science club, environmental club, band, and choir.

Athletics: Seventh and Eighth grade students will have the option to participate in the following athletic teams next year: basketball, volleyball (girls only), baseball/softball, and football. In our second year we hope to offer track; however, given our projected enrollment for the 2000-01 school year, we will limit the options to one sport per season at present.

In addition to our association with *Do Something*, we plan to partner with *the Donna Cultural Arts Center* and the *HEROES Academy*, a U.S. Department of Education funded Community

Learning Center very similar to the IDEA Academy. The HEROES Academy is in a neighboring community and serves the *colonia* of *Las Milpas*.

Student Assessment

Within the description of each evaluation tool the IDEA Academy will utilize is an explanation of how these tools will establish baseline levels and how they will identify student needs and strengths, both on a formative and summative basis.

Individual Reading Inventories: IRIs will be used to determine student success in meeting the reading improvement goals for fluency and comprehension scored in terms of grade level. Our goals are for students behind grade-level to improve 1.75 years for each year they are in the IDEA Academy, and for students on grade-level to improve 1.5 years for each year in the IDEA Academy. To determine a baseline for student achievement levels, a pretest will be administered in August, and will evaluate student performance in:

1. Word Identification
2. Reading Comprehension
3. Passage Reading Fluency

The IRI will be administered again in May, and from a comparison between the two tests, net improvement will be measured.

Since we use these tests to place students in the appropriate reading class (as we have written previously, this is the only time during the day that students are homogeneously grouped) we will also administer a mid-year test between Thanksgiving and winter break. From these testing results, we will re-examine the groups into which students were placed and make necessary changes. Thus, we will avoid the primary drawback of tracking: when students are determined to be under-performing they continue to wear that label, which limits rather than improves their academic performance.

TAAS: As is the case throughout the state, TAAS will serve as perhaps the most important measure of student achievement. Our goals for TAAS passing rates and TLI gains are set forth earlier in this charter. The previous year's TAAS test will serve as our baseline measurement. (If students did not previously test, a TAAS release test will be administered and scored in the beginning of the school year.) In conjunction with other assessment tools, TAAS will provide an objective-specific portrait of students' initial strengths and weaknesses. At the end of the first, second, and third quarters, a TAAS release test will be administered to chart progress relative to both the baseline results and goals for ultimate passing rates. In this sense, the release tests will be a tool for ongoing evaluation of student progress.

Otis Lemon School Ability Test: In October of each year, the Otis Lemon School Ability Test will be administered to assess student performance in reading, writing, and math. Specifically the test evaluates:

- Letter-Word Identification
- Passage Comprehension
- Calculation (mathematical computation)

- Applied Problems (mathematical problem-solving)
- Dictation
- Writing Samples

The test will be administered again in October of the following year and will measure growth from one year to the next. Even though progress will not be measured within the same school year, the results will provide teachers a portrait of initial student needs and strengths and will rank students on a national percentile score (in terms of average national grade levels), which will ensure that students' achievement levels are benchmarked against national standards. Furthermore, the year-to-year comparison will aid in evaluating the effectiveness of the educational design.

Unit Tests and end-of-semester exams: Because of the content-intensive nature of mathematics, social studies, and science, improvement on baseline testing results over the course of the year can be a hollow victory, since students lack a knowledge of that to which they have not been exposed. This improvement often leads teachers to conclude that enormous student gains are a sign that students are progressing sufficiently. Although teacher generated pre-tests will be given, it is less important where they begin than where they finish.

In math, science and social studies, each nine week grading period and each semester will end with a test that measures student internalization of the objectives outlined in course syllabi up to that point. End of course exams, developed by teachers at the beginning of each semester and approved by the school director and dean of instruction, hold teachers and students accountable for internalizing the TEKS as well as the content outlined in E.D. Hirsch's *Core Knowledge Sequence*.

It is rare that students in the upper elementary and middle school years take final exams for social studies and science content, but doing so ensures that objectives are internalized. This objective driven approach is doubly important because the design of the science and social studies curriculum is project- and experiment-based, which can sometimes lead to an emphasis on doing the activities at the expense of understanding the purpose and objectives behind the activities.

Projects/Authentic Assessment: As already alluded to, engaging projects and science experiments formulate a significant portion of our pedagogical approach, as they link learning with a genuine, tangible product. Since the products demonstrate the culmination of student's application and synthesis of knowledge and understanding, they are ideal assessment tools. These authentic assessment products, scored on an objective rubric, will provide another measurement of student knowledge that will complement the end-of-term exams.

Reading/Writing Workshop Conferences:

If we adults listen and watch closely, our children will invite us to share their worlds and their ways of living in the world. And then, when children become our teachers, showing us what they see and delight in and wonder about and reach toward, then, and only then, will we be able to extend what they know and enrich their ways of knowing.

--Lucy McCormick Calkins, *The Art of Teaching Writing*

When thinking about our students, we need to ask whether they are aware enough of their thinking during reading to solve problems they may encounter and enhance their comprehension as they read.

--Ellen Keene and Susan Zimmerman, *Mosaic of Thought*

Attention needs to be paid to the daily products and processes of student thought so that lessons can be refined to meet the different nuances and strengths in reading comprehension and writing. While difficult to formally quantify on a norm referenced scale, the insights gained from conferring are at the essence of what effective teachers do: teach, assess what the students understand, and try different approaches to reach those students who failed to master the lesson on the first try. Conferring enables teachers to individually assess what skills a student has learned and actively applies as (s)he reads and writes. Determining baseline, ongoing, and summative student understanding requires teacher documentation of conferences as well as an understanding of the elements of effective conferring.

To lend a more structured approach to assessment within reading workshop conferences, the IDEA Academy has developed a Major Point Interview for Readers based upon the model provided in *Mosaic of Thought*. Used during individual conferences with students, this rubric enables teachers to quantify student progress in implementing reading comprehension skills.

Student Journals/Writing Portfolios: Writing portfolios, when they are a collection of various genres and an exhibition of student work at all phases of the writing process, will serve as an effective tool to chart student growth and identify areas of writing weakness. By definition, portfolios provide baseline, formative, and summative tools of student evaluation. Portfolio Assessment is also effective because it requires students to set their own goals for performance, evaluate progress towards those goals, evaluate overall strengths in their writing, and determine what can be done to improve their writing.

Weekly Progress Reports: The IDEA Academy will continue to provide students with weekly progress reports. These reports document all academic grades, class participation, student behavior, and overall student effort. While this level of assessment may seem like an unrealistic amount of work for teachers, we have established an efficient, effective system that students, teachers, and parents find most useful. Each Monday the reports are sent home, and each Tuesday morning they return signed by a parent/guardian.

Nine Week Grade Reports: Official school grade reports will be generated four times per year at nine week intervals. Obviously, report cards provide parents, students, and teachers with a clear portrait of student progress. They also help ensure that no students "fall through the cracks," and that all students are receiving appropriate extra help. Grade reports are one of the tools we use to assess how effective our teaching strategies are at getting students to master objectives and reach academic goals.

It is often stated that American Students are over-tested. The problem, however is not that students are tested too often, but that too little is done with those results. The test results will provide empirical evidence about what works and what does not work.

After the IDEA Academy's first year we were pleased, if not thrilled by our academic results. Over 93% of all students in both fourth and fifth grade passed TAAS Math, and 95% of 4th grade students passed TAAS reading; these scores represented both solid passing rates

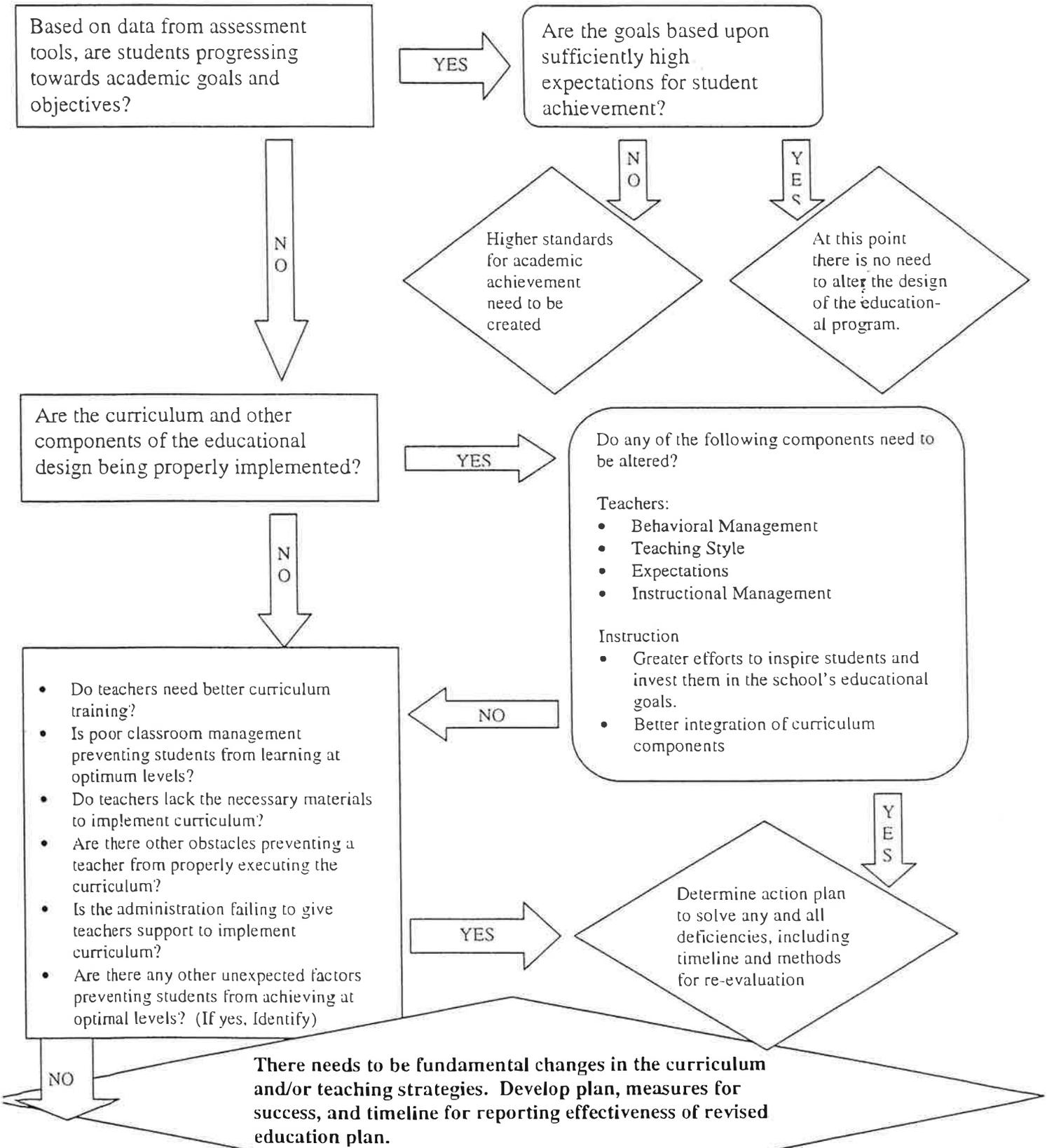
and enormous gains over previous years' TAAS scores. Troubling, though, was our comparatively low 78% passing rate on 5th Grade Reading TAAS. While still an impressive gain, this statistic, along with data from IRIs, helped us identify why we weren't reaching our fifth-grade students and, at the beginning of this, our second year, we were able to re-tool part of our reading curriculum to meet our deficiency.

From this we learned two things: 1) Assessing students ensures that the instructional program supports student achievement; and 2) we should have more closely analyzed the results of our ongoing testing early in the year to identify where our instructional approach was falling short and fix the problem.

One of the driving principles in the IDEA Academy is that students have the potential and ability to meet our rigorous academic goals. Our belief in this simple, yet important premise means that if students fall short of goals, the fault lies in a deficiency of our educational program, and not in an inherent shortcoming of our students.

At the end of each nine week grading period, the school director, dean of instruction, and teachers will meet to analyze and reflect upon progress towards our measures of success, i.e., goals and objectives. The basic template for these meetings, which will occur by grade-level, by subject, and as a collective school staff is outlined in this template:

IDEA Academy Model for ensuring that educational programs and instructional design supports optimum student achievement



COPY

CONTRACT FOR CHARTER

This contract is executed the _____ day of _____ 2000 between the Texas State Board of Education (the "Board") and I.D.E.A. Academy ("Charterholder") for an open-enrollment charter to operate a Texas public school to be known as The I.D.E.A. Academy.

General

1. Definitions. As used in this contract:

"Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.

"Charterholder" means the sponsoring entity identified in the charter application.

"Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.

"Agency" means the Texas Education Agency.

2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-00-006; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter.

3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.

4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the

terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from _____, 2000 through _____, 2005, unless renewed or terminated.
6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.
7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 500 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.
9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.
10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.
11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act

of 1973 ("Section 504"), 29 U.S.C. §794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:

- (a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.
- (b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.
- (c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.
- (d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.
- (e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

- 12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of

the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.

13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.
14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.
15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.
16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Management

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.
18. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school.
19. Federal Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.
20. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.
21. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the

120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.

22. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.
23. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the Agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.
24. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.
25. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.
26. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.
27. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.
28. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct

accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

29. Non-Profit Status. Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.
30. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001, et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.
31. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.
32. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.
33. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.
34. Indemnification. Charterholder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.
35. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions.

Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

36. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

Enforcement

37. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.
38. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC, Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.
39. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

40. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.
41. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder

of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

42. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-00-006; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).
43. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.
44. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.
45. Governing Law. In any suit arising under this contract, Texas law shall apply.
46. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 21st day of June, 2000.

Texas State Board of Education

[Redacted Signature]

By Chase Untermeyer, Chairman

Charterholder

[Redacted Signature]

(signature/date)
Chairperson, Governing Board of
Charterholder

Thomas E. Torkelson
(Printed Name)

[Redacted Signature]

(signature/date)
Chief Operating Officer, Charterholder

Thomas E. Torkelson
(Printed Name)



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Shirley J. Neeley, Ed.D.
Commissioner

June 2, 2006

Dr. Jonathan Becker, Chair
IDEA Academy, Inc.
1009 Hester Ave.
Donna, TX 78537

Re: Charter Renewal for IDEA Academy

Dear Dr. Becker:

I am pleased to inform you that the charter renewal is approved for IDEA Academy with a contract ending date of July 31, 2010. After renewal, the charter contract shall consist of the following:

- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision, or other change to the charter approved by the State Board of Education or the commissioner of education;
- the final renewal application, on file with the Division of Charter Schools, including any revisions required by the agency and any amendments to the charter made through the renewal application; and
- all statements, assurances, commitments and representations made by the charter holder in its application for charter renewal and its attachments or related documents, to the extent that these documents are consistent with those listed above.

Note that this contract is contingent upon legislative authorization and that the contract and the funding under it may be modified or even terminated by future legislative act. Furthermore, state and federal laws and rules may periodically be adopted, amended, or repealed and all such changes applicable to the charter holder or its charter school(s) may modify this contract, as of the effective date provided in the law or rule. Nothing in this contract shall be construed to entitle the charter holder to any privilege or benefit, including any funding, but in accordance with state and federal laws in effect and as they may in the future be amended. A contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term.

To acknowledge acceptance of this renewed contract, the chair of the charter holder board must sign below and return the entire original document to TEA's Division of Charter Schools, William B. Travis Building Room 5-107, 1701 North Congress Avenue, Austin, Texas 78701-1494. The charter holder should keep a copy of the document for its files. Please contact the Division of Charter Schools at (512) 463-9575 with any questions.

Sincerely,


Shirley J. Neeley, Ed.D.
Commissioner of Education

cc: Thomas E. Torkelson, Superintendent

I the undersigned hereby certify that the governing body of the charter holder has accepted and agreed to the charter renewal agreement for IDEA Academy as outlined in the foregoing letter and has authorized me to sign below.

Agreed and Accepted:

Jonathan Becker
Chair, IDEA Academy, Inc.

Date



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Charter Renewal

September 11, 2007

Mr. Antonio M. Aguirre, Jr.
Idea Academy, Inc.
1009 Hester Ave.
Donna, TX 78537

Re: Charter Renewal for Idea Academy (CDN 108807)

Dear Mr. Antonio M. Aguirre, Jr.:

I am pleased to inform you that your charter contract has been extended until July 31, 2015; 10 years from the end date of the original contract. After this expanded renewal, the charter contract shall consist of the following:

- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision, or other change to the charter approved by the State Board of Education or the commissioner of education;
- the final renewal application, on file with the Division of Charter Schools, including any revisions required by the agency and any amendments to the charter made through the renewal application; and
- all statements, assurances, commitments and representations made by the charter holder in its application for charter renewal and its attachments or related documents, to the extent that these documents are consistent with those listed above.

Note that this contract is contingent upon legislative authorization and that the contract and the funding under state and federal law may be modified or even terminated by future legislative act. Furthermore, state and federal laws and rules may periodically be adopted, amended, or repealed and all such changes applicable to the charter holder or its charter school(s) may modify this contract, as of the effective date provided in the law or rule. Nothing in this contract shall be construed to entitle the charter holder to any privilege or benefit, including any funding, but in accordance with state and federal laws in effect and as they may in the future be amended. A contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term.

Mr. Antonio M. Aguirre, Jr., Chair
Idea Academy, Inc.
Page 2

To acknowledge acceptance of this renewed contract, the chair of the charter holder board must sign below and return the entire original document to:

**Texas Education Agency
Division of Charter Schools
William B. Travis Building, Room 5-107
1701 North Congress Avenue
Austin, Texas 78701-1494**

The charter holder should keep a copy of the document for its files. Please contact the Division of Charter Schools at (512) 463-9575 with any questions.

Sincerely,



Robert Scott
Chief Deputy Commissioner of Education

cc: Thomas Torkelson, Superintendent

04 07

I the undersigned hereby certify that the governing body of the charter holder has accepted and agreed to the charter renewal agreement for Idea Academy as outlined in the foregoing letter and has authorized me to sign below.

Agreed and Accepted: 



Mr. Antonio M. Aguirre, Jr.
Chair, Idea Academy, Inc.

9/18/07
Date

June 23, 2014

CDN: 108-807

Mr. Thomas Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests:

(069-14/1) IDEA PUBLIC SCHOOLS to add a campus in the Weslaco area, to serve students in kindergarten through grade five, effective July 1, 2014, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration, for the 2014-2015 school year;

(069-14/2) IDEA PUBLIC SCHOOLS to add a campus in the Weslaco area, to serve students in grades six through twelve, effective July 1, 2014, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; for the 2014-2015 school year;

(069-14/3) IDEA PUBLIC SCHOOLS to add a campus in the Austin area, to serve students in kindergarten through grade five, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/4) IDEA PUBLIC SCHOOLS to add a campus in the Austin area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/5) IDEA PUBLIC SCHOOLS to add a campus in the San Antonio area, to serve students in kindergarten through grade five, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/6) IDEA PUBLIC SCHOOLS to add a campus in the San Antonio area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/7) IDEA PUBLIC SCHOOLS to add a campus in the San Antonio area, to serve students in kindergarten through grade five, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

Mr. Thomas Torkelson, Superintendent
IDEA Public Schools
Page 2 of 2

(069-14/8) IDEA PUBLIC SCHOOLS to add a campus in the San Antonio area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/9) IDEA PUBLIC SCHOOLS to add a campus in the Mission area, to serve students in kindergarten through grade five, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/10) IDEA PUBLIC SCHOOLS to add a campus in the Mission area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/11) IDEA PUBLIC SCHOOLS to add a campus in the Brownsville area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration;

(069-14/12) IDEA PUBLIC SCHOOLS to add a campus in the Brownsville area, to serve students in grades six through twelve, effective July 1, 2015, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; and

(069-14/13) IDEA PUBLIC SCHOOLS to increase the maximum student enrollment from 30,000 to 45,000, effective July 1, 2014.

If, during the 2014-2015 school year, the charter holder fails to open the two (2) new campuses in the Weslaco area; or if during the 2015-2016 school year, the charter holder fails to open any of the two (2) new campuses in the Austin area, the four (4) new campuses in the San Antonio area, the two (2) new campuses in the Mission area, or the two (2) new campuses in the Brownsville area, the agency's approval of any new campus is withdrawn. Please note that funding for students served at unapproved locations may be denied or reclaimed by the Texas Education Agency.

If you have any questions, please contact [REDACTED] in the Division of Charter School Administration by phone at [REDACTED] or by email at [REDACTED].

Sincerely,

[REDACTED]

Heather Mauzé, Director
Division of Charter School Administration



Michael Williams
Commissioner

May 16, 2014

CDN: 108-807

Mr. Thomas Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78599

Dear Mr. Torkelson:

The commissioner has approved the following waiver requests for the consideration of the associated expansion amendments.

- 19 Texas Administrative Code (TAC) §100.1033(c)(5)(A)(ii) which states, "The commissioner may approve an expansion amendment only if the amendment is received no later than the first day of February preceding the school year in which the expansion will be effective."
- 19 TAC §100.1033(c)(5)(A)(iii) which states, "The most recent rating for each campus operated under the charter is Acceptable or higher under the relevant accountability manual."

(Waiver #14296) IDEA PUBLIC SCHOOLS to waive 19 TAC §100.1033(c)(5)(A)(ii) and waive 19 TAC §100.1033(c)(5)(A)(iii) for the consideration of expansion amendment #069-14/13 to increase the maximum student enrollment for the 2014-2015 school year and the consideration of expansion amendments #069-14/3 - #069-14/10 to add two campuses in the Austin area, four campuses in the San Antonio area, and two campuses in the Mission area for the 2015-2016 school year;

(Wavier #14315) IDEA PUBLIC SCHOOLS to waive 19 TAC §100.1033(c)(5)(A)(ii) and waive 19 TAC §100.1033(c)(5)(A)(iii) for the consideration of expansion amendments #069-14/1 and #069-14/2 to add two campuses in the Weslaco area for the 2014-2015 school year; and

(Wavier #14628) IDEA PUBLIC SCHOOLS to waive 19 TAC §100.1033(c)(5)(A)(ii) and waive 19 TAC §100.1033(c)(5)(A)(iii) for the consideration of expansion amendments #069-14/11 and #069-14/12 to add two campuses in the Brownsville area for the 2015-2016 school year.

If you have any questions, please contact [REDACTED] in the Charter School Administration Unit by phone at [REDACTED] or by email at [REDACTED]

Sincerely,

[REDACTED]

Arnoldo Alaniz, Assistant Director
Division of Charter School Administration

CDN: 108-807

May 15, 2013

Mr. Thomas E. Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78596

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests:

- (055-13/1) IDEA PUBLIC SCHOOLS to add a campus in San Antonio, to serve students in kindergarten through grade five, at a location yet to be determined, effective July 1, 2014 provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *Site 4*
- (055-13/2) IDEA PUBLIC SCHOOLS to add a campus, in San Antonio, to serve students in grades six through twelve, at a location yet to be determined, effective July 1, 2014, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *Site 4*
- (055-13/3) IDEA PUBLIC SCHOOLS to add a campus, in San Antonio, to serve students in kindergarten through grade five, effective July 1, 2014, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *Site 3*
- (055-13/4) IDEA PUBLIC SCHOOLS to add a campus, in San Antonio, to serve students in grades six through twelve, at a location yet to be determined, effective July 1, 2014, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *Site 3*
- (056-13/1) IDEA PUBLIC SCHOOLS to add a campus in the Austin area, to serve students in kindergarten through grade five, at a location yet to be determined, effective July 1, 2013, provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *All over*
- (056-13/2) IDEA PUBLIC SCHOOLS to add a campus, in the Austin area, to serve students in grades six through twelve, at a site yet to be determined, effective July 1, 2013 provided an appropriate certificate of occupancy is submitted to the Division of Charter School Administration; *All over*

- (056-13/3) IDEA PUBLIC SCHOOLS to add Austin ISD, Bastrop ISD, Coupland ISD, Del Valle ISD, Dripping Springs ISD, Eanes ISD, Elgin ISD, Florence ISD, Georgetown ISD, Granger ISD, Hays CISD, Hutto ISD, Jarrell ISD, Lago Vista ISD, Lake Travis ISD, Leander ISD, Liberty Hill ISD, Lockhart ISD, Luling ISD, Manor ISD, McDade ISD, Pflugerville ISD, Prairie Lea ISD, Round Rock ISD, San Marcos CISD, Smithville ISD, Taylor ISD, Thrall ISD, and Wimberley ISD, to the charter's list of approved geographic boundary, effective July 1, 2013; and
- (056-13/4) IDEA PUBLIC SCHOOLS to increase the charter's maximum student enrollment from 19,000 to 30,000, effective July 1, 2013. [REDACTED]

If the charter holder fails to open any site approved by this amendment during the school year for which it was approved, the agency's approval of the new site is withdrawn.

Please note that the approval of any new instructional facility is contingent upon the receipt of a certificate of occupancy, or equivalent certificate, appropriate for the proposed use of the facility. Please fax the certificate of occupancy, or equivalent certificate, for each new site to the Division of Charter School Administration at (512) 463-9732 prior to serving students at the new site. Funding for students at unapproved locations may be denied or reclaimed by TEA.

If you have any questions, please contact [REDACTED] in the Division of Charter School Administration by phone at [REDACTED] or by email at [REDACTED].

Sincerely,

[REDACTED]

Heather Mauzé, Director
Charter School Administration



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May 10, 2012

Robert Scott
Commissioner

Mr. Thomas E. Torkelson
IDEA Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78596

Dear Mr. Torkelson:

IDEA Public Schools has requested that the commissioner approve the following amendment requests:

1. (007-12/1) IDEA PUBLIC SCHOOLS to add a new campus located at 217 Robinson Place, San Antonio, Texas 78205, effective July 1, 2012;
2. (007-12/2) IDEA PUBLIC SCHOOLS to add Alamo Heights ISD, East Central ISD, Edgewood ISD (San Antonio), Ft. Sam Houston ISD, Harlandale ISD, Judson ISD, Lackland ISD, North East ISD, Northside ISD (San Antonio), Randolph Field ISD, San Antonio ISD, Somerset ISD, South San Antonio ISD, Southside ISD, and Southwest ISD to the charter's currently approved list of geographic boundaries, effective July 1, 2012;
3. (007-12/3) IDEA PUBLIC SCHOOLS to increase the maximum enrollment from 15,700 to 38,000, effective July 1, 2013; and
4. (007-12/4) IDEA PUBLIC SCHOOLS to add three new campuses, two in San Antonio and one in Rio Grande City, effective July 1, 2013, provided appropriate certificates of occupancy are submitted to the Division of Charter School Administration.

The commissioner has approved requests 1, 2, and 4, and has partially approved request 3 as described below.

In regard to request 3, the commissioner has approved the maximum enrollment increase from 15,700 to 19,010. IDEA Public Schools may, in the future, resubmit its request to increase its maximum student enrollment, if so desired.

If, during the 2012-2013 school year, the charter holder fails to open the site, approved by this amendment, at 217 Robinson Place, San Antonio, Texas 78205, the agency's approval of this new site is withdrawn. In addition, if during the 2013-2014 school year, the charter holder fails to open any of the three sites, approved by this amendment, the agency's approval of any unopened site is withdrawn.

Please note that the approval of any new instructional facility is contingent upon the receipt of a certificate of occupancy, or equivalent certificate, appropriate for the proposed use of the facility. Please fax the certificate of occupancy, or equivalent certificate, for three new sites scheduled to open during the 2013-2014 school year to the Division of Charter School Administration at (512) 463-9732 prior to serving students at the new site. Funding for students at unapproved locations may be denied or reclaimed by TEA.

If you have any questions, contact [redacted] in the Division of Charter School Administration by phone at [redacted] or by email at [redacted].

Sincerely,

[Redacted signature block]

Mary Perry, Director
Charter School Administration



Check
Amber's

cc: Q Ann

CDN: 108-807

TEXAS EDUCATION AGENCY

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Robert Scott
Commissioner

May 18, 2011

Mr. Thomas E. Torkelson
Idea Public Schools
505 Angelita Drive, Suite 9
Weslaco, Texas 78596

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests:

- (063-11/1) IDEA PUBLIC SCHOOLS to add two campuses, at locations yet to be determined, but within its currently approved geographic boundary, to be named IDEA McAllen and IDEA Brownsville, effective August 1, 2012; and
- (063-11/2) IDEA PUBLIC SCHOOLS to increase maximum enrollment from 9,500 to 15,700 effective August 1, 2012.

If, during the 2012-2013 school year, the charter holder fails to open any campus and/or site approved by this amendment, the approval to add a campus and/or site is considered null and void. Please note that the approval of any new or relocated instructional facility is contingent upon the receipt of a certificate of occupancy, or equivalent certificate, appropriate for the proposed use of the facility. This documentation must be submitted to the Division of Charter School Administration prior to serving students at any new or relocated instructional facility. Funding for students at unapproved locations may be denied or reclaimed by TEA.

Please fax the certificates of occupancy, or equivalent certificates, for the new sites to be called IDEA McAllen and IDEA Brownsville to the Division of Charter School Administration at (512) 463-9732 prior to serving students at the campus and/or site.

If you have any questions, contact [redacted] in the Division of Charter School Administration by phone at [redacted] or by email at [redacted].

Sincerely,

[redacted signature]

Mary Perry, Director
Charter School Administration



1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

July 9, 2010

Mr. Thomas Torkelson, Superintendent
IDEA Public Schools
505 Angelita Drive Suite 9
Weslaco, Texas 78596

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests submitted by IDEA Public Schools:

- (007-10/1) IDEA PUBLIC SCHOOLS to add two sites within the currently approved geographic boundaries effective July 1, 2011; and
- (007-10/2) IDEA PUBLIC SCHOOLS to increase maximum enrollment from 6,500 to 9,500 effective July 1, 2010.

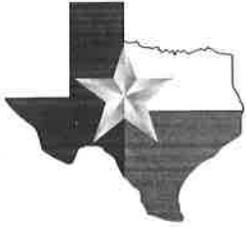
Please note that the approval of any new or relocated instructional facility is contingent upon the receipt of a certificate of occupancy, or equivalent certificate, appropriate for the proposed use of the facility. This documentation must be submitted to the Division of Charter School Administration prior to serving students at any new or relocated instructional facility. **Funding for students at unapproved locations may be denied or reclaimed by the Texas Education Agency.**

If, during the 2011-2012 school year, the charter holder fails to open the campuses and/or expansion sites approved by this amendment, the approval to add the campuses and/or sites is considered null and void. In addition, if you will not open any of the newly-approved sites by the **October 2011 Snapshot date**, please notify [redacted] in the Division of Charter School Administration at [redacted] no later than **October 21, 2011**.

If you have any questions about these or other amendment requests, contact Kara Crawford at the same number as listed in the above paragraph.

Sincerely,

Mary Perry, Director
Charter School Administration



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott
Commissioner

April 9, 2009

Thomas Torkelson
IDEA Public Schools
505 Angelita Dr., Ste. 9
Weslaco, TX 78596

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests:

- (194-08/1) to add a site within the charter's approved geographic boundary effective July 1, 2010; and
- (194-08/2) to increase maximum enrollment from 5700 students to 6500 students effective July 1, 2010.

Approval of any new or relocated campus and/or site is contingent upon the receipt of a certificate of occupancy or equivalent certificate appropriate for the proposed use of the facility. A campus and/or site is not considered operational until the agency is in receipt of the appropriate certificate of occupancy. Please fax the certificate of occupancy, or equivalent certificate, to the Division of Charter School Administration at (512) 463-9732 prior to serving students at the campus and/or site.

If, during the 2009-2010 school year, the charter holder fails to open any campus and/or site approved by this amendment, the approval to add a campus and/or site is considered null and void.

If you have any questions, please contact [REDACTED] in the Division of Charter School Administration at [REDACTED].

Sincerely,

[REDACTED]

Mary Perry, Director
Charter School Administration



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott
Commissioner

March 26, 2008

Thomas E. Torkelson
IDEA Academy
505 Angelita Dr., Ste. 9
Weslaco, TX 78596

Dear Mr. Torkelson:

The commissioner has approved the following amendment requests:

- (012-08/1) to add four new campuses within the charter's approved geographic boundary - two primary campuses and two secondary campuses, effective the 2009-2010 school year; and
- (012-08/2) to increase the charter's maximum enrollment from 4200 students to 5700 students effective the 2009-2010 school year.

Approval of any new or relocated campus and/or site is contingent upon the receipt of a certificate of occupancy or equivalent certificate appropriate for the proposed use of the facility. A campus and/or site is not considered operational until the agency is in receipt of the appropriate certificate of occupancy. Please fax the certificate of occupancy, or equivalent certificate, to the Division of Charter Schools at (512) 463-9732 prior to serving students at the new campus and/or site. If, during the 2008-2009 school year, the charter holder fails to open any campus and/or site approved by this amendment, the approval to add a campus and/or site is considered null and void.

Additionally, agency records indicate that IDEA Academy has not submitted all required NCLB documentation. Please submit outstanding NCLB documentation at your earliest convenience.

If you have any questions, please contact [REDACTED] in the Division of Charter School Administration at [REDACTED].

Sincerely,

[REDACTED]

Mary Perry, Director
Charter School Administration



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott
Commissioner

January 8, 2008

Thomas E. Torkelson
IDEA Academy
505 Angelita Drive, Ste. 9
Weslaco, TX 78596

Dear Mr. Torkelson:

The commissioner has approved the amendment request (229-07) to postpone the opening of the four new schools previously approved for opening in July 2007 until July 2008.

If you have any questions, please contact [REDACTED] in the Division of Charter School Administration at [REDACTED].

Sincerely,

[REDACTED]

Mary Perry, Director
Charter School Administration

200801081009



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Shirley J. Neeley, Ed.D.
Commissioner

June 7, 2006

Thomas E. Torkelson
IDEA ACADEMY
401 South 1st Street
Donna, Texas 78537

Dear Mr. Torkelson:

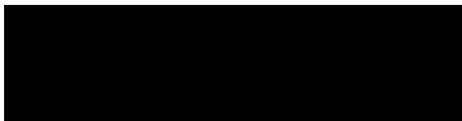
The commissioner has approved the following requested amendments effective July 1, 2006:

- (023-06/1) to increase the charter's maximum enrollment from 975 students to 4,200 students;
- (023-06/2) to add Pre-Kindergarten to the charter's currently approved grade levels;
- (023-06/3) to expand the charter's geographic boundary to include the following districts effective July 1, 2006: Brownsville ISD, Harlingen ISD, La Feria ISD, Los Fresnos ISD, Point Isabel ISD, Rio Hondo ISD, San Benito ISD, Santa Maria ISD, Santa Rosa ISD, Jim Hogg County ISD, Rio Grande City ISD, Roma ISD, and San Isidro ISD;
- (023-06/4) to add four new campuses.

Approval of any new or relocated site is contingent upon the location of the site within the approved geographic boundary of the charter. In addition, the Division of Charter Schools must receive a certificate of occupancy or equivalent certificate appropriate for the proposed use of the facility at the new site prior to commencing any operations at that site. A site is not considered operational (i.e. the additional site will not generate state funding) until the agency is in receipt of the appropriate certificate of occupancy. If, during the 2006-2007 school year, the charter holder fails to open any campus and/or site approved by this amendment, the approval to add a campus and/or site is considered null and void.

Please submit any requested documents to Arnold Alaniz in the Charter Schools Division. Documents may be faxed to (512) 463-9732, or mailed to 1701 North Congress Avenue, Austin, Texas 78701. If you have any questions, please call our office at (512) 463-9575.

Sincerely,



Mary Perry, Director
Division of Charter Schools

PR/Award # U282M140009

Appendix IV - Schools Operated by IDEA

"Good, Better, Best—never let it rest—until it's good, it's better—and your better is BEST!"

Appendix V - Student Achievement Data

| % Meeting STAAR Level II (Summed Across All Subjects) by Year/Subpop | | | | | | | | | | | | | |
|---|---------------|--------------|------|------|-----------------------------|------|------|-------------------|------|------|----------------------------|------|------|
| | School Number | All Students | | | Limited English Proficiency | | | Special Education | | | Economically Disadvantaged | | |
| | | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| State | | 77 | 77 | | 52 | 53 | | 55 | 55 | | 69 | 69 | |
| Region | | 70 | 71 | | 45 | 47 | | 47 | 47 | | 67 | 68 | |
| District | | 79 | 81 | 82 | 53 | 54 | 66 | 57 | 60 | 66 | 81 | 80 | 81 |
| IDEA COLLEGE PREP | '108807001 | 86 | 86 | 84 | 54 | 57 | 57 | 55 | 52 | 55 | 86 | 85 | 83 |
| IDEA QUEST COLLEGE PREPARATORY | '108807002 | 89 | 89 | 87 | 54 | 59 | 64 | 60 | 62 | 61 | 87 | 87 | 84 |
| IDEA FRONTIER COLLEGE PREPARATORY | '108807003 | 88 | 87 | 91 | 46 | 54 | 73 | 71 | 65 | 68 | 88 | 86 | 90 |
| IDEA COLLEGE PREPARATORY MISSION | '108807004 | 85 | 83 | 79 | 55 | 57 | 53 | 68 | 72 | 61 | 85 | 82 | 78 |
| IDEA COLLEGE PREPARATORY SAN BENITO | '108807005 | 90 | 85 | 86 | 63 | 52 | 63 | 78 | 57 | 68 | 87 | 83 | 84 |
| IDEA COLLEGE PREPARATORY SAN JUAN | '108807006 | 83 | 80 | 77 | 57 | 54 | 64 | 53 | 55 | 79 | 82 | 79 | 77 |
| IDEA COLLEGE PREPARATORY ALAMO | '108807007 | 72 | 76 | 80 | 49 | 56 | 61 | 38 | 55 | 65 | 71 | 76 | 80 |
| IDEA COLLEGE PREPARATORY PHARR | '108807008 | 80 | 83 | 82 | 68 | 61 | 63 | 71 | 70 | 73 | 80 | 83 | 82 |
| IDEA EDINBURG COLLEGE PREPARATORY | '108807009 | 86 | 87 | 88 | * | 53 | 65 | * | 65 | 91 | 84 | 86 | 88 |
| IDEA COLLEGE PREP WESLACO | '108807010 | 83 | 80 | 83 | 50 | 66 | 62 | * | 52 | 44 | 83 | 80 | 82 |
| IDEA MCALLEN COLLEGE PREPARATORY | '108807011 | | 90 | 91 | | 83 | 80 | | * | * | | 91 | 91 |
| IDEA BROWNSVILLE COLLEGE PREPARATORY | '108807012 | | 89 | 86 | | * | 56 | | * | * | | 90 | 87 |
| IDEA CARVER COLLEGE PREPARATORY | '108807020 | | 84 | 73 | | * | * | | 63 | * | | 88 | 73 |
| IDEA SOUTH FLORES COLLEGE PREPARATORY | '108807021 | | | 79 | | | 71 | | | 47 | | | 77 |
| IDEA ALLAN COLLEGE PREPARATORY | '108807035 | | | 80 | | | 75 | | | 71 | | | 80 |
| IDEA ACADEMY | '108807101 | 62 | 62 | 68 | 41 | 46 | 56 | 22 | 31 | 77 | 59 | 59 | 67 |
| IDEA QUEST ACADEMY | '108807102 | 72 | 75 | 86 | 51 | 65 | 86 | 57 | 83 | 74 | 67 | 72 | 85 |
| IDEA FRONTIER ACADEMY | '108807103 | 70 | 65 | 83 | 57 | 46 | 77 | 41 | 63 | 78 | 69 | 64 | 83 |
| IDEA ACADEMY MISSION | '108807104 | 70 | 53 | 73 | 38 | 46 | 70 | 83 | 65 | 69 | 70 | 54 | 73 |
| IDEA ACADEMY SAN BENITO | '108807105 | 68 | 65 | 73 | | 36 | 57 | * | 50 | 71 | 62 | 60 | 68 |
| IDEA ACADEMY SAN JUAN | '108807106 | | 73 | 75 | | * | * | | 78 | * | | 71 | 74 |
| IDEA ACADEMY ALAMO | '108807107 | | | 88 | | | * | | | * | | | 85 |
| IDEA ACADEMY PHARR | '108807108 | | | 79 | | | * | | | * | | | 79 |
| IDEA EDINBURG ACADEMY | '108807109 | | 76 | 90 | | | * | | * | * | | 71 | 86 |
| IDEA ACADEMY WESLACO | '108807110 | | 81 | 82 | | * | 72 | | * | * | | 79 | 80 |
| IDEA MCALLEN ACADEMY | '108807111 | | | 92 | | | * | | | * | | | 91 |
| IDEA BROWNSVILLE ACADEMY | '108807112 | | | 92 | | | * | | | * | | | 92 |
| IDEA CARVER ACADEMY | '108807120 | | 68 | 75 | | 42 | 74 | | * | 58 | | 66 | 74 |
| IDEA ALLAN ACADEMY | '108807135 | | | 65 | | | * | | | * | | | 66 |

Note: 2012 and 2013 data are as reported by the state of Texas; 2014 data is based on internal calculations using the same methodology
 Gray cells indicate that no data is available for the year in question due to school inception date
 * indicates that the student group does not meet the minimum size requirement for public reporting

Appendix V - Student Achievement Data

Average Daily Percent of Students in Attendance

| | All Students | | | Limited English Proficiency | | | Special Education | | | Economically Disadvantaged | | |
|--------------------------------------|--------------|-------|-------|-----------------------------|-------|-------|-------------------|-------|-------|----------------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| State | 95.7 | 95.9 | | 96.6 | 96.8 | | 94.3 | 94.5 | | 95.4 | 95.6 | |
| Region | 95.6 | 95.7 | | 96 | 96.2 | | 93.6 | 93.9 | | 95.5 | 95.6 | |
| District | 97.8 | 98.2 | 98.2 | 98.1 | 98.4 | 98.4 | 97.4 | 97.9 | 97.8 | 97.8 | 98.1 | 98.4 |
| IDEA COLLEGE PREP | 97.8 | 98.1 | 98.1 | 97.9 | 98.3 | 98 | 96.9 | 97.5 | 97.6 | 97.7 | 98.1 | 98.5 |
| IDEA QUEST COLLEGE PREPARATORY | 97.7 | 98.1 | 98 | 97 | 97.8 | 97.7 | 97.2 | 98.3 | 97.9 | 97.6 | 98 | 98.1 |
| IDEA FRONTIER COLLEGE PREPARATORY | 98.1 | 98.4 | 98.1 | 97.7 | 98.8 | 98.8 | 98.2 | 98.3 | 97.9 | 98 | 98.4 | 98.1 |
| IDEA COLLEGE PREPARATORY MISSION | 97.2 | 97.7 | 98.1 | 97.8 | 98 | 98.1 | 96.6 | 96.9 | 98.3 | 97.2 | 97.7 | 98.5 |
| IDEA COLLEGE PREPARATORY SAN BENITO | 97.4 | 97.8 | 97.9 | 97.8 | 98.2 | 98 | 96.1 | 96.4 | 95.7 | 97.3 | 97.8 | 98 |
| IDEA COLLEGE PREPARATORY SAN JUAN | 98.2 | 97.9 | 98 | 98.4 | 98 | 98.3 | 97 | 97.1 | 97.6 | 98.1 | 97.8 | 98.2 |
| IDEA COLLEGE PREPARATORY ALAMO | 98 | 97.8 | 97.8 | 98.4 | 98.2 | 98.1 | 97 | 97.9 | 97.5 | 98.1 | 97.8 | 97.9 |
| IDEA COLLEGE PREPARATORY PHARR | 97.4 | 98.8 | 98.9 | 98.1 | 98.6 | 98.8 | 98.3 | 98.4 | 97.1 | 97.3 | 98.8 | 99.1 |
| IDEA EDINBURG COLLEGE PREPARATORY | | 98.4 | 98.7 | | * | 99 | | * | 98.3 | | 98.4 | 99 |
| IDEA COLLEGE PREP WESLACO | | 98.8 | 98.5 | | 98.7 | 98.4 | | 99.1 | 98 | | 98.7 | 98.7 |
| IDEA MCALLEN COLLEGE PREPARATORY | | | 99.1 | | | 99.4 | | | * | | | 99.3 |
| IDEA BROWNSVILLE COLLEGE PREPARATORY | | | 99.3 | | | 99.4 | | | 99 | | | 99.1 |
| IDEA CARVER COLLEGE PREPARATORY | | | 97.2 | | | 96.3 | | | 96 | | | 97.1 |
| IDEA ACADEMY | 98.3 | 98.3 | 98.2 | 98.3 | 98.4 | 98.4 | 98 | 98.2 | 97.7 | 98.2 | 98.4 | 98.3 |
| IDEA QUEST ACADEMY | 97.8 | 98.7 | 98.3 | 98 | 98.7 | 98.3 | 97.8 | 98.7 | 98.2 | 97.8 | 98.6 | 98.4 |
| IDEA FRONTIER ACADEMY | 98.3 | 99 | 98.1 | 98.2 | 99.1 | 98.2 | 98.1 | 99 | 98.4 | 98.3 | 99 | 98.4 |
| IDEA ACADEMY MISSION | 97.4 | 97.6 | 98.1 | 97.7 | 97.9 | 98.2 | 96.8 | 96.8 | 97.6 | 97.3 | 97.6 | 98.3 |
| IDEA ACADEMY SAN BENITO | 97.7 | 98.1 | 97.8 | 98.6 | 98.5 | 98.2 | 98.4 | 99 | 97.7 | 97.8 | 97.9 | 97.8 |
| IDEA ACADEMY SAN JUAN | 98.2 | 97.9 | 98.1 | 98.6 | 98 | 98.3 | * | 97.2 | 97.3 | 98.4 | 97.8 | 98.2 |
| IDEA ACADEMY ALAMO | | 98 | 98 | | 98.3 | 98.3 | | | 96.3 | | 98 | 98.4 |
| IDEA ACADEMY PHARR | | 98.7 | 99 | | 98.8 | 99.1 | | 98.8 | 99.5 | | 98.7 | 99.1 |
| IDEA EDINBURG ACADEMY | | 98 | 98.5 | | 97.9 | 98.5 | | 97.7 | 98.3 | | 98 | 98.7 |
| IDEA ACADEMY WESLACO | | 98.4 | 97.5 | | 99.1 | 98 | | 99.6 | 97.5 | | 98.5 | 97.8 |
| IDEA MCALLEN ACADEMY | | | 98.3 | | | 98.6 | | | 98.3 | | | 98.4 |
| IDEA BROWNSVILLE ACADEMY | | | 99.1 | | | 99 | | | 98.6 | | | 99.2 |
| IDEA CARVER ACADEMY | | | 97.3 | | | 98.5 | | | 97.1 | | | 97.5 |

Note: 10-11 and 11-12 data are as reported by the state of Texas; 12-13 data is based on internal calculations using similar methodology:

Total # of days in attendance for all students / Total # of enrolled days for all students

Gray cells indicate that no data is available for the year in question

* indicates that the student group does not meet the minimum size requirement for public reporting

| 4-Year Longitudinal High School Graduation Rates (as %) | | | | | | |
|---|--------------|------|------|----------------------------|------|------|
| | All Students | | | Economically Disadvantaged | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| State | 85.9 | 87.7 | | 83.7 | 85.1 | |
| Region | 84.3 | 86.1 | | 84.5 | 85.8 | |
| District | 95.3 | 97 | 96.6 | 94.2 | 96.3 | 96.4 |
| IDEA COLLEGE PREP | 97.3 | 100 | 99 | 96.9 | 100 | 98.8 |
| IDEA QUEST COLLEGE PREPARATORY | | | 98.6 | | | 98 |
| IDEA FRONTIER COLLEGE PREPARATORY | | | 100 | | | 100 |
| All data reported by the state of Texas. | | | | | | |
| <p>Note: IDEA Quest and IDEA Frontier began graduating students in 2011. TEA does not report graduation rates for individual campuses until the third year in which they graduate students, but the students from those campuses are included in the internal calculation for the overall district graduation rates for the first two years. This causes the reported rate between the district and IDEA College Prep state reported rate to be different in 2011 and 2012. Similarly, additional campuses graduated students for the first time in 2013, which again creates a difference in state reported graduation rates by campus than the internal district calculation which includes all six schools graduating seniors.</p> | | | | | | |
| Gray cells indicate that no data is available for the year in question | | | | | | |
| * indicates that the student group does not meet the minimum size requirement for public reporting | | | | | | |

| Student Mobility Rates: IDEA Retains Students at High Rates | | | |
|---|-------|-------|-------|
| | 09-10 | 10-11 | 11-12 |
| State | 18.2 | 17.8 | 17.9 |
| District | 10.1 | 7.5 | 10.1 |
| IDEA COLLEGE PREP | 14 | 6.4 | 6.9 |
| IDEA QUEST COLLEGE PREPARATORY | 17.4 | 7.6 | 10.3 |
| IDEA FRONTIER COLLEGE PREPARATORY | 8.6 | 4.2 | 5.6 |
| IDEA COLLEGE PREPARATORY MISSION | 12.8 | 11.5 | 9 |
| IDEA COLLEGE PREPARATORY SAN BENITO | 12.6 | 9.7 | 9.3 |
| IDEA COLLEGE PREPARATORY SAN JUAN | 10.2 | 11.8 | 13.4 |
| IDEA COLLEGE PREPARATORY ALAMO | | 11.6 | 13.1 |
| IDEA COLLEGE PREPARATORY PHARR | | 26.5 | 6.6 |
| IDEA EDINBURG COLLEGE PREPARATORY | | | 8.3 |
| IDEA COLLEGE PREP WESLACO | | | 9.9 |
| IDEA ACADEMY | 2.3 | 1.7 | 7.2 |
| IDEA QUEST ACADEMY | 3.3 | 3.7 | 15.6 |
| IDEA FRONTIER ACADEMY | 1.9 | 2.3 | 9.2 |
| IDEA ACADEMY MISSION | 22.6 | 6.6 | 11.7 |
| IDEA ACADEMY SAN BENITO | 13.6 | 6 | 11.5 |
| IDEA ACADEMY SAN JUAN | | 8.2 | 9.1 |
| IDEA ACADEMY ALAMO | | | 5.8 |
| IDEA ACADEMY PHARR | | | 8.6 |
| IDEA EDINBURG ACADEMY | | | 12.8 |
| IDEA ACADEMY WESLACO | | | 16.5 |
| All data reported by the state of Texas. | | | |
| The state of Texas does not collect persistence rates and the closest metric to attrition is "Mobility" which is reported here. The mobility metric represents % of students who are enrolled at a school for less than 83% of its in-session days. | | | |
| Data for each school year is reported a year later, and the 13-14 report (containing the 12-13 data) is not slated for release until Fall 2014. | | | |
| PR/Award # U282M140009 | | | |
| Gray cells indicate that no data is available for the year in question | | | |

Appendix V - Student Achievement Data

% Graduates Enrolling in College During First Fall Immediately After High School

| | All Students | | | Special Ed | | | Limited English Proficiency | | | Economically Disadvantaged | | |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------------------|---------------|---------------|----------------------------|---------------|---------------|
| | Class of 2011 | Class of 2012 | Class of 2013 | Class of 2011 | Class of 2012 | Class of 2013 | Class of 2011 | Class of 2012 | Class of 2013 | Class of 2011 | Class of 2012 | Class of 2013 |
| District | 92.0% | 94.0% | 92.8% | * | * | 87.5% | * | * | 76.9% | 93.4% | 93.1% | 94.0% |
| IDEA COLLEGE PREP | 94.6% | 94.7% | 94.7% | * | * | * | * | * | * | 96.9% | 93.7% | 93.8% |
| IDEA QUEST COLLEGE PREPARATORY | 87.8% | 98.3% | 81.2% | * | * | * | * | * | * | 87.5% | 97.5% | 87.5% |
| IDEA FRONTIER COLLEGE PREPARATORY | 91.4% | 87.2% | 96.8% | * | * | * | * | * | * | 90.6% | 87.8% | 97.5% |
| IDEA COLLEGE PREPARATORY MISSION | | | 94.0% | | | * | | | * | | | 92.9% |
| IDEA COLLEGE PREPARATORY SAN BENITO | | | 92.5% | | | * | | | * | | | 92.3% |
| IDEA COLLEGE PREPARATORY SAN JUAN | | | 95.2% | | | * | | | * | | | 96.1% |

Data source: National Student Clearinghouse-- results only include colleges/ universities who have a partnership with NSC, therefore some IDEA students are excluded from the numerator.

Gray cells indicate that no data is available for the year in question

* indicates that the student group does not meet the minimum size requirement for public reporting

Appendix V - Student Achievement Data

| % Graduates Enrolled in College during First Year After High School Who Returned for a Second Year | | | | | | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|-----------------------------|---------------|---------------|----------------------------|---------------|---------------|
| | All Students | | | Special Ed | | | Limited English Proficiency | | | Economically Disadvantaged | | |
| | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2009 | Class of 2010 | Class of 2011 |
| District | 86.8% | 81.6% | 86.8% | * | * | * | * | * | * | 91.3% | 82.9% | 84.6% |
| IDEA COLLEGE PREP | 86.8% | 81.6% | 93.1% | * | * | * | * | * | * | 91.3% | 82.9% | 92.2% |
| IDEA QUEST COLLEGE PREPARATORY | | | 80.0% | | | * | | | * | | | 66.7% |
| IDEA FRONTIER COLLEGE PREPARATORY | | | 81.3% | | | * | | | * | | | 82.8% |
| Data source: National Student Clearinghouse-- results only include colleges/ universities who have a partnership with NSC, therefore some IDEA students are excluded from the numerator. | | | | | | | | | | | | |
| Gray cells indicate that no data is available for the year in question | | | | | | | | | | | | |
| * indicates that the student group does not meet the minimum size requirement for public reporting | | | | | | | | | | | | |

| Percent Growth Over State Standards | | | | | | | | |
|---|---------------------------------------|--------------------|--|------------------------|--|---------------------------------------|--|---------------------------------------|
| | # of IDEA Schools serving grade level | # of IDEA students | % of students economically disadvantaged | % of students Hispanic | Reading | | Math | |
| | | | | | % of IDEA schools outperforming Region 1 | % of IDEA schools outperforming State | % of IDEA schools outperforming Region 1 | % of IDEA schools outperforming State |
| 2013-2014 Weighted Avg | 15 | 6229 | 86% | 95% | 83% | 54% | 85% | 76% |
| 4th vs. 8th grade Rd/ Alg 1 | | | | | +67 pct. pts. | +68 pct. pts. | +56 pct. pts. | +46 pct. pts. |
| 2012-2013 Weighted Avg | 13 | 4779 | 84% | 95% | 80% | 56% | 76% | 68% |
| 4th vs. 8th grade | | | | | +83 pct. pts. | +88 pct. pts. | +100 pct. pts. | +100 pct. pts. |
| 2011-2012 Weighted Avg | 10 | 3570 | 82% | 95% | 90% | 73% | 80% | 73% |
| 4th vs. 8th grade | | | | | +67 pct. pts. | +100 pct. pts. | +67 pct. pts. | +50 pct. pts. |
| All data includes first spring administration of STAAR | | | | | | | | |
| * Note: Prior to the 13-14 school year, all non-special ed students at IDEA took the Algebra I test in lieu of the 8th grade math test. Beginning in 13-14, students take both Algebra I and 8th grade math. Only Algebra I results are included for 8th graders to ensure a consistent comparison across school years. | | | | | | | | |

Class of 2011 College Enrollment Rates

| | Total Graduates | Graduates Enrolled in TX Institution of Higher Education (IHE) | % Grads Enrolled in TX IHE |
|-------------------------------------|------------------------|---|-----------------------------------|
| IDEA Economically Disadvantaged | 121 | 104 | 86.0% |
| IDEA Non-Economically Disadvantaged | 29 | 23 | 79.3% |
| District Total | 150 | 127 | 84.7% |
| Region 01 Total | | | 63.0% |
| State Total | | | 58.3% |

Footnote: Data from column 3 is reported as the class of 2011 from Texas Academic Performance Report (12-13), the latest data available for the state.

Methodology: Data in the first two columns is an internal calculation using source data from both National Student Clearinghouse and Powerschool.

TEXAS EDUCATION AGENCY
2013 Index 3: Closing Performance Gaps Calculation Report
IDEA PUBLIC SCHOOLS (108807)

CONFIDENTIAL

Overall Performance

| STAAR Weighted Performance Rate | Econ Disadv | Hispanic | African American | Total Points | Maximum Points |
|--|------------------------|-----------------|-----------------------------|-------------------------|---------------------------|
| Reading Weighted Performance | 85 | 86 | 76 | 247 | 300 |
| Mathematics Weighted Performance | 84 | 84 | 62 | 230 | 300 |
| Writing Weighted Performance | 73 | 74 | 0 | 147 | 200 |
| Science Weighted Performance | 90 | 90 | 0 | 180 | 200 |
| Social Studies Weighted Performance | 88 | 89 | 0 | 177 | 200 |
| Total | | | | 981 | 1200 |
| Index 3 Score | | | | | 82 |

Note: For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

CHARTER SCHOOLS PROGRAM – REPLICATION & EXPANSION GRANTEE ASSURANCES

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

- 1) All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2012, published in the Federal Register on;
- 2) Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
- 3) Proof of the grantee's non-profit or not for-profit status;
- 4) A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
- 5) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- 6) A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
- 7) Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

- 8) That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
- 9) That the grantee will cooperate with the Secretary in evaluating this program;
- 10) That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
- 11) That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and
- 12) That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Thomas E. Torkelson
NAME OF AUTHORIZED OFFICIAL

Founder : CEO
TITLE

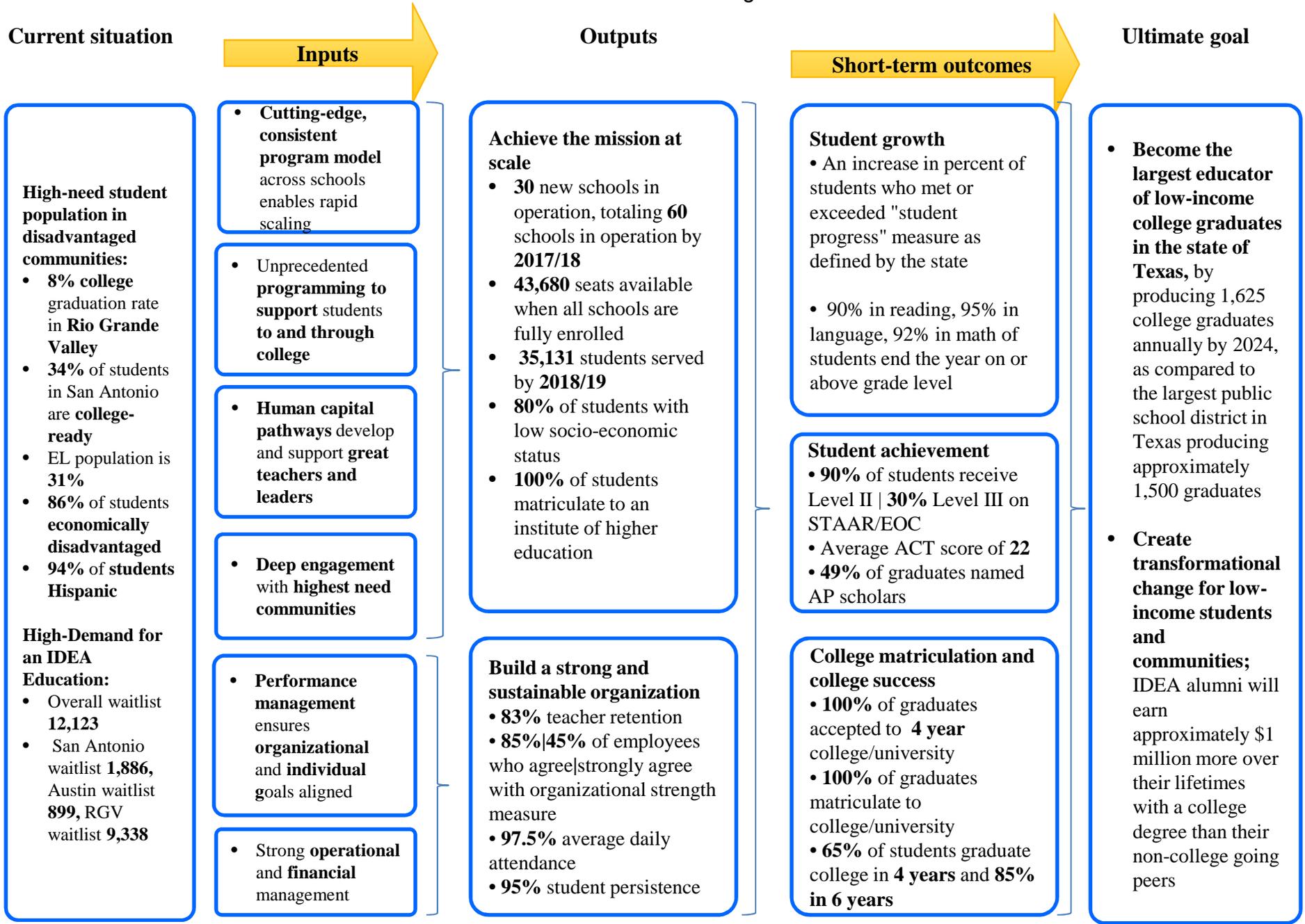

SIGNATURE OF AUTHORIZED OFFICIAL

July 14, 2014
DATE

IDEA Public Schools
APPLICANT ORGANIZATION

July 18, 2014
DATE SUBMITTED

IDEA Public Schools CSP Logic Model



Overview of Evidence of Promise - IDEA

| Input | Study (Author) | Study Type/Design | Year | Outcomes : Significance and Magnitude | Reference |
|---|--|---|------|--|--|
| Cutting-edge, consistent program model across schools enables rapid scaling: | Broad Foundation | District-level achievement analysis in comparison group of 20 top performing charters | 2013 | IDEA Public Schools is one of the three top performing charter management organizations in the country. | http://www.broadprize.org/publiccharterschools.html |
| Cutting-edge, consistent program model across schools enables rapid scaling: | US News and World Report (American Institutes for Research) | School level achievement analysis using State and National NRT's | 2013 | IDEA high schools are in the top 1% of the nation | http://www.usnews.com/education/best-high-schools/articles/2014/04/21/how-us-news-calculated-the-2014-best-high-schools-rankings?page=2 |
| Cutting-edge, consistent program model across schools enables rapid scaling: | Direct Instruction Reading Mastery (Gunn, Biglan, Smolkowski, & Ary) | Randomized controlled trial | 2000 | Students receiving the intervention were found to have performed significantly better on word attack, word identification, oral reading fluency, vocabulary, and reading comprehension. The effectiveness of instruction was not linked to a particular demographic or sub-population. | http://ies.ed.gov/ncee/wwc/interventionreport.aspx?id=417 |
| Cutting-edge, consistent program model across schools enables rapid scaling: | Personalized Learning Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program (Wang & Woodworth) | Randomized controlled trial | 2011 | Students participating in personalized learning improved achievement in a robust and comprehensive way compared to students who did not have access. | http://www-static.dreambox.com/wp-content/uploads/downloads/pdf/DreamBox_Results_from_SRI_Rocketship_Evaluation.pdf http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_dreambox_121013.pdf |
| Cutting-edge, consistent program model across schools enables rapid scaling: | National Math and Science Initiative (NMSI) The Effects of an Incentive-Based High-School Intervention on College Outcomes (C. Kirabo Jackson) | Quasi-experimental study | 2010 | The NMSI program is associated with increased AP course and exam taking, increases in the number of students with high ACT/SAT scores, and increases in college matriculation. | http://www.nber.org/papers/w15722 |

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|---|--|-----------------------------|------|---|---|
| Cutting-edge, consistent program model across schools enables rapid scaling: | Sheltered Instruction Observation Protocol Short, Echevarria, Richards-Tutor, Language Teaching Research, 2011, and Krashen, Stephen | Research report | 2011 | Research on academic literacy development in sheltered instruction classrooms | |
| Unprecedented programming to support students to and through college | Schoolwide Impact and AVID (Watt, Powell, Mendiola & Cossio) | Quasi-experimental study | 2006 | AVID schools saw an improvement in advanced course enrollment, students graduating on advanced graduation plans, AP/IB testing, and high school graduation or completion rates. | http://www.avid.org/dl/res_research/research_schoolwideimpact.pdf |
| Unprecedented programming to support students to and through college | College Counselors Counseling and college matriculation: Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates? | Randomized controlled trial | 2011 | First generation students with access to low student-counselor ratios have higher rates of attending four year universities. | http://www.aebrjournal.org/uploads/6/6/2/2/6622240/3_cp_tk_college.pdf |
| Unprecedented programming to support students to and through college | GEAR UP Hispanic College Attendance and the State of Texas GEAR UP Program (Hughes, Kaplan & Howard) | Quasi-experimental study | 2007 | The GEAR UP program markedly increases the probability that parents will report their children are going to attend college. | http://avid.org/dl/res_research/research_comparison.pdf |
| Unprecedented programming to support students to and through college | American Enterprise Institute Rising to the Challenge | Research report | 2010 | Hispanic students are especially likely to be “under matched,” or to enroll at a college that is less selective than they are qualified to attend | http://www.aei.org/files/2010/03/18/Rising-to-the-Challenge.pdf |

Overview of Evidence of Promise - IDEA

| Input | Study (Author) | Study Type/Design | Year | Outcomes : Significance and Magnitude | Reference |
|--|--|-----------------------------|------|--|---|
| Human capital pathways develop and support great teachers and leaders | Elementary Teacher Academy Fast Start Program (The New Teacher Project) | Quasi-experimental study | 2014 | Teachers who demonstrated proficiency in key areas after multiple rounds of practice and feedback outpaced their peers in student performance during their first year and years after. | http://tntp.org/publications/view/teacher-training-and-classroom-practice/fast-start-training-better-teachers-faster-with-focus-practice-and-feedback |
| Human capital pathways develop and support great teachers and leaders | Teacher Career Pathway Ensuring Fair and Reliable Measures of Teaching (Measure of Effective Teaching Project) | Randomized controlled trial | 2013 | Teacher evaluation systems become more effective at reliably and fairly measuring teacher performance as components like classroom observations, student achievement data, and student surveys are incorporated and balanced within the evaluation system. | http://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report |
| Deep engagement with highest-need communities | Communities In Schools Communities In Schools National Evaluation Five Year Summary Report (ICF International) | Randomized controlled trial | 2010 | Investment in CIS creates economic benefit for the community, steady academic improvement with participating students, and an increase in high school graduates, who contribute to their communities for an average of 44 years of their working life. | http://www.communitiesinschools.org/media/uploads/attachments/Communities In Schools National Evaluation Five Year Summary Report.pdf |
| Stong Operational and Financial Management | Standard & Poor's Ratings Direct Clifton Higher Education Finance Corp., Texas: IDEA Public Schools; Charter Schools | Research report | 2013 | IDEA was assigned a BBB long-term rating with an outlook of stable. Reflects the view of IDEA's historical academic metrics, financial performance and overall business position as one of the largest charter school operators. | |

Awards and Recognition and Related Evaluation Protocol from External Organizations

The following organizations have reviewed IDEA, on a variety of unique criteria and analytical approaches to evaluating IDEA's results. All organizations have concluded that IDEA is a high-quality charter with a record of results—one of the top CMOs in the nation.

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IDEA was one of three finalists out of 20 eligible CMOs for the Broad Prize for Public Charter Schools, which honors the public charter management organization that has demonstrated the most outstanding overall student performance and improvement among the country's largest urban charter management organizations in recent years while reducing achievement gaps for poor and minority students. While the 2014 data reports will not be available until August 2014, from the Broad website (<http://www.broadprize.org/publiccharterschools/reports.html>) the data that were analyzed to determine this year's finalists included:

- Student demographics and basic CMO information;
- High school graduation rates
- SAT/ACT scores and participation rates
- Advanced Placement participation and passing rates
- Performance and improvement on state standardized tests, including;
 - Comparisons of CMO and state performance
 - Proficiency and advanced proficiency trends, improvements and values
 - Standardized residuals
 - Achievement gap calculations
 - Numbers of students tested
 - Performance and improvement on college-readiness measures;

The statistics that made IDEA Public Schools stand out most compared to other eligible CMO networks in this year's analysis were:

- In 2013, 99 percent of IDEA's Hispanic seniors took the ACT exam, the highest rate among the CMOs eligible for this year's Broad Prize for Public Charter Schools, and achieved an average score of 19.4, one of the highest averages among the eligible CMOs.
- In addition, the percentage of times IDEA's Hispanic students' advanced proficiency rates ranked in the top 30 percent of Texas districts in comparisons with their peers statewide was double that of other eligible CMOs when compared with peers in their respective states.
- The percentage of times IDEA's low-income students' advanced proficiency rates in elementary, middle and high school reading, math and science ranked in the top 30 percent of Texas districts in comparisons with their peers statewide was twice as high as other eligible CMOs when compared with peers in their respective states.

2. US News and World Report

Reference Website: <http://www.usnews.com/education/best-high-schools/articles/2014/04/21/how-us-news-calculated-the-2014-best-high-schools-rankings?page=2>

To produce the 2014 U.S. News & World Report Best High Schools rankings, U.S. News teamed up with the Washington, D.C.-based American Institutes for Research (AIR), one of the largest behavioral and social science research organizations in the world.

AIR implemented the U.S. News comprehensive rankings methodology, which is based on the key principles that a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show the school is successfully educating its student body across a range of performance indicators.

For the 6th year in a row, all eligible IDEA schools ranked among the best in the nation. 19,400 schools were evaluated, and IDEA high schools are in the **top 1% of high schools nationwide**, as follows:

- **IDEA College Prep Donna** ranked as the **#1 high school in the Rio Grande Valley, #5** best high school in Texas, and **#30** best high school in the nation.
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- **Step 2:** Determine whether the school's least-advantaged students – black, Hispanic and low-income – were performing better than average for similar students in the state. Compare each school's math and reading proficiency rates for disadvantaged students with the statewide results for these student groups and then selected schools that were performing better than this state average.

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- Twenty of IDEA's twenty-two rated schools received a rating of Met Standard, the highest rating for a school. Four Academies did not have a 3rd grade last year, so they could not be rated.
- Every rated IDEA College Prep received a perfect score of 100 on the Post-Secondary Readiness index. These scores recognize IDEA's preparation of

students for success in college and in life. Every rated IDEA Academy and College Prep also surpassed the target and met the standard for Student Achievement and Closing Performance Gaps.

- Each school had the potential to earn distinction in up to three areas—Academic Achievement in Reading/ELA, Academic Achievement in Mathematics and Top 25 Percent Student Progress, which compares a school’s performance to comparable schools. All 13 IDEA College Preps earned distinction in at least one area and 10 received 2 or 3 distinctions. Two IDEA Academies also earned distinction.

A 1-page breakdown of the each index and related calculations can be found here:

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CSGF makes very select investments in charter school management organizations (“CMOs”) that deliver outstanding academic results, while achieving sustainability on public revenues. The 40 members of the current portfolio were chosen from a pool of over 375 applicants. Collectively, the CSGF portfolio operates the highest performing schools in their cities and many have completely closed the achievement gap between low-income and affluent students. CSGF grant and loan financing packages enable these organizations to expand their capacity to serve more low-income and minority families in their communities.

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Table A1: Low Income Student Populations by Campus

| Table A1: Low-income Student Populations by Campus | Academy (K-5) | College Prep (6-12) |
|---|----------------------|----------------------------|
| <i>Rio Grande Valley Region</i> | | |
| IDEA Alamo | 95% | 97% |
| IDEA Brownsville | 80% | 83% |
| IDEA Donna | 93% | 88% |
| IDEA Edinburg | 79% | 85% |
| IDEA Frontier (Brownsville) | 90% | 88% |
| IDEA McAllen | 75% | 84% |
| IDEA Mission | 92% | 91% |
| IDEA Pharr | 94% | 96% |
| IDEA Quest (McAllen/Edinburg) | 80% | 77% |
| IDEA San Benito | 77% | 73% |
| IDEA San Juan | 92% | 94% |
| IDEA Weslaco | 84% | 83% |
| <i>San Antonio Region</i> | | |
| IDEA Carver | 79% | 86% |
| IDEA South Flores | 77% | 86% |
| <i>Austin Region</i> | | |
| IDEA Allen | 93% | 94% |
| <i>IDEA Public Schools (All Regions)</i> | 85.7% | 87.6% |

¹ The most recent available comparative data across these categories is from 2012-13 Snapshot.

¹ State of Texas Assessment of Academic Readiness—state criterion-referenced exam; percent passing is summed across all grade levels.

¹ As the state test changed from TAKS in 2011 to STAAR in 2012, data for this performance level is only available for two years; 2014 data will not be available until November.

Section A: Quality of Eligible Applicant

Table A2: Level III: Commended Performance¹

| | IDEA | | Region 1 | | Region 13 | | Region 20 | | State | |
|----------------|------|------|----------|------|-----------|------|-----------|------|-------|------|
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| All Subjects | 14% | 14% | 8% | 8% | 16% | 17% | 11% | 11% | 12% | 13% |
| Reading | 17% | 18% | 9% | 11% | 20% | 23% | 14% | 16% | 15% | 17% |
| Mathematics | 16% | 16% | 10% | 11% | 17% | 19% | 12% | 13% | 14% | 15% |
| Writing | 6% | 3% | 4% | 3% | 9% | 6% | 5% | 4% | 6% | 4% |
| Science | 12% | 14% | 5% | 6% | 12% | 15% | 9% | 10% | 9% | 10% |
| Social Studies | 14% | 14% | 4% | 5% | 14% | 14% | 9% | 9% | 9% | 9% |

Beyond merely passing these criterion-referenced tests, **IDEA's students achieved Advanced or Commended-level performance—a statewide indicator of college-readiness—at higher rates than students across both regions and the state as well.** IDEA students outperform all four comparison groups even as the district educates a population that is 86% economically disadvantaged—23.1 percentage points, or 38%, higher than the state average of 60.4%.

¹ As the state test changed from TAKS in 2011 to STAAR in 2012, data for this performance level is only available for two years; 2014 data will not be available until November.

Graduation and Persistence Data for IDEA Public Schools

Below are two sets of data. The first is what is captured and supported by the National Student Clearinghouse. The second is from our own, IDEA, internal audit. The difference in this data is mostly a result of IDEA students attending undergraduate institutions that do not partner with the National Student Clearinghouse, though we have evidence a student has graduated. An example of this is Alumnus Brittany Schrift, from the class of 2008. The National Student Clearinghouse lists her as “no record found.” This is because she attended Hawaii Pacific University, an undergraduate institution that does not partner with the National Student Clearinghouse. In this instant we know Brittany has graduated from college. She is now a coordinator at IDEA Public School, a role that requires an undergraduate degree, and therefore an official transcript reporting confirming her degree. In addition, we have students who are not included in the data due to their citizenship status. Our DREAMERs often are left out of these numbers, even though they are enrolled or have graduated from college. Where we know our students have graduated, we include them in our internal reporting.

NOTE: All National Student Clearinghouse data sets are not including unfound records. Therefore, the denominator for total students graduated will shift. For example, in the class of 2007, 25 total students graduated, however, the Clearinghouse lost one record. Therefore, the denominator for this percentage is 24.

ADDITIONAL NOTE: This is our most current Spring data, which does not include our class of 2010, although this is their 4 year graduation mark. Once we received our summer NSC data, we will update this with final graduation numbers for 4, 5, and 6 year.

Data From The National Student Clearinghouse

Graduation Rates

| Class | 4 Year Rate | 5 Year Rate | 6 Year Rate |
|-------|-------------|-------------|-------------|
| 2007 | 8.00% | 28.00% | 28.00% |
| 2008 | 19.4% | 44.8% | |
| 2009 | 27% | | |

Data From Our Internal Audit

Current Graduation Rates

| Class | 4 Year Rate | 5 Year Rate | 6 Year Rate |
|-------|-------------|-------------|-------------|
| 2007 | 8.00% | 28.00% | 44.00% |
| 2008 | 19.4% | 45.16% | |
| 2009 | 27.45% | | |

Internal Graduation Data: Classes of 2007, 2008, and 2009 (*summer data will include the Class of 2010)

| 2007s <<6 year>> | # | % |
|------------------------|----|------|
| Class Size | 25 | 100% |
| Graduated | 11 | 44% |
| Enrolled | 5 | 20% |
| Enrolled and Graduated | 16 | 64% |
| Not Enrolled | 9 | 36% |

| 2008s <<5 years>> | # | % |
|------------------------|----|--------|
| Class Size | 31 | 100% |
| Graduated | 14 | 45.16% |
| Enrolled | 8 | 25.80% |
| Enrolled and Graduated | 22 | 70.96% |
| Not Enrolled | 9 | 29.03% |

| 2009s <<4 years>> | # | % |
|------------------------|----|--------|
| Class Size | 51 | 100% |
| Graduated | 14 | 27.45% |
| Enrolled | 15 | 29.41% |
| Enrolled and Graduated | 29 | 56.86% |
| Not Enrolled | 22 | 43.13% |

The Summative Numbers

In addition to tracking our 4, 5 and 6 year graduation rates, knowing the important link between enrolling in college and persisting in college *with* graduating from college, at IDEA Public Schools we track total enrollment, meaning in any one academic year, of the total number of alumni, how many are in college or have graduated from college.

The National Student Clearinghouse

| Class | # Enrolled or Graduated* | % Enrolled or Graduated* |
|-------|--------------------------|--------------------------|
| 2007 | 11/24 | 11/24 (45.8%) |
| 2008 | 21/29 | 21/29 (72.41%) |
| 2009 | 29/48 | 29/48 (60.4%) |
| 2010 | 31/57 | 31/57 (54.3%) |
| 2011 | 94/149 | 94/149 (63%) |
| 2012 | 149/189 | 149/189 (79%) |
| 2013 | 362/398 | 362/398 (90.95%) |
| Total | 697/894 | 697/894 (77.96%) |

*The National Student Clearinghouse Data includes students coded as “unfound record.” These numbers take such students out of the numerator and denominator

Internal IDEA Audit

| Class | # Enrolled or Graduated* | % Enrolled or Graduated* |
|-------|--------------------------|--------------------------|
| 2007 | 17/25 | 68% |
| 2008 | 22/31 | 71% |
| 2009 | 32/51 | 63% |
| 2010 | 42/61 | 69% |
| 2011 | 115/150 | 77% |
| 2012 | 170/200 | 85% |
| 2013 | 400/430 | 93% |
| Total | 797/948 | 84% |

*In our internal IDEA Audit we do a line-item-by-line-item analysis of students that are not enrolled or are record unfound and include them in our numerator, e.g. enrolled or graduated, where we have evidence, e.g. Brittany Schrifft or Rick Tamayo, that students are enrolled or graduated.

Our Freshmen Persistence: 2007-2013

Understanding that the first year is one of the most critical, foundational years in the college trajectory, we are beginning to track our freshmen persistence to the spring semester. Below, you will find the percentage of students who re-enrolled in the spring semester their freshmen year according to the National Student Clearinghouse.

Here, we are defining freshmen persistence across the first year of college, or re-enrollment for the second semester during Year 1.

| Year | Freshmen Retention Rate |
|------|-------------------------|
| 2007 | 79% |
| 2008 | 89.6% |

| | |
|--------------|---------------------------------|
| 2009 | 80.8% |
| 2010 | 82.4% |
| 2011 | 86.6% |
| 2012* | 89.5% |
| 2013* | 90.9% (increase of 1.4%) |

*Years with district alumni strategy in place

Freshmen Matriculation Data: Classes of 2007-2013

In this table, we are providing again, two distinct sets of numbers. The National Student Clearinghouse reports out on college enrollment each Fall, yet we know, some of our students are not accurately represented. During the Fall of Year 1, we conduct a lengthy internal audit for each campus, noting proof of enrollment for each graduating senior. We have included our internal audit numbers in the table below.

The National Student Clearinghouse

| Class | # Enrolled in Fall Year 1 | % Enrolled in Fall Year 1 |
|-------|---------------------------|---------------------------|
| 2007 | 22/24 | 22/24 (91.6%) |
| 2008 | 26/29 | 26/29 (89.7%) |
| 2009 | 38/48 | 38/48 (79.2%) |
| 2010 | 52/57 | 52/57 (91.2%) |
| 2011 | 135/149 | 135/149 (90.6%) |
| 2012 | 183/189 | 183/189 (96.8%) |
| 2013 | 395/398 | 395/398 (99.2%) |

*The National Student Clearinghouse Data includes students coded as “unfound record.” These numbers take such students out of the numerator and denominator

Internal IDEA Audit

| Class | # Enrolled in Fall of Year 1 | % Enrolled in Fall of Year 1 |
|-------|------------------------------|------------------------------|
| 2007 | 25/25 | 100% |
| 2008 | 31/31 | 100% |
| 2009 | 51/51 | 100% |
| 2010 | 61/61 | 100% |
| 2011 | 150/150 | 100% |
| 2012 | 200/200 | 100% |
| 2013 | 427/430 | 99% |

*In our internal IDEA Audit we do a line-item-by-line-item analysis of students that are not enrolled or are record unfound and include them in our numerator, e.g. enrolled, where we have evidence, e.g. Brittany Schrifft or Rick Tamayo, that students enrolled in their first semester, however, are not included in the dataset.

Comparison Data: Six Year College Graduation Rates and Higher Education Enrollment Data

| | IDEA Public Schools | Texas | National | National Low-Income |
|---------------------------|----------------------------|--------------|-----------------|----------------------------|
| Six Year Graduation Rate | 44% | 22% | 29.3% | 10% |
| Higher Education Enrollee | 99%* | 56.2% | 62.5% | 51% |

Data taken from:

<http://www.higheredinfo.org/dbrowser/index.php?measure=32>

<http://www.pewresearch.org/fact-tank/2014/01/15/college-enrollment-among-low-income-students-still-trails-richer-groups/>

<http://yesprep.org/sites/default/files/media/College%20Initiatives%20Redefined.pdf>

SITE SELECTION FRAMEWORK: CONCENTRATE SCHOOLS IN HIGHEST NEED COMMUNITIES

1. Establish Need:

- Pervasive achievement gap
- Availability of other 'choice options', including charters, magnets, or university-based public schools
- Current academic achievement of local schools

2. Assess Demand:

- Enrollment trends in the community
- Waiting lists for area charter schools and magnet programs
- Survey five-year education landscape
- Increasing student population in region

Mission Aligned School Expansion

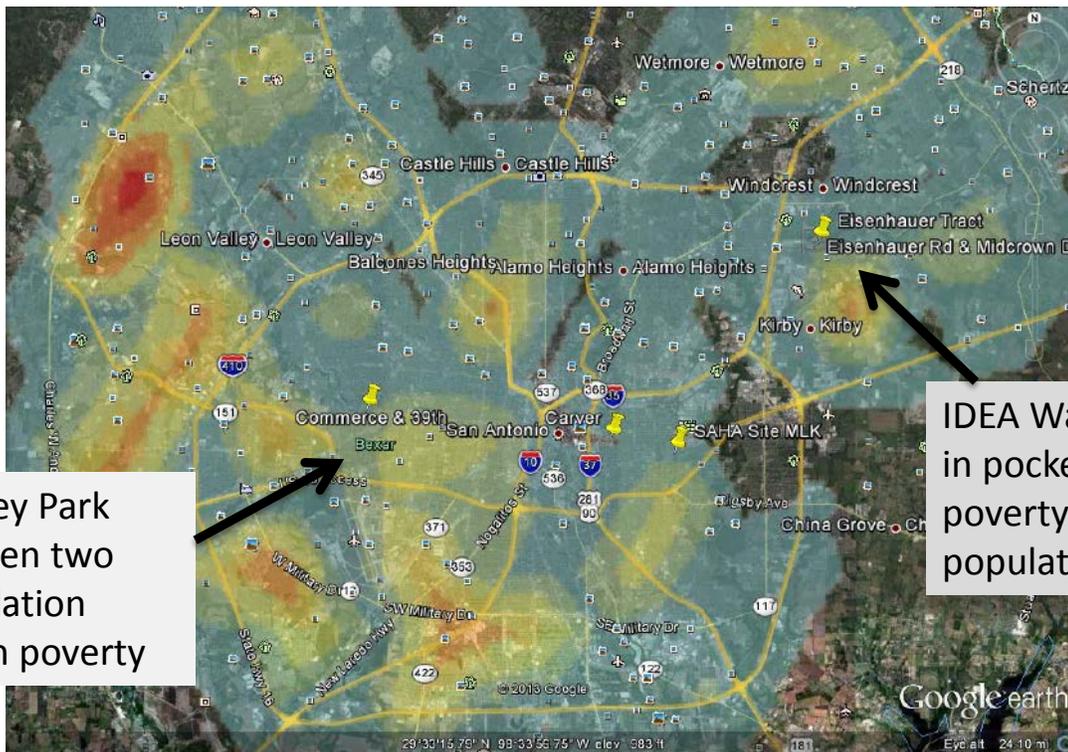
3. Determine Sustainability:

- Acquisition/build/re-development costs
- Operational considerations—especially transportation
- Opportunities for additional private/public financial support

4. Build Support:

- Political capital/support
- Earn early-backing from local community and political leaders
- Execute partnership agreements with mission-aligned organizations

SAN ANTONIO REGION “HEAT MAP” INFORMS SITE SELECTION



IDEA Monterrey Park located between two growing population centers of high poverty

IDEA Walzem located in pocket of high poverty and population growth

IDEA Public Schools Non-Expansion Amendment to Charter: Board Resolution

Current Charter Language

K-12 Admissions Policy

Students are admitted by lottery. Returning students and their siblings are given priority in admission. Returning students will automatically be re-enrolled provided they notify the school of their intent to return by March 1st of each school year.

Our application period is December 1st through March 31st. As of March 1st, all siblings will be added to student rosters for next year, provided sufficient space is available. If there are enough slots for all remaining students, then all will be admitted. In the event that there are more applicants than slots available, all remaining applicants will be drawn by lottery to be conducted on the first Saturday in April. If the first Saturday in April is a holiday weekend, then the lottery will take place the following Saturday.

Parents will be notified of acceptance or placement of waitlist, in writing, one week after the lottery. If parents have not received word by said date, it is parents' responsibility to contact the school. After all remaining slots are filled, students will be placed on the waiting list in the order the name is selected.

If there are additional students who apply after March 31st, they will be added to the waiting list in the order that their application was received. Waiting lists will be valid only for the applying and students may be admitted as spots become available.

It is the policy of IDEA Public Schools to comply with all non-discrimination provisions of all federal and state laws. IDEA Public Schools admits students without regard to race, ethnicity, religion, color, sex, national origin, disability, athletic, artistic, academic ability, limited English proficiency, or the district the child would otherwise attend.

In addition, under TEC §12.111(a) (6), IDEA Public Schools is authorized to exclude a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Chapter 37, Subchapter A.

Proposed Charter Language

K-12 Admissions Policy

Students are admitted by lottery. Returning students and their siblings are given priority in admission. Returning students will automatically be re-enrolled provided they notify the school of their intent to return by March 1st of each school year.

Our application period is **September 1st through the 1st Friday of April**. As of March 1st, all siblings will be added to student rosters for next year, provided sufficient space is available. If there are enough slots for all remaining students, then all will be admitted. In the event that there are more applicants than slots available, all remaining applicants will be drawn by lottery to be conducted on

the first Saturday in April. If the first Saturday in April is a holiday weekend, then the lottery will take place the following Saturday and the application deadline will be the 2nd Friday of April.

Parents will be notified if their child is randomly selected for a spot in writing, one week after the lottery. If parents have not received word by said date, it is parents' responsibility to contact the school. After all remaining slots are filled, students will be placed on the wait list in random order.

If there are additional students who apply after the application deadline, they will be added to the wait list in the order that their application was received. Wait lists will be valid only for the applying year and students may be admitted as spots become available.

It is the policy of IDEA Public Schools to comply with all non-discrimination provisions of all federal and state laws. IDEA Public Schools admits students without regard to race, ethnicity, religion, color, sex, national origin, disability, athletic, artistic, academic ability, limited English proficiency, or the district the child would otherwise attend.

In addition, under TEC §12.111(a) (6), IDEA Public Schools is authorized to exclude a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Chapter 37, Subchapter A.

This document was adopted by the governing body of the charter holder and signed by the present board members voting in favor of the charter amendment outlined in this document:

| Board Member | Signature | Date |
|--------------------------------|--|----------|
| Tom Torkelson Founder & CEO |  | 12/19/13 |
| Mike Rhodes Board Chair | | |
| Bill Martin, CFP Vice Chair | | 12/19/13 |
| Gabriel Puente Secretary | | 12/19/13 |
| Bill Carrera Treasurer | | 12/19/13 |
| Tina Fernandez Member | | 12/19/13 |
| David Guerra Member | | |
| Ruben M. Lopez, M.D. Member | | |
| Reba Cardenas-McNair Member | | |
| Victoria Rico Member | | |
| Sergio Sanchez Member | | 12/19/13 |
| Eric Ziehe, CCIM Member | | 12/19/13 |



RTI-Response to Intervention (formerly known as SAC)

What RtI is: A 3 tiered service delivery model that uses collaborative problem solving approach to march students to appropriate interventions for academic success.

What RtI isn't: It is not just what you have to do to get a student tested for special education.



1-5%
5-10%
80-85%

Why might a student go into the RtI process? 1) Consistent academic struggles despite interventions 2) Repeated behavioral/emotional issues that are impacting ability to learn. 3) A persistent health impairment that is affecting the student's academic performance

How do we intervene? *The intervention must be data driven (*Present Levels of Performance*). *Must use appropriate targeted interventions (*Not doing the same thing again. i.e. After school tutoring to teach same content in the same way*) *Evidence of consistent implementation (*Not just one teacher implementing whenever they get a chance*) *Data based results of that intervention (*Not subjective-i.e. "She's not doing any better no matter what I do."*)

| Tier 1 type Interventions (6-8 weeks) | Tier 2 type Interventions (6-8 weeks) | Tier 3 type Interventions (6-8 weeks) |
|---|---|--|
| Graphic organizers, model think alouds, pre-teaching material, story maps, chunking information, sentence stems, repeated reading, guided notes | Kahn Academy, Imagine Learning, Targeted reading fluency instruction, Sylvan, Small group (7 or less) instruction to target specific skills. (Use PRIM for ideas) | 1-1 instruction, oral administration, extra time, use of manipulatives. (accommodations that might |

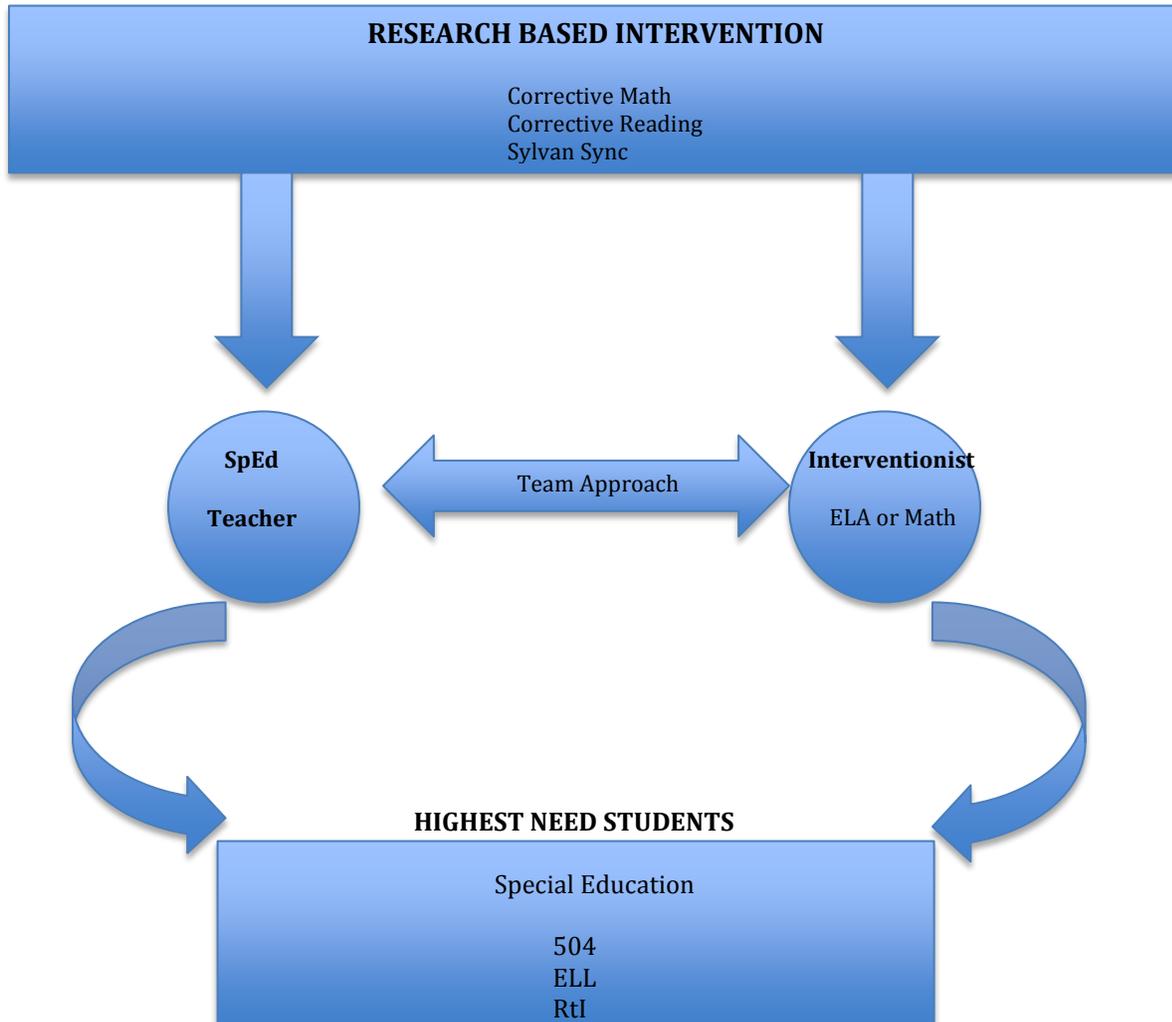
What documentation is required during the RtI process? Student Academic Profile, RtI Intervention Plan, Intervention Implementation Plan, and Parent Notification Letters. All RtI documentation forms, etc. are located in the RtI dropbox: https://drive.google.com/file/d/0B2k03Rx2n_i5dXVHVm1oTzFCOFU/edit?usp=sharing

What is the ILS role in RtI? 1) Ensure 90/30 meetings are happening at each grade level 2) Be an active participant in those meetings-helping collect data, making intervention recommendations, tracking progress of interventions

INTERVENTION SUPPORT 3RD – 8TH GRADE

KEY COMPONENTS

- Intervention does not pull students out of core content class instruction
- Each support staff person’s focused support is either ELA or Math
- Intervention pull out groups should be during Hotspot or AR Zone(Hybrid) or Intervention period (Non Hybrid)
- Intervention groups should consist of groups no larger than 12 students
- Interventionist/SpEd teacher work together to schedule support throughout the day
- Progress monitoring every 3 weeks with grade teams/lead team to determine next steps





SpEd Teacher and Interventionist should share common goals for their content area

- 100% of identified intervention students will be identified by August 11
- 100% of identified intervention students will be in correct pull out group by August 18
- 90% of identified intervention students will show at least 2 years growth in Reading/Math (as measured by quarterly STAR data)

IDEA PUBLIC SCHOOLS LIFE SKILLS

SITES 2014-15

In order for campuses to communicate effectively to parents of newly accepted students who may require a life skills unit classroom setting, the table below includes each Life Skills site (Academy AND CP will both have Life Skills classrooms) and where non-life skills campuses would send any student requiring this setting.

So, for example, if a new 6th grader is picked via lottery at IDEA Pharr and the ARD states that the student requires a Life Skills setting (Instructional Code 44), the parents would be informed that their student would attend the unit at San Juan. As with any student in Special Education, if the ARD committee determines that transportation is required, we would then also provide the transportation for that student to IDEA San Juan.

Any questions or concerns around Life Skills classrooms can be addressed to Tricia Lopez, Director of Special Education at [REDACTED]

| Life Skills School Site | Participating Campus |
|-------------------------|-----------------------------------|
| IDEA Brownsville | IDEA Brownsville IDEA Frontier |
| IDEA Donna | IDEA Donna IDEA Alamo |
| IDEA Edinburg | IDEA Edinburg IDEA Quest |
| IDEA Mission | IDEA Mission IDEA McAllen |





| | |
|---------------------|---|
| IDEA San Benito | San Benito |
| IDEA San Juan | IDEA San Juan IDEA Pharr |
| IDEA Pike | IDEA Pike IDEA Weslaco |
| IDEA Allan | IDEA Allan |
| IDEA South Flores | IDEA South Flores IDEA Carver (3 rd and 7 th) |
| IDEA Monterrey Park | IDEA Monterrey Park IDEA Carver (K-2 nd , 6 th) |
| IDEA Walzem | IDEA Walzem (2015-16 school year) |

Percentage of Special Education Student Population by Grade Level

| Grade | % Special Education Students | |
|-------|------------------------------|---|
| K* | 3.63% | Kindergarten, 1 st and 2 nd grades are entry grades for IDEA elementary students. |
| 1* | 3.14% | |
| 2* | 3.61% | |
| 3 | 4.32% | |
| 4 | 5.11% | |
| 5 | 4.97% | |
| 6** | 5.53% | 6 th grade is an entry grade for new IDEA middle schools. |
| 7 | 5.35% | |
| 8 | 4.07% | |
| 9 | 4.71% | |
| 10 | 4.75% | |





| | | |
|--------------|--------------|--|
| 11 | 4.75% | |
| 12 | 4.56% | |
| TOTAL | 4.40% | |

*The 6th grade special education population represents more than a two percent increase over the average kindergarten through 2nd grade representation of the population. This can be attributed to the large number of students in K-2nd grades that receive instruction through the Direct Instruction program as their first educational curriculum and are not part of special education programming.

** The majority of IDEA 6th graders at IDEA are in their first year with IDEA.

Special Education: Autism and Emotional Disorders

The population of students at IDEA with autism and emotional disturbances is increasing as the district grows at a rate greater than the district’s overall growth.

| Special Education | 2012-13 | 2013-14 | % Increase | Overall IDEA population growth 2012-2013 to 2013-2014 |
|---|---------|---------|-------------|---|
| Autism | 59 | 93 | +58% | 15% |
| Emotional Disturbance | 14 | 21 | +50% | |
| Intellectual Disability (formerly labeled Mental Retardation) | 36 | 53 | +47% | |



IDEA Course Schedule

Middle School

- **Grade 6:** ELA6, Math6, Earth Science, World Cultures, Blended Learning Math, Blended Learning Reading
- **Grade 7:** ELA7, Pre-Algebra, Life Science, Texas History, Blended Learning Math, Blended Learning Reading
- **Grade 8:** ELA8, Pre-AP Algebra I, Integrated Science, US History, Pre-AP Spanish I.
- All students are required to take four semesters of PE and other electives.

High School

- **Grade 9:** Pre-AP English I, Pre-AP Geometry, Pre-AP Biology, **Advanced Placement World Geography**, Pre-AP Spanish I and II, AVID I;
- **Grade 10:** Pre-AP English II, Pre-AP Algebra II, Pre-AP Chemistry, **Pre-AP World History, AP Spanish Language**, AVID II;
- **Grade 11:** **AP English Language**, Pre-AP pre-Calculus/, Pre-AP Physics, **AP US History, AP Spanish Literature**, , AVID III;
- **Grade 12:** **AP English Literature, AP Calculus or AP Statistics**, **AP science**(Biology, Chemistry, Physics, Environmental Science course, **AP Government** and **AP Macro/Microeconomics**, AP Spanish Literature or AP Spanish Language, AVID IV;
- **Electives include: AP Studio Art, AP Computer Science, and additional AP courses offered online.**
- All students take PE (or athletics), Fine Arts, Health Education, Speech Communication Applications, and other electives; 26 credits total are required.

| | | | Homeroom | 1 | 2 | 3 | 4 |
|---|-----------|--------------------|--------------------|------------------|------------------|--------------------|--------------------|
| NAME | RM | COURSE/TEAM | 07:45-08:00 | 0800-0850 | 0850-0940 | 09:40-10:30 | 10:30-11:20 |
| ELA 6 | 6A | ELA | Homeroom | ELA | ELA | Science/SS | Science/SS |
| Science/SS | 6B | Science/SS | Homeroom | Science/SS | Science/SS | ELA | ELA |
| HS/AR | 6C | Hotspot/AR/PE | Homeroom | Hotspot/AR/PE | Hotspot/AR/PE | Math | Math |
| Math 6 | 6D | Math | Homeroom | Math | Math | Hotspot/AR/PE | Hotspot/AR/PE |
| NAME | RM | COURSE/TEAM | 07:45-08:00 | 0800-0850 | 0850-0940 | 09:40-10:30 | 10:30-11:20 |
| ELA 7 | 7A | ELA | Homeroom | ELA | ELA | Science/SS | Science/SS |
| Science/SS | 7B | Science/SS | Homeroom | Science/SS | Science/SS | ELA | ELA |
| HS/AR | 7C | Hotspot/AR/PE | Homeroom | Hotspot/AR/PE | Hotspot/AR/PE | Math | Math |
| Math 7 | 7D | Math | EL0730-203 | Math | Math | Hotspot/AR/PE | Hotspot/AR/PE |
| NAME | RM | COURSE/TEAM | 07:45-08:00 | 0800-0850 | 0850-0940 | 09:40-10:15 | 10:15-11:40 |
| ELA 8 | 8A | ELA | Homeroom | PE | ELA | ELA | Social Studies |
| US History 8 | 8B | Social Studies | Homeroom | Social Studies | PE | Social Studies | Math |
| Math 8 | 8C | Math | Homeroom | Spanish | Math | Math | Science |
| Science 8 | 8D | Science | Homeroom | Science | Spanish | Science | ELA |
| Rotations for Hybrid Spaces is on an ABC Rotation | | | | | | | |
| Sample | Day | Electives Attended | | | | | |
| | A | PE/HS | | | | | |
| | B | AR/PE | | | | | |
| | C | HS/AR | | | | | |

| | | 5 | 6 | 7 | 8 | 9 | 10 |
|---|----|-------------|----------------|----------------|---------------|----------------|---------------|
| NAME | RM | 11:20-11:55 | 11:55-12:25 | 12:25-1:15 | 1:15-2:05 | 2:05-2:55 | 2:55-3:45 |
| ELA 6 | 6A | Recess | Lunch | Math | Math | Hotspot/AR/PE | Hotspot/AR/PE |
| Science/SS | 6B | Lunch | Recess | Hotspot/AR/PE | Hotspot/AR/PE | Math | Math |
| HS/AR | 6C | Recess | Lunch | Science/SS | Science/SS | ELA | ELA |
| Math 6 | 6D | Lunch | Recess | ELA | ELA | Science/SS | Science/SS |
| NAME | RM | 11:20-11:55 | 11:55-12:25 | 12:25-1:15 | 1:15-2:05 | 2:05-2:55 | 2:55-3:45 |
| ELA 7 | 7A | Recess | Lunch | Math | Math | Hotspot/AR/PE | Hotspot/AR/PE |
| Science/SS | 7B | Lunch | Recess | Hotspot/AR/PE | Hotspot/AR/PE | Math | Math |
| HS/AR | 7C | Recess | Lunch | Science/SS | Science/SS | ELA | ELA |
| Math 7 | 7D | Lunch | Recess | ELA | ELA | Science/SS | Science/SS |
| NAME | RM | 11:40-12:10 | 12:10-1:35 | 1:35-2:05 | 2:05-2:55 | 2:55-3:45 | |
| ELA 8 | 8A | Lunch | Math | Science | Spanish | Science | |
| US History 8 | 8B | Lunch | Science | ELA | ELA | Spanish | |
| Math 8 | 8C | Lunch | ELA | Social Studies | PE | Social Studies | |
| Science 8 | 8D | Lunch | Social Studies | Math | Math | PE | |
| Rotations for Hybrid Spaces is on an ABC Rotation | | | | | | | |

AP ACCESS IMPACTS COLLEGE GRADUATION

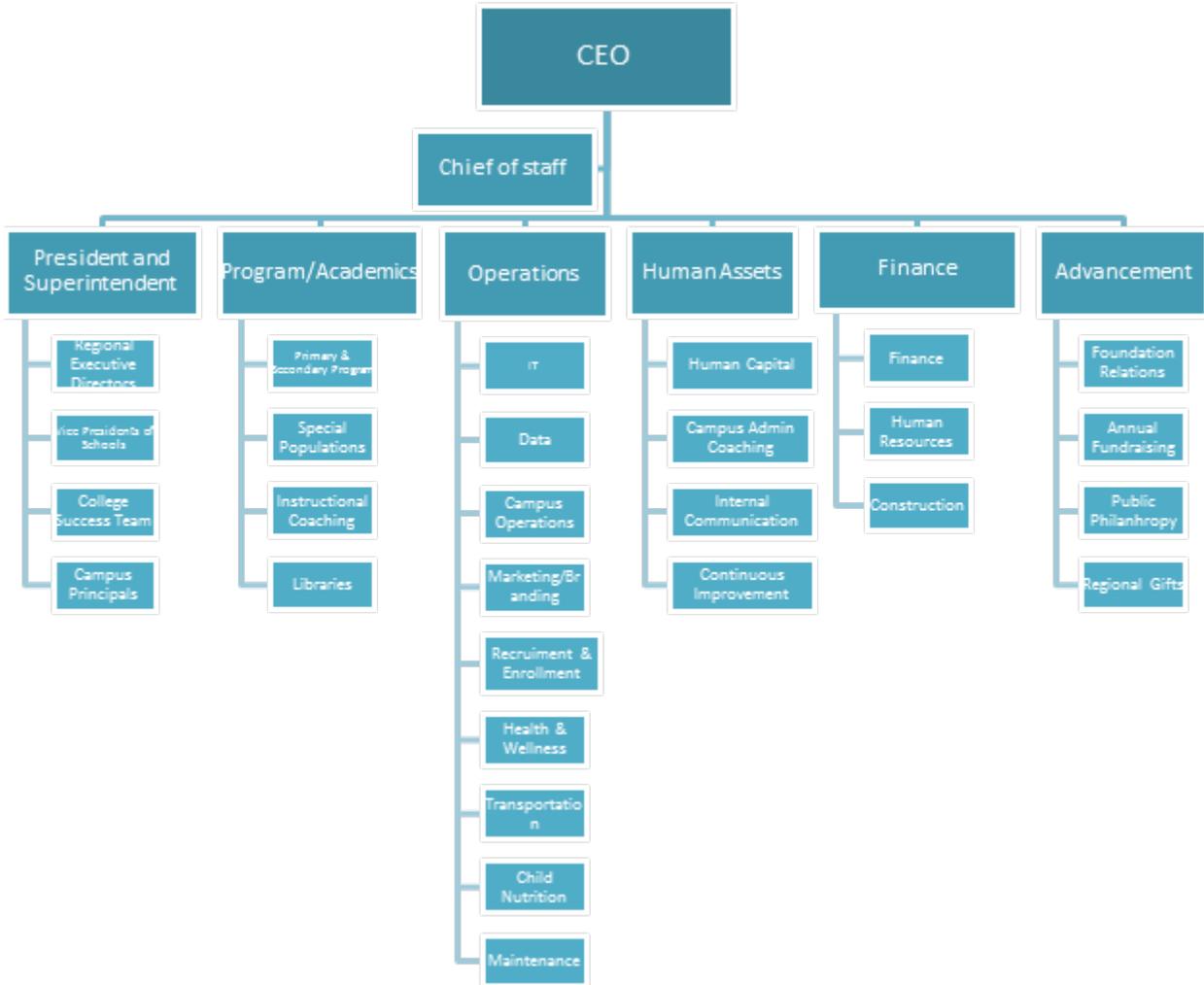
Five-Year College Graduation Rates in Texas Public Colleges and Universities

| | Passed AP Exam | Took, Did Not Pass AP Exam | Took AP Course, Did Not Take Exam | No AP Course or Exam |
|-----------------------|----------------|----------------------------|-----------------------------------|----------------------|
| Low-Income | 46% | 27% | 21% | 7% |
| Non Low-Income | 66% | 47% | 41% | 21% |
| Total | 64% | 42% | 37% | 17% |

Source: <http://files.eric.ed.gov/fulltext/ED519365.pdf>

| IDEA PUBLIC SCHOOLS ORGANIZATIONAL (AND CSP) GOALS | | | | | | |
|--|----------------|------------|------------------|------------------|------------------|------------------|
| | Baseline | SY 2014-15 | SY 2015-16 | SY 2016-17 | SY 2017-18 | SY 2018-19 |
| Achieve College-Ready Student Results: Student Growth, Achievement and College Success | | | | | | |
| Top State Rating; (Currently Meets Standard) | Met | Met | Top State Rating | Top State Rating | Top State Rating | Top State Rating |
| % Level II % Level III on STAAR/EOC | 81 16 | 83 20 | 84 22 | 85 23 | 86 24 | 87 25 |
| Average ACT score | 20.2 | 21 | 21.5 | 22 | 22.5 | 23 |
| % of graduates named AP scholars (3 scores of 3 or higher on AP exam or IB equivalent per course) | 17% | 33% | 37% | 41% | 45% | 49% |
| % of graduates who are accepted to a 4 year college or university | N/A | 100% | 100% | 100% | 100% | 100% |
| % of graduates who matriculate to a college or university | pending | 100% | 100% | 100% | 100% | 100% |
| % of K-2 students who end year on/above grade level in reading language math | 64 70 78 | 70 75 80% | 75 80 83% | 80 85 86% | 85 90 89% | 90 95 92% |
| % of students graduating college in 4 6 years | 28 44 | 33 49 | 38 54 | 43 59 | 48 64 | 53 69 |
| Build a strong and sustainable organization | | | | | | |
| Teacher Retention | 72% | 75% | 78% | 81% | 84% | 85% |
| % of employees who net agree/strongly agree with IDEA's organizational strength measure | 77 39% | 79 41% | 80 42% | 81 43% | 82 44% | 83 45% |
| Average Daily Attendance % | 97.9% | 97.5% | 97.5% | 97.5% | 97.5% | 97.5% |
| Student Persistence | 94% | 94% | 94% | 94% | 95% | 95% |
| Annual Surplus (millions)** | 14 | 12.5 | 18.7 | 27.3 | 33.6 | 51 |
| Achieve the mission at scale: Rapid Replication while Improving Student Achievement | | | | | | |
| % of students with low socio-economic status | 86% | 80%+ | 80%+ | 80%+ | 80%+ | 80%+ |
| Enrollment | 15,535 | 18,305 | 22,278 | 26,836 | 31,721 | 35,131 |
| Schools in operation | 30 | 36 | 42 | 52 | 60 | 60 |
| % of teacher vacancies filled by first day of their summer training and meeting hiring manager's standards | pending | 98% | 98% | 98% | 98% | 98% |
| Federal cost per student in implementing a successful school (defined as a school in operation for three or more years) | \$1,126 | | | | | |
| Bold type indicates CSP required performance measures. See Appendix V. for details on baseline data for 4th and 8th grade | | | | | | |

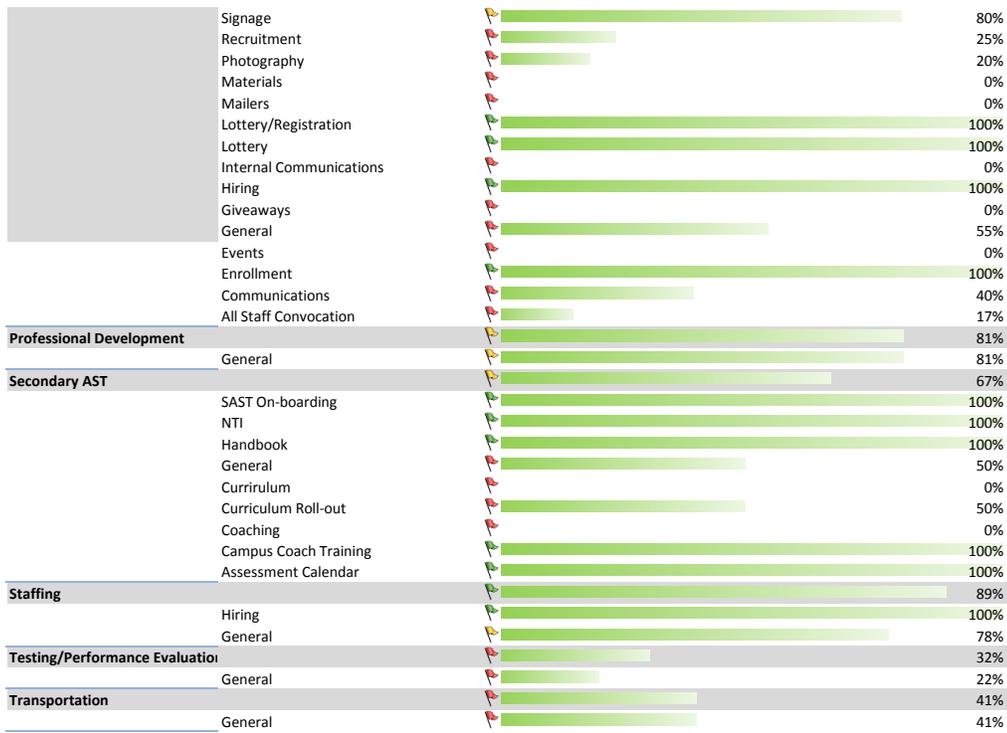
IDEA Public Schools Organizational Chart



Supporting documents for Section D: Management Plan and Personal

| Dept. | Task | Total |
|---------------------------------|---------------------------------|-------|
| BOY | | 62% |
| Better IDEA | | 61% |
| | Training | 36% |
| | Support | 25% |
| | Software | 40% |
| | Signage | 60% |
| | Materials | 90% |
| | Hardware | 75% |
| | Furniture | 100% |
| | Facilities | 100% |
| | Execution | 0% |
| | Books | 80% |
| Business Office | | 71% |
| | Hiring | 87% |
| | Budgeting | 67% |
| CNP | | 49% |
| | Planning | 94% |
| | Goals | 0% |
| | General | 100% |
| | FARMS and Wellness | 0% |
| | Compliance | 43% |
| | CNP Manager Readiness | 33% |
| | CNP HQ Readiness | 39% |
| | Budget | 100% |
| | Applications - Commodities | 38% |
| Data | | 75% |
| | San Antonio- new site | 100% |
| | San Antonio | 65% |
| | Austin | 78% |
| | All | 58% |
| Facilities | | 68% |
| | Training | 25% |
| | summer maint | 100% |
| | space use | 100% |
| | reviews | 25% |
| | personnel | 71% |
| | new construction | 89% |
| | maint | 0% |
| | inventory | 67% |
| | environm compliance | 100% |
| | Budget | 100% |
| | admin | 71% |
| Health Services | | 58% |
| | General | 58% |
| IT | | 74% |
| | Procurement | 50% |
| | new construction | 45% |
| | In-District Expansion | 38% |
| | General Ops | 60% |
| | General | 100% |
| | E-Rate | 100% |
| | Budget | 100% |
| | Better IDEA | 100% |
| Logistics | | 55% |
| | Uniforms | 88% |
| | Textbooks | 42% |
| | General - Textbooks | 93% |
| | General | 0% |
| | Furniture | 87% |
| | CP - State Adopted | 14% |
| | CP - Non-State Adopted | 92% |
| | Academy Materials - DI | 50% |
| Marketing/Communications | | 52% |
| | Website | 40% |
| | Social Media | 0% |
| | Site Development | 57% |
| | Signage - IDEA Weslaco | 64% |
| | Signage - IDEA South Flores | 64% |
| | Signage - IDEA San Juan | 62% |
| | Signage - IDEA San Benito | 62% |
| | Signage - IDEA Quest | 62% |
| | Signage - IDEA Pharr | 64% |
| | Signage - IDEA Mission | 64% |
| | Signage - IDEA McAllen | 55% |
| | Signage - IDEA Frontier | 62% |
| | Signage - IDEA Edinburg | 62% |
| | Signage - IDEA Donna | 77% |
| | Signage - IDEA Carver | 75% |
| | Signage - IDEA Brownsville | 73% |
| | Signage - IDEA Blended Learning | 62% |
| | Signage - IDEA AST | 73% |
| | Signage - IDEA Allan | 50% |
| | Signage - IDEA Alamo | 57% |

Supporting documents for Section D: Management Plan and Personal



New School Start-Up Services

In order to successfully open 60 schools by 2017, a cross-functional team with a leader from every functional area prepares and plans for the start of school to create a seamless launch or re-opening of all schools. These centrally-managed activities include:

- Recruiting, identifying, training, and supporting founding leaders of schools
 - **Recruitment:** Created a protocol to define the appropriate level of follow-up with candidates; identified new profiles aligned with hiring rubric; and used a hiring rubric to identify and recruit applicants
 - **Selection:** Created interview guides aligned to the behavioral and interpersonal character traits of a high-impact teacher; created high-quality manager training to teach IDEA leaders how to use tools and hiring best practices to choose the best talent; conducted a predictive analysis (in the model of TFA) on IDEA selection data to determine which selection characteristics are most correlated with teacher success and other key outcomes
 - **Onboarding:** Created a New Teacher Institute¹ and a Teacher Leader Institute and improved content of the training by incorporating feedback from teacher participants and 3rd party evaluator;
 - **Staff Development:** Facilitated internally-led follow-up trainings on campus sites to provide “contextual” professional development throughout

Evidence of Promise: ¹Interim reports on New Teacher Institute using a quasi-experimental design conducted by SRI International show the Institute is on-track to be included in the What Works Clearinghouse in 2015.

the year which scaled by over 50% as IDEA has grown including differentiated leadership development programs.

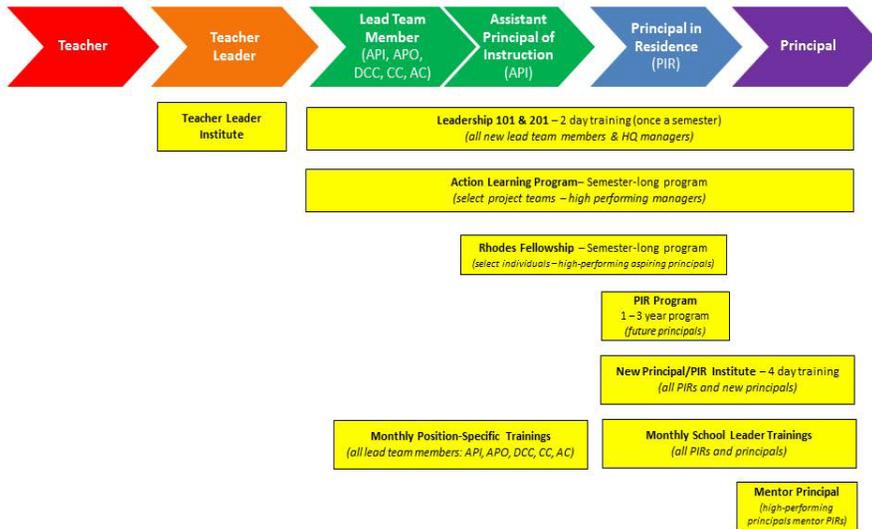
- Providing a training model whereby school leaders create a powerful school culture amongst faculty, staff, students, and their families
- Assisting school leaders in efforts to forge relationships with parents, community leaders, elected officials, local businesses, and other community stakeholders
- Training school leaders in basic management of the physical plant to ensure safety and preservation through regular and preventative maintenance
- Processing the charter application or expansion request
- Financial budgeting and ongoing monitoring.

Human Capital: A Model for Best Practices

Through public and private investments, specifically the Investing in Innovation (i3) Development Grant, IDEA has created and refined the model for best practices within the human capital pipeline that could be replicated at other charters as well as traditional public school districts, including the following notable programs:

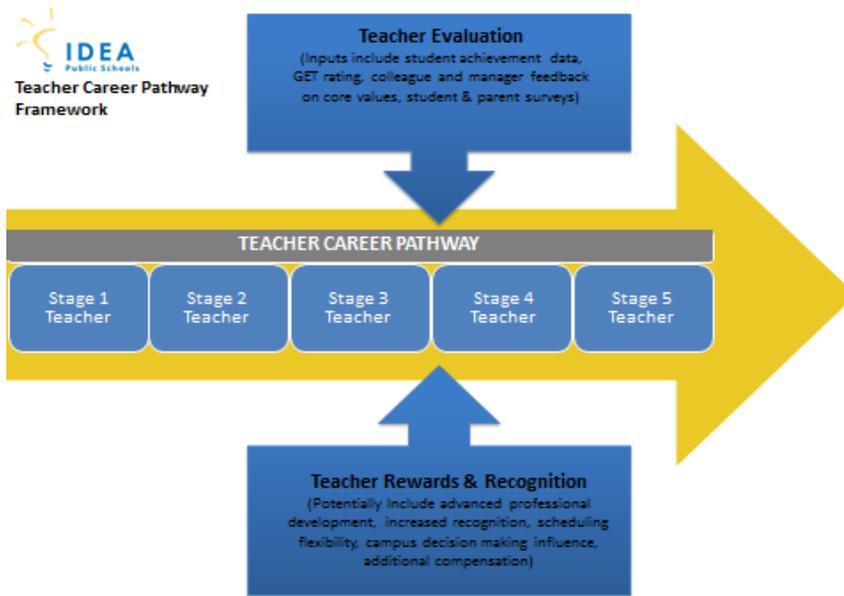
- The Principal in Residence (PIR) Program:** An intensive 1-3 year on-the-job experience for teachers who want to become school principals, this program mirrors like programs at other charter schools that have been successful, such as the Fischer Fellowship (from KIPP) and Achievement First’s principal preparation program.

LEADER DEVELOPMENT PATHWAY INCLUDING PATHWAY TO PRINCIPALSHIP



- Teacher Career Pathway (TCP):** IDEA is launching the TCP that recognizes five stages of teacher proficiency, from Beginning to Master, based on findings

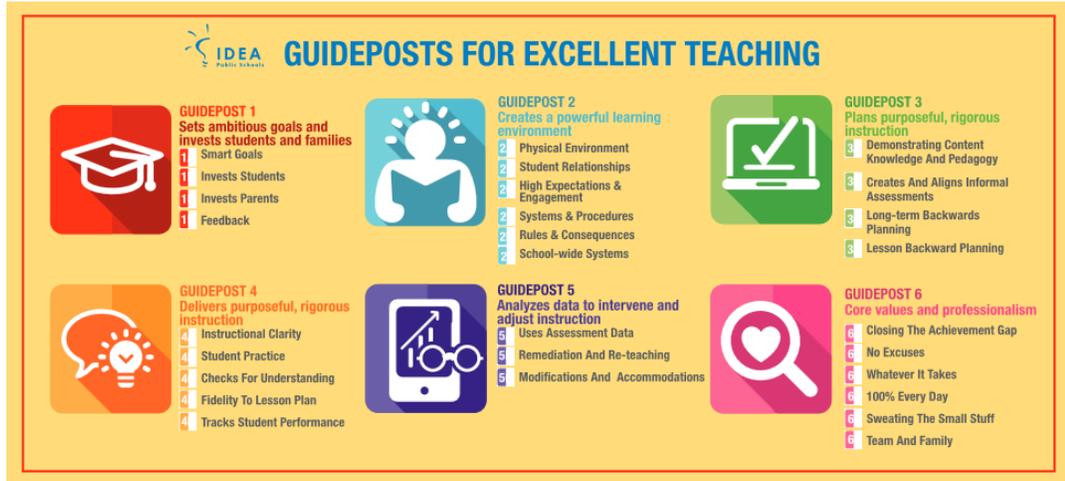
from the Measures of Effective Teaching study published by Gates Foundation¹; the system rewards and recognizes teachers based on their performance, changing the perception of life-long classroom teachers from a step-ladder job to a professional-level career.



- **Evaluation:** IDEA retooled and expanded the Guideposts for Excellent Teaching (GET) rubric to incorporate five rating levels, from Unsatisfactory to Exceptional including key behaviors to identify during observations. Staff were trained to norm around rubric which is aligned to our Core Values and created videos of

Evidence of Promise:¹ <http://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report>

exemplary teachers to demonstrate excellence.



- **IDEA Rhodes Fellows and Action Learning Program² (ALP):** Programs from the Global Business Partnership Program ensure ongoing professional development opportunities for IDEA’s rising leaders.
- **Teaching and Learning Institute, Elementary Teacher Academy, Teacher Leader Institute, Instructional Summits and Master’s Reimbursement Program:** Encompassing staff at all levels of the organization, IDEA’s summer professional development opportunities ensure IDEA develops a culture of adult learning that pervades the organization. A similar development model is recommended by the New Teacher Project as outlined in their 2014 publication Fast Start.

Evidence of Promise:² Developed by Dr. Noel Tichy of the University of Michigan, recognized by the Harvard Business Review as one of the top 10 management gurus (<http://hbr.org/authors/tichy>)

| Expansion Philanthropic Commitments since 2011 | | Total (millions) |
|---|---------------------|-------------------------|
| Ewing Halsell Foundation | | \$ 10,000,000.00 |
| Charter School Growth Fund (CSGF) | | \$ 5,000,000.00 |
| Najim Family Foundation | | \$ 1,000,000.00 |
| George W. Brackenridge Foundation | | \$ 1,000,000.00 |
| Brown Family Foundation | | \$ 1,000,000.00 |
| KLE | | \$ 750,000.00 |
| Anonymous (Managed by HRJ Consulting) | | \$ 630,000.00 |
| Hixon Family Foundation | | \$ 500,000.00 |
| Koppel Foundation (in-kind donation of land for Brownsville site 3) | | \$ 406,000.00 |
| Rex and Deb Gore | | \$ 100,000.00 |
| Janet Harman | | \$ 50,000.00 |
| Amplify Austin | | \$ 27,144.00 |
| Austin Quality Schools Collaborative | | \$ 8,320.00 |
| Blair and Joseph Fitzsimons | | \$ 5,000.00 |
| Big Give SA | | \$ 4,185.00 |
| Jefferson Bank | | \$ 1,250.00 |
| | Total Raised | \$ 20,481,899.00 |

Parent Engagement Process: Then & Now

1. Pique Interest

Then: High level direct response marketing. *Selling* IDEA vs *describing* who we are

Now: Marketing tells our story in a more in-depth, authentic way, continuously refining the messages through campaigns

3. Apply for Lottery

Then: Emphasis on quantity vs quality applications

Now: Emphasis on quality vs quantity—recruitment targets are lowered

5. Lottery

Then: Celebratory event, feel good (for selected), but largely transactional—missed opportunity

Now: Celebratory. No longer celebratory (inviting people, encouraging attendance). Still public. Need to manage expectations/transparency around process.

8. Testing*

Then: Testing happens in May for Academy and Middle School to ensure summer school placement and/or timely scheduling. Done in conjunction with registration

Now: Mandatory testing by June 6th. Stand alone.

10. Welcome Back Events (Meet the Teacher)

Then: celebratory, get-to-know-you events (BBQs, Movie Nights, Pizza Parties, etc.). Not consistently done across schools. Some mix onboarding sessions (ineffective)

Now: Purely celebratory, get-to-know-you events (BBQs, Movie Nights, Pizza Parties, etc.) for New & Returning families. Best Practice

12. 1st Day of School

Then: Impersonal process, with most schools allowing parents to walk kids to classrooms for first 2 days (moving in direction of eliminating this step (Academy). Tables set up to answer parent questions (operational)

Now: 'Day in the life' parent event planned for parents that want to drop off kids. Tables set up to answer parent questions (operational)

2. Learn More

Then: Transactional discussions about operational expectations. Info sessions vary in quality and consistency

Now: Info session part of deliberate scope and sequence (45 mins) for new families. One of 5 optional opportunities to choose IDEA

4. Re-enforcement

Then: Little to no communication between application and selection.

Now: Centrally driven success mailer outlining IDEA's story (hard copy). Inclusion in parent newsletter upon application

6. Welcome to IDEA

Then: Non-existent

Now: 'Welcome to the IDEA family' event for selected families. Structured onboarding (3 sessions): what do we expect from students, parents and staff. Parents and students leave with copy of 'commitment to excellence contract.' One of 5 optional opportunities to choose IDEA

7. Commitment

Then: Short window to accept spot due to May registration. SIS phone call.

Now: Longer window to accept. Better training of front office staff in making these calls.

9. Registration*

Then: Transactional process with ineffective, and poorly attended onboarding session. Testing, and ops requirements met during this time. Registration happens in May.

Now: Registration happens in late July. No testing, no onboarding.

11. Culture Onboarding Camp

Then: Inconsistent onboarding for new families during the summer. Usually wait until 1st few days of school, and mostly only involve students.

Now: Onboarding camp for Kinder, (1st and 2nd in new schools), and for rising 9th graders and 10th graders. Parents involved.

13. Open House Event

Then: Happens week before school starts. Large group presentations with mostly operational information. Teacher interaction is about collecting info not answering questions.

Now: Happens 2 weeks after school has started. Structured sessions purely to answer parent questions about instruction

How parents and other community members will be involved in planning, program design, and implementation of IDEA Public Schools.

I. Onboarding:

With a clear understanding that in order to meet our mission of college for all children, we have to keep our children; a year-long parent investment process has been established at IDEA. Beginning with information sessions/open house events whereby parents have the opportunity to visit the campuses in an informal setting and learn more about IDEA's mission, model, and application process; parents are introduced to IDEA in an intentional way. Once the application cycle and lottery have taken place, a grand Welcome to IDEA (WTI) event takes place. WTI is an opportunity for campuses to celebrate their newest families and provide more detailed information about the campus, program model, expectations, and commitment. The goal is to inspire, invest and commit parents. At the end of the three hour event, parents sign a commitment card asking their campus to 'save their spot' for the coming year. The process continues with registration, back to school events, culture camp, the first day of school, meet the teacher night, report card pick up, and other previously transactional events which have been reimaged to take full advantage of the contact with parents to further inspire, invest, and commit parents to IDEA. While the information sessions and WTI events are focused on new families, the remainder of the yearlong onboarding process involves all families; thus serving to not only invest new families, but reaffirm and recommit our existing families, as well.

II. Race to the Top – Project 15: The Communities Project:

Our students and their families face a wide range of challenges out of the classroom that often affect their performance and achievement in the classroom. In our pledge to the successful journey for every child to and through college; IDEA has committed to doing whatever it takes to help alleviate those challenges. In 2012, IDEA Public Schools won the prestigious Race to the Top grant. As part of that grant, Project 15 – The Communities Project was launched. Through Project 15, a comprehensive needs assessment has been conducted of students, families, and staff. The goal of this assessment is to identify barriers to success that include social, emotional and, physical needs of families. The parent perspective was critical in this assessment, as achieving the ambitious goal of college for every child starts with healthy families. Data from the needs assessment, which was conducted in May and June of this year, is currently being analyzed and a preliminary results report will be available within the next two weeks. Moving forward, based upon this needs assessment, community partnerships, specific programming for students and families, training, and other projects will be initiated to specifically target the greatest needs on our campuses.

III. Parent Engagement on IDEA campuses:

Currently, campuses exercise a variety of different strategies to engage parents on their campuses. From parent walk-throughs to weekly communications; parent-teacher-organizations to parent volunteer programs; parents are viewed as partners and key influencers in their child's life and therefore critical to ensuring they get to and through college. The Student Advocacy, Parent and Community Engagement team is currently

working on a plan for the 2014-15 school year that will provide a toolkit for campuses that includes best practices from across the district, as well as guidelines for implementing things like: Parent-Teacher-Organizations, Parent Volunteer Program/Homeroom Moms & Dads, Parent Meetings, etc. Furthermore, it will include guidelines for creating a welcoming environment that clearly sends the message that IDEA values parent partnership and values their important role in our mission for children.

IV. Parent Engagement at Home:

At IDEA, we value parent engagement at home just as much as on campus. There is a clear understanding that parents engage in their child's education in many different ways, and that support at home is often the most crucial to their success. Throughout the 2014-15 school year, campuses will be supported with materials and information to help guide families in accomplishing this critical piece. Examples of this will include how to create dedicated homework time and space, how to support their child through difficult patches in their academic career, and how to build a culture of accountability around school responsibilities.

V. Parent Engagement Policy Building

A district parent engagement committee will be formed in August to meet in September to design a district parent engagement policy. This policy will include a philosophy and vision for parent engagement at IDEA in general and will guide the process of campuses accomplishing the same and developing campus level parent engagement policies. Currently, parents sign the IDEA Public Schools Commitment to Excellence which, in part, details specific expectations IDEA has of parents; however, the forthcoming district and campus policies will be parent and community driven; and will clearly define outcomes and objectives of parent engagement for the district and campuses. A fall and spring survey will also be administered to inform the committee which will meet twice a year to review and revise the policies on an ongoing basis to ensure continued relevance and effectiveness.

VI. Parent Feedback – Teacher Career Pathway

In 2013-14, a survey was launched to specifically get feedback from students and parents on campus climate and their level of engagement in their child's learning. The data collected was extremely helpful in identifying gaps in parent engagement, and will ultimately become part of the teacher evaluation process.

Example of Parental involvement in school programming:

Copia Consulting has conducted a needs assessment across all IDEA campuses designed to identify poverty-related factors that impact academic performance as well as social and emotional well-being. Methodologies included focus groups with parents and students of all ages at every IDEA campus, as well as extensive parent and student surveys. In total, Copia collected 2834 parent surveys and a total of 7999 student surveys. Parents and students were asked questions about their living conditions and family needs, and were also asked to identify and prioritize programs and services that would be most beneficial to their families. Highlights from the findings were as follows:

- The most frequently cited services were exercise classes, nutrition and cooking classes, and on-site basic medical care.
- After-school child care and English classes were also prioritized by 39% and 34% of the respondents respectively.
- Parents also indicated that they were willing to attend parenting classes on campus, as well as sessions on how to help their children with their homework and how to apply for financial aid for college.

When the final needs assessment has been completed, IDEA will utilize this information to develop programs and services aimed at meeting these needs. Approaches may include a range of options, from providing direct services to developing partnerships with community resource organizations. For example, IDEA is currently working to establish a more expansive relationship with Communities in Schools to provide mental health counseling, and is exploring the possibility of partnering with local food banks to establish food pantries on campus.



IDEA Public Schools Sample Parent Involvement Strategy

Objective: One strategy to increase parent and community involvement in the planning of a school

Below you will find a list of initiatives that were implemented at IDEA's newest campus in the first year of operation (2013-14) at IDEA South Flores Academy and IDEA South Flores College Prep. Leading up to the opening, "year 0" (our launch and planning year) included strategies to involve the community. Each bullet represents a new strategy employed that will strengthen the bond among communities, parents, and IDEA South Flores.

- **Parent Survey:** Before school started the administration at South Flores conducted a parent-survey for students and families to offer suggestions of extracurricular activities that meet their needs and desires. This program was designed to engage parents up-front, such that they will be more likely to participate throughout the school year.
- **Meeting the Community Need:** Using the survey results, College Prep Principal Constantine Polites and Academy Principal Angie Arismendi responded to parents' concerns by offering 'Owl Care' after the regular school day for parents who have difficulty picking up students on time given that IDEA South Flores will not be offering transportation services to students and families. This program is designed to build trust between primarily low-income, working-class parents and IDEA staff.
- **Parent Engagement:** On meet the teacher night, there will be a 'parent volunteer' table and the expectation at South Flores College Prep is for ALL parents to volunteer at least 10 hours throughout the year. This initiative will establish high expectations for all parents, not just a select few.

Additional, on-going events:

- **Family Nights:** Family Nights will be held once a month on campus. For example, in September there will be a 'Loteria Night' and in December there will be a 'Winter Wonderland' event. Feedback from the parent survey will be considered when planning Family Night events.
- **Community Health and Wellness:** The PE teacher is coordinating weekend events for families to promote health and wellness. Two potential health and wellness events include a 5k run and Zumba Night for Mother's Day. Again, feedback from the parent survey will be considered when planning Health and Wellness activities.

The overarching strategy is to provide a variety of activities at the beginning of the year, post-lottery, and throughout the year to allow parents to pick and choose how they want to engage with the administration and faculty of South Flores Academy and Prep. We hope you agree that IDEA holds high expectations for parent involvement and has addressed the concern that parent input is not included in new school planning and design.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

| REPLICATION IMPLEMENTATION PHASE-IN | | Number of Replication Schools of Each Type Per Grant Year | | | | | | |
|--|-------------|--|--------------|--------------|--------------|--------------|---------|--|
| | | # Schools | # Schools | # Schools | # Schools | # Schools | TOTAL | |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS | |
| Phase | School Type | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 | |
| | Primary | | 5 | 4 | | | 9 | |
| Year 1 | Secondary | | | 5 | 4 | | 9 | |
| | Primary | | | 5 | 4 | | 9 | |
| Year 2 | Secondary | | | | 5 | 4 | 9 | |
| | Primary | | | | 5 | 4 | 9 | |
| Year 3 | Secondary | | | | | | 0 | |
| | Primary | | | | | | 0 | |
| Year 4 | Secondary | | | | | | 0 | |
| | Primary | | | | | | 0 | |
| Total | | 0 | 10 | 18 | 18 | 8 | | |
| EXPANSION IMPLEMENTATION PHASE-IN | | Number of Expansion Schools of Each Type Per Grant Year | | | | | | |
| | | # Schools | # Schools | # Schools | # Schools | # Schools | TOTAL | |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS | |
| Phase | School Type | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | | |
| Year 0 | Secondary | | | | | | 0 | |
| | Primary | | | | | | 0 | |
| Year 1 | Secondary | | 3 | | | | 3 | |
| | Primary | | 3 | | | | 3 | |
| Year 2 | Secondary | | 3 | 3 | | | 6 | |
| | Primary | | 3 | 3 | | | 6 | |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 | |
| | Primary | | | 3 | 3 | | 6 | |
| Year 4 | Secondary | | | | | | 0 | |
| | Primary | | | | | | 0 | |
| Total | | 1 | 12 | 12 | 6 | 0 | | |

| | PROJECT COST | HQ COST | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST | # Replication Schools | # of Expansion Schools | Total Schools | Total New Seats | Avg Cost to Invest in a new seat at IDEA |
|---|----------------------|-----------|---|--------------------------|--------------------------|------------------------------|------------------|--------------------|---|
| Grant Year 1 | \$1,550,146 | \$66,938 | \$1,399,208 | \$150,938 | 0 | 1 | 1 | 56 | |
| Grant Year 2 | \$33,119,746 | \$173,527 | \$29,263,746 | \$3,856,000 | 10 | 12 | 22 | 1,344 | |
| Grant Year 3 | \$61,952,573 | \$230,445 | \$56,257,573 | \$5,695,000 | 18 | 12 | 30 | 3,584 | |
| Grant Year 4 | \$67,929,264 | \$244,201 | \$63,299,889 | \$4,629,375 | 18 | 6 | 24 | 3,584 | |
| Grant Year 5 | \$23,190,133 | \$168,688 | \$22,521,445 | \$668,688 | 8 | 0 | 8 | 896 | |
| TOTAL | \$187,741,863 | \$883,799 | \$172,741,862 | \$15,000,000 | | | | 9,464 | \$1,585 |
| Percent of Total Cost | 100.0% | 0.5% | 92.0% | 8.0% | | | | | |
| | | | | | | | | | |
| <i>Note: This budget prioritizes allocating the majority of funds to schools to have the greatest direct impact on student learning</i> | | | | | | | | | |

| 2014-15 - GRANT YEAR 1 | | | | | | | |
|-------------------------------|--------------------|---------------------|--------------|--------------|--------------|--------------|---------|
| | | # Schools | # Schools | # Schools | # Schools | # Schools | TOTAL |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS |
| Phase | School Type | | | | | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 |
| | Primary | | 5 | 4 | | | 9 |
| Year 1 | Secondary | | 3 | 5 | 4 | | 12 |
| | Primary | | 3 | 5 | 4 | | 12 |
| Year 2 | Secondary | | 3 | 3 | 5 | 4 | 15 |
| | Primary | | 3 | 3 | 5 | 4 | 15 |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 |
| | Primary | | | 3 | 3 | | 6 |
| Year 4 | Secondary | | | | | | 0 |
| | Primary | | | | | | 0 |
| | | | | | | | |

| 2014-15 - GRANT YEAR 1 | | | | | |
|---|--|-----------|--------------|---|--------------------------|
| | Year 3 for Expansion Secondary School | HQ | Total | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST |
| PERCENT OF TOTAL EXPENSES | | | | 90% | 10% |
| 1. PERSONNEL | | | | | |
| 2. FRINGE BENEFITS | \$107,183 | \$0 | \$107,183 | \$107,183 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$51,780 | \$2,000 | \$53,780 | \$51,780 | \$2,000 |
| 4. EQUIPMENT - ex. computers, projectors, document cameras | \$29,247 | \$0 | \$29,247 | \$29,247 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$232,125 | \$0 | \$232,125 | \$148,125 | \$84,000 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$147,436 | \$64,938 | \$212,374 | \$147,436 | \$64,938 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$59,783 | \$0 | \$59,783 | \$59,783 | \$0 |
| 9. TOTAL DIRECT (1-8) | | | | | |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$71,774 | \$0 | \$71,774 | \$71,774 | \$0 |
| 12. TOTAL COSTS (9-11) | | | | | |

| 2015-16 - GRANT YEAR 2 | | | | | | | |
|-------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|---------|
| | | # Schools | TOTAL |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS |
| Phase | School Type | | | | | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 |
| | Primary | | 5 | 4 | | | 9 |
| Year 1 | Secondary | | 3 | 5 | 4 | | 12 |
| | Primary | | 3 | 5 | 4 | | 12 |
| Year 2 | Secondary | | 3 | 3 | 5 | 4 | 15 |
| | Primary | | 3 | 3 | 5 | 4 | 15 |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 |
| | Primary | | | 3 | 3 | | 6 |
| Year 4 | Secondary | | | | | | 0 |
| | Primary | | | | | | 0 |

| 2015-16 GRANT YEAR 2 | | | | | | | | | | |
|---|---|---|---|---------------------------------------|---|---------------------------------------|-----------|--------------------|---|--------------------------|
| | Year 0 for New Secondary Schools | Year 0 for New Primary Schools | Year 1 Secondary Schools | Year 1 Primary Schools | Year 2 Secondary Schools | Year 2 Primary Schools | HQ | Total | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST |
| PERCENT OF TOTAL EXPENSES | | | | | | | | | 88% | 12% |
| 1. PERSONNEL | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ██ | ████████ | ████████ | ██ |
| 2. FRINGE BENEFITS | \$4,025 | \$11,900 | \$250,422 | \$661,294 | \$383,561 | \$821,392 | \$0 | \$2,132,594 | \$2,132,594 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$17,500 | \$17,500 | \$131,451 | \$134,127 | \$174,061 | \$67,297 | \$2,000 | \$543,936 | \$541,936 | \$2,000 |
| 4. EQUIPMENT - includes computers, projectors, document cameras, printers | \$7,500 | \$22,500 | \$194,734 | \$317,975 | \$144,760 | \$166,526 | \$0 | \$853,995 | \$853,995 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$3,750 | \$7,250 | \$967,387 | \$1,699,097 | \$1,049,636 | \$1,396,090 | \$0 | \$5,123,210 | \$2,443,467 | \$2,679,743 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$31,000 | \$38,000 | \$256,457 | \$797,253 | \$427,392 | \$967,654 | \$171,527 | \$2,689,283 | \$1,515,026 | \$1,174,257 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$5,625 | \$6,875 | \$360,180 | \$922,602 | \$314,087 | \$764,329 | \$0 | \$2,373,700 | \$2,373,700 | \$0 |
| 9. TOTAL DIRECT (1-8) | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$50,025 | \$150,070 | \$516,474 | \$1,549,429 | \$766,618 | \$1,533,459 | \$0 | \$4,566,075 | \$4,566,075 | \$0.00 |
| 12. TOTAL COSTS (9-11) | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ | ████████ |

| 2015-16 - GRANT YEAR 3 | | | | | | | |
|-------------------------------|-------------|--------------|--------------|--------------|--------------|--------------|---------|
| | | # Schools | TOTAL |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS |
| Phase | School Type | | | | | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 |
| | Primary | | 5 | 4 | | | 9 |
| Year 1 | Secondary | | 3 | 5 | 4 | | 12 |
| | Primary | | 3 | 5 | 4 | | 12 |
| Year 2 | Secondary | | 3 | 3 | 5 | 4 | 15 |
| | Primary | | 3 | 3 | 5 | 4 | 15 |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 |
| | Primary | | | 3 | 3 | | 6 |
| Year 4 | Secondary | | | | | | 0 |
| | Primary | | | | | | 0 |
| | | | | | | | |

| 2015-16 - GRANT YEAR 3 | | | | | | | | | |
|---|---|---|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|-----------|
| | Year 0 for New Secondary Schools | Year 0 for New Primary Schools | Year 1 Secondary Schools | Year 1 Primary Schools | Year 2 Secondary Schools | Year 2 Primary Schools | Year 3 Secondary Schools | Year 3 Primary Schools | HQ |
| PERCENT OF TOTAL EXPENSES | | | | | | | | | |
| 1. PERSONNEL | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 2. FRINGE BENEFITS | \$3,220 | \$9,520 | \$417,371 | \$1,102,157 | \$383,561 | \$821,392 | \$502,796 | \$892,485 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$14,000 | \$14,000 | \$219,085 | \$223,545 | \$174,061 | \$67,297 | \$229,921 | \$131,111 | \$2,000 |
| 4. EQUIPMENT - includes computers, projectors, document cameras, printers | \$6,000 | \$18,000 | \$324,557 | \$529,959 | \$144,760 | \$166,526 | \$82,954 | \$39,762 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$3,000 | \$5,800 | \$1,612,312 | \$2,831,829 | \$1,049,636 | \$1,396,090 | \$1,295,893 | \$1,632,714 | \$0 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$24,800 | \$30,400 | \$427,428 | \$1,328,755 | \$427,392 | \$967,654 | \$645,404 | \$791,378 | \$228,445 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$4,500 | \$5,500 | \$600,301 | \$1,537,671 | \$314,087 | \$764,329 | \$125,877 | \$164,543 | |
| 9. TOTAL DIRECT (1-8) | \$118,920 | \$271,420 | \$6,284,445 | \$15,259,242 | \$5,289,647 | \$9,676,360 | \$6,556,859 | \$9,484,008 | \$230,445 |
| 10. INDIRECT COSTS | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 11. DEBT SERVICE | \$40,020 | \$120,056 | \$860,790 | \$2,582,381 | \$766,618 | \$1,533,459 | \$1,079,213 | \$1,798,690 | \$0 |
| 12. TOTAL COSTS (9-11) | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

| 2015-16 - GRANT YEAR 3 | | | |
|---|--------------|---|----------------------|
| | Total | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST |
| PERCENT OF TOTAL EXPENSES | | 91% | 9% |
| 1. PERSONNEL | ██████████ | ██████████ | ██████████ |
| 2. FRINGE BENEFITS | \$4,132,501 | \$4,132,501 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$1,075,021 | \$1,073,021 | \$2,000 |
| 4. EQUIPMENT - includes computers, projectors, document cameras, printers | \$1,312,518 | \$1,312,518 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$9,827,273 | \$6,555,553 | \$3,271,720 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$4,871,657 | \$2,450,377 | \$2,421,280 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$3,516,808 | \$3,516,808 | \$0 |
| 9. TOTAL DIRECT (1-8) | ██████████ | ██████████ | ██████████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$8,781,228 | \$8,781,228 | \$0 |
| 12. TOTAL COSTS (9-11) | \$██████████ | ██████████ | ██████████ |

| 2016-17 - GRANT YEAR 4 | | | | | | | |
|-------------------------------|------------------|--------------|--------------|--------------|--------------|--------------|-----------|
| | | # Schools | TOTAL |
| PERCENT OF TOTAL EXPENSES | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS |
| Phase | School Type | | | | | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 |
| | Primary | | 5 | 4 | | | 9 |
| Year 1 | Secondary | | 3 | 5 | 4 | | 12 |
| | Primary | | 3 | 5 | 4 | | 12 |
| Year 2 | Secondary | | 3 | 3 | 5 | 4 | 15 |
| | Primary | | 3 | 3 | 5 | 4 | 15 |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 |
| | Primary | | | 3 | 3 | | 6 |
| Year 4 | Secondary | | | | | | |
| | Primary | | | | | | |
| | | | | | | | |

| 2016-17 - GRANT YEAR 4 | | | | | | | | | | |
|---|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|------------|--------------|---|--------------------------|
| | Year 1 Secondary Schools | Year 1 Primary Schools | Year 2 Secondary Schools | Year 2 Primary Schools | Year 3 Secondary Schools | Year 3 Primary Schools | HQ | Total | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST |
| PERCENT OF TOTAL EXPENSES | | | | | | | | | 93% | 7% |
| 1. PERSONNEL | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | █ | ██████████ | ██████████ | █ |
| 2. FRINGE BENEFITS | \$333,897 | \$881,725 | \$639,268 | \$1,368,987 | \$502,796 | \$892,485 | \$0 | \$4,619,158 | \$4,619,158 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$175,268 | \$178,836 | \$290,101 | \$112,162 | \$229,921 | \$131,111 | \$2,000 | \$1,119,400 | \$1,117,400 | \$2,000 |
| 4. EQUIPMENT - includes computers, projectors, document cameras, printers | \$259,645 | \$423,967 | \$241,266 | \$277,544 | \$82,954 | \$39,762 | \$0 | \$1,325,139 | \$1,325,139 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$1,289,849 | \$2,265,463 | \$1,749,393 | \$2,326,816 | \$1,295,893 | \$1,632,714 | \$0 | \$10,560,129 | \$8,085,777 | \$2,474,352 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$341,942 | \$1,063,004 | \$712,321 | \$1,612,757 | \$645,404 | \$791,378 | \$242,201 | \$5,409,007 | \$3,255,984 | \$2,153,023 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$480,241 | \$1,230,137 | \$523,479 | \$1,273,882 | \$125,877 | \$164,543 | | \$3,798,158 | \$3,798,158 | \$0 |
| 9. TOTAL DIRECT (1-8) | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████5 |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$688,632 | \$2,065,905 | \$1,277,697 | \$2,555,765 | \$1,079,213 | \$1,798,690 | \$0 | \$9,465,902 | \$9,465,902 | \$0 |
| 12. TOTAL COSTS (9-11) | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ |

| 2017-18 - GRANT YEAR 5 | | | | | | | |
|-------------------------------|------------------|--------------|--------------|--------------|--------------|--------------|-----------|
| | | # Schools | TOTAL |
| | | Grant Year 1 | Grant Year 2 | Grant Year 3 | Grant Year 4 | Grant Year 5 | SCHOOLS |
| Phase | School Type | | | | | | |
| Year 0 | Secondary | | 5 | 4 | | | 9 |
| | Primary | | 5 | 4 | | | 9 |
| Year 1 | Secondary | | 3 | 5 | 4 | | 12 |
| | Primary | | 3 | 5 | 4 | | 12 |
| Year 2 | Secondary | | 3 | 3 | 5 | 4 | 15 |
| | Primary | | 3 | 3 | 5 | 4 | 15 |
| Year 3 | Secondary | 1 | | 3 | 3 | | 7 |
| | Primary | | | 3 | 3 | | 6 |
| Year 4 | Secondary | | | | | | |
| | Primary | | | | | | |
| | | | | | | | |

| 2017-18 - GRANT YEAR 5 | | | | | | |
|---|---|---------------------------------------|------------|--------------|---|--------------------------|
| | Year 2 Secondary Schools | Year 2 Primary Schools | HQ | Total | MATCH: OTHER FUNDING SOURCES (State, Federal, Private) | GRANT REQUEST |
| PERCENT OF TOTAL EXPENSES | | | | | 97% | 3% |
| 1. PERSONNEL | ██████████ | ██████████ | ██ | ██████████ | ██████████ | ██ |
| 2. FRINGE BENEFITS | \$511,415 | \$1,095,189 | \$0 | \$1,606,604 | \$1,606,604 | \$0 |
| 3. TRAVEL - school travel budget + \$2,000 for grant mgr travel | \$232,081 | \$89,730 | \$2,000 | \$323,811 | \$321,811 | \$2,000 |
| 4. EQUIPMENT - includes computers, projectors, document cameras, printers | \$193,013 | \$222,035 | \$0 | \$415,048 | \$415,048 | \$0 |
| 5. SUPPLIES & MATERIALS - includes textbooks, consumable workbooks, general supplies | \$1,399,514 | \$1,861,453 | \$0 | \$3,260,967 | \$2,760,968 | \$500,000 |
| 6. CONTRACTUAL - misc. contracted services (includes evaluation consultant) and rentals | \$569,856 | \$1,290,206 | \$166,688 | \$2,026,750 | \$1,860,062 | \$166,688 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. OTHER - misc. operating costs, dues, depreciation | \$418,783 | \$1,019,106 | | \$1,437,889 | \$1,437,889 | \$0 |
| 9. TOTAL DIRECT (1-8) | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$1,022,158 | \$2,044,612 | \$0 | \$3,066,770 | \$3,066,770 | \$0 |
| 12. TOTAL COSTS (9-11) | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ | ██████████ |
| Replication Cost Per Student | | | | | | ██████████ |

ADDITIONAL NEW SEATS PER GRANT YEAR

| CAMPUS | Year 1* | Year 2 | Year 3 | Year 4 | Year 5 | TOTAL |
|--------------------------------------|----------------|---------------|---------------|---------------|---------------|--------------|
| SA- Carver CP | 56 | | | | | |
| SA - Monterrey Park (Academy and CP) | | 224 | 224 | | | |
| SA - Walzem (Acad and CP) | | 224 | 224 | | | |
| RGV - Weslaco Pike (Acad and CP) | | 224 | 224 | | | |
| SA 5- Acad and CP | | 224 | 224 | 224 | | |
| RGV- Brownsville 3 (Acad and CP) | | 224 | 224 | 224 | | |
| Austin- Rundberg (Acad and CP) | | 224 | 224 | 224 | | |
| SA 6- Acad and CP | | 0 | 448 | 224 | | |
| SA 7 - Acad and CP | | 0 | 448 | 224 | | |
| RGV - Rio Grande City (Acad and CP) | | 0 | 448 | 224 | | |
| RGV - Mission 2 (Acad and CP) | | 0 | 448 | 224 | | |
| Austin 3- Acad and CP | | 0 | 448 | 224 | | |
| SA 8- Acad and CP | | | 0 | 448 | 224 | |
| SA 9- Acad and CP | | | 0 | 448 | 224 | |
| SA 10- Acad and CP | | | 0 | 448 | 224 | |
| RGV - Harlingen (Acad and CP) | | | 0 | 448 | 224 | |
| | | | | | | |
| Total | 56 | 1,344 | 3,584 | 3,584 | 896 | 9,464 |

**End of CSP 2010 grant*

| SCHOOL BUDGETS BY YEAR OF OPERATION | | | | | |
|-------------------------------------|-----------|----------|----------|-----------------------|-----------------|
| YEAR 0 SCHOOL BUDGET | | | | Federal/State/Private | |
| | Secondary | Primary | Total | Secondary | Primary |
| 1. PERSONNEL | ██████ | ██████ | ██████ | | |
| 2. FRINGE BENEFITS | \$805 | \$2,380 | \$3,185 | | |
| 3. TRAVEL | \$3,500 | \$3,500 | \$7,000 | | |
| 4. EQUIPMENT | \$1,500 | \$4,500 | \$6,000 | | |
| 5. SUPPLIES & MATERIALS | \$750 | \$1,450 | \$2,200 | | |
| 6. CONTRACTUAL | \$6,200 | \$7,600 | \$13,800 | \$1,000 | \$1,000 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 | | |
| 8. OTHER | \$1,125 | \$1,375 | \$2,500 | \$150 | \$265 |
| 9. TOTAL DIRECT (1-8) | ██████ | ██████ | ██████ | | |
| 10. INDIRECT COSTS | ██ | ██ | ██ | | |
| 11. DEBT SERVICE | \$10,005 | \$30,014 | \$40,019 | \$10,005 | \$32,885 |
| 12. TOTAL COSTS (9-11) | ██████ | ██████ | ██████ | \$11,155 | \$34,150 |

| YEAR 1 SCHOOL BUDGET | | | |
|-------------------------------|-----------|-----------|-----------|
| | Secondary | Primary | Total |
| 1. PERSONNEL | ██████ | ██████ | ██████ |
| 2. FRINGE BENEFITS | \$83,474 | \$220,431 | \$303,905 |
| 3. TRAVEL | \$43,817 | \$44,709 | \$88,526 |
| 4. EQUIPMENT | \$64,911 | \$105,992 | \$170,903 |
| 5. SUPPLIES & MATERIALS | \$322,462 | \$566,366 | \$888,828 |
| 6. CONTRACTUAL | \$85,486 | \$265,751 | \$351,237 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 |
| 8. OTHER | \$120,060 | \$307,534 | \$427,594 |
| 9. TOTAL DIRECT (1-8) | ██████ | ██████ | ██████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$172,158 | \$516,476 | \$688,634 |
| 12. TOTAL COSTS (9-11) | ██████ | ██████ | ██████ |

| Federal/State/Private | |
|-----------------------|--------------------|
| Secondary | Primary |
| | |
| \$7,110 | \$3,407 |
| \$5,170 | \$2,000 |
| \$98,851 | \$209,732 |
| \$18,041 | \$57,429 |
| \$113,440 | \$302,100 |
| | |
| \$172,158 | \$516,476 |
| \$414,769 | \$1,091,145 |

| YEAR 2 SCHOOL BUDGET | | | |
|-------------------------|------------|-----------|-----------|
| | Secondary | Primary | Total |
| 1. PERSONNEL | ████████ | ████████ | ████████ |
| 2. FRINGE BENEFITS | \$127,854 | \$273,797 | \$401,651 |
| 3. TRAVEL | \$58,020 | \$22,432 | \$80,453 |
| 4. EQUIPMENT | \$48,253 | \$55,509 | \$103,762 |
| 5. SUPPLIES & MATERIALS | \$349,879 | \$465,363 | \$815,242 |
| 6. CONTRACTUAL | \$142,464 | \$322,551 | \$465,015 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 |
| 8. OTHER | \$104,696 | \$254,776 | \$359,472 |
| 9. TOTAL DIRECT (1-8) | \$████████ | ████████ | ████████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$255,539 | \$511,153 | \$766,692 |
| 12. TOTAL COSTS (9-11) | ████████ | ████████ | ████████ |

| Federal/State/Private | |
|-----------------------|------------------|
| Secondary | Primary |
| | |
| \$2,901 | \$1,122 |
| \$2,413 | \$2,775 |
| \$104,964 | \$139,609 |
| \$28,493 | \$64,510 |
| | |
| \$94,226 | \$229,299 |
| | |
| \$255,539 | \$511,153 |
| \$488,536 | \$948,468 |

| YEAR 3 SCHOOL BUDGET | | | |
|-------------------------|-----------|-----------|-----------|
| | Secondary | Primary | Total |
| 1. PERSONNEL | ████████ | ████████ | ████████ |
| 2. FRINGE BENEFITS | \$167,599 | \$297,495 | \$465,094 |
| 3. TRAVEL | \$76,640 | \$43,704 | \$120,344 |
| 4. EQUIPMENT | \$27,651 | \$13,254 | \$40,905 |
| 5. SUPPLIES & MATERIALS | \$431,964 | \$544,238 | \$976,202 |
| 6. CONTRACTUAL | \$215,135 | \$263,793 | \$478,927 |
| 7. CONSTRUCTION | \$0 | \$0 | \$0 |
| 8. OTHER | \$41,959 | \$54,848 | \$96,806 |
| 9. TOTAL DIRECT (1-8) | ████████ | ████████ | ████████ |
| 10. INDIRECT COSTS | \$0 | \$0 | \$0 |
| 11. DEBT SERVICE | \$359,738 | \$599,563 | \$959,301 |
| 12. TOTAL COSTS (9-11) | ████████ | ████████ | ████████ |

| Federal/State/Private | |
|-----------------------|------------------|
| Secondary | Primary |
| | |
| \$3,832 | \$2,185 |
| \$1,383 | \$663 |
| \$129,589 | \$163,271 |
| \$43,027 | \$52,759 |
| | |
| \$37,763 | \$49,363 |
| | |
| \$359,738 | \$599,563 |
| \$575,331 | \$867,804 |

| YEAR 3 CP BUDGET | |
|-------------------------------|------------|
| 1. PERSONNEL | ██████████ |
| 2. FRINGE BENEFITS | \$107,183 |
| 3. TRAVEL | \$51,780 |
| 4. EQUIPMENT | \$29,247 |
| 5. SUPPLIES & MATERIALS | \$232,125 |
| 6. CONTRACTUAL | \$147,436 |
| 7. CONSTRUCTION | |
| 8. OTHER | \$59,783 |
| 9. TOTAL DIRECT (1-8) | ██████████ |
| 10. INDIRECT COSTS | \$0 |
| 11. DEBT SERVICE | \$71,774 |
| 12. TOTAL COSTS (9-11) | ██████████ |

Anticipated School Launches and Expansion

| Grant Year | Year 1 Oct 2014-Sept 2015 | Year 2 Oct 2015- Sept 2016 | Year 3 Oct 2016 - Sept 2017 | Year 4 Oct 2017- Sept 2018 | Year 5 Oct 2018- Sept 2019 |
|---------------------------|--|---|---|--|--|
| School Year | <u>2014-15</u> | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> |
| Replication Schools | <i>SA 5 (Waters)*</i> <i>SA 5 (Waters)*</i> <i>RGV (Bvill 3)*</i> <i>RGV (Bvill 3)*</i> <i>Austin 2 RBG*</i> <i>IDEA Academy Monterry Park *</i> <i>IDEA Colleg Prep Monterry Park *</i> <i>IDEA Academy Walzem*</i> <i>IDEA College Prep Walzem*</i> <i>IDEA Academy Pike Weslaco*</i> <i>IDEA CP Pike Weslaco*</i> | IDEA Academy SA 6 IDEA CP SA 6 IDEA Academy SA 7 IDEA CP SA 7 IDEA Academy Rio Grande City IDEA College Prep Rio Grande IDEA Academy Mission 2 IDEA CP Mission 2 IDEA Academy Austin 3 IDEA CP Austin 3 | IDEA Academy SA 6 IDEA CP SA 6 IDEA Academy SA 7 IDEA CP SA 7 IDEA Academy Rio Grande City IDEA College Prep Rio Grande City IDEA Academy Mission 2 IDEA CP Mission 2 IDEA Academy Austin 3 IDEA CP Austin 3 IDEA Academy SA 8 IDEA CP SA 8 IDEA Academy SA 9 IDEA CP SA 9 IDEA Academy SA 10 IDEA CP SA 10 IDEA Academy Harlingen IDEA College Prep Harlingen | IDEA Academy SA 8 IDEA CP SA 8 IDEA Academy SA 9 IDEA CP SA 9 IDEA Academy SA 10 IDEA CP SA 10 IDEA Academy Harlingen IDEA College Prep Harlingen | IDEA Academy SA 8 IDEA CP SA 8 IDEA Academy SA 9 IDEA CP SA 9 IDEA Academy SA 10 IDEA CP SA 10 IDEA Academy Harlingen IDEA College Prep Harlingen |
| Expansion Schools | IDEA Carver CP | IDEA Academy Monterry Park * IDEA Colleg Prep Monterry Park * IDEA Academy Walzem* IDEA College Prep Walzem* IDEA Academy Pike Weslaco* IDEA CP Pike Weslaco* IDEA Academy SA 5* IDEA CP SA 5* IDEA Academy Brownsville 3* IDEA CP Brownsville 3* IDEA Academy Rundburg* IDEA CP Rundburg* | IDEA Academy Monterry Park * IDEA Colleg Prep Monterry Park * IDEA Academy Walzem* IDEA College Prep Walzem* IDEA Academy Pike Weslaco* IDEA CP Pike Weslaco* IDEA Academy SA 5* IDEA CP SA 5* IDEA Academy Brownsville 3* IDEA CP Brownsville 3* IDEA Academy Rundburg* IDEA CP Rundburg* | IDEA Academy SA 5* IDEA CP SA 5* IDEA Academy Brownsville 3* IDEA CP Brownsville 3* IDEA Academy Rundburg* IDEA CP Rundburg* | |
| Expansion Schools Total | 1 | 12 | 12 | 6 | 0 |
| Replication Schools Total | 0 | 10 | 18 | 8 | 8 |
| Schools | 36 | 42 | 52 | 60 | 16 |

*Denotes former 2010 CSP replication site, growing and funded by CSP 2014 as expansion school

Schools in italics funded as replication schools by CSP 2010

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

IDEA Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs* | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

| | | |
|---|---|--|
| Name of Institution/Organization IDEA Public Schools | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| | |
|-----------------------------------|--|
| Budget Categories | |
| 1. Personnel | |
| 2. Fringe Benefits | |
| 3. Travel | |
| 4. Equipment | |
| 5. Supplies | |
| 6. Contractual | |
| 7. Construction | |
| 8. Other | |
| 9. Total Direct Costs (lines 1-8) | |
| 10. Indirect Costs | |
| 11. Training Stipends | |
| 12. Total Costs (lines 9-11) | |

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Leanne | | Hernandez | |

Address:

| | |
|-----------|--------------------|
| Street1: | 505 Angelita Drive |
| Street2: | Suite 9 |
| City: | Weslaco |
| County: | |
| State: | TX: Texas |
| Zip Code: | 78599 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| | |

| |
|----------------|
| Email Address: |
| |

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1, 2 & 4

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|------------------------------|----------------|-------------------|-----------------|
| Human Subjects Narrative.pdf | Add Attachment | Delete Attachment | View Attachment |
|------------------------------|----------------|-------------------|-----------------|

Human Subjects Narrative

Exemption #1:

Research for this project will be conducted in established or commonly accepted educational settings, such as public school classrooms, schools, and districts.

The research does or may involve children.

The research does not involve survey procedures, interview procedures, or observation of public behavior where the investigator participates in the activities being observed.

Research will involve normal educational practices such as research on curriculum and instructional methods and strategies; research on professional development methods and strategies; research on social/emotional/behavioral methods and strategies; research on effective parent education, engagement/involvement methods and strategies; and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom/discipline management methods.

Exemption #2

Research for this project involves only the use of educational tests, survey procedures, interview procedures, or observation of public behavior. The information obtained will be recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects and any disclosure of the human subjects' responses outside the research will not place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing employability, or reputation.

Exemption #4:

Research for this project involves the collection or study of existing data, documents, and records only (example: state-mandated, criterion-referenced test scores). These sources are publicly available by grade level, school, and district. For individual student data, the information will be recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

As such, this is not considered "clinical research;" therefore, related clinical research policies do not apply.