

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP); Grants to Non-SEAs; Dissemination**

**CFDA # 84.282C**

**PR/Award # U282C160001**

**Grants.gov Tracking#: GRANT12005059**

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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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:

10/01/2015

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:

Suite 9

\* 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:

VP of National Advancement

Organizational Affiliation:

\* Telephone Number:

956.373.5814

Fax Number:

\* Email:

PR/Award # U282C160001

**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-082115-002

\* Title:

CSP Grants to Non-SEA for Dissemination CFDA Number 84.282C

**13. Competition Identification Number:**

84-282C2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project AP Excellence

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="589,945.00"/>
* 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="589,945.00"/>

**\* 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>Samuel Goessling</p>	<p>TITLE</p> <p>Chief Advancement Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>IDEA Public Schools</p>	<p>DATE SUBMITTED</p> <p>10/01/2015</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: NOT APPLICABLE

\* Street 1: NOT APPLICABLE Street 2: \_\_\_\_\_

\* City: NOT APPLICABLE State: \_\_\_\_\_ Zip: \_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> NOT APPLICABLE	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: NOT APPLICABLE Middle Name: \_\_\_\_\_

\* Last Name: NOT APPLICABLE Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name: NOT APPLICABLE Middle Name: \_\_\_\_\_

\* Last Name: NOT APPLICABLE 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: Samuel Goessling

\* Name: Prefix \_\_\_\_\_ \* First Name: Samuel Middle Name: \_\_\_\_\_  
\* Last Name: Goessling Suffix: \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 10/01/2015

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PR/Award # U282C160001

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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](mailto: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.

<b>* APPLICANT'S ORGANIZATION</b> IDEA Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Samuel"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Goessling"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Advancement Officer"/>	
* SIGNATURE: <input type="text" value="Samuel Goessling"/>	* DATE: <input type="text" value="10/01/2015"/>

## 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:



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## **ABSOLUTE PRIORITY**

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### ***Supporting High-need Students***

All 44 existing IDEA schools have student bodies where more than 60% of students are low income. In fact, 88% 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 current and future IDEA schools will serve high populations of low-income students, even as IDEA expands within the Rio Grande Valley and Central Texas (Austin/San Antonio). See Appendix E for low-income student populations by Academy (K-5) and College Prep (6-12) schools.

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## **COMPETITIVE PREFERENCE PRIORITIES**

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### ***Improving academic outcomes and learning environments for students with disabilities and English-language learners***

IDEA Public Schools implements “AP for All”, which means that **every IDEA student will take at least 11 Advanced Placement courses during their high school career.** As IDEA serves a population that is 26% Bilingual, 9% ESL and 4% of students are served by Special Education, and being that, in the phrase “AP for All” *all means all*, IDEA students with disabilities and its English-language learners will *all* have the opportunity to achieve improved academic outcomes—specifically high-quality, rigorous college-preparatory coursework. As is further detailed in the Project Design section, this will be accomplished by improving the quality of instructional coaching and instructional resources for all AP teachers, which will, in turn, impact all 3,052 IDEA students in grades 9-12. Please see the following section, Invitational Priority, for additional information and statistics on the educationally disadvantaged population IDEA Public Schools serves across its three regions.

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## INVITATIONAL PRIORITY

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### ***IDEA Public Schools serves students from diverse backgrounds and educationally disadvantaged students***

IDEA Public Schools is an open-enrollment charter management organization (CMO), operating 44 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 94% Hispanic, 1% African American, 2% white, and 3% other races and ethnicities.

**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 of 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<sup>1</sup>, it will increase its student diversity including racial diversity.

**English Language Learners.** The proportion of all IDEA students served by LEP and Bilingual/ESL programs combined (32%) is 14.9% percentage points (or 87%) higher than the state average, which 17.1%. IDEA also serves a greater percentage of ELL students in its schools than the districts in Austin and San Antonio alone: more than twice Austin's 15.2% and three times that of San Antonio's 10.7%.

The table below compares the various populations and subgroups of students at IDEA as a

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<sup>1</sup> Supported by a CSP Replication and Expansion grant, awarded in 2014.

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.

*Evidence of Diverse Populations Served*

Indicator <sup>2</sup>	IDEA	RGV Reg. 1	Austin Reg. 13	San Antonio Reg. 20	All TX Charters	State of TX
1. % Low-income	<b>88</b>	85.1	48.9	63.6	70.0	60.4
2. % English-lang. Learners	<b>26</b>	35.0	15.2	10.7	18.6	17.1
3. % Special Education	<b>4.4</b>	7.3	9.2	9.5	6.6	8.5
4. African American	<b>1</b>	0.2	7.4	6.1	21.8	12.7
5. Hispanic	<b>94</b>	97.6	46.1	70.8	55.6	51.3
6. White	<b>2</b>	1.7	39.5	19.3	16.1	30.0

**By codifying IDEA’s best practices in Advanced Placement instruction and support for teachers of AP coursework**, this CSP Dissemination grant project will impact all IDEA secondary students (all IDEA students take at least 11 AP courses before graduating from high school). **By disseminating information regarding these best practices** on how other schools, districts, and charter management organizations (CMOs) can also improve AP teacher support and content-related coaching, **this CSP Dissemination grant project will impact at least 25,000 additional students, 75% of whom are educationally disadvantaged.** Please see the Project Design section (pages 8-17) for a complete description of the proposed project, and

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<sup>2</sup> The most recent available comparative data across these categories is from 2012-13 Snapshot.

please see the Dissemination Activities section (pages 17-22) for specific objectives regarding support and impact to be offered to others as a result of project implementation.

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## **APPLICANT BACKGROUND AND INTRODUCTION TO THE PROJECT**

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IDEA Public Schools is a growing network of tuition-free PreK-12 public charter schools serving more than 23,000 students in 44 schools throughout Rio Grande Valley, Austin, and San Antonio, Texas<sup>3</sup>. More than 88% of IDEA’s students are from low-income families, as compared with 60% across the state. Despite the high needs of this low-income population, IDEA is committed to “College for All Children.” **For the past nine years, 100% of IDEA’s graduating seniors have been accepted to college and are *graduating from college* in six years or less at five times the national average as compared to their low-income peers.** This impressive feat is possible because IDEA sets high expectations for student success and sees its students rise to the challenge.

**IDEA’s mission is to prepare underserved communities for success in college and citizenship** and one way they are setting the bar high is through a rigorous “**AP for All**” strategy, which requires **all students to take at least 11 Advanced Placement courses** as part of their core coursework. This strategy provides **equity of access to rigorous and challenging coursework** for all students. Not only does the coursework help prepare students for college, it allows them the opportunity to earn college credit before ever stepping foot on a college campus.

Students at IDEA begin taking Pre-AP courses as early as 6th grade and gain the skills

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<sup>3</sup> IDEA is located in Texas, a state that does not have an approved CSP application and did not win in the 2015 competition announced on September 28, 2015. Therefore, **IDEA is eligible to apply for CSP Dissemination grant funding.**

necessary to be successful to and through college. In 2014-15, IDEA achieved phenomenal AP test results, **doubling the number of AP tests taken and increasing the number of passing scores by 145%**--from 549 in 2014 to 1,344 in 2015. IDEA also **tripled the number of high school juniors qualified to be AP Scholars**, an award granted to students who receive scores of 3 or higher on three or more AP exams—and increased the percent of seniors graduating as AP Scholars from 9% to 15%. IDEA is on track to double that number this year. Students who score a 3 or higher on an AP exam are eligible to receive college credit, which means each IDEA AP Scholar earned credit for three college courses, setting them up to excel in a rigorous college academic environment. In 2015, **40% of all IDEA 10<sup>th</sup> graders and 60% of all IDEA 11<sup>th</sup> graders passed at least one AP exam**. Additionally, an impressive **82% of IDEA seniors graduated with college credit from AP exams**. IDEA's goal as a district is to have 35% of its graduating class qualify as AP Scholars—**one of the most ambitious college-readiness programs for low-income students in the State of Texas, if not the country**. Of special note for 2015, IDEA had six students qualify as **National AP Scholars**, meaning they **passed 8 or more AP exams with a score of 4 or higher**—an incredible accomplishment for these students.

During a pilot initiative with 8th graders, IDEA saw incredible results. **94% of IDEA Pharr AP Spanish students passed with a 3 or higher**, an outstanding accomplishment, especially considering the high-need demographics at this school: 99% Hispanic; 47% ELL; 96% economically disadvantaged (free/reduced lunch). This proves that all students can excel when given the chance and the support, and **when prepared and educated in this environment college truly is possible for all**. Additional AP accolades for the 2015 school year include:

- The percentage of AP Scholars increased by **113%**;
- The total of AP Scholars increased by **78%**; and

- **107%** more AP tests were taken than the previous school year.

Across the country in general, more minority and low-income students are taking and passing the AP exams, but **as compared with IDEA's trajectory, the national numbers look dismal.** Last year, the College Board reported that just over 1 in 5 high school juniors and seniors nationwide took an AP exam in 2014, and just more than 1 in 8 received a passing score on *any* exam. Those numbers took ten years to double: in 2014, only 12% of 11<sup>th</sup> and 12<sup>th</sup> grade students took AP exams, and 7.6% passed. The College Board also found that Hispanic students are taking AP exams at almost the same rate as the nation overall (19.1% and 21.9%, respectively). Test fee reduction programs have helped, but this level of participation is far beyond IDEA's 100% participation rate across a network in which 96% of students are Hispanic and 88% are low-income. **IDEA is proving it is possible to get *all students* college-ready and will disseminate the information and tools to help others achieve excellent AP results.**

As a result of this success, IDEA College Prep San Benito **and the National Math and Science Initiative (NMSI)**, IDEA's partner in AP success, were featured on *Think It Up*, an hour-long telecast simultaneously broadcast on all four major networks, including ABC, CBS, Fox, and NBC, on September 11, 2015. *Think It Up* is a new education initiative spearheaded by the Entertainment Industry Foundation, a leading charitable organization, and supported by ExxonMobil, among others. IDEA Public Schools was the only school network in Texas that was featured on the program.

IDEA began its partnership with NMSI in 2014 to bring a proven College Readiness Program to six IDEA campuses, including San Benito. NMSI's nationally recognized program is improving college and career readiness in high schools across the country by increasing the number of students participating and succeeding in rigorous college-level coursework in math,

science and English, while expanding access to traditionally underrepresented students.

**It is with this degree of success from a proven, network-wide student achievement initiative (AP for All) and support from a national partner (NMSI) that IDEA Public Schools applies to the US Department of Education for CSP Dissemination grant funding.**

This CSP-funded initiative will be known internally as **Project AP Excellence**.

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## **1. PROJECT DESIGN**

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### ***The need to disseminate best practices in this area is broad and far-reaching***

Many small traditional school districts, rural districts, and charter school networks across the country lack the resources and infrastructure to help school leaders coach advanced content. This gap is pronounced at the high school level in schools where teachers are engaged with challenging Advanced Placement coursework. Often, what is needed to take a teacher from good to great is not improvements in pedagogy but in content knowledge.

Smaller districts and CMOs typically have lean organizational structures with fewer (or no) experienced department chairpersons or lead teachers who can support content-area teachers directly. In these systems, teachers' greatest touch point is usually with their campus manager (typically their campus principal or assistant principal), who provides them with regular instructional coaching. As IDEA Public Schools has found, **these coaches are often learning the content as they go but receive little guidance on how to coach teachers in these incredibly difficult subject areas** (e.g., AP Physics, AP Calculus, AP Statistics, and others).

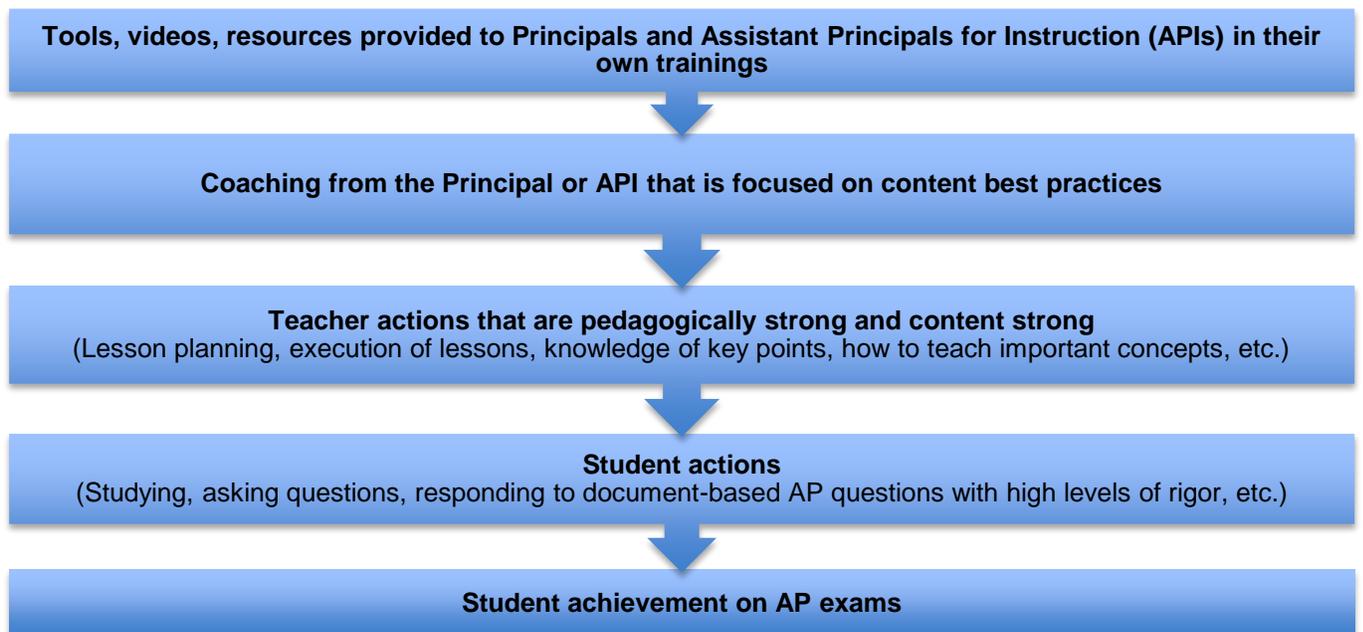
To solve this problem, IDEA's content specialists, in conjunction with NMSI's content specialists, have begun creating content-specific videos that explain difficult concepts and teach **teachers** how to navigate, understand, explain and teach challenging content. (See examples at <http://dlchem.weebly.com/ps-4.html>.) These videos are scalable, can be accessed on demand, and can be used across IDEA's growing network year after year. They are also designed to be

used in tandem with district-provided materials or independently and are useful for training **teacher managers/coaches** as well as with **students** directly.

For this project, IDEA will bring to bear its experience in delivering rigorous academic content, producing nine consecutive 100% college-bound graduating classes, and using video instruction to improve teacher coaching and support in order to leverage its expertise and bring its effective internal practices to scale. This is also the “best practice” (reinforced by internal experience and a **strong theory** that others will benefit) that IDEA will disseminate through CSP funding support.

***Theory of Change and foundation for innovation on which this project is built***

IDEA’s Theory of Change holds that students’ academic progress is impacted by a number of actions, skills, and mindsets, which all begin with a rigorous process of teacher and leader selection followed by ongoing high-quality training and coaching. For **Project AP Excellence**, the Theory of Change is even more specific:



IDEA's first priority is its students and the quality of their education, but to achieve that consistently, IDEA must continue to function as an R&D hub that proves what is possible for the highest-need students. This R&D begins with IDEA's people: its teachers and instructional leaders.

Campus-level instructional support is built into the leadership structure at IDEA Public Schools. Each campus has one instruction-focused Principal and at least one (and two at full scale) Assistant Principals for Instruction (APIs), all of whom coach teachers in content and pedagogy. IDEA has focused on **improving pedagogy throughout the district** by aligning curriculum resources to a district wide lesson planning process and building capacity in these IDEA school leaders to become excellent instructional coaches. Specifically, IDEA aims to ensure that every instructional leader can guide their teachers to create excellent lesson plans, deliver aligned and differentiated instruction, and use data to improve student learning. **IDEA has seen tremendous growth in individual and overall school leader capacity to coach teachers, and the direct result is improved instruction and accelerated teacher development across multiple subject areas.** This, in turn, increases student academic achievement.

IDEA's AP teachers also benefit from the coaching and assistance of outside content-area experts. As a result of IDEA's partnership with NMSI, teachers of AP courses are receiving high-quality training and support in delivering rigorous AP course content. In addition to full access to NMSI's online bank of materials and resources, IDEA's AP teachers participate in a Summer Institute and a two-day Fall Content Workshop, each aimed at providing direct content support for their subjects; a Mock Exam Reading, where teachers are trained in using scoring templates and rubrics to grade practice exams, and are assigned Teacher Mentors, with whom teachers are encouraged to communicate weekly to provide curricular support, pacing guides, and

help with lesson planning. As it did in the recent national *Think It Up* telecast, **IDEA will also disseminate the results it has achieved** through this partnership and **will further extend the audience** by communicating **Project AP Excellence** best practices and sharing tools with others.



### ***Project design components and phases***

To reiterate, **Project AP Excellence** is grounded in IDEA’s overall Theory of Change, which posits that student achievement is a direct result of the quality of teacher and leader selection, training, and support. The R&D IDEA has taken on to produce excellence in Advanced Placement teacher support will result in even higher student achievement in AP courses and a deeper level of college readiness for IDEA’s students, the results of which can benefit many other educators and systems seeking similar success.

The process of breaking down advanced AP Physics or AP Statistics coursework and creating accessible and engaging lessons that challenge students across a wide variety of learning needs is an advanced skill that is also critical to ensuring high school students are successful in these rigorous, college preparatory courses.

IDEA’s experience is that most instructional leaders are not equipped with the content knowledge to support teachers across four content areas at this advanced (AP) level, and a lack of deep content knowledge is what holds its AP teachers back. When teachers gain content knowledge, it makes an immediate impact on student success. Therefore, increasing the proficiency of teacher coaches (Principals and Assistant Principals of Instruction) leads to rapid

teacher and student improvement.

As with most smaller traditional districts, rural districts, and CMOs, IDEA as a district does not have the capacity to dedicate resources to building a team of math, science, humanities and ELA content coaches across a rapidly expanding and regionalized network<sup>4</sup>. Therefore, IDEA has had to confront the challenge of building scalable, on-demand resources that build capacity of school leaders to coach around rigorous content, especially in AP STEM courses. The well-documented<sup>5</sup> shortage of highly qualified STEM teachers nationwide further hampers efforts to improve student achievement in these courses, making efforts to improve existing teachers' skills in these content areas an even greater priority.

With funds from this grant, IDEA will codify its efforts to develop the capacity of school leaders and assistant principals to coach teachers around rigorous AP content in order to improve the quality of teaching in AP courses. The use of the tools created with funding for **Project AP Excellence** and dissemination of the results of IDEA's AP best practices will contribute to other districts' efforts to improve student achievement results on AP exams and, ultimately, more students earning college credit via AP courses and graduating from college. Dissemination activities will leverage IDEA's proven content-based model and approach will enhance other districts' ability to ensure that students are successful at accessing the most challenging, college-preparatory concepts. **Through these activities, IDEA can help others do what it is proving possible: raising expectations for low-income students and leading them to success in truly**

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<sup>4</sup> IDEA currently operates 44 schools serving over 22,000 students across three Texas regions, expanding to 60 schools by 2017.

<sup>5</sup> American Board for the Certification of Teacher Excellence, ACT Research and Policy, etc.

**college prep material through excellent instruction.**

To help leaders coach their teachers to rapidly improve instruction, **IDEA proposes to build an online, on-demand library of resources (e.g., checklists, rubrics, training videos, etc.) that will increase the capacity of school-based instructional leaders to coach teachers of academically demanding courses for which direct leader knowledge or experience is limited.** Starting with three target courses and growing to encompass a total of eight once the project's system for producing professional development support materials has been established, the online resources will show instructional leaders how to identify lesson alignment (or lack thereof) and how to coach teachers through inevitable student misconceptions. Preparing instructional leaders to look for and recognize key concepts and points in a given lesson leads to better coaching and helps build teacher capacity to avoid student misunderstandings that would then require reteaching and correction. The end result is that coaches will be better equipped to help teachers focus on the most important concepts and differentiate their instruction for students. These are the skills that take years to learn. Through **Project AP Excellence**, IDEA intends to speed up the process to ensure that its campus leaders are truly coaching and collaborating with teachers on the highest leverage points possible. **This CSP Dissemination grant project will consist of three distinct phases:**

1. **PHASE 1: Test Subjects** (January – November 2016). This phase consists of all the preparation/pre-work, followed by filming targeted content videos (AP Chemistry, AP Physics, and one AP History course) with teachers during Spring and Summer 2016 completing these videos, presenting to selected internal and external audiences for feedback in early fall, and tracking improvements to these course materials toward the end of this timeframe. IDEA will test resources with Principals and APIs, get their feedback, iterate on

the them, and seek additional input from school leaders coaching AP teachers from other high-performing charter schools, such as KIPP in San Antonio.

2. **PHASE 2: ALL SUBJECTS (November 2016 – August 2017).** During this phase, IDEA will use feedback and field-test data to create the next round of videos for 5 additional courses (AP Biology, AP Calculus, and two additional AP History courses). The Project Management Team will use student achievement data as well as the results of surveys and focus groups with users to evaluate what is working in resource development by content area. Grant funding will cover small incentives for others to participate in focus groups, respond to surveys, and give feedback on deployment of these capacity-building resources as well as travel within and between IDEA regions and other product-test sites.
3. **PHASE 3: DISSEMINATION OF BEST PRACTICES (September 2017 – December 2017).** IDEA will share details of its R&D problem-solving approach, the methods it used to create the tools, and the results realized after deploying the tools system wide. A select number of videos will also be made available to users outside the IDEA network. **(See the next section for more detail on the specific proposed dissemination activities.)** Also in service of wide dissemination, IDEA will explore the feasibility of hosting the video resources on a dedicated server (either through IDEA or through NMSI), making a certain number available at no cost, and enabling low-cost access to an additional quantity of resources. Grant funds will cover costs as in phase one.

**In all phases,** IDEA will partner with AP content experts (from NMSI or similar organizations) to develop new content (or repurpose existing materials) for online resources and videos directed at increasing the capacity of instructional leaders (not teachers) to recognize quality AP teaching **overall and by AP course unit.** The content experts will work with IDEA

leaders and curriculum managers and developers over the two-year grant period to provide high-quality content and help guide production of videos and other tools. IDEA will also work with its experienced contractors to produce the materials, which will include videos of teachers from IDEA and elsewhere (other high-performing charters, universities, etc.) as they instruct students on a variety of content-specific objectives. It is anticipated that the resulting videos will run approximately 4-7 minutes each and that there will be at least 40 videos per AP course (approximately 7 videos per typical unit). Over the two-year period, **Project AP Excellence** will productize materials for up to 8 AP courses—AP Physics, Chemistry, Biology, Calculus, Statistics, World History, Human Geography, and US History—producing as many as 400 videos overall. Grant funding will cover video filming, editing, and production costs as well as project management and dissemination efforts.

**The end result will be a strong, deployable suite of products that can be widely used and scaled** across not only the growing IDEA Public Schools network but also replicated across other traditional public and charter school districts. IDEA is part of the Bill & Melinda Gates Foundation’s Lumicore Group, which includes 17 additional high-performing charter networks from across the nation (see Appendix E for a list and map of the Foundation’s additional district-charter collaborations). **Already, the KIPP Foundation (representing 183 schools, 112 of which are secondary campuses) and Uncommon Schools (representing 42 campuses) have expressed interest in IDEA’s AP approach,** which speaks to the need for broad dissemination of IDEA’s unique approach and stellar results even to other high-performing CMOs.

### ***Goals, measurable objectives and outcomes, and related activities***

**Project AP Excellence, will accomplish four goals:**

- 1. Codify best practices in Advanced Placement instruction** by creating an online, on-

demand library of resources (e.g., checklists, rubrics, training videos, etc.); which will

2. **Increase the capacity of school-based instructional leaders to coach teachers of academically demanding (AP) courses** for which direct leader knowledge or experience is limited; and
3. **Rapidly increase the capacity of AP teachers to deliver rigorous, college-preparatory content.** IDEA will then
4. **Share the results of its AP student and teacher success nationwide** with schools experiencing similar coaching constraints (charters, rural schools, small traditional schools or districts, NMSI's network schools, and others).

**IDEA will measure the project's success through a combination of qualitative and quantitative data** collected during the project period (through December 2017). In addition to open-ended feedback from teachers, coaches, and other potential benefactors inside and outside the IDEA network, AP passing rates for students across AP courses will provide additional insights and measurable information. This feedback may even lead to refinements in IDEA's Theory of Change as applied to **Project AP Excellence**, thus moving IDEA closer to realizing its long-term goal of 35% graduates as AP Scholars. IDEA's academic impact model is successful when the adults have the right tools and believe they are responsible for student success; therefore, evaluation for **Project AP Excellence** will also assess the degree to which teacher and leader agency impact student academic success.

IDEA will also evaluate the project based on the movement of its AP teachers' positions on its Teacher Career Pathway (IDEA's five-level teacher proficiency rating system that both rewards teachers for their pedagogical and professional achievements and retains them within the IDEA district of schools). Ideally, IDEA will see its AP teachers progress from level 2 or 3 to

level 3 or 4, given the strong coaching they receive as a result of this project’s successful scaling across its growing network. In addition, teachers themselves will report increased satisfaction with the coaching they receive from their manager or Principal. Finally, a long-term measure of success would be the replication and use of IDEA’s AP Excellence system beyond IDEA schools (other CMOs, traditional public schools, etc.).

IDEA will **collect data on the following specific indicators** to assess the historical (pre- and post-implementation) impact of the project on student achievement and teacher support:

1. Number of students taking AP exams in each content area;
2. Number and percent of students scoring 3 and higher (overall and by teacher and content area);
3. Increase in the number and percent of students scoring 3 or higher (overall and by teacher);
4. Teacher job satisfaction and perception of managerial support; and
5. Teacher retention in grade level/subject (overall, by campus, and by grade level/subject).

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## **2. PROJECT DISSEMINATION ACTIVITIES**

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As broadly referred to in the CSP Dissemination grant materials and guidelines, IDEA Public Schools will use granted funds to accomplish the following:

- Develop curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and
- Conduct evaluations that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.

Specific project goals and the data to measure program effectiveness are specified on pages

15-16. See pages 13-14 for the timeline outlining the three main project phases.

As detailed in the Project Design section, CSP grant funding will support IDEA in producing a suite of easily accessible tools to guide instructional leaders (Principals, Assistant Principals, Deans of Instruction, and other teacher managers and coaches) through the most important or most commonly challenging parts of Advanced Placement course concepts, with a focus on STEM subjects. The tools will also assist teachers in rapidly developing their content knowledge. Developing, testing/getting feedback on, iterating on, and then sharing the impact of these tools—and their ultimate replication and use by others across the nation—will provide further proof that the inputs in IDEA’s Theory of Change are solid and reliable. This will also prove that even the highest-need students can succeed with rigorous academic content if the teachers and leaders are prepared, supported, and held to high standards themselves.

**IDEA’s vision for system wide use of the product is as follows:**

**Principal/Instructional Coach Use:** A Principal coaching an AP Physics teacher goes to the **online resource hub** to review the AP physics coaching module video on vectors (or other specific standard or objective) before entering the classroom. She sees from the **video** that the teacher needs to be focusing on math *and* on the application of formulas and reads on the **checklist** that the teacher should have specific formulas posted and calculators available and in use. She then proceeds to the **classroom** to observe the teacher in action, looking specifically for evidence of these visuals, tools, and practices and for instances of clear teacher communication of the lesson objectives’ key points. From a holistic perspective, the coach is always looking for evidence of effective teaching, and the online resources and tools are designed to increase the coach’s knowledge of content-specific best practices.

**AP Teacher Use:** Ms. Schaefer, an AP Chemistry teacher, has been working with her coach on

improving instructional techniques in her classroom. As she plans her lesson on an upcoming objective, understanding electrostatic potential energy for systems of opposite charges, she is unsure how to explain this complicated concept. Ms. Schaefer views the video that walks her through the content and demonstrates how to reach mastery by modifying a simple graph. She shares the video with her instructional coach along with her lesson plan and independent practice materials, created with additional resources provided for this course objective. Her instructional coach now has knowledge of what the content breakdown is supposed to look like can coach Ms. Schaefer on how best to align her materials to the clear explanation in the video. Ms. Schaefer then executes the lesson, and the coach observes her introduction to the new material to see if her clarity matches that of the video and provides additional coaching and support after the observation.

As previously stated, the broadest dissemination of this best practice will be through the 17 other CMOs in the Bill & Melinda Gates Foundation’s **Lumicore Group**, but will also include **other charter schools and CMOs** as well as **interested small rural schools and traditional public schools** where instructional coaching capacity is similarly lacking or limited. **NMSI’s national network of schools** (which serve primarily low-income public-school students) is yet another potential avenue for dissemination of project resources and results. IDEA looks forward to contributing to AP excellence nationwide through the following types of activities:

Dissemination Activity Type	Description/Examples
Documentation of project materials creation process and protocols	IDEA will create a written overview/outline of the process it uses to develop <b>Project AP Excellence</b> materials, videos, and other resources and make it available to others upon request and via the dissemination activities listed below.

Dissemination Activity Type	Description/Examples
Local school community information/dissemination	Make information (tailored for each audience) on the AP for All initiative and resulting professional development opportunities available to the learning communities of each IDEA school in order to inform teachers, parents, and community members of program benefits and successes; offer this as a model for other districts interested in improving their communication with stakeholders
Conference presentations and panel discussions	Advanced coursework-focused sessions at conferences such as SXSWedu, National Alliance for Public Charter Schools, Texas Charter School Association, National Association of Secondary School Principals, and related organizations
Dissemination through Lumicore network	Participating in Lumicore CMO meetings and best-practices conferences; hosting site visits with CMO leaders; making videos available via the web (see below)
Website postings	IDEA will maintain information on its AP for All program, including video samples, at <a href="http://www.ideapublicschools.org">www.ideapublicschools.org</a> . Also IDEA or NMSI will possibly maintain a site with low-cost access to additional AP content resources and videos (will explore during grant year 1).
Site visits	Host campus visits to see the AP for All initiative in action: IDEA schools in the Rio Grande Valley, Austin, and San Antonio, Texas

Dissemination Activity Type	Description/Examples
National meetings	Annual meetings of CSP Dissemination grant Project Directors
Progress reports and program evaluation	Annual reports evaluating pre- and post-project implementation as well as well as progress toward goals for this CSP-funded project (edited for audience and to protect student privacy in accordance with FERPA)

**Objectives for dissemination activities** are as follows:

- Support at least 50 schools from at least 20 school districts and/or CMOs in improving their AP best practices, impacting at least 25,000 students over the project period; and
- Of the schools and districts/CMOs receiving disseminated information and/or support, at least 75% of students impacted will be majority-minority and/or otherwise underserved students (or those underrepresented in AP courses).

**Measuring Success.** IDEA will measure the success of these dissemination activities by keeping records of the attendance/participation of other interested schools, districts, and CMOs in each activity; logging the website traffic to project-related site hosted by IDEA; and through periodic qualitative feedback obtained via surveys of participants in these dissemination activities. IDEA will also measure the impact of the resources on the student achievement and college preparedness of its own students, who will have access (via IDEA teachers) to the grant-funded resources longer than the external districts to which the information will be disseminated. (Please see page 17 for the types of achievement data that IDEA will continue to monitor throughout the project period.) Reports on progress toward these dissemination objectives will be included in annual reports to the USDE as appropriate.

**Timeline.** Dissemination activities will take place primarily during phase three of the project period, September – December 2017.

**Responsibility.** IDEA’s Vice President of Secondary Programs, Michael Franco, who will also serve as the Project Manager, will oversee content creation and execution of video create, will direct dissemination activities, coordinating the project’s calendar and overall dissemination activities messaging with IDEA’s Chief Program Officer, Dolores Gonzalez. Please see the Key Personnel section, pages 41-44, for his qualification and other project-related personnel along with their project responsibilities and Appendix B for their complete resumes/CVs.

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### **3. IDEA PUBLIC SCHOOLS’ CHARTER/PERFORMANCE CONTRACT**

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#### ***Nature of the performance contract between IDEA Public Schools and TEA***

The Texas Education Agency (TEA – and specifically, the TEA Commissioner) is the authorizing agency for open-enrollment charter schools in the state of Texas. Local school boards can also authorize and oversee campus or district charters (known as Subchapter C).

**IDEA Public Schools is a referred to as a Subchapter D (open-enrollment) charter, and maintains a performance contract with TEA.**

The term for an open-enrollment charter is not set out in statute; however, the current practice has been to grant open-enrollment charters for **five-year periods** and then to renew the charters for **10-year periods**.

Like traditional public schools, open-enrollment charters receive accountability ratings based on student performance on the State of Texas Assessment of Academic Readiness (STAAR exam), as well as dropout and completion rates, but charter schools are subject to fewer state laws than other public schools. The reduced legislation encourages more innovation and flexibility.

### ***Charter contract specifications regarding how student performance is measured***

According to Texas Education Code (TEC) §12.1181(a), “[T]he commissioner (of TEA) shall develop and by rule adopt performance frameworks that establish standards by which to measure the performance of and open-enrollment charter school.”

The **Academic Framework** is completed using the state accountability system and publicly available information and includes measures that allow TEA to evaluate charter academic performance. This section includes indicators, measures, and metrics for **student academic proficiency; student academic progress; performance of major student subgroups; and college and career readiness**. Both charter and traditional public school students in Texas take the **State of Texas Assessments of Academic Readiness (STAAR) tests**—annual state-mandated, criterion-referenced tests in math, reading, science, and social studies for students in grades 3 and higher.

For each measure in this framework, schools (and districts as a whole) are rated as Met Standard, Improvement Required, Not Rated, or are flagged as having Data Integrity Issues. **In 2015, all 44 IDEA campuses were rated as Met Standard.** Senate Bill 2 requires mandatory revocation of a charter by the Commissioner if a charter holder has failed to meet academic or financial accountability performance ratings for the three preceding school years. Failure can include three years in one specific area (academic or financial), or any combination of the two.

TEA also compares student performance on state examinations in math and reading to the performance of a cohort of schools serving similar populations. The comparison cohort of schools is selected based on grade span, campus size, mobility rate, percent economically disadvantaged students, and percent of English language learners.

For all academic performance data, student progress and proficiency is disaggregated by

student group: African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learner.

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#### **4. DEMONSTRATION OF SUCCESS AT IDEA PUBLIC SCHOOLS**

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##### ***2015 honors and awards***

For the second year in a row, **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. Data<sup>6</sup> analyzed to determine this year's finalists included student demographics; high school graduation rates; SAT/ACT scores and participation rates; AP 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 calculations, numbers of students tested, and performance on college-readiness measures.

Although the 2015 prize ultimately went to the excellent Noble Network, 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 incredible honor and one that speaks to **IDEA's notable results for high-need students across Texas**. 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

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<sup>6</sup> [http://www.broadprize.org/publiccharter\\_schools/reports.html](http://www.broadprize.org/publiccharter_schools/reports.html)

Report that ranked three of IDEA’s high schools in the top 1% of high schools in the nation.<sup>7</sup>

Overall, IDEA has six high schools that received gold, silver, or bronze medals in the U.S. News and World Report’s rankings (see Appendix E). Two of the six ranked in the top 100 high school in the US, and all six are in the top 100 in the state of Texas.

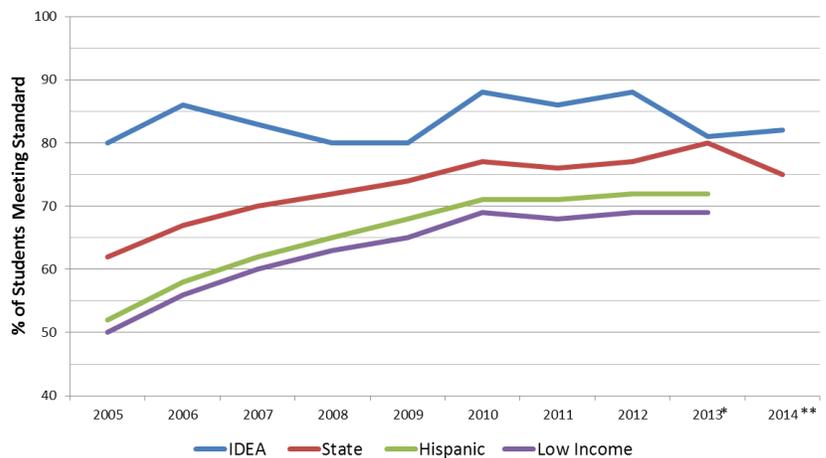
**Historical demonstration of success**

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. This graphic shows state standards results growing over time and proves that **IDEA can rapidly replicate while also**

**maintaining a high level of academic quality.** IDEA

will continue to grow, expanding from a district serving over 22,000 students across 44 schools in 2015-16 to one serving over 35,000 students across 60 schools by the 2017-18 school year.

**STUDENT PERFORMANCE ON STATE STANDARDS (ALL EXAMS)**



\* New state assessment test (STAAR) ratings implemented  
 \*\*Projected

The data provided in the following tables are discussed in subsequent subheadings referring

<sup>7</sup> 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>

to increasing achievement and attainment for all students, closing historic achievement gaps for subgroups, and results for low-income and minority students. 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.

<i>Texas Education Agency Snapshot Data</i>	<b>IDEA</b>	<b>RGV</b>	<b>Austin</b>	<b>San Antonio</b>	<b>State of TX</b>
1. Attendance Rate (2012-13)	<b>98.2</b>	95.5	95.7	95.4	95.8
2. Annual Dropout Rate Gr 9-12 (2012-13)	<b>0.0</b>	2.6	1.7	2.7	2.2
3. 4-year Longitud Grad Rate (Class of '13)	<b>96.6</b>	87.3	90.7	86.5	88.0
4. 5-year Longitud Grad Rate (Class of '12)	<b>100.0</b>	89.9	91.7	88.6	90.4
<b>% COLLEGE-READY GRADUATES (Class of 2013)</b>					
5. English/Language Arts	<b>76</b>	56	70	66	65
6. Mathematics	<b>87</b>	70	77	72	74
7. Both Subjects	<b>73</b>	48	62	56	56
<b>AP/IB RESULTS (2013)</b>					
8. % Tested	<b>81.4</b>	24.3	29.0	25.0	22.1
9. % At or Above Criterion	<b>50.2</b>	31.9	61.3	43.7	50.9
<b>COLLEGE ADMISSIONS—ACT PERFORMANCE (Class of 2013)</b>					
10. % Tested	<b>100</b>	63.7	68.1	64.6	63.8
11. % At or Above Criterion	<b>18.2</b>	9.7	37.5	21.6	25.4
12. ACT Average Composite	<b>19.6</b>	17.9	22.1	20.1	20.6
<b>COLLEGE SUCCESS (2011-12)</b>					
13. % Graduates Enrolled in a TX IHE	<b>89.5</b>	60.2	55.9	55.7	57.3

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.**

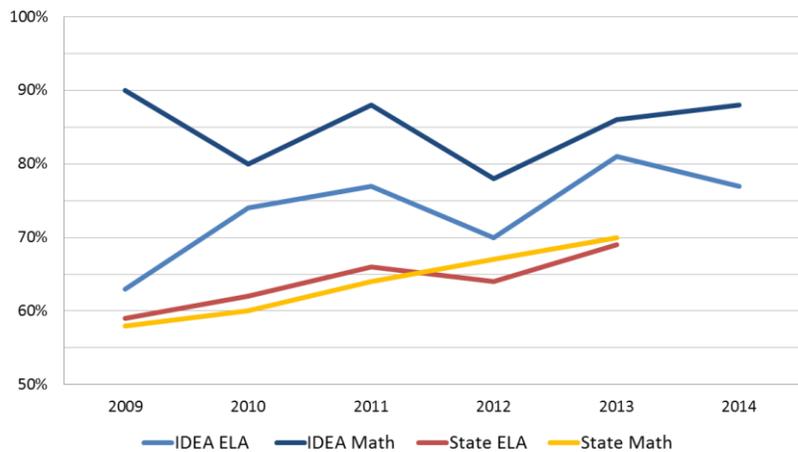
***IDEA increases achievement and attainment for all students***

As previously stated, IDEA Public Schools serves a student population that 94% Hispanic and 26% English-language Learners, as well as 88% economically disadvantaged. 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.

The graphic to the right and the table that follows show 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%; math: 86%; both subjects: 76%) than the average across the state of Texas.**

**COLLEGE READINESS  
PERCENTAGE OF STUDENTS GRADUATING COLLEGE READY**



*State comparison data not yet available for 2014*

*Three Years of STAAR (state test) Data for IDEA Public Schools (% Passing)*

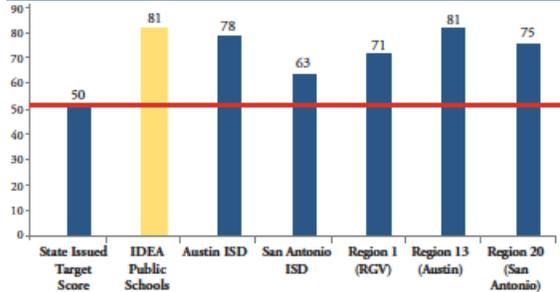
Subject	IDEA			State		
	2012	2013	2014	2012	2013	2014
All Subjects	79	81	82	77	77	77
Reading	79	81	81	79	80	76
Mathematics	73	70	78	77	79	78
Writing	79	80	83	67	63	72
Science	85	87	86	80	82	78
Social Studies	85	87	85	79	76	76

Below are highlights of our 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 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 2014-15 school year—Met Standard.
- **All 44 individual schools** also Met Standard for 2014-15.
- 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.**

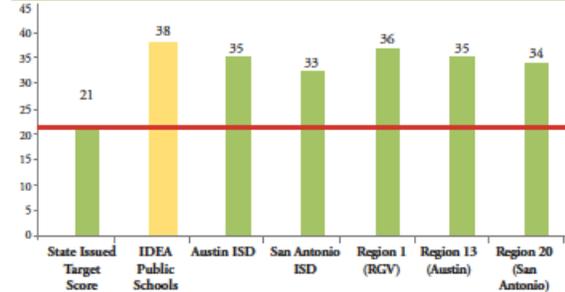
## Texas Education Agency Accountability Indices

### Index 1: Student Achievement



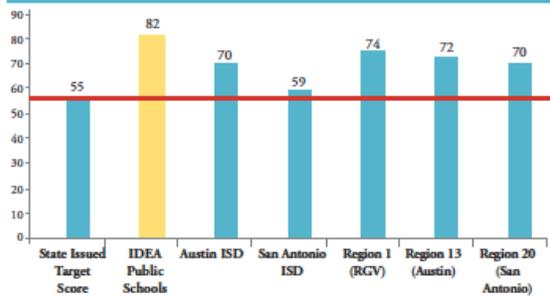
Student Achievement provides an overview of student performance based on satisfactory **student achievement** across all subjects for all students.

### Index 2: Student Progress



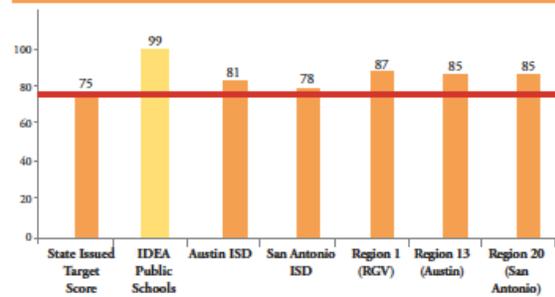
Student progress focuses on **actual student growth** independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

### 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.

- **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 distinctions 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. **IDEA had more schools achieving all available distinctions than the much larger Texas school districts of El Paso, Austin, and San Antonio.**

- **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.
- **Science:** As a district, IDEA saw a 5% gain in passing rates for Science tests. 5th grade Science scores increased by 20 percentage points.
- **Reading:** IDEA improved by at least 6 percentage points in Academy at each grade level.
- **Writing:** IDEA saw a 4% gain in passing rates for 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.**

***IDEA closes achievement gaps for all students, including low-income/high-need***

**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 (see the 2013-14 Texas Academic Performance Report in Appendix E).

IDEA staff and students have worked diligently to achieve impressive **high school graduation rates, college attendance rates, and college persistence rates.** IDEA’s economically disadvantaged students outpaced state and regional high school graduation rates by nearly ten percentage points. To date, IDEA has graduated 100% of its 1900 seniors with 96% of students graduating in four years. IDEA graduation rates for students from low income backgrounds match its overall graduation rates. 99% of IDEA graduates have enrolled in college for nine years in a row. Two out of three IDEA graduates are first-generation college students.

IDEA is also closing the achievement gap for college enrollment across multiple subpopulations: The IDEA class of 2012<sup>8</sup> saw low income **students enroll in public Texas institutions of higher education at a rate of 89.5%—32.2 percentage points higher the state enrollment rates of 57.3% for ALL students—and 29.3 percentage points higher than the Region I (RGV) enrollment rate of 60.2% for ALL Region 1 students.** IDEA’s low income students are dramatically outperforming the state average for college matriculation for students from any income background.

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<sup>8</sup> Most recent data point available.

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

*College-ready Graduates<sup>9</sup>*

Subject/Group	IDEA	State
English/Lang Arts	<b>76%</b>	65%
Mathematics	<b>87%</b>	74%
Both Subjects	<b>73%</b>	56%
Hispanic	<b>76%</b>	48%
Low-income	<b>72%</b>	44%

IDEA’s Hispanic and economically disadvantaged students achieve at exceedingly higher rates than the state of Texas—28 points higher in both subjects for Hispanics and 28 points for low-income students *despite having larger populations of both of these groups than the state.* (See table on page 4.)

Also as of this date, 84% of all IDEA students who entered college 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. **44% 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.

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<sup>9</sup> Most recent data available is through 2013-14 and shows the Classes of 2011, 2012, and 2013.

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## 5. SIGNIFICANCE OF THE PROPOSED PROJECT

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### *The impact of Advanced Placement courses on low-income students' futures*

As college costs grow each year, the prospect of higher education becomes more daunting for many high school students. By completing an AP course and scoring well on the related AP exam, students can reduce their college expenses. Currently more than 90% of colleges and universities across the country offer college credit, advanced placement, or both, for qualifying AP exam scores. These credits can potentially save students and their families thousands of dollars in college tuition, fees, and textbook costs. These savings can make the difference between being able to afford college or not, which is especially impactful on low-income student populations like the one IDEA educates.

IDEA Public Schools has had significant success preparing its students to apply for, matriculate to, and graduate from college. An important program supporting students' preparation for post-secondary success is IDEA's AP for All initiative. By the end of high school, all IDEA students will have taken at least 11 AP courses. For educationally disadvantaged, low-income, high-need students—2/3 of whom will be the first in their families to attend college—this is a significant opportunity that becomes a major accomplishment.

### *Contributions for policy and practice*

The **purpose** of **Project AP Excellence** is to disseminate information about programs, tools, and resources that help leaders coach their teachers to rapidly improve instruction in high-level AP content, which will lead to increased AP scores for all impacted students and, therefore, greater college access and success. The primary users will be **teacher managers** (principals, assistant principals, etc.) followed by **teachers** who will use the products to get support on content use. Lastly, **students** will be able to access the materials for intervention if they need

additional time to master a given concept. As previously noted, this CSP project is based on IDEA Public Schools' successful AP for All academic program, which is part of its overall college-readiness strategy. As AP courses are available to students across the country, and programs that reduce test fees help to increase student access to exams (and, therefore, college credit), **this project is relevant to school leaders, teachers, and students nationwide.**

The **primary goal** of IDEA's college-readiness efforts is for every student at IDEA to enter their first year of college without the need for remedial courses in any content area. IDEA focuses on this aspect of college readiness because research shows that students who take remedial courses in college take longer to graduate and thus they pay more for college. In addition, they have a lower likelihood of graduating at all. The **secondary goal** of college-readiness is for students to be prepared to fully participate and be successful in college-level courses. IDEA strives to accomplish goal in two ways: by giving students the chance to experience rigorous and challenging material in high school and by giving them the opportunity to gain college credit through AP courses. Each of IDEA's core content areas are extremely rigorous at all levels and aligned with these goals in mind.

By taking AP courses, high school students signal two things to college admissions officers. First, students demonstrate that they've undertaken the most rigorous classes their high school has to offer. Second, students show that they have what it takes to succeed in an undergraduate environment. In the increasingly competitive admissions process, **taking AP courses is a good way that students can differentiate themselves from other applicants.**

Importantly, AP courses offer college admissions officers a consistent measure of course rigor across high schools, districts, states, and countries—because all AP teachers, no matter where they're teaching, have to provide a curriculum that meets college standards. So when

admissions officers see “AP” on students’ transcripts, they have a good understanding of what those students experienced in a particular class and how well the course prepared the students for the increased challenges of college.

**Through codification and broad dissemination of IDEA’s AP best practices, Project AP Excellence has the potential to alter policies and practices in traditional public schools, charter schools, and rural schools related to AP teacher support and equity of student access to AP coursework and exams.** Interested schools and districts will see how increasing the coaching capacity of the instructional leaders who support teachers of AP courses increases the quality of AP instruction. Better instruction increases college readiness for students. Their leaders will then have the information and tools they need to alter policies and practices that prepare their own high-need students to compete against their upper-income peers for entry to a top-tier university and to succeed once enrolled due to the rigorous AP coursework they have completed. (See the Project Design section for performance measures on specific quantifiable goals.)

### ***Contributions for research***

One of the primary aims of AP for All and, by extension, the support structures IDEA has designed and will codify to improve instructional coaching is to **increase access to AP courses among traditionally underserved, educationally or economically disadvantaged, high-need students.** The following text highlights the College Board’s own Equity and Access Policy Statement regarding this important issue:

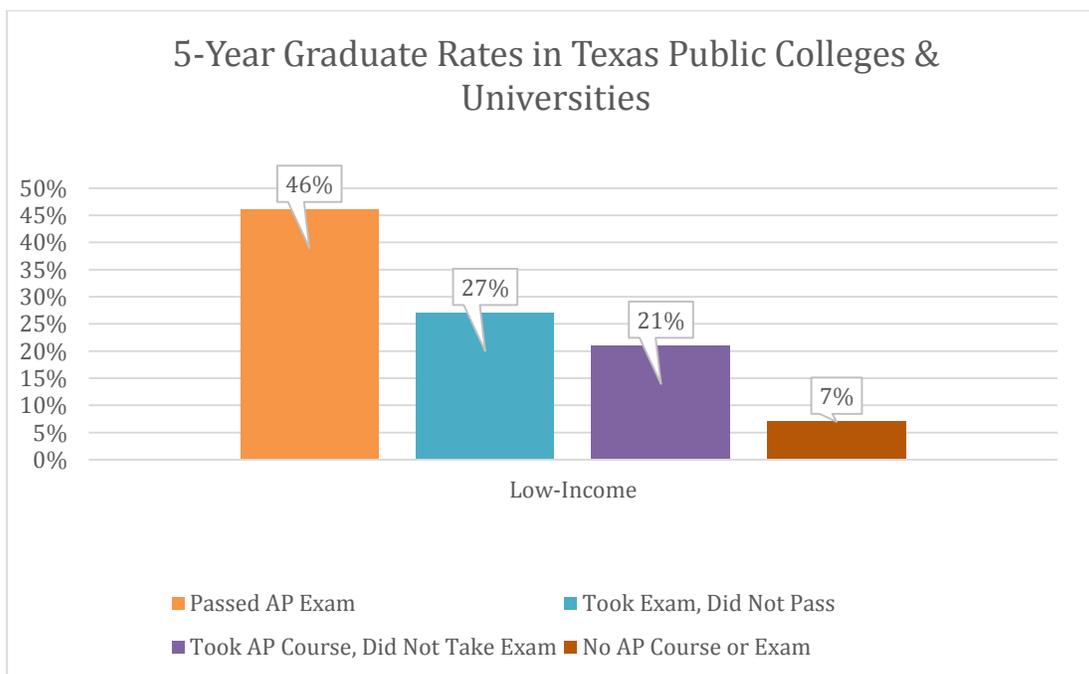
## College Board's Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework **before** they enroll in AP classes

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

The many areas ripe for research are noted in this statement and have policy and practice implications of their own. Current research shows that simply enrolling in and attending an AP course increases a low-income student's chances of graduating from college, and taking an AP exam *dramatically* increases those chances. The following graph shows the impact of AP participation on low-income students' 5-year college graduation rates in Texas.



IDEA recognizes that this data does not prove that AP courses are the *reason* students are more likely to graduate from college. However, The AP course/college graduation relationship is correlative, and a significant one at that. **Taking a single AP course and passing *one* exam makes a student over six times more likely to earn their diploma.** This data is highly compelling.

Additional (local or national) research on the impact of IDEA’s best practices and tools targeted to improve content coaching, widely and consistently deployed, would add considerable knowledge to the field of study. IDEA is confident that disseminating the results of its approach through **Project AP Excellence** can stimulate research on the following effects:

- Increased (pre-enrollment) preparation for AP coursework;
- Increased equity of access to AP courses;
- Increased variety and availability of AP courses;
- Increased diversity in AP course enrollment;
- Increased teacher manager capacity to support teachers of rigorous coursework;
- Increased quality of teacher preparation and support for AP instruction;
- Increased course enrollment and completion rates;
- Increased AP exam scores;
- Increased college application rates;
- Increased college matriculation rates;
- Decreased college expenses; and
- Increased college completion rates.

The bottom line: **When public schools increase academic rigor by making AP courses more accessible and *also* improve professional development and coaching support for AP**

**teachers, the potential ripple effect is enormous.**

***Dissemination to enable others to use the information or strategies***

The dissemination activities detailed on pages 17-22 have been designed to enable other educators—superintendents, program directors, principals, and instructional coaches—to use the information and strategies to craft their own version of IDEA’s AP for All program, to enhance an existing program, but especially to support teachers of AP courses at all levels of experience. This will be accomplished by ensuring that 1) IDEA’s successful coaching model can support AP teachers tackling the most challenging content the same way they would an elementary teacher and that with access to this information and training, teacher managers and coaches with limited (or no) knowledge of college level subjects such as college Physics and Chemistry can help a teacher get the content support they need, guide them through the process of scaffolding the most challenging content and continue to support teachers pedagogically to improve instructional clarity in order to make this material accessible to all high school students; and 2) teacher managers can directly support their supervised teachers in their efforts to get rapidly up to speed not only on the basics of the content, but to achieve the clarity necessary to *teach* it, which requires a fundamental understanding of the content with a strategy for breaking it down into to scaffolded chunks, delivering the material in an engaging and strategic manner, and understanding how to differentiate for students. IDEA will be successful in this area when its newest teachers to the district and to the content can rapidly become proficient in their new course and deliver high quality instruction to ensure our students are successful.

The College Board also acknowledges that “Many small rural schools struggle with a unique set of challenges, including isolation, motivating students to pursue a rigorous academic curriculum, and limited numbers of teachers. Although small rural schools face obstacles in

implementing and growing their AP programs, **the College Board believes that a systematic approach to these challenges can broaden access to AP.**” IDEA Public Schools, founded in the Rio Grande Valley five hours removed from Texas’ major urban cities and near Texas’ border with Mexico, is proving that AP for All is applicable to rural districts across the nation.

In February 2015, University of New Hampshire researchers released a report which found—unsurprisingly—that rural students have less access to AP courses. Nearly half (47.2%) of rural school districts have *no* secondary students enrolled in AP courses, compared to only 20.1% of town, 5.4% of suburban, and 2.6% of urban districts. The report also found that remote rural districts with small populations are nearly 10 times less likely to offer access to AP courses than are larger rural districts on the fringe of urbanized areas.

As a single example, **dissemination to small rural schools via Project AP Excellence will provide significant support for AP programs in these areas.** In Texas alone, there are 451 rural school districts. “Rural,” by the Texas Education Agency’s definition, means the district “has either a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or b) an enrollment of less than 300 students.”

Texas also has 202 charter school districts, which act as local education agencies, or LEAs, and many of these charter districts operate only a single campus. Disseminating results from a high-performing charter school system such as IDEA to other charters in the state will strengthen the peer network and stimulate increased attention to AP equity, access, and success.

IDEA is tackling one of the most ambitious college readiness strategies in the state – to ensure that all students, especially low income students, not only have access to the most rigorous college prep courses like their high income peers, but that they can *succeed* in these

courses at similar or higher levels than their peers. By creating resources that can be shared with other districts, IDEA can help influence the increase in teacher effectiveness in these most challenging courses throughout the state, can provide proof points of what high expectations combined with excellent instruction can lead to, and can support smaller and rural districts who have less experience with AP courses and recruiting AP teachers to rapidly prepare their current teaching force to open up these courses and be successful.

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## **6. QUALIFICATIONS OF KEY PROJECT PERSONNEL**

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### ***IDEA Public Schools seeks, encourages, and builds a diverse workforce***

IDEA Public Schools is committed to the principle of equal employment opportunity for all employees and to providing employees with a work environment free of discrimination and harassment. All employment decisions at IDEA are based on the IDEA's operational and instructional needs, job requirements, and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, past or present military service, family medical history or genetic information, family or parental status, or any other status protected by the laws or regulations in the locations where we operate. IDEA Public Schools does not tolerate discrimination or harassment based on any of these characteristics and encourages applicants of all ages.

Please see the following graphic for the most recent publicly available demographics on IDEA staff as compared with that of the State of Texas<sup>10</sup>. As is evident from these statistics, IDEA identifies, recruits, hires, supports, and retains a diverse workforce that closely mirrors the

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<sup>10</sup> Source: Texas Education Agency, Texas Academic Performance Report for 2013-14.

demographics of the student population it serves, which is 1% African American, 94% Hispanic, 2% White, and 3% other nationalities/two or more races.

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,749.9	100.0%	656,541.4	100.0%
Professional Staff:	1,091.4	62.4%	421,578.2	64.2%
Teachers	719.5	41.1%	334,510.5	51.0%
Professional Support	256.8	14.7%	61,075.2	9.3%
Campus Administration (School Leadership)	97.1	5.5%	19,207.1	2.9%
Central Administration	18.0	1.0%	6,785.4	1.0%
Educational Aides:	172.5	9.9%	62,009.5	9.4%
Auxiliary Staff:	486.0	27.8%	172,953.7	26.3%
Total Minority Staff:	1,510.7	86.3%	300,229.6	45.7%
Teachers by Ethnicity and Sex:				
African American	13.0	1.8%	32,073.5	9.6%
Hispanic	571.2	79.4%	84,412.9	25.2%
White	120.9	16.8%	208,434.7	62.3%
American Indian	2.0	0.3%	1,219.3	0.4%
Asian	8.5	1.2%	4,552.5	1.4%
Pacific Islander	0.0	0.0%	284.6	0.1%
Two or More Races	4.0	0.6%	3,533.1	1.1%
Males	201.2	28.0%	77,811.5	23.3%
Females	518.3	72.0%	256,699.0	76.7%
Teachers by Highest Degree Held:				
No Degree	22.0	3.1%	2,948.2	0.9%
Bachelors	629.4	87.5%	252,097.6	75.4%
Masters	66.3	9.2%	77,560.6	23.2%
Doctorate	1.9	0.3%	1,904.1	0.6%
Teachers by Years of Experience:				
Beginning Teachers	293.4	40.8%	27,783.8	8.3%
1-5 Years Experience	335.7	46.6%	84,723.1	25.3%
6-10 Years Experience	58.9	8.2%	76,407.4	22.8%
11-20 Years Experience	22.5	3.1%	90,394.5	27.0%
Over 20 Years Experience	9.0	1.3%	55,201.7	16.5%

For the 2015-16 school year, the diversity of IDEA's faculty is as follows:

Race/Ethnicity	Count	Percent
American Indian	171	5.9%
Asian/Pacific Islander	40	1.4%
Black	121	4.2%
Hispanic	2,207	75.7%
Native HI/PI	8	<1%
White	368	12.6%
TOTAL	2,915	100%

**Qualifications, relevant training, and experience of key project personnel**

IDEA Public Schools’ senior leadership team has managed the successful implementation of several large, multi-year, federally funded programs, including an Investing in Innovation Development grant, a Race to the Top-District grant, and two CSP Replication and Expansion grants. Therefore, the team is confident of its ability to implement this Dissemination grant project with fidelity as well. As with prior federal grant projects, the key personnel who will ensure achievement of all goals and objectives for **Project AP Excellence** are highly qualified, experienced, and dedicated to academic excellence for *all* children.

The following organizational chart shows the lines of communication, coordination, and reporting for this project, including contracted support staff. A summary of the experience, qualifications, and responsibilities for each key staff member or role is provided in the table that follows the graphic. **Please also see Appendix B for complete resumes of the key project personnel.**



<b>Chief Program Officer, Dolores Gonzalez</b>		<b>2% FTE in-kind to the project</b>
<b>Experience and Qualifications</b>	<b>Project Responsibilities</b>	
<ul style="list-style-type: none"> <li>Oversees IDEA’s elementary program, secondary program, special programs, and the individualized learning and assessment departments for grades K-12 across 44 schools in 3 regions</li> <li>Leads AP for All, pre-K launches, and critical student intervention in reading and math</li> </ul>	<ul style="list-style-type: none"> <li>Serve as Project Director</li> <li>Oversee Project Manager</li> <li>Facilitate project partnerships</li> <li>Facilitate communication between and among all IDEA-based project staff and partners</li> </ul>	
<b>VP of Secondary Programs, Michael Franco</b>		<b>25% FTE</b>
<b>Experience and Qualifications</b>	<b>Project Responsibilities</b>	
<ul style="list-style-type: none"> <li>Previously Chief of Staff for IDEA</li> <li>Education Pioneers Fellow</li> <li>Education technology business analyst</li> <li>High school teacher (Teach for America), led students to the district’s highest AP scores in a non-Spanish language exam</li> <li>BA in Political Science; MBA and Master of Public Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Serve as Project Manager</li> <li>Assume day-to-day responsibilities for <b>Project AP Excellence</b></li> <li>Steer the project team</li> <li>Assure on-time reporting to USDE</li> <li>Ensure adherence to all federal, state, and local policies and procedures</li> </ul>	

<b>IDEA Secondary Programs Curriculum Writers (4 staff positions)</b>		<b>15% FTE each</b>
<b>Experience and Qualifications</b>	<b>Project Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Exemplary teaching experience in AP or IB courses</li> <li>• Demonstrated experience increasing student achievement in their content area</li> <li>• Demonstrated experience creating content, delivering professional development, and/or coaching teachers to improve instruction</li> <li>• Degreed and certified in their content area</li> </ul>	<ul style="list-style-type: none"> <li>• Work with contracted AP content experts to plan and structure products for this initiative</li> <li>• Write or adapt content specific to each AP course identified for this project</li> <li>• Work with teachers to plan content of videos</li> <li>• Ensure academic rigor and accuracy in all products produced</li> </ul>	

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## **7. PROJECT MANAGEMENT PLAN**

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### ***Ensuring feedback and continuous improvement throughout the project***

The Project Management Team (PMT) will consist of the Chief Program Officer (CPO), the Vice President of Secondary Programs (also the Project Manager/PM), at least two staff members from the Secondary Programs office, at least one representative from NMSI (project partner), and at least one IDEA secondary teacher with at least three years of experience teaching AP coursework.

The PMT will meet formally (in person or by conference call) at least monthly throughout the project period. The PM will organize meetings with additional staff as necessary and will communicate with secondary school leaders (Principals and Assistant Principals of Instruction) to obtain feedback on the products in development to assure the highest quality and most

effective format of all related tools and resources.

The PM will also coordinate project evaluation between IDEA and NMSI and will seek the support of data analysts in both organizations to ensure evaluation is completed in a timely, efficient, and thorough manner.

Throughout the project period, the PM will ensure feedback between and among all participants and partners, as appropriate, and within the PMT so the project has the opportunity to continuously improve.

**Project management responsibilities, timelines, and milestones**

IDEA will achieve the objectives of this proposed project on time and on budget with established processes and an experienced management team. The following table illustrates the key program activities, responsibilities, timelines, and milestones for each year of this CSP project that will ensure fidelity to the project design and the purpose of the CSP Dissemination grant program, adherence to program budget, and the timely accomplishment of all program goals and objectives. (Note: Timeline reflects the *grant project quarters* for that year. Q1 – January - March, etc.)

**Implementation Timeline**

The timeline for implementation of this two-year CSP Dissemination grant is as follows.

Major Activities and Milestones—Year 1	Q	Q	Q	Q	Position
	1	2	3	4	
Announce notice of grant award to project partners; confirm Project Manager (PM) and IDEA-based program staff; schedule PM to attend annual CSP meetings	X				Chief Program Officer (CPO/PD)

<b>Major Activities and Milestones—Year 1</b>	<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Position</b>
Meet with project partners and stakeholders to review <b>Project AP Excellence</b> goals, objectives, activities, and budget; establish reporting procedures, timelines, and methods	X				Project Mgt Team (PMT)
Consult with National Math and Science Initiative (project partner) staff to implement and actualize <b>Project AP Excellence</b>	X	X	X	X	PMT
Begin monthly PMT meetings and quarterly project reviews and adjustments	X				PM
Contract with service providers	X				PD
<b>Project AP Excellence fully staffed</b>	X				PD
Gather baseline (pre-implementation) project data on teacher participants and students to be impacted; update data quarterly		X	X	X	PM
Plan and finalize list of AP courses and to be codified through video and materials		X	X		PMT
Create production schedule and prototype videos and materials for one AP course (ex: AP Physics)			X		PMT
Finish prototype course; get internal and external feedback; iterate on/improve			X		PM
<b>Project AP Excellence has a “road map” for completion of each course</b>			X		PM

<b>Major Activities and Milestones—Year 1</b>	<b>Q</b>	<b>Q</b>	<b>Q</b>	<b>Q</b>	<b>Position</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Continue developing course material according to production cycle and timeline; begin gathering feedback from other high-performing CMOs and selected traditional public districts to check for relevance and applicability to other settings			X	X	PMT
Conduct internal evaluation surveys to measure impact and satisfaction and inform project iteration				X	PM
Complete Year 1 progress report and convey results to IDEA board, stakeholders, and project partners, and report findings to US Department of Education				X	PD, PM
Adjust program activities for year 2 based on learning community input, program participant feedback, Project Management Team observations, and data gathered				X	PMT
<b>Major Activities and Milestones—Year 2</b>	<b>Q</b>	<b>Q</b>	<b>Q</b>	<b>Q</b>	<b>Position</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Meet to review adjusted <b>Project AP Excellence</b> objectives, activities, and budget for current year	X				PMT
Continue gathering and updating project impact data quarterly	X	X	X	X	Project Staff
Plan dissemination activities: identify conferences to attend and apply to present; invite site visits; update website; etc.	X	X			PMT
<b>Project AP Excellence dissemination activities finalized</b>		X			PM

<b>Major Activities and Milestones—Year 1</b>	<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Position</b>
Ensure project artifacts (data, video, tools, resources) are available to school leaders for final testing		<b>X</b>			PD, PM
Continue dissemination activities; log data on participants and teachers/students impacted		<b>X</b>	<b>X</b>	<b>X</b>	Project Staff
<p><b>End of funding period:</b> Gather final data on <b>Project AP Excellence</b> effectiveness and results of dissemination activities; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to US Department of Education</p>				<b>X</b>	PD, PM

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

## CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit the following to the Secretary:

- A. Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- B. As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- C. All items described in the application requirements;
- D. An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- E. An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- F. 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;
- G. Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- H. A copy of proof of applicant's non-profit status;
- I. The applicants' DUNS and TIN numbers;
- J. A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- K. Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Thomas Torkelson

Founder and Chief Executive Officer

NAME OF AUTHORIZED OFFICIAL

TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

DATE

October 1, 2015

IDEA Public Schools

October 1, 2015

APPLICANT ORGANIZATION

DATE SUBMITTED

# DOLORES BELEN GONZALEZ

Dolores.Gonzalez@ideapublicschools.org



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## 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 2-9<sup>th</sup> 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-5<sup>th</sup> 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)

PR Award # U282C160001

# MICHAEL J. FRANCO

Michael.Franco@ideapublicschools.org

## EDUCATION

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**THE UNIVERSITY OF TEXAS AT AUSTIN, Dual Degree, Austin, TX** **May 2013**

**Master of Business Administration, McCombs School of Business: Full-Time Program**

**Master of Public Affairs, LBJ School of Public Affairs: Full-Time Program**

**STANFORD UNIVERSITY, Stanford, CA** **June 2007**

**Bachelor of Arts in Political Science; 3.67 GPA**

- Graduated with departmental honors

## EXPERIENCE

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**IDEA PUBLIC SCHOOLS, Austin, TX**

**Vice President of Secondary Program** **July 2014 – Present**

- Manages team that designs and implements core secondary curriculum, including formative and summative assessments, subject scope and sequence and lesson planning resources for all secondary schools in the district
- Designed and led training for instructional leaders to improve lesson planning and instructional coaching
- Designed and coordinated district-wide teacher trainings regarding implementation of curriculum

**Chief of Staff** **June 2013 – July 2014**

- Established and maintained measurement systems for tracking organizational performance and progress toward goals
- Collaborated with senior leadership team to plan and execute department initiatives and quarterly meetings
- Composed and revised written communication and oral presentations for both internal and external audiences

**DOUBLE LINE PARTNERS, Austin, TX** **2012 – 2013**

**Business Analyst**

- Aggregated stakeholder feedback and compiled data dashboard specifications for Little Rock, Arkansas School District
- Wrote data requirements and development stories for Little Rock implementation of student data dashboard system
- Designed new student learning standards user interface for Delaware student data dashboard implementation
- Trained new teachers on Texas Student Data Dashboard pilot program

**EDUCATION PIONEERS, IDEA Public Schools, Austin, TX** **Summer 2011**

*Education Pioneers partners graduate students with education organizations to complete consulting projects.*

**Education Pioneers Fellow**

- Developed human capital strategy to increase teacher retention in IDEA's rapidly growing charter network.
- Conducted exit-interviews to identify primary causes of unwanted teacher departures
- Created hiring and retention conversation schedule and provided recommendations to improve communication and professional development for teachers
- Led workshop for 50 campus leaders to develop individual campus plans to implement retention strategy

**TEACH FOR AMERICA, Roma High School, Roma, TX** **2007 - 2010**

**High School Social Studies Teacher**

- Tripled number of students passing AP World History test in two years and achieved 96% passing rate on state exam through curriculum improvements, differentiated instruction, and improved learning academies
- Taught 9th grade World Geography, 10<sup>th</sup> grade general World History and Advanced Placement World History classes
- Rewrote and implemented World History curriculum, with special emphasis on AP World History
- Coached five district champion JV and freshman baseball teams of 15 players each

**TEACH FOR AMERICA SUMMER TRAINING INSTITUTE, Houston, TX** **Summer 2009**

**Corps Member Advisor**

- Coached 12 new teachers to develop instructional and lesson planning skills resulting in 100% reaching growth targets
- Developed teachers through classroom improvement area diagnosis, student data analysis, and led conferences with teachers to develop next steps for driving professional development and student achievement
- Designed and led small group sessions on teaching practices, classroom management, and data analysis

**ADDITIONAL**

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- Intermediate Spanish
- Study abroad semester in Madrid, Spain

# Julia A. Álvarez

julia.alvarez@ideapublicschools.org

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## EDUCATION

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### Bachelor of Science in Brain and Cognitive Sciences with a minor in Spanish

Massachusetts Institute of Technology, Cambridge, MA

June 2008

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## COURSEWORK/SKILLS

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- Newtonian Mechanics, Electricity & Magnetism, Multivariable Calculus, Differential Equations, Mechanics and Materials, Psychology, Neuroscience, Language Acquisition
- Fluent in reading, writing, speaking, and understanding Spanish
- Leadership skills developed through on-the-job and teaching experience
- Ability to motivate others toward a common goal proven by success in the classroom
- 3 ½ years experience working with an at-risk, low income population

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## PROFESSIONAL EXPERIENCE

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### Middle School Math Curriculum Manager

Idea Public Schools, Academic Services Team, Weslaco, TX

May 2015-Present

- Design scope and sequence, assessments, unit plans, and supporting documents for middle school math
- Manage and support 3 course leaders who lead professional development for 40 math teachers through course webinars and course collaboration sessions

### Instructional Coaching

Idea Public Schools, Academic Services Team & Human Assets, Weslaco, TX

#### Regional Instructional Coach

June 2013- May 2015

- Instructional coach to 20 teachers with an emphasis in grades 3-8 math and ELA courses
- Developed and led training sessions for IDEA's Teacher Institute

#### Secondary Math Instructional Coach

June 2011-June 2013

- Instructional coach to 54 teachers teaching 6th through 12th grade math at 10 secondary campuses
- Developed and led course collaboration sessions that included data analysis and developing and implementing instructional best practices
- Developed training modules for the Rio Grande Valley Center for Teacher Excellence (RGVCTE) New Teacher Institute (NTI) as part of IDEA's partnership with Pharr-San Juan-Alamo ISD

### 6th Grade Math Teacher

Idea Public Schools, Idea College Preparatory San Juan, San Juan, TX

August 2010-June 2011

- Led 124 students to achieve 98% passing rate and 43% commended performances as measured by TAKS

### 5th Grade Math Teacher

Teach for America, PFC David Ybarra Middle School, Edcouch, TX

June 2008-June 2010

- Led 136 students to achieve 75% passing rate and 25% commended performance as measured by TAKS
- Developed guidelines and borrowing policies for laptop and technology equipment for faculty and staff
- Established and advised the Yearbook Club, facilitating 16 students in creating and distributing a yearbook to over 300 students and staff
- Nominated and elected to campus site-based decision making committee

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## HONORS

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- Classroom visit by NBC's "A Woman's Nation"
- Teach for America's Alumni Magazine "One Day, Coming Home," Summer 2009

# Edgar Ivan Castellano

edgar.castellano@ideapublicschools.org

## **Professional Profile**

- ❖ Nine years of high school teaching experience in three core subject areas with nine TEA certifications
- ❖ Have taught several Advanced Placement courses in social studies: United States History, Psychology, United States Government, Microeconomics
- ❖ Developed and implemented new courses to expand student curricular options
- ❖ Collaborated with school personnel, students, and parents to improve UIL academic program
- ❖ Advised and mentored students on college selection and scholarship opportunities as an academic coach
- ❖ Consulted with parents and school personnel to increase effectiveness of advanced, regular, and special education student learning
- ❖ Coordinated student evaluation instruments and resource acquisition of social studies department
- ❖ Established high personal standards of career learning and growth by continuously taking on new professional challenges and involvement in various departments

## **IDEA Public Schools**

### **2015-2016: Secondary Curriculum Manager – AP Humanities**

- Work on development, implementation, and revision of content-based curriculum assessments, and resources for effective instruction in history and social science.
- Design district-wide interim assessments across grade levels and courses.
- Design long-term scope and sequence for instruction across grade levels and courses.
- Provide coaching and support for subject course leaders who provide bi-weekly webinars and quarterly course collaboration.
- Help with planning, organization, and facilitation of district wide trainings and professional development.
- Analyze student achievement data to identify trends and develop strategies for teachers that will drive student performance.
- Collaborate with curriculum team to frame and restructure scope of work.

## **Educator**

### **2006-2012: Roma Independent School District**

- Courses taught: Biology, US History, AP US History, AP Psychology
- Coordinates resources, mentored new teachers and aligned school goals with curriculum implementation for the Social Studies department
- Selected by leadership team for Curriculum Development three times
- Student selected Top 10 Graduates Banquet Honoree all years of program existence
- AP score improvement in a core subject area: from 1 to 18 students passing AP US; from 0-7 passing AP Psychology
- Developed and implemented new Advanced Placement course in Psychology

### **2012-2015: Rio Grande City Consolidated Independent School District**

- Courses taught: Pre-AP Algebra II, Pre-AP Pre-Calculus, AP Government, AP Economics
- Government and Economics Lead Teacher
- Volunteered in lieu of personal planning period for Geometry STAAR Academy where underperforming students received mentoring and reinforced mathematics skills
- Provided additional math tutoring after normal school day
- UIL Academic coordinator/coach

## **Learner**

### **Education**

#### **2017: MS Curriculum and Instruction / MA History and Political Thought**

- Texas A&M International University
- Laredo, Texas

#### **2013: MEd Guidance and Counseling [in progress]**

- University of Texas – Pan American
- Edinburg, Texas

#### **2006: Bachelor of Arts in Government and History**

- University of Texas – Austin
- Austin, Texas

### **TEA Certifications**

- Social Studies 8-12
- Mathematics 8-12
- Science 8-12
- Life Sciences 8-12
- Music EC-12
- Art EC-12
- Health EC-12
- ESL 6-12
- Generalist 4-8

## **Involved**

- ❖ Social Studies Textbook Selection ISD Committee
- ❖ Texas State Student Legislative Session Mentor
- ❖ Trained by Princeton Review to teach SAT
- ❖ RGC HS Think Tank Committee Member
- ❖ Gladiators Go To College Co-Director – Alternative Spring Break College Visit for Students
- ❖ Roma High School Assistant Band Director - Marching Drill Instructor
- ❖ UIL Academic Coach
  - Events: Social Studies, Spelling and Vocabulary, Literary Criticism, Current Issues and Events, Ready Writing, Accounting
  - 4 State teams, 16 Regional Teams, 12 District Championships

## **References**

### **Mr. Michael Franco**

[Redacted]

### **Mr. Oscar Ramirez**

[Redacted]

### **Dr. Jorge Guzman**

[Redacted]

# Robert Gonzales

## Primary Employment History

<b>2014-Present</b>	<b>Crockett High School</b>	<b>Austin, TX</b>
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**Chemistry Teacher; Pre-AP and Einstein Cohort, Grade 10**

- Acting as lead chemistry PLC teacher.
- Representing the science department as an AVID Site Team member.

<b>2012-2014</b>	<b>National Math and Science Initiative</b>	<b>Dallas, TX</b>
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**Science Content Coordinator**

- Developed new lessons and revised materials for training modules in math and science (Grades 3-12) to provide the best possible quality to teachers and subsequently students.
- Collaborated with other content coordinators to make lessons effective, innovative, and aligned to CCSS and NGSS.
- Designed and facilitated pedagogy-rich content-based professional development for science educators and NMSI consultants
- Authored AP lab investigations for use in NMSI AP teacher trainings.
- Assisted in the development of AP Student Study Session materials for chemistry.

<b>2010-2012</b>	<b>Austin High School</b>	<b>Austin, TX</b>
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**Chemistry Teacher for the Academy of Global Studies, Grade 10**

- Developed project based curriculum aligned to the rubrics of the International Studies School Network for Science Inquiry and Science Literacy
- Worked collaboratively with the 10<sup>th</sup> grade team to create interdisciplinary lessons and out-of-classroom experiences.
- Implemented flipped-classroom instruction through the integration and reliance on more technology both in and out of the classroom.

<b>2008-2010</b>	<b>Eastside Memorial Global Tech High School</b>	<b>Austin, TX</b>
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**Instructional Dean of Math and Science**

- Assisted in the development of the Global Tech mission, vision, and learning outcomes.
- Helped to establish campus protocols and course sequencing for students in math and science.
- Supported teachers in the creation and revision of project based curriculum that aligned to the beliefs and standards of the New Tech Network, Asia Society, and AISD.
- Designed and facilitated professional development of campus initiatives.
- Implemented data-driven student interventions in math and science.
- Coached teachers through co-teaching, model teaching, and collaborative lesson refinement/development

<b>2003-2008</b>	<b>James Bowie High School</b>	<b>Austin, TX</b>
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**Chemistry Teacher; Academic, Pre-AP and AP**

**Education**

<b>Curriculum Experience (beyond primary employment)</b>		
<b>Summer 2004 &amp; 2009</b>	<b>Austin ISD</b>	<b>Austin, TX</b>
<ul style="list-style-type: none"> <li>▪ Collaborated with other educators to set the scope and sequence for chemistry in the district.</li> <li>▪ Established essential questions, tasks, and assessments aligned to TEKS for curriculum road maps (CRMs) in chemistry.</li> </ul>		
<b>2004</b>	<b>University of Texas at Austin</b>	<b>Austin, TX</b>
<ul style="list-style-type: none"> <li>▪ Authored interactive, character-based, problem-based distance-learning units for chemistry.</li> <li>▪ Developed appropriate labs using store-bought chemicals for at-home investigations.</li> <li>▪ Wrote interactive formative and summative assessment items to accompany the content of the units.</li> </ul>		
<b>2005</b>	<b>Charles A. Dana Center</b>	<b>Austin, TX</b>
<ul style="list-style-type: none"> <li>▪ Collaborated with educators to develop the structure and vision of a curriculum designed as an alternative to C-SCOPE for schools in South Texas.</li> <li>▪ Authored original project-based lesson arcs for introductory chemistry aligned to the TEKS.</li> <li>▪ Created ancillary support documents for implementation of lesson arcs, including assessment items and teacher pages.</li> </ul>		
<b>2013-2014</b>	<b>UT Austin/OnTrack</b>	<b>Austin, TX</b>
<ul style="list-style-type: none"> <li>▪ Conducted a comprehensive review of existing instructional materials for chemistry, submitting an extensive list of content inaccuracies and pedagogical shortcomings.</li> <li>▪ Revised/overhauled lessons by developing content for original interactive simulations and multimedia resources to support the autonomous learner.</li> <li>▪ Wrote lessons that needed to be created to fill in content gaps left by the original development of the course.</li> <li>▪ Reviewed lessons submitted by other writers to ensure appropriateness of content and interpretation of my lesson notes.</li> </ul>		

<b>Professional Development and Presentations</b>
<p><b>2003-2005 – AISD Site Team for Disciplinary Literacy through IFL</b></p> <ul style="list-style-type: none"> <li>▪ Selected as a science representative from the district to collaborate with the Institute for Learning in implementation of Disciplinary Literacy professional development in AISD.</li> <li>▪ Facilitated professional development on my campus and for the district.</li> </ul>
<p><b>2006 – NSTA Conference, Anaheim, CA</b></p> <ul style="list-style-type: none"> <li>▪ Presented two workshops at a national conference: <ul style="list-style-type: none"> <li>○ “Bombs, Breadbaskets and Botulism: A Story of Nitrogen”</li> <li>○ “The End of Oil: A Contextual Approach to Thermochemistry”</li> </ul> </li> </ul>
<p><b>2010-2014 – Flipped Classroom</b></p> <ul style="list-style-type: none"> <li>▪ Authored a “Flipped Classroom” blog that was featured on NMSI’s website as a resource for teachers.</li> <li>▪ Designed original professional development for teachers that I presented to: <ul style="list-style-type: none"> <li>○ Teachers in San Antonio through St. Mary’s University</li> </ul> </li> </ul>

- Educators at a Flipped Classroom Conference in Dallas, TX
- Educators in the ASIA Society Network at an annual conference in New York, NY
- UTeach Alumni at the UTeach Alumni Conference

**2008 - Present**

- Facilitate professional development for teachers across the nation through NMSI's Laying the Foundation Program
- Present AP Student Study Sessions for chemistry through NMSI's AP Program

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**2000-2003**

**University of Texas at Austin**

**Austin, TX**

**B.S. – Chemistry w/ Teaching Option through UTeach**

# IRFAN ALI RANA

## OBJECTIVE

To obtain a position as a Math Coordinator wherein my expertise and proficiency in the field can contribute tremendously in an educational institute.

## EDUCATION:

**Master of Business Administration.** Al-Khair University (AJK) Pakistan.  
*Major: Marketing.* (2001)

**Alternative Certification.** Alternative Certification for Teachers  
Math, Business Education. ACT RGV. (2009)

**Insurance Loss Adjuster Certification.** Security Exchange Commission of Pakistan  
Department of Insurance (1999)

<u>Certificate type.</u>	<u>Certificate No.</u>
Machinery Breakdown.	(41.MBD.S.99)
Marine.	(61.Marine.S.99)
Motor.	(06.Motor.S.99)
Fire.	(05.Fire.S.99)

**Bachelor of Computer Science** Al-Khair University (AJK) Pakistan.  
*Major: Computer Sciences. Mathematics.* (1995)

## SUMMARY:

- A highly experience enthusiastic and result oriented instructional facilitator with a track record off developing instructional material facilitating educational contents and incorporating current technology in specialized fields that provide guidelines to educators and instructors for developing curricula
- Excellent writing and communication skills
- Excellent skills to maintain discipline in class room
- Receptive to new ideas
- Ability to adapt changing and challenging environment
- Experienced in balancing priorities for short term and long term goals
- Enthusiastic, creative and willing to assume increasing responsibility
- Demonstrated ability to complete individual and group projects

## WORK HISTORY:

**2014 to Present**

***Idea Public Schools.***

*HS Math Curriculum Manager.*

*Facilitates in the development and implementation of the District Mathematics curriculum and instruction for grades 8 through 12*

**2009 to 2014**

***Progreso Early College.***

*Math Facilitator/Coach/Teacher.*

- Teaching 8<sup>th</sup> grade Algebra 1, 9<sup>th</sup> Grade Algebra 1, 10<sup>th</sup> Grade Geometry.
- More than 95% passing rate.
- More than 50% commended.
- Peer coaching/mentoring/team teaching experience

**2008 to 2009**

***Weslaco Independent School District. (WHS)***

*Math Special Programs Teacher*

- To teach Pre AP Algebra 1, Algebra II, Geometry and TAKS Classes for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade

**2004 to 2005**

***Gold Corner La plaza Mall***

*Store Manager.*

- As a Store Manager, my responsibilities include achieving store and personal sales goals.
- Maximizing selling opportunities.
- Developing and implementing marketing opportunities.
- Hiring new personal.

**1999 to 2003**

***New Hampshire Insurance Company (AIG Pakistan)***

*Manager (Claims).*

- Supervised claim department of fifteen employees.
- Responsibilities included deputing surveyors/loss adjusters for assessment of all types of claims.
- Settled claim with the Insured.
- Responsible for interviewing, hiring, and training new personnel.
- Settled subrogation and salvage matters.
- During Working with New Hampshire Insurance Company Reduced Claim ratio from 66% to 33 %.

**1997 to 1999**

***National General Insurance Company Ltd.***

*Asst. Manager (Claims).*

- Supervised Claim department of five employees.
- Responsibilities included deputing surveyors/loss adjusters for assessment of all types of claims.
- Settled claim with the Insured.
- Appointed legal representatives for court cases.

**1994 to 1997**

***Saqib Maqsood & Company. (Surveyor, Loss Adjustor)***

*Apprentice Surveyor.*

- Dealt directly with policy holders following accidents and/or vehicle thefts and/or in case of Fire and /or in Marine Losses and/or in Machinery Breakdown Losses.
- Dealt directly with repair shops in Auto losses.
- Handled all paperwork from preliminary conversations with
- Policyholders and third parties.

## ACADEMIC ACTIVITIES:

Secretary, Computer Science Society. (AJK) 1995

Member, Mathematics Society. (AJK) 1994

*\* References available upon request*

## **Danny McClain**

As the Director of Research and Analysis for IDEA Public Schools, Danny McClain leads the organization's Data Information Analysis - from reporting assessment results, to forecasting student achievement in college.

Danny's professional career in education began in early 2002 at San Benito CISD. In order to gain a clear vision of what K-12 students need to succeed after high-school he accepted the position of Assessment Data Coordinator at Texas State Technical College. Danny has served as an Adjunct Faculty member for the College of Science, Mathematics and Science at the University of Texas at Brownsville.

In his position prior to joining IDEA's staff, Danny worked for Harlingen CISD's Research and Analysis Team. At HCISD, he managed all district Assessment, Curriculum, and results analysis. HCISD was able to increase student success rate on State Assessments by over 10% in less than 3 years.

Danny completed his high school and University studies in the Rio Grande Valley. He has been married to his wife of 12 years Sandra and resides in Harlingen with his 3 children Arlette, Briana, and Danny Jr.

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

In reply refer to: 4077556534  
Nov. 13, 2009 LTR 4168C 0  
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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

<b>IDEA Public Schools Free &amp; Reduced Lunch Eligibility %</b>	
<b>Central Texas</b>	<b>87.1%</b>
<b>Austin</b>	<b>92.5%</b>
IDEA Allan	94.5%
IDEA Allan Academy	93.6%
IDEA Allan College Prep	95.9%
IDEA Rundberg	87.4%
IDEA Rundberg College Prep	90.9%
IDEA Rundberg Academy	86.1%
<b>San Antonio</b>	<b>84.6%</b>
IDEA Carver	83.7%
IDEA Carver Academy	81.6%
IDEA Carver College Prep	87.4%
IDEA South Flores	79.3%
IDEA South Flores Academy	77.5%
IDEA South Flores College Prep	82.4%
IDEA Monterrey Park	89.2%
IDEA Monterrey Park Academy	87.6%
IDEA Monterrey Park College Prep	92.1%
IDEA Walzem	82.2%
IDEA Walzem Academy	82.1%
IDEA Walzem College Prep	82.4%
IDEA Eastside	93.9%
IDEA Eastside College Prep	98.1%
IDEA Eastside Academy	92.6%
<b>RGV</b>	<b>88.9%</b>
<b>Upper Valley</b>	<b>89.2%</b>
IDEA McAllen	83.1%
IDEA McAllen Academy	79.7%
IDEA McAllen College Prep	88.0%
IDEA Quest	87.6%
IDEA Quest Academy	90.2%
IDEA Quest College Prep	85.2%
IDEA Edinburg	80.2%
IDEA Edinburg Academy	78.0%
IDEA Edinburg College Prep	83.0%
IDEA San Juan	92.3%
IDEA San Juan Academy	91.3%

IDEA San Juan College Prep	93.2%
IDEA Pharr	97.7%
IDEA Pharr Academy	97.6%
IDEA Pharr College Prep	97.9%
IDEA Mission	92.4%
IDEA Mission Academy	92.8%
IDEA Mission College Prep	92.0%
IDEA North Mission	86.2%
IDEA North Mission College Prep	84.2%
IDEA North Mission Academy	88.2%
<b>Lower Valley</b>	<b>88.7%</b>
IDEA Alamo	96.3%
IDEA Alamo Academy	95.8%
IDEA Alamo College Prep	97.0%
IDEA San Benito	81.2%
IDEA San Benito Academy	82.6%
IDEA San Benito College Prep	79.9%
IDEA Donna	92.1%
IDEA Donna Academy	92.3%
IDEA Donna College Prep	92.0%
IDEA Pike	87.6%
IDEA Pike Academy	87.0%
IDEA Pike College Prep	88.6%
IDEA Frontier	89.8%
IDEA Frontier Academy	92.3%
IDEA Frontier College Prep	87.6%
IDEA Weslaco	87.1%
IDEA Weslaco Academy	87.8%
IDEA Weslaco College Prep	86.2%
IDEA Brownsville	83.5%
IDEA Brownsville Academy	83.3%
IDEA Brownsville College Prep	83.7%
IDEA Riverview	91.2%
IDEA Riverview College Prep	87.4%
IDEA Riverview Academy	92.3%
<b>IDEA Public Schools</b>	<b>88.5%</b>

## Potential Networks for **Project AP Excellence** Dissemination Activities

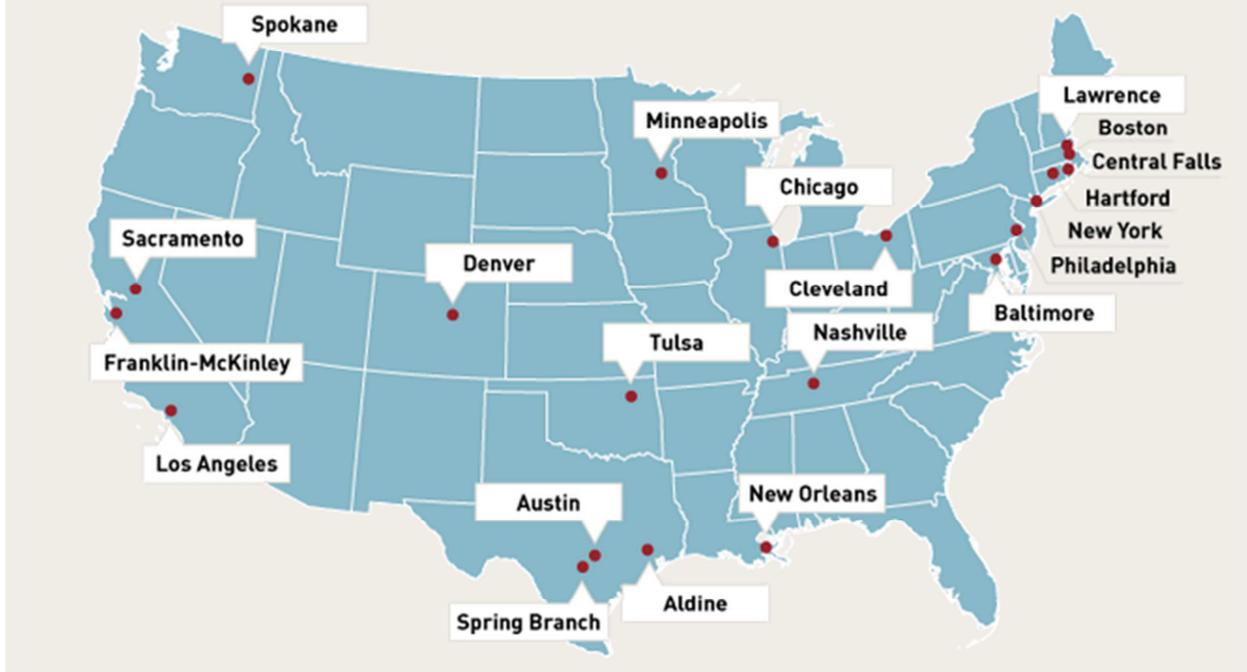
*From the Bill & Melinda Gates Foundation's website:*

We are driven by the belief that the bond between a student and a teacher is at the heart of learning. Our work is focused on **fostering environments** where educators in traditional public schools and public charter schools can come together, share best practices and resources, and help each other address barriers to improving student outcomes.

As part of this, we have supported the creation of 21 district-charter compacts throughout the United States. These partnerships are committed to identifying ways to work together to increase the amount of students who graduate ready for college and career. This can include sharing expertise, benefiting from economies of scale, sharing facilities, and expanding access to extracurricular activities.

We also work with high-performing charter management organizations that are exploring technology which ensures students are learning key skills and concepts in the right sequence with plenty of support and immediate feedback.

## District-Charter Compact Cities



## Lumicore Group Members

1. Achievement First
2. Alliance College Ready Public Schools
3. Aspire Public Schools
4. Denver School of Science and Technology
5. Green Dot
6. IDEA
7. KIPP
8. Mastery
9. Match Education
10. New Paradigm
11. Noble
12. PUC
13. Strive
14. Success Academies
15. Summit Public Schools
16. Uncommon
17. Uplift
18. YES Prep

# US News and World Report - Six IDEA High Schools Ranked top in US

<http://www.usnews.com/education/best-high-schools/texas/districts/idea-public-schools>

State Rank	School	College Readiness	Mathematics (Avg. Proficiency)	English (Avg. Proficiency)
#7	<b>IDEA Academy and College Preparatory School</b> 401 SOUTH 1ST ST DONNA, TX 78537  #41 Nationally Ranked	<b>91.7</b>  Above TX Avg 98% Tested (IB) 90% Passed (IB)	<b>2.7</b>  Above TX Avg 46% Proficient 54% Not Proficient	<b>2.9</b>  Above TX Avg 65% Proficient 35% Not Proficient
#8	<b>Idea Frontier College Preparatory</b> 2800 SOUTH DAKOTA AVE BROWNSVILLE, TX 78521  #46 Nationally Ranked	<b>89.8</b>  Above TX Avg 100% Tested (AP®) 86% Passed (AP®)	<b>2.7</b>  Above TX Avg 48% Proficient 52% Not Proficient	<b>2.9</b>  Above TX Avg 70% Proficient 30% Not Proficient
#19	<b>Idea College Preparatory San Juan</b> 600 EAST SIOUX RD SAN JUAN, TX 78589  #107 Nationally Ranked	<b>78.3</b>  Above TX Avg 100% Tested (AP®) 71% Passed (AP®)	<b>2.5</b>  Near TX Avg 40% Proficient 60% Not Proficient	<b>2.5</b>  Near TX Avg 44% Proficient 56% Not Proficient
#20	<b>IDEA Quest College Preparatory</b> 14001 NORTH ROOTH RD EDINBURG, TX 78541  #112 Nationally Ranked	<b>77.8</b>  Above TX Avg 100% Tested (AP®) 70% Passed (AP®)	<b>3.0</b>  Above TX Avg 67% Proficient 33% Not Proficient	<b>2.8</b>  Above TX Avg 63% Proficient 37% Not Proficient
#27	<b>Idea College Preparatory Mission</b> 1600 SCHUERBACH RD MISSION, TX 78572  #150 Nationally Ranked	<b>73.5</b>  Above TX Avg 100% Tested (AP®) 65% Passed (AP®)	<b>2.6</b>  Near TX Avg 42% Proficient 58% Not Proficient	<b>2.7</b>  Near TX Avg 57% Proficient 43% Not Proficient
#57	<b>Idea College Preparatory San Benito</b> 2151 RUSSELL LN SAN BENITO, TX 78586  #481 Nationally Ranked	<b>53.1</b>  Above TX Avg 100% Tested (AP®) 38% Passed (AP®)	<b>2.6</b>  Near TX Avg 44% Proficient 56% Not Proficient	<b>2.8</b>  Above TX Avg 61% Proficient 39% Not Proficient

# US News and World Report - Top Ranked Texas High Schools

<http://www.usnews.com/education/best-high-schools/texas?int=9abb08>

## Top Ranked TX Schools

To be eligible for a state ranking, a school must be awarded a national gold or silver medal.

#1

### School for the Talented and Gifted

1201 EAST EIGHTH ST, DALLAS, TX 75203

#2

### School of Science and Engineering Magnet

1201 EAST EIGHTH ST, DALLAS, TX 75203

#3

### Carnegie Vanguard High School

1501 TAFT, HOUSTON, TX 77019

#4

### Lamar Academy

1009 NORTH 10TH ST, MCALLEN, TX 78501

#5

### Michael E. DeBakey High School for Health Professions

3100 SHENANDOAH ST, HOUSTON, TX 77021

#6

### Liberal Arts and Science Academy

7309 LAZY CREEK DR, AUSTIN, TX 78724

#7

### IDEA Academy and College Preparatory School

401 SOUTH 1ST ST, DONNA, TX 78537

#8

### Idea Frontier College Preparatory

2800 SOUTH DAKOTA AVE, BROWNSVILLE, TX 78521

#9

### Eastwood Academy High School

1315 DUMBLE, HOUSTON, TX 77023

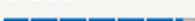
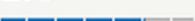
#10

### YES Prep North Central

13703 ALDINE WESTFIELD RD, HOUSTON, TX 77039

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<http://www.usnews.com/education/best-high-schools/texas/districts/idea-public-schools>

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### Eastwood Academy High School

1315 DUMBLE, HOUSTON, TX 77023

#10

### YES Prep North Central

13703 ALDINE WESTFIELD RD, HOUSTON, TX 77039

# 2013-14 Texas Academic Performance Report

District Name: **IDEA PUBLIC SCHOOLS**

District Number: **108807**

2014 Accountability Rating: **Met Standard**

**This district is a Charter District.**

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District Name: IDEA PUBLIC SCHOOLS  
 County Name: HIDALGO  
 District Number: 108807

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2014	76%	72%	<b>80%</b>	60%	80%	97%	*	100%	*	*	79%	79%	71%
	2013	81%	76%	<b>73%</b>	65%	73%	79%	-	100%	*	-	76%	70%	47%
Mathematics	2014	71%	73%	<b>81%</b>	75%	81%	88%	*	100%	*	*	71%	79%	80%
	2013	70%	70%	<b>62%</b>	40%	63%	79%	-	*	*	-	75%	60%	*
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2014	74%	70%	<b>70%</b>	65%	70%	81%	-	100%	*	-	50%	66%	53%
	2013	72%	64%	<b>60%</b>	53%	59%	78%	*	*	*	*	50%	56%	43%
Mathematics	2014	71%	71%	<b>73%</b>	53%	73%	81%	-	*	*	-	66%	70%	66%
	2013	69%	66%	<b>51%</b>	33%	51%	67%	*	*	*	*	41%	49%	36%
Writing	2014	73%	76%	<b>75%</b>	76%	74%	94%	-	100%	*	-	48%	72%	59%
	2013	70%	70%	<b>69%</b>	60%	68%	78%	*	*	*	*	45%	66%	55%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2014	86%	84%	<b>86%</b>	93%	85%	92%	*	*	*	*	89%	84%	76%
	2013	87%	84%	<b>84%</b>	92%	84%	83%	-	*	-	*	79%	83%	66%
Mathematics	2014	88%	89%	<b>94%</b>	93%	94%	100%	*	*	*	*	94%	94%	93%
	2013	88%	88%	<b>84%</b>	83%	83%	100%	-	*	-	*	86%	83%	77%
Science	2014	74%	73%	<b>76%</b>	71%	76%	85%	*	*	*	*	77%	74%	63%
	2013	73%	70%	<b>58%</b>	73%	56%	100%	-	*	-	*	43%	54%	32%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2014	78%	69%	<b>78%</b>	80%	77%	87%	*	86%	-	*	58%	76%	59%
	2013	72%	61%	<b>76%</b>	95%	75%	89%	*	96%	*	*	57%	74%	43%
Mathematics	2014	79%	73%	<b>82%</b>	94%	82%	85%	*	86%	-	*	60%	81%	71%
	2013	74%	66%	<b>84%</b>	89%	83%	97%	*	100%	*	*	49%	83%	64%

District Name: IDEA PUBLIC SCHOOLS  
 County Name: HIDALGO  
 District Number: 108807

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2014	76%	67%	<b>80%</b>	71%	80%	88%	*	94%	*	*	63%	79%	61%
	2013	78%	68%	<b>84%</b>	*	83%	94%	-	95%	-	100%	65%	83%	55%
Mathematics	2014	68%	62%	<b>82%</b>	82%	82%	86%	*	100%	*	*	61%	81%	70%
	2013	72%	67%	<b>79%</b>	*	78%	75%	-	100%	-	100%	63%	78%	58%
Writing	2014	72%	65%	<b>80%</b>	88%	79%	84%	*	100%	*	*	55%	78%	61%
	2013	71%	63%	<b>77%</b>	*	76%	88%	-	95%	-	100%	61%	75%	48%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2014	90%	82%	<b>94%</b>	*	94%	91%	-	94%	-	100%	85%	93%	77%
	2013	90%	83%	<b>94%</b>	*	93%	96%	-	100%	-	-	72%	93%	76%
Mathematics	2014	86%	83%	<b>67%</b>	-	67%	-	-	-	-	-	80%	67%	71%
	2013	86%	81%	<b>73%</b>	-	73%	-	-	-	-	-	73%	75%	*
Science	2014	72%	64%	<b>84%</b>	*	83%	87%	-	100%	-	100%	73%	82%	57%
	2013	75%	67%	<b>84%</b>	*	84%	96%	-	100%	-	-	63%	83%	63%
Social Studies	2014	63%	52%	<b>79%</b>	*	78%	83%	-	100%	-	100%	69%	77%	47%
	2013	64%	53%	<b>80%</b>	*	80%	81%	-	100%	-	-	59%	79%	57%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I/Reading I	2014	67%	56%	<b>81%</b>	*	80%	88%	-	100%	-	-	60%	80%	58%
English II/Reading II	2014	69%	57%	<b>80%</b>	*	79%	94%	*	100%	*	*	63%	79%	51%
Algebra I	2014	80%	75%	<b>85%</b>	*	85%	86%	-	100%	-	100%	59%	84%	70%
	2013	78%	72%	<b>84%</b>	*	84%	89%	*	100%	-	-	57%	84%	66%
Biology	2014	89%	83%	<b>97%</b>	*	97%	96%	-	100%	-	-	80%	97%	93%
	2013	84%	75%	<b>94%</b>	*	93%	100%	*	100%	*	*	67%	93%	67%

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TEXAS EDUCATION AGENCY  
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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above End of Course</b>														
U.S. History	2014	92%	88%	<b>98%</b>	*	98%	100%	*	100%	-	-	94%	98%	90%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above All Grades</b>														
All Subjects	2014	77%	71%	<b>82%</b>	77%	82%	88%	78%	96%	100%	98%	66%	81%	67%
	2013	77%	71%	<b>81%</b>	71%	80%	90%	88%	98%	100%	100%	60%	80%	54%
Reading	2014	76%	68%	<b>81%</b>	73%	81%	90%	70%	95%	100%	100%	66%	80%	62%
	2013	80%	72%	<b>81%</b>	76%	81%	90%	100%	98%	100%	100%	63%	80%	52%
Mathematics	2014	78%	75%	<b>83%</b>	79%	82%	87%	78%	94%	*	100%	65%	81%	74%
	2013	79%	76%	<b>80%</b>	62%	80%	89%	86%	98%	100%	100%	60%	80%	59%
Writing	2014	72%	70%	<b>78%</b>	82%	78%	86%	*	100%	*	*	52%	76%	60%
	2013	63%	56%	<b>70%</b>	67%	69%	84%	*	98%	*	100%	42%	68%	42%
Science	2014	78%	74%	<b>86%</b>	78%	86%	90%	*	100%	*	100%	77%	85%	68%
	2013	82%	75%	<b>87%</b>	82%	87%	97%	*	97%	*	*	65%	86%	61%
Social Studies	2014	76%	69%	<b>85%</b>	*	85%	88%	*	100%	-	100%	75%	84%	58%
	2013	76%	67%	<b>87%</b>	100%	86%	91%	*	100%	*	*	72%	86%	61%
<b>STAAR Percent at Postsecondary Readiness Standard All Grades</b>														
Two or More Subjects	2014	41%	33%	<b>43%</b>	28%	43%	55%	55%	88%	100%	76%	24%	41%	17%
Reading	2014	45%	36%	<b>46%</b>	33%	45%	63%	50%	84%	100%	75%	25%	43%	18%
Mathematics	2014	39%	35%	<b>44%</b>	34%	43%	51%	*	83%	*	71%	29%	41%	30%
Writing	2014	35%	31%	<b>37%</b>	44%	36%	47%	*	73%	*	*	24%	33%	12%
Science	2014	43%	36%	<b>55%</b>	44%	54%	73%	*	93%	*	100%	33%	52%	26%
Social Studies	2014	39%	28%	<b>50%</b>	*	49%	52%	*	97%	-	100%	37%	46%	18%

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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2014	15%	11%	<b>17%</b>	13%	16%	26%	*	63%	58%	56%	8%	15%	6%
Reading	2014	15%	10%	<b>16%</b>	12%	15%	30%	*	59%	*	44%	7%	13%	5%
Mathematics	2014	17%	15%	<b>19%</b>	17%	19%	22%	*	63%	*	50%	7%	17%	10%
Writing	2014	8%	8%	<b>7%</b>	*	6%	15%	*	52%	*	*	5%	5%	5%
Science	2014	14%	9%	<b>19%</b>	*	18%	31%	*	75%	*	86%	10%	17%	3%
Social Studies	2014	15%	8%	<b>23%</b>	*	22%	30%	*	69%	-	*	15%	20%	8%
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2014	61%	60%	<b>63%</b>	57%	62%	68%	*	71%	*	*	62%	62%	64%
	2013	62%	59%	<b>63%</b>	54%	63%	61%	*	85%	*	89%	56%	n/a	-
Mathematics	2014	60%	59%	<b>61%</b>	66%	61%	52%	*	76%	*	82%	60%	60%	65%
	2013	59%	57%	<b>54%</b>	53%	53%	59%	*	81%	*	100%	46%	n/a	-
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2014	17%	18%	<b>17%</b>	15%	17%	18%	*	24%	*	*	12%	17%	20%
	2013	15%	13%	<b>16%</b>	8%	15%	19%	*	37%	*	22%	10%	n/a	-
Mathematics	2014	18%	19%	<b>23%</b>	34%	22%	19%	*	46%	*	64%	19%	22%	28%
	2013	16%	14%	<b>14%</b>	14%	14%	23%	*	39%	*	43%	10%	n/a	-
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)</b>														
<b>Sum of Grades 4-8</b>														
Reading	2014	45%	43%	<b>44%</b>	*	44%	47%	-	*	-	*	51%	44%	41%
	2013	43%	38%	<b>40%</b>	*	40%	*	*	-	-	-	43%	40%	32%
Mathematics	2014	46%	46%	<b>53%</b>	57%	53%	67%	*	*	-	*	55%	52%	52%
	2013	46%	44%	<b>36%</b>	38%	35%	57%	*	*	-	-	42%	35%	29%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>TAKS Exit-Level Cumulative Pass Rate</b>													
Class of 2014	93%	91%	<b>96%</b>	-	96%	100%	-	100%	*	-	62%	96%	78%
Class of 2013	94%	91%	<b>98%</b>	*	98%	100%	-	100%	*	-	64%	97%	65%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2014	77%	<b>72%</b>	<b>74%</b>	86%	73%	92%	*	*	*	*	59%	71%	58%
<b>Students Requiring Accelerated Instruction</b>													
2014	23%	<b>28%</b>	<b>26%</b>	*	27%	*	*	*	*	*	41%	29%	42%
<b>STAAR Cumulative Met Standard</b>													
2014	86%	<b>83%</b>	<b>85%</b>	93%	85%	92%	*	*	*	*	82%	83%	74%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2014	79%	<b>78%</b>	<b>87%</b>	93%	87%	92%	*	*	*	*	74%	85%	81%
<b>Students Requiring Accelerated Instruction</b>													
2014	21%	<b>22%</b>	<b>13%</b>	*	13%	*	*	*	*	*	26%	15%	19%
<b>STAAR Cumulative Met Standard</b>													
2014	88%	<b>89%</b>	<b>94%</b>	93%	94%	100%	*	*	*	*	89%	93%	92%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>														
	2014	83%	<b>74%</b>	<b>88%</b>	*	88%	83%	-	94%	-	100%	64%	87%	64%
<b>Students Requiring Accelerated Instruction</b>														
	2014	17%	<b>26%</b>	<b>12%</b>	*	12%	*	-	*	-	*	36%	13%	36%
<b>STAAR Cumulative Met Standard</b>														
	2014	89%	<b>82%</b>	<b>93%</b>	*	93%	88%	-	94%	-	100%	75%	92%	75%
<b>Grade 8 Mathematics</b>														
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>														
	2014	80%	<b>74%</b>	<b>81%</b>	*	81%	74%	-	94%	-	100%	64%	80%	63%
<b>Students Requiring Accelerated Instruction</b>														
	2014	20%	<b>26%</b>	<b>19%</b>	*	19%	26%	-	*	-	*	36%	20%	37%
<b>STAAR Cumulative Met Standard</b>														
	2014	87%	<b>83%</b>	<b>88%</b>	*	88%	83%	-	100%	-	100%	79%	87%	72%
<b>STAAR Failers Promoted by Grade Placement Committee</b>														
	2013	95%	<b>98%</b>	*	-	*	-	-	-	-	-	-	*	-

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2014	77%	71%	<b>82%</b>	70%	70%	-	-	-	64%	64%	-	76%	66%	67%
	2013	77%	71%	<b>81%</b>	48%	48%	-	-	-	57%	57%	-	56%	54%	54%
Reading	2014	76%	68%	<b>81%</b>	67%	67%	-	-	-	60%	60%	-	70%	62%	62%
	2013	80%	72%	<b>81%</b>	50%	50%	-	-	-	52%	52%	-	55%	51%	52%
Mathematics	2014	78%	75%	<b>83%</b>	82%	82%	-	-	-	70%	70%	-	79%	74%	74%
	2013	79%	76%	<b>80%</b>	47%	47%	-	-	-	65%	65%	-	63%	59%	59%
Writing	2014	72%	70%	<b>78%</b>	56%	56%	-	-	-	59%	59%	-	78%	58%	60%
	2013	63%	56%	<b>70%</b>	55%	55%	-	-	-	32%	32%	-	38%	42%	42%
Science	2014	78%	74%	<b>86%</b>	63%	63%	-	-	-	71%	71%	-	77%	67%	68%
	2013	82%	75%	<b>87%</b>	32%	32%	-	-	-	72%	72%	-	68%	60%	61%
Social Studies	2014	76%	69%	<b>85%</b>	-	-	-	-	-	56%	56%	-	92%	56%	58%
	2013	76%	67%	<b>87%</b>	-	-	-	-	-	62%	62%	-	53%	62%	61%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2014	41%	33%	<b>43%</b>	22%	22%	-	-	-	16%	16%	-	23%	17%	17%
Reading	2014	45%	36%	<b>46%</b>	18%	18%	-	-	-	17%	17%	-	25%	17%	18%
Mathematics	2014	39%	35%	<b>44%</b>	37%	37%	-	-	-	27%	27%	-	40%	29%	30%
Writing	2014	35%	31%	<b>37%</b>	17%	17%	-	-	-	10%	10%	-	*	12%	12%
Science	2014	43%	36%	<b>55%</b>	19%	19%	-	-	-	34%	34%	-	19%	27%	26%
Social Studies	2014	39%	28%	<b>50%</b>	-	-	-	-	-	17%	17%	-	*	17%	18%
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2014	15%	11%	<b>17%</b>	9%	9%	-	-	-	4%	4%	-	11%	6%	6%
Reading	2014	15%	10%	<b>16%</b>	8%	8%	-	-	-	3%	3%	-	7%	4%	5%

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 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
Mathematics	2014	17%	15%	<b>19%</b>	14%	14%	-	-	-	6%	6%	-	20%	9%	10%
Writing	2014	8%	8%	<b>7%</b>	10%	10%	-	-	-	*	*	-	*	4%	5%
Science	2014	14%	9%	<b>19%</b>	*	*	-	-	-	4%	4%	-	*	2%	3%
Social Studies	2014	15%	8%	<b>23%</b>	-	-	-	-	-	8%	8%	-	*	8%	8%
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
Reading	2014	61%	60%	<b>63%</b>	67%	67%	-	-	-	62%	62%	-	60%	64%	64%
Mathematics	2014	60%	59%	<b>61%</b>	84%	84%	-	-	-	52%	52%	-	66%	65%	65%
<b>STAAR Percent Exceeded Progress</b>															
<b>All Grades</b>															
Reading	2014	17%	18%	<b>17%</b>	24%	24%	-	-	-	17%	17%	-	17%	20%	20%
Mathematics	2014	18%	19%	<b>23%</b>	54%	54%	-	-	-	11%	11%	-	30%	28%	28%
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)</b>															
<b>Sum of Grades 4-8</b>															
Reading	2014	45%	43%	<b>44%</b>	43%	43%	-	-	-	40%	40%	-	47%	41%	41%
	2013	43%	38%	<b>40%</b>	25%	25%	-	-	-	38%	40%	-	30%	32%	32%
Mathematics	2014	46%	46%	<b>53%</b>	60%	60%	-	-	-	40%	40%	-	57%	52%	52%
	2013	46%	44%	<b>36%</b>	23%	23%	-	-	-	37%	39%	-	28%	29%	29%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2014 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	<b>89%</b>	96%	88%	93%	100%	93%	100%	100%	90%	88%	59%
Not Included in Accountability													
Mobile	4%	4%	<b>1%</b>	4%	1%	3%	0%	1%	0%	0%	0%	1%	1%
Other Exclusions	2%	3%	<b>10%</b>	0%	11%	4%	0%	6%	0%	0%	9%	11%	39%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2013 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	89%	<b>93%</b>	96%	93%	89%	100%	95%	100%	100%	94%	94%	70%
Not Included in Accountability													
Mobile	4%	4%	<b>2%</b>	4%	1%	4%	0%	2%	0%	0%	1%	1%	1%
Other Exclusions	3%	6%	<b>5%</b>	0%	5%	7%	0%	4%	0%	0%	4%	6%	28%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2012-13	95.8%	95.5%	<b>98.2%</b>	97.9%	98.2%	98.0%	97.0%	99.1%	97.5%	98.5%	97.7%	98.2%	98.5%
2011-12	95.9%	95.7%	<b>98.2%</b>	98.3%	98.2%	97.7%	*	99.1%	98.3%	98.2%	97.9%	98.1%	98.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2012-13	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2011-12	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2012-13	2.2%	2.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2011-12	2.4%	2.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	88.0%	87.3%	<b>96.6%</b>	*	96.4%	100.0%	-	100.0%	*	-	88.2%	96.4%	92.9%
Received GED	0.8%	0.6%	<b>0.2%</b>	*	0.2%	0.0%	-	0.0%	*	-	0.0%	0.3%	0.0%
Continued HS	4.6%	5.6%	<b>3.2%</b>	*	3.4%	0.0%	-	0.0%	*	-	11.8%	3.4%	7.1%
Dropped Out	6.6%	6.5%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Graduates and GED	88.9%	87.8%	<b>96.8%</b>	*	96.6%	100.0%	-	100.0%	*	-	88.2%	96.6%	92.9%
Grads, GED, & Cont	93.4%	93.5%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
<b>Class of 2012</b>													
Graduated	87.7%	86.1%	<b>97.0%</b>	*	96.9%	*	-	*	-	-	*	96.3%	80.0%
Received GED	1.0%	0.7%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Continued HS	5.0%	7.0%	<b>3.0%</b>	*	3.1%	*	-	*	-	-	*	3.7%	20.0%
Dropped Out	6.3%	6.2%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Graduates and GED	88.7%	86.8%	<b>97.0%</b>	*	96.9%	*	-	*	-	-	*	96.3%	80.0%
Grads, GED, & Cont	93.7%	93.8%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2012</b>													
Graduated	90.4%	89.9%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Received GED	1.2%	0.9%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Continued HS	1.3%	2.0%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Dropped Out	7.1%	7.2%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Graduates and GED	91.6%	90.8%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Grads, GED, & Cont	92.9%	92.8%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
<b>Class of 2011</b>													
Graduated	89.1%	88.6%	<b>98.6%</b>	-	98.6%	*	-	*	-	-	88.9%	98.3%	100.0%
Received GED	1.4%	1.2%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.6%	2.6%	<b>1.4%</b>	-	1.4%	*	-	*	-	-	11.1%	1.7%	0.0%
Dropped Out	7.9%	7.6%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Graduates and GED	90.5%	89.7%	<b>98.6%</b>	-	98.6%	*	-	*	-	-	88.9%	98.3%	100.0%
Grads, GED, & Cont	92.1%	92.4%	<b>100.0%</b>	-	100.0%	*	-	*	-	-	100.0%	100.0%	100.0%

District Name: IDEA PUBLIC SCHOOLS  
 County Name: HIDALGO  
 District Number: 108807

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2011</b>													
Graduated	89.8%	89.7%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	100.0%
Received GED	1.5%	1.3%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	1.1%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	8.1%	7.9%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Graduates and GED	91.3%	91.0%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	100.0%
Grads, GED, & Cont	91.9%	92.1%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	100.0%
<b>Class of 2010 (without exclusions)</b>													
Graduated	88.7%	88.4%	98.3%	*	98.2%	*	-	n/a	n/a	n/a	*	97.9%	*
Received GED	1.9%	1.7%	1.7%	*	1.8%	*	-	n/a	n/a	n/a	*	2.1%	*
Continued HS	0.7%	1.2%	0.0%	*	0.0%	*	-	n/a	n/a	n/a	*	0.0%	*
Dropped Out	8.7%	8.7%	0.0%	*	0.0%	*	-	n/a	n/a	n/a	*	0.0%	*
Graduates and GED	90.6%	90.1%	100.0%	*	100.0%	*	-	n/a	n/a	n/a	*	100.0%	*
Grads, GED, & Cont	91.3%	91.3%	100.0%	*	100.0%	*	-	n/a	n/a	n/a	*	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2013	88.0%	87.3%	96.6%	*	96.4%	100.0%	-	100.0%	*	-	88.2%	96.4%	92.9%
Class of 2012	87.7%	86.1%	97.0%	*	96.9%	*	-	*	-	-	*	96.3%	80.0%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2012	90.4%	89.9%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Class of 2011	89.1%	88.6%	98.7%	-	98.6%	*	-	*	-	-	88.9%	98.3%	100.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2013	83.5%	92.9%	99.3%	*	99.5%	90.0%	-	100.0%	*	-	80.0%	99.1%	100.0%
Class of 2012	82.9%	91.8%	100.0%	*	100.0%	*	-	*	-	-	n/a	n/a	n/a
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2012-13	81.6%	91.2%	99.3%	*	99.5%	90.0%	-	100.0%	*	-	81.3%	99.1%	100.0%
2011-12	80.5%	90.0%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	*
<b>Advanced Course/Dual Enrollment Completion</b>													
2012-13	31.4%	34.7%	19.2%	50.0%	18.8%	25.0%	*	30.0%	*	*	13.9%	18.3%	5.7%
2011-12	30.6%	32.6%	42.9%	71.4%	42.5%	44.2%	-	60.7%	*	-	20.0%	42.4%	23.3%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
Class of 2013	65%	56%	76%	*	76%	80%	-	100%	*	-	6%	75%	14%
Class of 2012	69%	59%	81%	*	81%	*	-	*	-	-	*	77%	*
<b>Mathematics</b>													
Class of 2013	74%	70%	87%	*	87%	70%	-	100%	*	-	13%	85%	29%
Class of 2012	70%	65%	86%	*	85%	*	-	*	-	-	*	84%	*
<b>Both Subjects</b>													
Class of 2013	56%	48%	73%	*	72%	70%	-	100%	*	-	6%	71%	7%
Class of 2012	57%	47%	76%	*	76%	*	-	*	-	-	*	72%	*

District Name: IDEA PUBLIC SCHOOLS  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Performance**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>AP/IB Results</b>													
<b>Tested</b>													
2013	22.1%	24.3%	<b>81.4%</b>	*	81.2%	71.4%	-	100.0%	*	-	n/a	80.5%	n/a
2012	21.9%	23.6%	<b>82.4%</b>	100.0%	81.7%	95.0%	-	91.7%	*	-	n/a	80.7%	n/a
<b>Examinees &gt;= Criterion</b>													
2013	50.9%	31.9%	<b>50.2%</b>	*	50.2%	33.3%	-	71.4%	*	-	n/a	50.7%	n/a
2012	50.8%	31.7%	<b>51.0%</b>	0.0%	51.4%	36.8%	-	72.7%	*	-	n/a	52.7%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2013	63.8%	63.7%	?	*	?	?	-	77.8%	*	?	n/a	?	n/a
Class of 2012	66.9%	65.9%	?	*	?	*	-	*	-	-	n/a	?	n/a
<b>At/Above Criterion</b>													
Class of 2013	25.4%	9.7%	<b>18.2%</b>	*	16.4%	35.3%	-	71.4%	*	*	n/a	14.6%	n/a
Class of 2012	24.9%	9.4%	<b>18.7%</b>	*	17.7%	*	-	*	-	-	n/a	12.8%	n/a
<b>Average SAT Score</b>													
Class of 2013	1422	1318	<b>1361</b>	*	1348	*	-	*	*	-	n/a	1325	n/a
Class of 2012	1422	1326	<b>1358</b>	*	1345	*	-	*	-	-	n/a	1319	n/a
<b>Average ACT Score</b>													
Class of 2013	20.6	17.9	<b>19.6</b>	*	19.4	19.9	-	26.7	*	*	n/a	19.2	n/a
Class of 2012	20.5	17.7	<b>19.8</b>	*	19.7	*	-	*	-	-	n/a	19.4	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2011-12	57.3%	60.2%	<b>89.5%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	58.3%	63.0%	<b>84.7%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2011-12	69.0%	61.5%	<b>79.0%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	66.1%	60.0%	<b>69.1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: IDEA PUBLIC SCHOOLS  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<b>Student Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Students:	15,535	100.0%	5,135,880	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	12,304	0.2%
Pre-Kindergarten	0	0.0%	225,664	4.4%
Kindergarten	1,706	11.0%	391,421	7.6%
Grade 1	1,718	11.1%	409,208	8.0%
Grade 2	1,717	11.1%	394,217	7.7%
Grade 3	1,506	9.7%	389,813	7.6%
Grade 4	998	6.4%	383,388	7.5%
Grade 5	644	4.1%	382,742	7.5%
Grade 6	1,736	11.2%	376,456	7.3%
Grade 7	1,646	10.6%	385,387	7.5%
Grade 8	1,205	7.8%	379,597	7.4%
Grade 9	892	5.7%	408,020	7.9%
Grade 10	631	4.1%	362,356	7.1%
Grade 11	610	3.9%	330,064	6.4%
Grade 12	526	3.4%	305,243	5.9%
Ethnic Distribution:				
African American	187	1.2%	650,919	12.7%
Hispanic	14,760	95.0%	2,660,463	51.8%
White	391	2.5%	1,511,700	29.4%
American Indian	17	0.1%	20,142	0.4%
Asian	148	1.0%	189,483	3.7%
Pacific Islander	7	0.0%	6,778	0.1%
Two or More Races	25	0.2%	96,395	1.9%
Economically Disadvantaged	13,444	86.5%	3,092,125	60.2%
Non-Educationally Disadvantaged	2,091	13.5%	2,043,755	39.8%
English Language Learners (ELL)	4,706	30.3%	899,780	17.5%
Students w/ Disciplinary Placements (2012-2013)	0	0.0%	82,653	1.6%
At-Risk	5,570	35.9%	2,562,457	49.9%
Graduates (Class of 2013):				
Total Graduates	431	100.0%	301,418	100.0%
By Ethnicity (incl. Special Ed.):				
African American	3	0.7%	38,798	12.9%
Hispanic	407	94.4%	139,785	46.4%
White	10	2.3%	104,466	34.7%
American Indian	0	0.0%	1,311	0.4%
Asian	9	2.1%	11,650	3.9%
Pacific Islander	2	0.5%	394	0.1%
Two or More Races	0	0.0%	5,014	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	3	0.7%	55,398	18.4%
Recommended H.S. Program/DAP	428	99.3%	246,020	81.6%
Special Education Graduates	16	3.7%	24,744	8.2%

District Name: IDEA PUBLIC SCHOOLS  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<b>Student Information</b>	<b>Non-Special Education Rates</b>		<b>Special Education Rates</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:				
Kindergarten	0.7%	2.0%	8.0%	8.9%
Grade 1	3.8%	4.4%	9.3%	8.3%
Grade 2	8.2%	2.9%	17.9%	4.0%
Grade 3	3.7%	2.2%	2.3%	1.8%
Grade 4	1.7%	1.3%	6.1%	1.0%
Grade 5	1.1%	1.5%	0.0%	1.2%
Grade 6	1.5%	0.8%	0.0%	1.0%
Grade 7	1.8%	1.0%	5.3%	1.1%
Grade 8	0.6%	1.1%	2.2%	1.5%

	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Data Quality:				
PID Errors (students)	21	0.1%	5,111	0.1%
Underreported Students	22	0.5%	7,351	0.3%

<b>Class Size Information</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	28.4	19.4
Grade 1	29.5	19.5
Grade 2	29.6	19.3
Grade 3	27.9	19.3
Grade 4	29.3	19.3
Grade 5	29.1	21.2
Grade 6	29.1	20.6
Secondary:		
English/Language Arts	21.1	17.4
Foreign Languages	22.1	18.9
Mathematics	21.7	18.1
Science	21.9	19.1
Social Studies	22.6	19.6

District Name: IDEA PUBLIC SCHOOLS  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<b>Staff Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	1,749.9	100.0%	656,541.4	100.0%
Professional Staff:	1,091.4	62.4%	421,578.2	64.2%
Teachers	719.5	41.1%	334,510.5	51.0%
Professional Support	256.8	14.7%	61,075.2	9.3%
Campus Administration (School Leadership)	97.1	5.5%	19,207.1	2.9%
Central Administration	18.0	1.0%	6,785.4	1.0%
Educational Aides:	172.5	9.9%	62,009.5	9.4%
Auxiliary Staff:	486.0	27.8%	172,953.7	26.3%
Total Minority Staff:	1,510.7	86.3%	300,229.6	45.7%
Teachers by Ethnicity and Sex:				
African American	13.0	1.8%	32,073.5	9.6%
Hispanic	571.2	79.4%	84,412.9	25.2%
White	120.9	16.8%	208,434.7	62.3%
American Indian	2.0	0.3%	1,219.3	0.4%
Asian	8.5	1.2%	4,552.5	1.4%
Pacific Islander	0.0	0.0%	284.6	0.1%
Two or More Races	4.0	0.6%	3,533.1	1.1%
Males	201.2	28.0%	77,811.5	23.3%
Females	518.3	72.0%	256,699.0	76.7%
Teachers by Highest Degree Held:				
No Degree	22.0	3.1%	2,948.2	0.9%
Bachelors	629.4	87.5%	252,097.6	75.4%
Masters	66.3	9.2%	77,560.6	23.2%
Doctorate	1.9	0.3%	1,904.1	0.6%
Teachers by Years of Experience:				
Beginning Teachers	293.4	40.8%	27,783.8	8.3%
1-5 Years Experience	335.7	46.6%	84,723.1	25.3%
6-10 Years Experience	58.9	8.2%	76,407.4	22.8%
11-20 Years Experience	22.5	3.1%	90,394.5	27.0%
Over 20 Years Experience	9.0	1.3%	55,201.7	16.5%
Number of Students per Teacher	21.6	n/a	15.4	n/a

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	2.3	11.2
Average Years Experience of Teachers with District:	1.3	7.6
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$40,666	\$43,480
1-5 Years Experience	\$46,944	\$45,379
6-10 Years Experience	\$49,241	\$47,855
11-20 Years Experience	\$52,340	\$51,493
Over 20 Years Experience	\$58,411	\$59,032
Average Actual Salaries (regular duties only):		
Teachers	\$44,884	\$49,692
Professional Support	\$47,731	\$58,551
Campus Administration (School Leadership)	\$66,110	\$72,764
Central Administration	\$116,416	\$94,630
Instructional Staff Percent:	50.6	64.4
Turnover Rate for Teachers:	34.7	16.2
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,149.3
Educational Aides	0.0	231.0
Auxiliary Staff	0.0	565.1
Contracted Instructional Staff:	0.0	1,984.1

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2013-14 District Profile**

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	4,564	29.4%	878,569	17.1%
Career & Technical Education	0	0.0%	1,140,598	22.2%
Gifted & Talented Education	0	0.0%	391,932	7.6%
Special Education	690	4.4%	434,825	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	19,469.8	5.8%
Career & Technical Education	0.0	0.0%	13,981.7	4.2%
Compensatory Education	0.0	0.0%	10,075.7	3.0%
Gifted & Talented Education	0.0	0.0%	6,446.9	1.9%
Regular Education	661.9	92.0%	243,086.6	72.7%
Special Education	57.6	8.0%	30,419.6	9.1%
Other	0.0	0.0%	11,030.2	3.3%

**Link to:**  
[PEIMS Financial Standard Reports/](#)  
[2012-2013 Financial Actual Report](#)

\*\*\* Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.

**Length of Unit: 21 Days**

<a href="#">Key Standards</a>	<a href="#">Roadmap</a>	<a href="#">Building Background</a>	<a href="#">Vertical Alignment</a>	<a href="#">Instructional Notes</a>
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**Key Standards**

Below are the standards **taught** and **assessed** in this unit. The Process Standards are integrated into instruction.

Essential Knowledge	Learning Objectives
<p><b>3.A.1:</b> An observer in a particular reference frame can describe the motion of an object using such quantities as position, displacement, distance, velocity, speed and acceleration.</p> <p><b>3.A.2:</b> Forces are described by vectors</p> <p><b>3.A.3:</b> The force exerted on an object is always due to the interaction of that object with another object.</p> <p><b>4.A.2:</b> The acceleration is equal to the rate of change of velocity with time, and velocity is equal to the rate of change of position with time.</p>	<p>Express the motion of an object using narrative, mathematical, and graphical representations. [LO 3.A.1.1, SP 1.5, SP 2.2, SP 2.2]</p> <p>Design an experimental investigation of the motion of an object. [LO 3.A.1.2, SP 4.2]</p> <p>Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]</p> <p>Represent forces in diagrams or mathematically using appropriately labeled vectors with magnitude, direction, and units during the analysis of a situation. [LO 3.A.2.1, SP 1.1]</p> <p>Analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces. [LO 3.A.3.1, SP 6.4, SP 7.2]</p> <p>Make predictions about the motion of a system based on the fact that acceleration is equal to the change in velocity per unit time, and velocity is equal to the change in position per unit time. [LO 4.A.2.1, SP 6.4]</p>

<b>Key Standards</b>	<b>Roadmap</b>	<b>Building Background</b>	<b>Vertical Alignment</b>	<b>Instructional Notes</b>
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## Roadmap

Suggested daily guide for instruction in this unit.

Suggested Pacing	Learning Objective	Content
Day 1	<p>Express the motion of an object using narrative, mathematical, and graphical representations. [LO 3.A.1.1, SP 1.5, SP 2.2, SP 2.2]</p> <p>Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]</p>	<p><b>Recommended AP Instructional Activity 1:</b> Introduce the unit with a variety of objects in motion: a marble rolling across a slick tabletop, a box sliding to a stop on same table top, an object dropped from ceiling height, a lab cart rolling down an inclined plane, an inverted lab cart sliding slowly down the same incline, a ball tossed with an arc, a ball tossed straight up, and a toy dart gun that fires a dart horizontally and then downward. In small groups, students work together to group the actions according to similar types of motion. Each group then shares and defends their findings.</p> <p><b>Recommended AP Instructional Activity 2:</b> This activity requires students to walk toward and away from the motion detector in order to re-create the displayed graph. Both position- time and velocity-time graphs are available. Students begin with a position-time graph, discussing what motion is depicted, and then plan a way to re-create the graphed motion. Feedback is instantaneous in that the graphs of the students’ motion are superimposed on the provided graph. Students may repeat as often as necessary. To differentiate instruction, groups that achieve the goal quickly may advance to one of the velocity-time graphs, while struggling groups continue with a different position-time graph. Provide feedback directly to students during the activity. Final graphs are printed and displayed as references for future discussions. [Materials needed: Laptops, Vernier Motion Detectors]</p> <p><b>Recommended AP Instructional Activity 3:</b> Students work in small groups to properly rank five position-time graphs in order of displacement from least to greatest. A significant aspect of this task is for the students to state, either verbally or in writing, the reasoning behind their ranking; following this, students rate their confidence in their ranking. [Resource needed: O’Kuma, Maloney, and Hieggelke, Ranking Task: “Position Time Graphs— Displacement”]</p>
Day 2	<p>Make predictions about the motion of a system based on the fact that acceleration is equal to the change in velocity per unit time, and velocity is equal to the change in position per unit time. [LO 4.A.2.1, SP 6.4]</p>	<p><b>Recommended AP Instructional Activity 1:</b> In this student-centered simulation activity, several different position- versus-time graphs are provided. From the provided graphs, students individually construct motion, velocity-versus-time, and acceleration- versus-time graphs. For each position-time graph, a follow-up simulation plots in real time the correct velocity and acceleration graphs, allowing students to evaluate the graphs constructed from their predictions. [Resource needed: 1.3 Predicting Motion from Graphs simulation; <a href="http://wps.aw.com/aw_young_physics_11/0,8076,898588-nav_and_content,00.html">http://wps.aw.com/aw_young_physics_11/0,8076,898588-nav_and_content,00.html</a>]</p>

	<p>Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]</p>	<p><b>Recommended AP Instructional Activity 2:</b> Working in small groups, students rank the average speed, greatest to least, for six position-time graphs. Along with interpreting a position-time graph and analyzing slope, the students must demonstrate understanding of speed versus velocity in this activity. [Resource needed: O’Kuma, Maloney, and Hieggelke, Ranking Task: “Position Time Graphs— Average speed”]</p>
<p>Days 3-4</p>	<p>Design an experimental investigation of the motion of an object. [LO 3.A.1.2, SP 4.2]</p>	<p><b>Recommended AP Instructional Activity 1:</b> Using any sports ball and the motion detector, students working in small groups design a lab using the motion of a rolling ball. Each group produces a position-time graph and a velocity-time graph for the ball’s motion. The graphs are then printed. Assessment occurs when the groups exchange graphs, and one group must express to the creators of a particular pair of graphs the motion that is represented graphically. Groups may continue to swap graphs until each group interprets one set correctly. With most graphical-analysis situations, you should train students to write on the lines of the graph and to describe the significance of the slope or area under, or positive/negative value, so that the informational notes are present alongside the actual graph curve. [Materials needed: Variety of sports balls, Vernier Motion Detectors, laptops]</p>
<p>Day 5</p>	<p>Make predictions about the motion of a system based on the fact that acceleration is equal to the change in velocity per unit time, and velocity is equal to the change in position per unit time. [LO 4.A.2.1, SP 6.4]</p> <p>Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]</p>	<p><b>Recommended AP Instructional Activity 1:</b> This online activity walks students through the process of producing an acceleration-time graph when starting with position and time. A motion graph leads to a position-time graph, and then slopes of tangent lines lead to a velocity-time graph and velocity calculations. From the velocity-time graph, an acceleration-time graph is produced, and the significance of the area below the curve is developed. If completed in class, check each group for understanding. A whole-class discussion follows, specifically target certain aspects of the activity, such as area under the graph. To conclude, display a position-time graph and ask each student to create an appropriate acceleration-time graph. This is a “Ticket Out the Door” activity: students must show the correct graph before the class period ends. [Resource needed: Accelerated Motion: A Data Analysis Approach <a href="http://dev.physicslab.org/Document.aspx?doctype=3&amp;filename=Kinematics_AcceleratedMotionDataAnalysisApproach.xml">http://dev.physicslab.org/Document.aspx?doctype=3&amp;filename=Kinematics_AcceleratedMotionDataAnalysisApproach.xml</a>]</p> <p><b>Recommended AP Formative Assessment:</b> Students are presented with three data tables containing values for position and time. Students determine the value for the acceleration of the object. They work in pairs or table groups of four. Groups compare results as you circulate among them assessing understanding and progress, and providing feedback. [Resource needed: Accelerated Motion: A Data Analysis Approach <a href="http://dev.physicslab.org/Document.aspx?doctype=3&amp;filename=Kinematics_AcceleratedMotionDataAnalysisApproach.xml">http://dev.physicslab.org/Document.aspx?doctype=3&amp;filename=Kinematics_AcceleratedMotionDataAnalysisApproach.xml</a>]</p>

Day 6	Analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces. [LO 3.A.3.1, SP 6.4, SP 7.2]	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>In this inquiry-based activity, students observe the motion of a cart that has been given an initial velocity up an inclined plane. As the cart rises up the plane, it slows, stops, and then accelerates back down the incline, eventually rolling onto a horizontal surface. The motion detector and software produce real-time graphs of the position, velocity, and acceleration. Students also predict the resulting changes in the graphs as the angle of incline is increased. This activity extends to the idea of a coin being tossed upward and how its motion compares to that of the cart on the incline. <b>[Resources needed: Cart on a ramp]</b></p>
Day 7	<p>Express the motion of an object using narrative, mathematical, and graphical representations. [LO 3.A.1.1, SP 1.5, SP 2.2, SP 2.2]</p> <p>Design an experimental investigation of the motion of an object. [LO 3.A.1.2, SP 4.2]</p>	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>As class begins, perform several demonstrations with a ball and ask students to respond yes or no to whether the ball is in free fall. Begin by dropping a ball from rest, then toss it upward, throw it downward, throw it in an arc to a student, bounce the ball, launch it with a slingshot, etc. <b>[Materials needed: Tennis ball]</b></p> <p><b>Recommended AP Instructional Activity 2:</b></p> <p>Teacher-produced problem set: kinematics equations (horizontal)</p> <p><b>Recommended AP Formative Assessment:</b></p> <p>Students are placed into four lab groups and taken to the gym. Each group devises a method to determine the height from the gym floor to the track above. Some possibilities are to use a stopwatch to time a dropped ball, indirectly measure height using a protractor, use the Vernier Video Physics app and make a video to aid in their calculations. The first group to finish measures the actual height with a tape measure. <b>[Materials needed: Stopwatches, long tape measure, protractors, smartphone Vernier Video Physics app, several balls of various sizes, densities, and color]</b></p>
Day 8	Analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces. [LO 3.A.3.1, SP 6.4, SP 7.2]	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>This ranking task presents six situations in which rocks of various masses are falling downward with various initial velocities. The students rank them according to their accelerations. This 5-minute activity quickly reinforces and assesses the idea of acceleration due to gravity as a constant value. Students present their rankings to the whole class and time is allowed for point-counterpoint type discussion. After that, prompt students with possible variations, such as the presence of air resistance, a strong crosswind, hollow rocks, trying this on the moon, etc. <b>[Resources needed: O’Kuma, Maloney, and Hieggelke, Ranking Task: “Rocks Thrown Downward—Acceleration”]</b></p>
Day 9	<b>Review Kinematics in 1D</b>	
Day 10	Represent forces in diagrams or mathematically using appropriately labeled vectors with magnitude, direction, and units during the analysis of a situation. [LO 3.A.2.1, SP 1.1]	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>Make laminated cards with vectors drawn on them. Each card is marked with a letter. Students use rulers and protractors to measure magnitude and direction of the vectors. Students swap cards until at least two vectors from each quadrant have been measured. Students then calculate the x and y components for each vector.</p>

		<p><b>Recommended AP Formative Assessments:</b></p> <p>This online quiz presents the vector with a written description and requires students to calculate a particular component. After solving the questions, the students can self-check their answers to gain a better sense of their understanding of the concepts. A score of 85 percent or better is the goal. Students scoring below that may link to an online lesson on vector components before trying another set. <b>[Resources needed:</b> <a href="http://www.physicslessons.com/quiz/quiz5.html">http://www.physicslessons.com/quiz/quiz5.html</a>]</p>
Day 11	Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]	<p><b>Recommended AP Formative Assessment &amp; Activity:</b></p> <p>Provide each group of students with a “Pirate Treasure Map.” On an 8 1/2" × 17" sheet of gridded paper, draw five to seven scale vectors connected head to tail. These treasure maps are laminated so that students are able to mark on them with dry erase pens. Students measure magnitude and direction of each, calculate x and y components, and add the vectors to determine the magnitude and direction of the resultant vector. Since the displacement vectors are drawn head to tail, most of them do not originate on an x axis. This causes problems for some students in measuring the angle with a protractor. Students may need help in using the protractor correctly and expressing the angles as measured from the positive x axis. <b>[Materials needed: Laminated treasure maps, dry erase/ wet erase pens]</b></p>
Day 12	<p>Express the motion of an object using narrative, mathematical, and graphical representations. [LO 3.A.1.1, SP 1.5, SP 2.2, SP 2.2]</p> <p>Design an experimental investigation of the motion of an object. [LO 3.A.1.2, SP 4.2]</p>	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>This is a smartphone lab that uses the compass feature; it takes place outside on a nice day. Groups of students begin at a common point and they must negotiate at least five displacement vectors to reach a common destination point. Ten-meter lengths of string, marked in one-meter increments, are used to measure distance, and the smartphone compasses provide the angles. The goal is to calculate the magnitude and direction of the resultant displacement from starting point to destination. Students post their results of magnitude and displacement in class. <b>[Resources: Smartphones with compass, 10 m lengths of string marked in 1m intervals, meterstick]</b></p> <p><b>Recommended AP Instructional Activity 2:</b></p> <p>Each lab group is assigned a different launch height. The groups independently calculate the horizontal displacement for the projectile launched from their assigned heights. Students place the target at the calculated location and launch. On the target, you should have written scores, as on a dartboard. The students earn a score depending on where the projectile lands. Groups who are terribly off can redo the activity; to earn a do-over, a group receives a new launch height and must show me their revised calculations. <b>[Materials needed: Projectile launcher, metersticks, target]</b></p>
Day 13	Analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces. [LO 3.A.3.1, SP 6.4, SP 7.2]	<p><b>Recommended AP Formative Assessment:</b></p> <p>Waterfalls of different heights are shown with varying water velocities. Students rank the waterfalls based on the length of time for the water to reach the ground. Students work individually for 5 minutes and then in table groups for 3 minutes, arriving at a group decision before their answers are discussed. Next, each group presents their findings and a point-counterpoint discussion takes place until correct ranking has been accomplished. <b>[Resource needed: O’Kuma, Maloney, and Hieggelke, Ranking Task: “Water Over a Waterfall—Time to Reach Ground”]</b></p>

Day 14	Analyze a scenario and make claims (develop arguments, justify assertions) about the forces exerted on an object by other objects for different types of forces or components of forces. [LO 3.A.3.1, SP 6.4, SP 7.2]	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>Students use pieces of paper to respond to a set of conceptual questions dealing with hypothetical situations in which various factors such as launch angle, height, and velocity are changed. Students must determine how these changes affect the horizontal displacement, maximum height, and flight time. No calculators are allowed, so you can evaluate the students' conceptual understanding.</p>
Day 15	<p>Analyze experimental data describing the motion of an object and express the results of the analysis using narrative, mathematical, and graphical representations. [LO 3.A.1.3, SP 5.1]</p> <p>Represent forces in diagrams or mathematically using appropriately labeled vectors with magnitude, direction, and units during the analysis of a situation. [LO 3.A.2.1, SP 1.1]</p>	<p><b>Recommended AP Instructional Activity 1:</b></p> <p>This Web-based simulation reinforces calculation of the initial launch velocity components. This activity could be used for whole-group questions, with students responding with dry erase boards. [<b>Resource needed: 3.5 Initial Velocity Components</b>]</p> <p><b>Recommended AP Instructional Activity 2:</b></p> <p>Working in groups (or individually as a homework assignment), students are assigned an initial velocity and a pair of complementary angles; they make a scaled motion graph of both launches on the same axis. Calculations of maximum height, flight time, and range are to be shown. Upon completion, ask if anyone noticed anything peculiar about their launches. Then, ask students who calculated equal ranges to stand. Students who are standing assist those who are seated until everyone has successfully calculated equal ranges. Students discover that complementary launch angles will result in equal range but varying height and flight times. [<b>Materials needed: Graph paper, colored pencils</b>]</p>
Days 16-19	<p><b>NMSI Lab Options:</b></p> <p><b><u>One Dimension Kinematics</u></b></p> <p>Constant Velocity, Constantly Changing Velocity, Carts and Ramps, Freefalling Washers, Graph Match, Graphing Motion, Not so Free Fall, Ticker Tape Timer</p> <p><b><u>Two Dimensions Kinematics</u></b></p> <p>Vector Scavenger Hunt Map of the USA, Projectile Motion, The Dart Gun</p>	
Day 20	<b>Review Unit</b>	
Day 21	<b>Unit 1 Exam: Kinematics in One and Two Dimensions</b>	

[Key Standards](#)[Roadmap](#)[Building Background](#)[Vertical Alignment](#)[Instructional Notes](#)

## Background

This section provides information on key concepts particular to this unit.

### Overview

#### **Big Idea 3: Objects and systems have properties such as mass and charge. systems may have internal structure.**

This big idea collects the properties of matter into one area so that they can be employed in other big ideas. The universe contains fundamental particles with no internal structure such as electrons, and systems built from fundamental particles, such as protons and neutrons. These further combine to form atoms, molecules, and macroscopic systems, all of which have internal structures. A system has various attributes or “properties” that determine how it behaves in different situations. When the properties of the system depend on the internal structure of the system, we must treat it as a system. In other cases, the properties of interest may not depend on the internal structure — in AP Physics we call these objects. For example, the free-fall motion of a ball can be understood without consideration of the internal structure of the ball, so in this case the ball can be treated as an object. Objects and systems have properties that determine their interactions with other objects and systems. The choice of modeling something as an object or a system is a fundamental step in determining how to describe and analyze a physical situation.

<a href="#">Key Standards</a>	<a href="#">Roadmap</a>	<a href="#">Building Background</a>	<a href="#">Vertical Alignment</a>	<a href="#">Instructional Notes</a>
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### Vertical Alignment

The progression of key SEs in the grade levels before and after. This will help you understand what skills to build on and what you are building towards

8 <sup>th</sup> Grade	Chemistry
8.6.A: Demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion 8.6.B: Differentiate between speed, velocity, and acceleration	C.9.C: Describe the postulates of kinetic molecular theory C.11.A: Understand energy and its forms, including kinetic, potential, chemical, and thermal energies

Key Standards	Roadmap	Building Background	Vertical Alignment	Instructional Notes
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## Instructional Notes

### NMSI Activity Descriptions

**Constant Velocity:** This lesson will provide students the opportunity to develop a quantitative understanding of the relationship between the motion of objects and the graphs that represent that motion. They will investigate position vs. time, velocity vs. time, and other aspects of motion by using a stopwatch and their own motion.

Throughout this activity, students are challenged to make connections between the motion they experience or observe and the graphs that are generated as well as give meaning to slopes and y-intercepts. These graphs will then be used to develop the first of the kinematics equations for constant motion.

SWBAT:

- Find the speed of a walker traveling at a constant velocity by finding the slope of a distance vs. time graph

**Constantly Changing Velocity:** This lesson will provide students the opportunity to develop a quantitative understanding of the relationship between the motion of objects and the graphs that represent this motion. They will investigate position vs. time, velocity vs. time, and other aspects of motion by using a stopwatch and their own motion.

SWBAT:

- In Part I, find the speed at particular times of a walker traveling at a constantly increasing speed by finding the slope at intervals along a distance vs. time graph
- In Part II, predict the shape of the curve when a cart is rolled away from a motion detector located at the top of a slope, and toward a motion detector located at the bottom of a slope

**Carts and Ramps:** Students will use a motion detector to collect distance and velocity data as a cart moves down a ramp. They will then analyze graphs of distance vs. time and velocity vs. time for accelerated motion.

SWBAT:

- Use a motion detector to collect distance and velocity data as a cart moves down a ramp
- Analyze graphs of distance vs. time and velocity vs. time for accelerated motion
- Apply acquired knowledge to different graphs that they did not produce

**Freely Falling Washers:** For this activity, the students will calculate the distances between washers tied to the string so that when the string is held vertically and dropped, one washer strikes the ground every 0.1s.

**Graph Match:** This lesson will provide students the opportunity to develop a quantitative understanding of the relationship between the motion of objects and the graphs that represent that motion. They will investigate position vs. time, velocity vs. time, and other aspects of motion by using a stopwatch and their own motion.

Throughout this activity, students are challenged to make connections between the motion they experience or observe and the graphs that are generated as well as give meaning to slopes and  $y$ -intercepts. These graphs will then be used to develop the first of the kinematics equations for constant motion.

SWBAT:

- Match several position vs. time and velocity vs. time graphs using a motion detector
- Create a position vs. time and velocity vs. time challenge for another student and will trade activities

**Graphing Motion:** This activity consists of five questions with multiple parts. It should probably serve as a review and reinforcement of the concepts studied during the unit on kinematics and motion in one dimension. Students can start on the activity during a class period with some guidance and finish the activity as homework.

SWBAT:

- Practice determining relationships between the shapes and slopes of graphs and the kinds of motion indicated by these graphs

**Not So Free Fall:** In this activity students will observe the effects of air resistance on falling objects. In most introductory physics labs friction of all sorts is ignored or only mentioned as a possible source of error. However, air friction plays a significant role in free-fall and the concept of terminal velocity is an important concept, which should be explored and understood by students.

SWBAT:

- Observe the effect of air resistance on falling coffee filters
- Determine how the terminal velocity of falling filters is affected by surface area and mass
- Choose between two competing force models for the air resistance on falling coffee filters

**Ticker Tape Timer:** Sometimes student understanding of motion is best developed by analyzing a graph rather than from intensive calculations. In this lesson, by dropping an object and measuring the distance that it falls in equal time intervals, graphs of the motion of the object will be constructed. This activity will emphasize the significance of the shape of both the distance vs. time graph and the velocity vs. time graph. By making the product of the ticker tape into the actual graphs, the students will build strong mental and physical models related to displacement, velocity, acceleration, free fall and “g.”

SWBAT:

- Use a ticker tape timer to make strips representing equal time intervals during the fall of an object due to gravity
- Produce graphs of distance vs. time and velocity vs. time for the motion of this object in free fall
- Determine a value for the acceleration of gravity from these graphs

**Map of the USA:** This activity provides practice for students in vector operations as they are used in navigation. It also provides a visual experience so that the operations with vectors become better understood and less abstract.

SWBAT:

- Study the addition of displacement vectors to locate positions
- Use velocity vectors to calculate time.

**Projectile Motion:** This activity is designed to help students conceptually separate horizontal and vertical components of the velocity of a projectile. Students will launch a steel ball and mark its horizontal and vertical positions as a function of equal time intervals. This information will then be graphed to show and emphasize the independence of the two motions.

SWBAT:

- Explore the relationships between the horizontal and vertical motions of a projectile

**The Dart Gun:** In this lab, students will investigate two-dimensional motion by using the kinematic equations to predict the path of a projectile and hit a target. They will predict the range of a dart launched with a certain velocity at a given angle above the horizontal. Neglecting frictional forces such as air resistance, a dart projected from a dart gun undergoes motion that is the elegant vector combination of uniform velocity in the horizontal dimension and uniform acceleration in the vertical dimension.

SWBAT:

- Describe the parabolic trajectory
- Determine the horizontal range
- Find the maximum height of a projectile launched at an angle

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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					GRANT YR 1	GRANT YR 2	
<b>DIRECT COSTS</b>					<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
<b>1. Personnel</b>	<b># Positions</b>	<b>% Time to Project</b>	<b>Base Salary</b>		Jan - Dec 2016	Jan - Dec 2017	
VP of Secondary Programs/Project Manager	1	25%	████████		████████	████████	████████
Secondary Programs team members - create materials, support project, disseminate results	4	15%	████████		████████	████████	████████
Programmer: Technology support for dissemination, creating platform for integrating videos for users to access with good-quality performance	1	30%	████████		████████	████████	████████
<b><i>SUBTOTAL</i></b>					████████	████████	████████
<b>% of Total Request</b>					<b>31.54%</b>	<b>32.11%</b>	
<b>2. Fringe Benefits</b>	<b>%</b>						
<b><i>SUBTOTAL</i></b>	0.2				████████	████████	████████
					████████	████████	████████
<b>% of Total Request</b>					<b>6.31%</b>	<b>6.42%</b>	
<b>3. Travel</b>							
<i>Travel to required project manager meetings in DC (one 2-day meeting/year)</i>	<b>Per Person</b>	<b># People</b>	<b># Occur.</b>				
<i>Airfare</i>	\$450	1	1		\$450	\$450	<b>\$900</b>

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					<b>GRANT YR 1</b>	<b>GRANT YR 2</b>	
<i>Per Diem</i>	\$50	1	2		\$100	\$100	<b>\$200</b>
<i>Hotel/Lodging</i>	\$175	1	2		\$350	\$350	<b>\$700</b>
<i>Parking/Ground Transp. (per day)</i>	\$30	1	2		\$60	\$60	<b>\$120</b>
<b><i>Travel to disseminate results of project at state, regional, and national conferences(2 people per trip x 4 trips @ 2 days/trip)</i></b>	<b>Per Person</b>	<b># People</b>	<b># Occur.</b>				
<i>Airfare</i>	\$450	2	4		\$3,600	\$3,600	<b>\$7,200</b>
<i>Per Diem</i>	\$50	2	8		\$800	\$800	<b>\$1,600</b>
<i>Hotel/Lodging</i>	\$175	2	8		\$2,800	\$2,800	<b>\$5,600</b>
<i>Parking/Ground Transp. (per day)</i>	\$30	1	8		\$240	\$240	<b>\$480</b>
<i>Conference Registration</i>	\$500	2	4		\$4,000	\$4,000	<b>\$8,000</b>
<b><i>Travel within/between regions for project development, filming and dissemination (mileage and number of people will vary)</i></b>					\$10,000	\$10,000	<b>\$20,000</b>
<b>SUBTOTAL</b>					<b>\$22,400</b>	<b>\$22,400</b>	<b>\$44,800</b>
<b>% of Total Request</b>					<b>7.64%</b>	<b>7.55%</b>	
<b>4. Equipment</b>	<b>Per Unit</b>	<b># Units</b>					
<b>NONE REQUESTED</b>							
					\$0	\$0	<b>\$0</b>
<b>SUBTOTAL</b>					<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>% of Total Request</b>					<b>0.00%</b>	<b>0.00%</b>	

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					<b>GRANT YR 1</b>	<b>GRANT YR 2</b>	
<b>5. Supplies</b>	<b>Amt.</b>	<b>Numb er</b>					
General office supplies for project management					\$5,000	\$5,000	<b>\$10,000</b>
					\$0	\$0	<b>\$0</b>
					\$0	\$0	<b>\$0</b>
<b><i>SUBTOTAL</i></b>					<b>\$5,000</b>	<b>\$5,000</b>	<b>\$10,000</b>
<b>% of Total Request</b>					<b>1.70%</b>	<b>1.69%</b>	
<b>6. Contractual</b>	<b># Staff</b>	<b>\$/Hr.</b>	<b># Hrs/Day</b>	<b># Units</b>			
Contracted content experts (1/ subject) - Assist in creation and vetting content, review videos, provide feedback and assist in implementation and evaluation results	8	\$75	8	5	\$24,000	\$24,000	<b>\$48,000</b>
Video filming and editing (apx, 40 videos/ subject, 8 subjects)					\$60,000	\$60,000	<b>\$120,000</b>
<b><i>SUBTOTAL</i></b>					<b>\$84,000</b>	<b>\$84,000</b>	<b>\$168,000</b>
<b>% of Total Request</b>					<b>28.64%</b>	<b>28.31%</b>	
<b>7. Construction</b>							
<b>NOT ALLOWED</b>					\$0	\$0	<b>\$0</b>
<b><i>SUBTOTAL</i></b>					<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. Other</b>	<b># Staff</b>	<b>\$/Hr.</b>	<b># Hrs</b>				

**IDEA Public Schools CSP Dissemination • Project AP Excellence • Budget Narrative**

					<b>GRANT YR 1</b>	<b>GRANT YR 2</b>	
Animation, video rights, music rights					\$5,000	\$5,000	<b>\$10,000</b>
Honoraria to IDEA Staff and other CMO's staff to review materials, give feedback, participate in surveys/evaluations, etc. (6 teachers/ subject)	48	\$ 30	40		██████	██████	██████
<b><i>SUBTOTAL</i></b>					<b>\$62,600</b>	<b>\$62,600</b>	<b>\$125,200</b>
<b>9. TOTAL DIRECT COSTS (sum of #1-#8)</b>					<b>\$285,000</b>	<b>\$288,330</b>	<b>\$573,330</b>
<b>% of Total Request</b>					<b>97.18%</b>	<b>97.18%</b>	
<b>*10. Total Indirect Costs</b>	<b>0.02898</b>				<b>\$8,259</b>	<b>\$8,356</b>	<b>\$16,615</b>
<b>% of Total Request</b>					<b>2.82%</b>	<b>2.82%</b>	
<b>11. Training Stipends</b>	<b>Amount</b>	<b># Days</b>	<b># Staff</b>				
NA					\$0	\$0	
					<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL COSTS (9-11)</b>					<b>\$293,259</b>	<b>\$296,686</b>	<b>\$589,945</b>
					<b>100.00%</b>	<b>100.00%</b>	
					\$6,741	\$3,314	
					<b><u>GRANT REQUEST</u></b>		<b>\$589,945</b>

**IDEA Public Schools CSP Dissemination • Project AP Excellence • Budget Narrative**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Michael		Franco	

Address:

Street1:	2800 South IH 35
Street2:	Suite 365
City:	Austin
County:	
State:	TX: Texas
Zip Code:	78704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
956-975-1147	

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  3  4  5  6

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
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**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	22,400.00	22,400.00				44,800.00
4. Equipment	0.00	0.00				0.00
5. Supplies	5,000.00	5,000.00				10,000.00
6. Contractual	84,000.00	84,000.00				168,000.00
7. Construction	0.00	0.00				0.00
8. Other	62,600.00	62,600.00				125,200.00
9. Total Direct Costs (lines 1-8)	285,000.00	288,330.00				573,330.00
10. Indirect Costs*	8,259.00	8,356.00				16,615.00
11. Training Stipends						
12. Total Costs (lines 9-11)	293,259.00	296,686.00				589,945.00

**\*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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL 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)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

## **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.