

Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate €												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	

Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						

Texas Education Agency  
 2022 Federal Report Card  
 IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

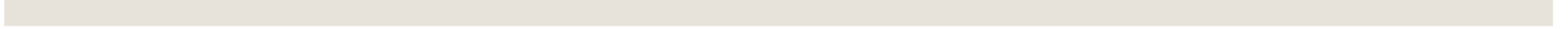
Homeless	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military







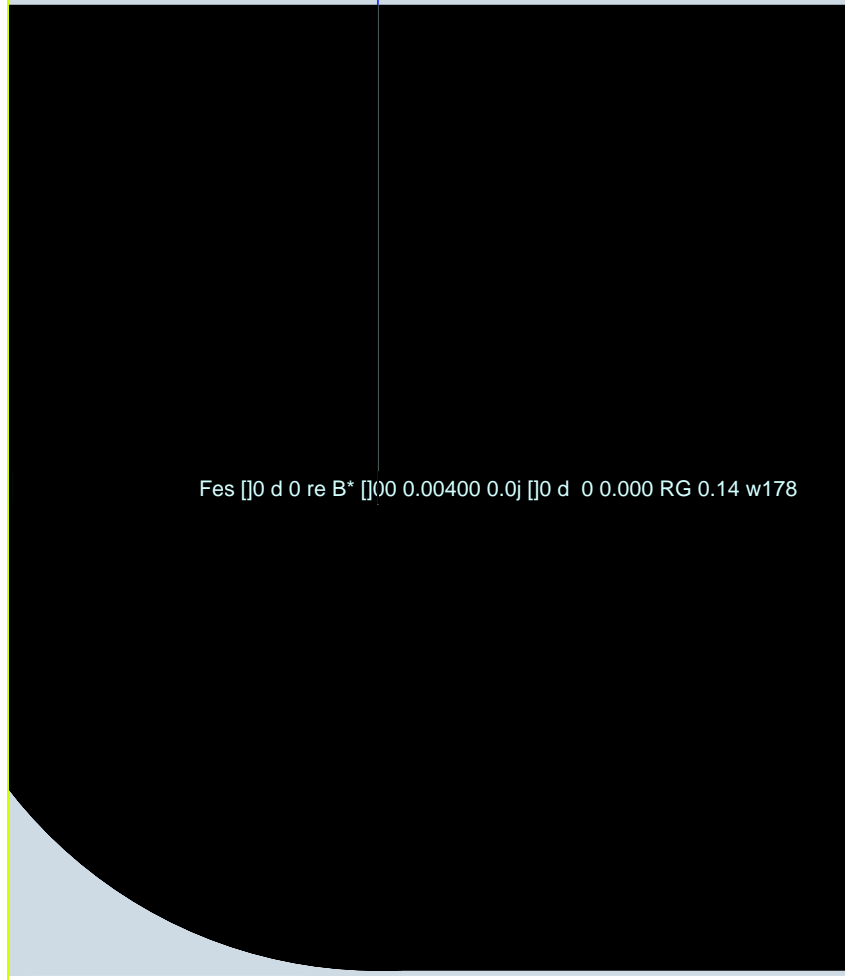
Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY







Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY



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American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
-	-	-	-	13%	30%	9%	20%	9%	20%	20%	-	-	-	-
-	-	-	-	5%	14%	9%	-	*	0%	15%	-	-	-	-
-	-	-	-	14%	31%	-	20%	9%	21%	20%	-	-	-	-
-	-	-	-	6%	16%	*	9%	9%	12%	6%	-	-	-	-
-	-	-	-	13%	29%	0%	21%	12%	20%	-	-	-	-	-
-	-	-	-	14%	31%	15%	20%	6%	-	20%	-	-	-	-
-	-	-	-	20%	40%	6%	29%	14%	27%	29%	-	-	-	-
-	-	-	-	0%	11%	6%	-	*	0%	10%	-	-	-	-
-	-	-	-	21%	42%	-	29%	14%	28%	31%	-	-	-	-
-	-	-	-	10%	25%	*	14%	14%	16%	12%	-	-	-	-
-	-	-	-	18%	40%	0%	28%	16%	27%	-	-	-	-	-
3G 0.11-8	-	-	-	23%	41%	10%	31%	12%	-	29%	-	-	-	-



	All Students	African American	Hispanic	White							
Academic Growth Score											
Reading											
All Students	90	-	90	-	-	-	-	-	-	-	1
CWD	83	-	83	-	-	-	-	-	-	-	*
CWOD	91	-	91	-	-	-	-	-	-	-	0
EL •	91	-	90	-	-	-	-	-	-	-	1
Male	94	-	93	-	-	-	-	-	-	-	9
Female	87	-	87	-	-	-	-	-	-	-	2
Mathematics											
All Students	75	-	75	-	-	-	-	-	-	-	4
CWD	83	-	83	-	-	-	-	-	-	-	*
CWOD	75	-	75	-	-	-	-	-	-	75	5
EL •	74	-	74	-	-	-	-	-	-	76	4
Male	75	-75	75/75	-	-	-	-	-	-	73	86





Texas Education Agency  
 2022 Federal Report Card  
 IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

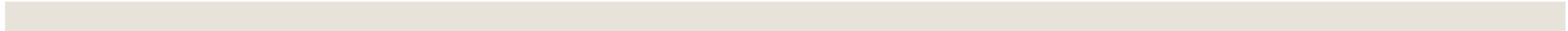
€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for atheience for atheience fo

Texas Education Agency  
2022 Federal Report Card  
IDEA KYLE ACADEMY (108807139) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male				









	State Number of ALT2	State Rate of ALT2				
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State Level: 2022 Percentages at NAEP Achievement Levels									
					% Below Basic	% At or Above Basic	% At or Above Proficient	% At	

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	5%	8%	10%	-	0%	*	8%	10%	10%	7%

- Indicates there are no students in the group.

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