

Texas Education Agency
2022 Federal Report Card
IDEA ACHIEVE ACADEMY (108807187) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

Part (i): Description of State Accountability System

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Part (i)(III)

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(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 yearstatlr B* follming.ets in



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	90	-	90	-	-	-	-	-	91	57	83
CWD	57	-	57	-	-	-	-	-	57	57	*
CWOD	93	-	93	-	-	-	-	-	95	-	95
EL •	83	-	83	-	-	-	-	-	80	*	83
Male	89	-	89	-	-	-	-	-	88	50	79
Female	91	-	91	-	-	-	-	-	94	*	89
Mathematics											
All Students	89	-	89	-	-	-	-	-	86	86	92
CWD	86	-	86	-	-	-	-	-	86	86	*
CWOD	89	-	89	-	-	-	-	-	86	-	90
EL •	92	-	92	-	-	-	-	-	90	*	92
Male	90	-	90	-	-	-	-	-	88	92	93
Female	88	-	88	-	-	-	-	-	85	*	89

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL •	Homeless •	Foster Care •
Graduation Rates													
Cohort Graduation Rate (Gr 9-12): Class of 2021													
	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- Ever in grades 9-12.

Part (iv): English Language Proficiency

2023-2024
 IDEA ACHIEVE ACADEMY (108807)

	All Students	African American	Hispanic	White	Other
STAAR Performance Status					
Reading					
Interim Goals (2018-2022)	44%	32%	37%	60%	43%
Target Met	Y		Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%
Target Met	Y		Y		

82%

87%

82%

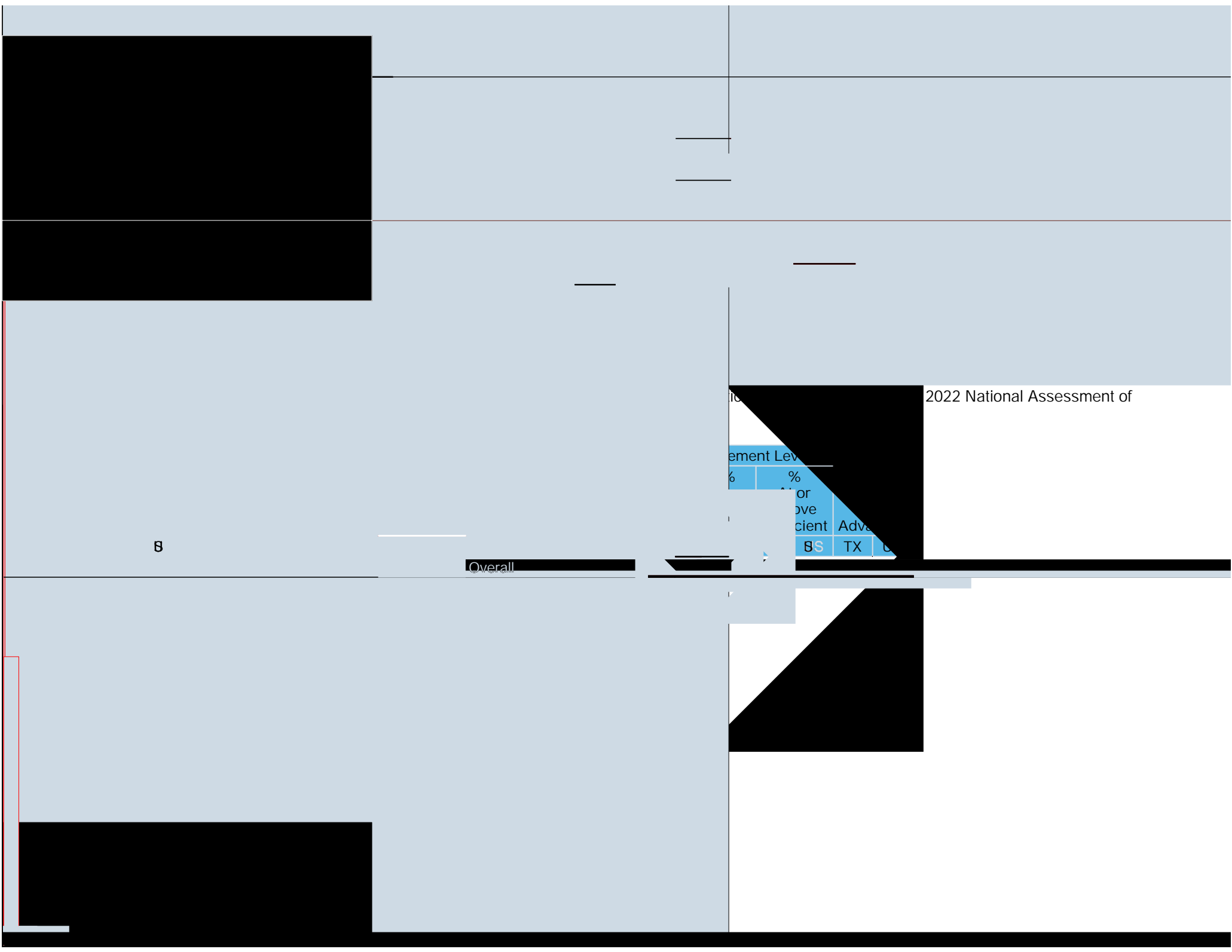
80%

54%



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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.8	59.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.0%
Teacher Who Are Not Teaching in the Subject or Field for Which		



8

Overall

2022 National Assessment of

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%	%	
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State Level: 2022 Percentages at NAEP Achievement Levels									
					% Below Basic	%			

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								