

Federal Accountability

Based on a waiver submitted by the State of Texas, Federal Accountability for the 2012-2013 testing year was calculated differently than the previous year's AYP for compliance as part of No Child Left Behind. Based on 2012-2013 scores, the lowest 5% (Priority) and the next lowest 10% (Focus) performing campuses were identified using the state rankings (for Priority identification) and state gap analysis calculations (for Focus identification). Prior to federal ranking, the state identified schools by ranking scores of all campuses receiving Title I funding based on Math and Reading STAAR Scores for the *All Student* category. Based on this ranking, the lowest 5% of schools were identified as Priority Schools for federal accountability. From the remaining campuses, the state calculated a gap analysis to identify the next lowest 10% of schools throughout the state (the Focus Campuses). Federal accountability standards were set for the 2012-2013 school year at 75%, and will increase to 79% for the current school year. To calculate the Group Gap Analysis, passing percentages were calculated in Math and Reading for All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and English Language Learners. For each group with at least 25 tests, the number of percentage points below the 75% standard were added together and then divided by the total number of eligible groups to provide an average gap between the student performance and the federal level.

The report indicated the federal accountability for each of our campuses as well as a breakdown of accountability by both math and reading. Based on the report from TEA, only one campus, High Pointe Elementary, was identified as a Focus Campus. Though the Ninth Grade Center, Collegiate, and the High School were not evaluated through the Federal Accountability System (they receive no Title 1 federal funds), a calculation of their scores was also provided. Based on the calculation of the data, the largest gaps between the federal accountability level and the actual student performance were in Special Education and Economically Disadvantaged.

Based on its rating, High Pointe Elementary will need to provide a school improvement plan and provide ongoing and continuous monitoring of student

performance based on a comprehensive needs analysis of all available data. Working with a Campus leadership Team and Central Office staff, a Specific Target Intervention will be designed and implemented to ensure that the campus does not continue to fall below the acceptable federal level of accountability.