Local Accountability System

PILOT PARTICIPANT MEETING
APRIL 25, 2018
I. Welcome/Introduction
   – No special table grouping

II. Theory of Action

III. Lunch

IV. Station Rotation Directions
   – Please sit at the tables indicated on the slide after lunch.

   • Plan Review of Metrics/Data – Shannon Lasserre-Cortez, Ph.D.
   • Evaluation Tool Concepts – Cheryl Harris, Ph.D.
   • Plan Review of Components – Robyn Madison-Harris, Ph.D.

V. Station Rotation I

VI. Station Rotation II

VII. Station Rotation III

VIII. Next Steps
   • Timeline
   • Assistance Request – Reasonable Timeline (2-3 weeks)
   • July Meeting
   • Webinar – Suggested Topics
Guiding Concepts for Evaluation

- Relevance
- Utility
- Quality
Guiding Concepts for Evaluation

Quality
- Accuracy
- Validity
- Reliability
- Auditable

Relevance
- Equitable
- High-leverage
- Rigorous

Utility
- Growth Mindset
- Impact Quality
Local Accountability System

A good time to take perspective!
Theory of Action Provides Answers

• **Why** your program will work

• **What** you plan to accomplish

• **What** is the rationale behind your chosen strategies

• **What** change is needed and how you expect it to occur

• **Who** will benefit
The Theory of Action

The evidence-based storyline that connects

- Needs/Problems
- Mission (values, beliefs)
- Program (actions, resources)
- Evaluation
- Vision
A series of “if / then” relationships connect the components of your theory of action.
A series of “if-then” relationships connect the components of a logic model.
5 Why’s

• Describe problem and ask:
  • “Why is this problem occurring?”
    – be concrete
    – be factual
    – be concise

• Question the answer by asking why 4 more times to get to the root cause.
  – Why do you think this is the case?
  – How do you know?
5 Why’s

• Begin at the end and ask
• “What caused that?”
  – be concrete
  – factual
  – concise
• Question the answer by asking why 4 more times.
Assumptions

Assumptions underlie much of what we do. It is often these underlying assumptions that hinder success or produce less-than-expected results. One benefit of thinking about our theory of action is that it helps us make our assumptions explicit.
Why does what you do every day matter?
Why does what you do every day matter to the students in your district?
Station Rotations
Station Rotations – Please sit at the following tables after lunch. ESCs and visitors are welcome to join a group or observe from the open tables.

<table>
<thead>
<tr>
<th>Group 1 – Tables 1/2</th>
<th>Group 2 – Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonesboro ISD</td>
<td>Austin ISD</td>
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<tr>
<td>Premier High Schools</td>
<td>Dallas ISD</td>
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<tr>
<td>Richland Collegiate High School</td>
<td>Midland ISD</td>
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<tr>
<td>Sunnyvale ISD</td>
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<tr>
<td>Canadian ISD</td>
<td><strong>Group 3 – Tables 4/5</strong></td>
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<tr>
<td>Sharyland ISD</td>
<td>Alief ISD</td>
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<tr>
<td>Snyder ISD</td>
<td>Clear Creek ISD</td>
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<td></td>
<td>Humble ISD</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>April 25</td>
<td>Districts provide feedback on evaluation elements</td>
</tr>
<tr>
<td>May 14</td>
<td>Districts receive draft LAS evaluation framework for review and feedback*</td>
</tr>
<tr>
<td>June 13</td>
<td>Districts review draft LAS Score Submission Template and revised draft LAS Evaluation Plan and provide feedback*</td>
</tr>
<tr>
<td>July 16</td>
<td>LAS Evaluation Plan finalized</td>
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<tr>
<td>August 6</td>
<td>Districts submit LAS Plans for approval – may include follow-up requests for clarification</td>
</tr>
<tr>
<td>August 17</td>
<td>District LAS Plans finalized</td>
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<tr>
<td>September 1</td>
<td>Districts receive finalized LAS Score Submission Template</td>
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<tr>
<td>October 1</td>
<td>Districts submit LAS Scores to TEA</td>
</tr>
<tr>
<td>Oct 1 – Nov 15</td>
<td>Review of Plans – may include follow-up requests for additional information and/or submission of component data</td>
</tr>
<tr>
<td>January 2</td>
<td>LAS “What if” reports released</td>
</tr>
</tbody>
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*As documents are being finalized, we anticipate having an ongoing feedback loop through which districts have an opportunity to review and provide feedback as the document is revised.*