



Local Accountability System

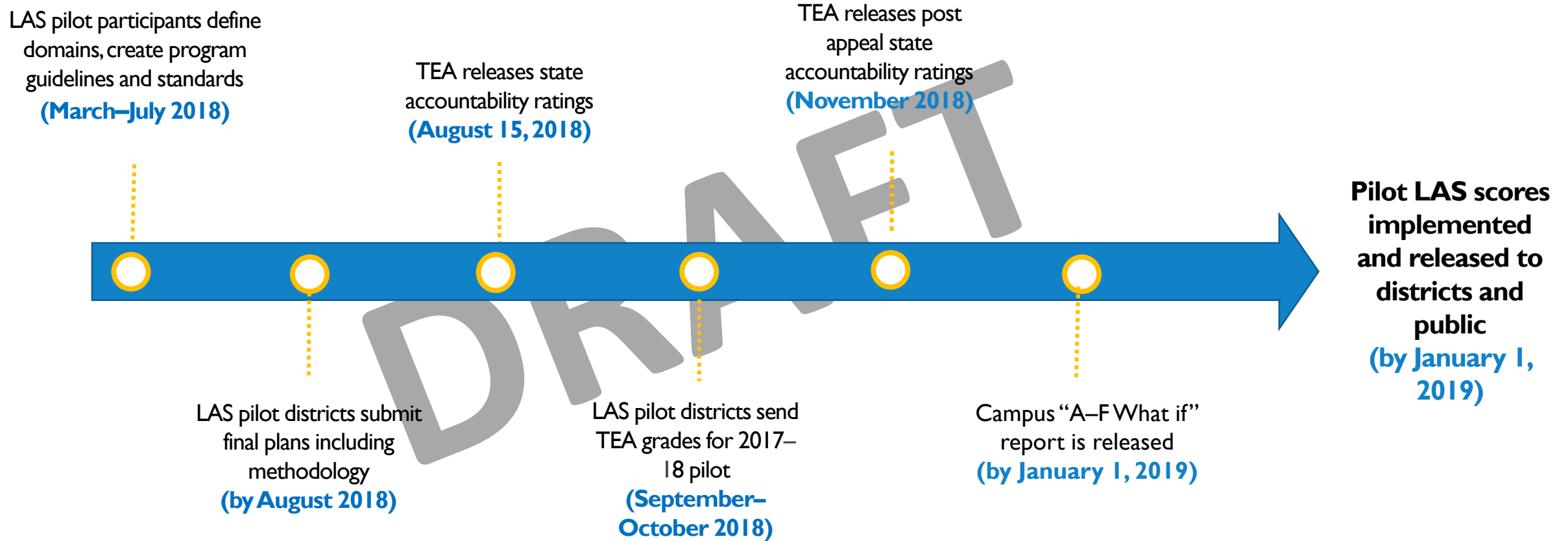
PILOT PARTICIPANT MEETING
MARCH 6, 2018

Agenda

Tuesday, March 6, 2018 - Draft

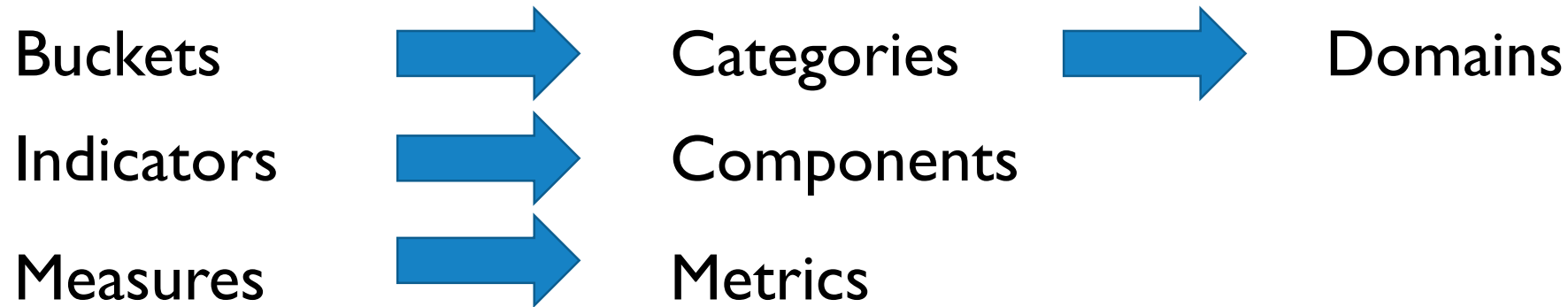
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|---|-------------|
| I. Welcome – Introduction of AIR staff | 10–10:10 |
| II. General Changes/Considerations Discussion | 10:10–11:30 |
| A. Tentative Pilot Timeline | |
| B. Common Language Review | |
| III. System Considerations | 11:30–12:30 |
| A. Domains | |
| B. Components | |
| C. Metrics | |
| D. Weights | |
| E. Targets | |
| F. Data collection, analysis, reporting | |
| IV. Lunch | 12:30–1:30 |
| V. Subcommittee Work | 1:30–2:30 |
| I. Updates | |
| 1. Define and Scope Domains | |
| 2. Gallery walk | |
| 3. Accept/refine | |
| VI. System Proposal Discussion | 2:30–4:30 |
| VII. Next Steps | 4:30–5:00 |
| A. Updated templates | |
| B. Finalize plans for August 2018 | |
| C. Electronic Voting | |

Tentative LAS Pilot Timeline



Common Language Review

For consistency of vocabulary regarding LAS, we have established the following language to closely align with the state accountability system.



For example:

Domain = Culture and Climate
Component = Student/Staff Safety
Metric = Surveys

Sample State and Pilot Campus Grade Calculations

Campus State Accountability Rating from “What If” Report = 50%

Student Achievement domain

School Progress domain

Closing the Gaps domain



Overall Scaled Score: 73/C

LAS Pilot Campus Accountability Rating = 50%

30% 21st Century domain

93

40% Culture and Climate domain

89

30% Programs domain

96



Overall Scaled Score: 92/A

Final Rating

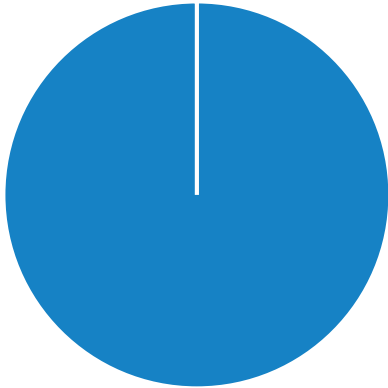
$$\frac{\text{State Rating} + \text{Campus Rating}}{2}$$

$$\frac{73 + 92}{2} = 82.5/\text{B}$$

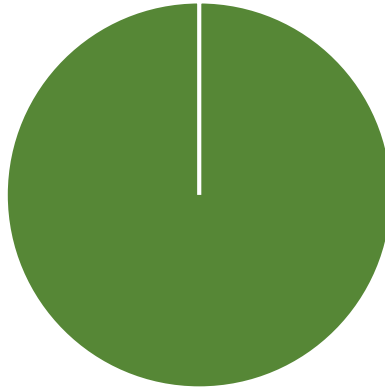
Introduction to System Elements

Domains

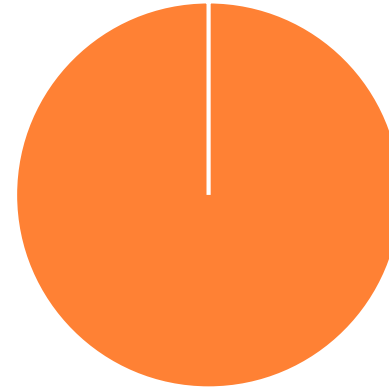
Academics



Culture and Climate



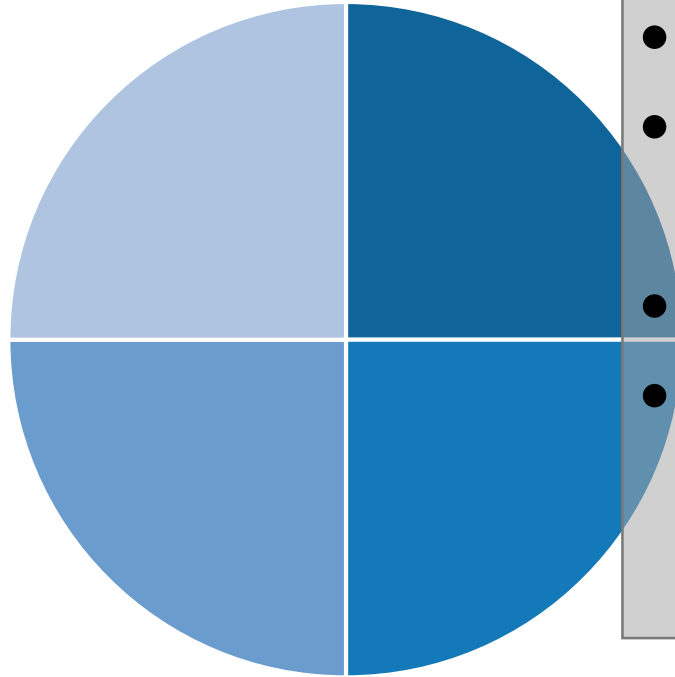
21st Century



- Big buckets/ categories
- Main areas of focus
- What are the overarching areas that are most important?
- These are the main foci of your accountability system

Components

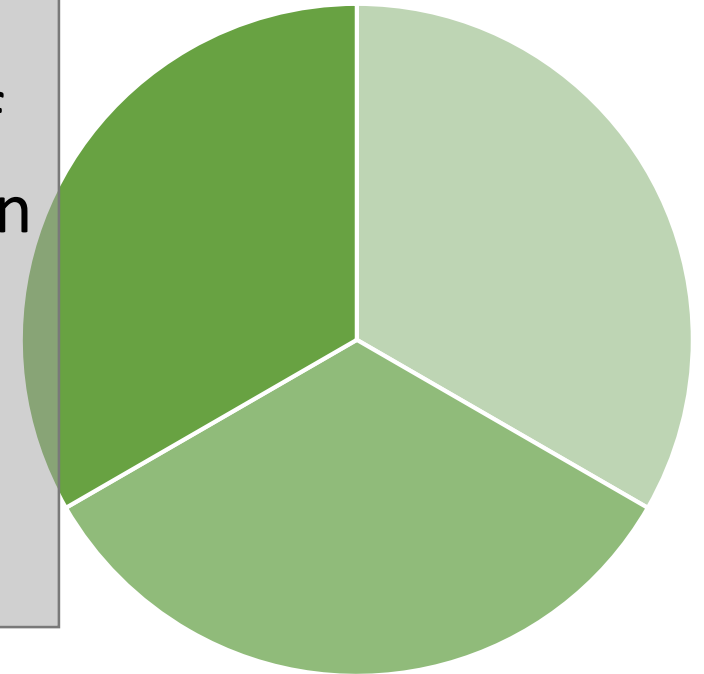
Academics



- Student Growth/Achievement
- Access and Opportunity
- Graduation Rate
- Equity

- Indicators
- Sub-parts of the domains
- How you show evidence of success within each domain
- Must be measurable
- Should be areas in which you can continue to improve

Culture and Climate



- Social Emotional Learning
- School Safety
- Family Engagement

Metrics

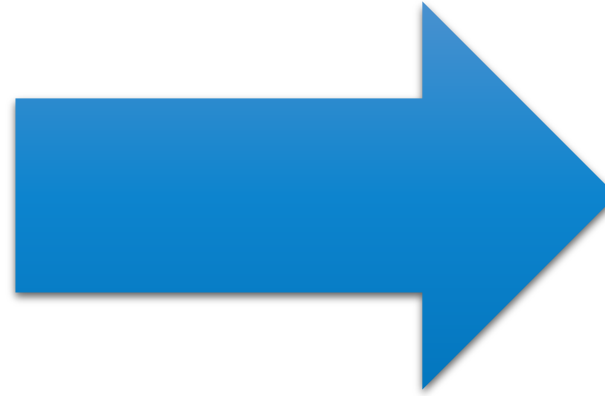
How will you measure each component?

Types of metrics:

- Counts
- Averages
- Rates
- Assessments
- Surveys
- Rubrics

Metrics Considerations

- Time
- Cost
- Validity
- Reliability



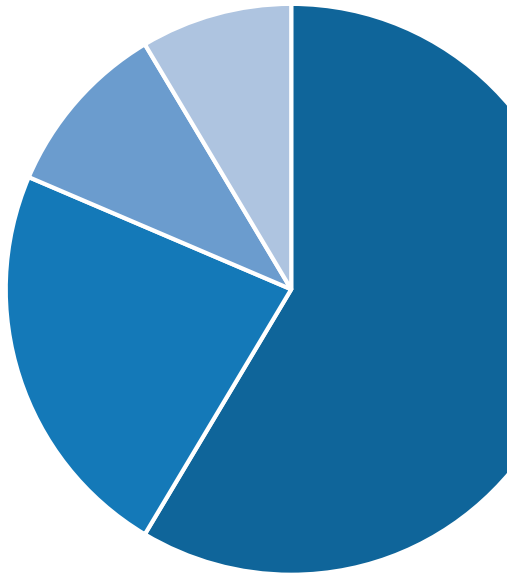
Viability

- What data are you already collecting?
- Do you have time & money to create/pilot an instrument?
- Can you identify an instrument that is already accepted?
- Bad instruments will give you bad data

Domains	Components	Metrics
Culture and Climate	School Safety	Number of suspensions?
Culture and Climate	Staff Survey ??? What survey? Has the survey been identified? How is a survey a part of school climate? Is this a metric? What is it measuring?	
Academics	Extracurricular Academies ??? How is this different from what is under Extracurricular Domain?	Why is this a good measure of Academics? Is this an easy “A?”
Programs	Gifted and Talented	Is it offered? How many participants? Is this an easy “A?”
Extra/Co-curricular	Fine Arts	Is it offered? Counts of/outcomes for participants? How much of your score should this be worth?

Weights

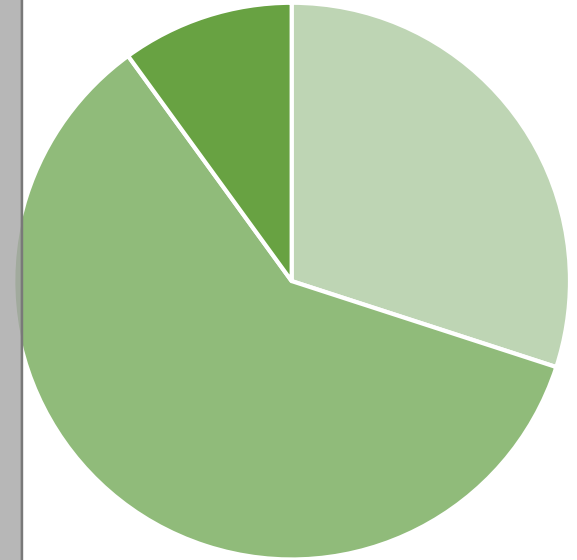
Academics



- Student Growth/Achievement
- Access and Opportunity
- Graduation Rate
- Equity

- How important is each domain/component?
- How will you show **growth**?
- For each measure, you will need to assign a target before you collect data
- You will need to select a weight for each component

Culture and Climate



- Social Emotional Learning
- School Safety
- Family Engagement



Subcommittee Work

Programs Subcommittee

The subcommittee discussed the following:

- Need for common vocabulary
- Reasons for the template proposals
- Large districts will have a difficult time participating if all campuses of the same campus type must follow the same plan
- Confidence in this system being considered a local accountability system

The subcommittee made the following suggestions:

- Discussion at next meeting to clarify language and vocabulary
- AIR help committee understand use of acceptable metrics
- Use of the Targeted Improvement Plan template as another template example
- Discussions regarding appropriate measures at the next meeting

21st Century Subcommittee

The subcommittee had the following suggestions:

- Use rubrics that measure 21st century skills just as Arizona, New Jersey, and West Virginia have done.
- Allow for more personalization in education and in the student engagement indicators included in LAS. Many of these can't be quantified, but outcomes can be evidenced in the classroom from educators.

The subcommittee had the following questions:

- How does TEA suggest measuring leadership or even speaking skills? Everyone has a different idea of what qualities and attributes demonstrate good leadership and speaking skills.
- Can TEA tell districts and campuses how to measure surveys, portfolios, and rubrics?
- If TEA decides that districts/campuses must have a consistent framework among all campuses, is that really a local accountability system?
- Which 21st century skills do TEA consider to be reliable?
- Can indicators be used that are either qualitative or quantifiable?

Culture and Climate Subcommittee

The subcommittee discussed the following:

- The need for districts to combine a defensible administration protocol with a good instrument (i.e. surveys).
- Districts should have complete autonomy to pick the instruments and the standards. Districts must keep the same standards (weights/cut points) for all campus types.
- Continued lack of clear definition of local accountability and are unsure about which direction to take until they receive some recommendations from the commissioner. Still had the same questions:
 - What is the definition of local accountability?
 - What is TEA's definition of equitable?
 - What was the spirit behind the legislation itself?
 - Can the Commissioner rethink the timeline of the pilot? How reasonable it is to get all of this together and produce a quality product? We seem to be imposing an ambitious timeline just to get something out.
 - LAS should give local stakeholders in the districts the authority to grade themselves.

Academics Subcommittee

The subcommittee had the following suggestions:

- CTE should be a part of LAS since many districts have put a lot of effort into it, and their students have been working toward earning credit for those courses.
- Include other national certifications from the Perkins list that are not on the current industry-based certification list (i.e., Advanced CNE certification).
- The language needs to be consistent among groups (e.g., categories and indicators).
- The timeline of submissions and deadlines need to be more detailed.
- Districts and campuses are only able to use current data, not lagging data.
- There should be more discussion around K–2 academic indicators.
- CTE should be continued in the LAS plans.
- The STAAR retest recovery rate should be used as an academic indicator.
- Credit attainment should be used as an indicator by tracking the number of credits each year to track for graduation?
- Include the number of certain graduation plans as an indicator.
- Include attendance as an indicator. Since it would be self-reporting, the district wouldn't have to wait on data from the state.
- Use a STAAR value added component if it is not used the same way in accountability.
- Include continuers as a rate, which is not the same as the 5-year rate.

Extra/Co-Curricular Subcommittee

The subcommittee had the following suggestions:

- Regarding the LAS percentage of the overall accountability rating, if districts have the decision in picking their own categories and the weightings of the categories, which will likely vary, it may bring into question the reliability requirement in statute.
- The definition of the Extra/Co-Curricular category should include organizations with activities and programs that can be measured to be considered reliable and valid.
- The indicators should include state and nationally recognized programs that are backed by research.

The subcommittee had the following suggestions for specific indicators (It will need to be determined if a district can use either participation, performance or both for each indicator.):

- 4H (Young Farmers of America)
- UIL (athletics, music, academics)
- FFA
- Ag
- Community service (Sometimes the motivation is to add to resumes for students. This may count for participation. Example: Work hours and information from Northside.)
- Scholarship applications
- FAFSA and ApplyTx (tracked in the 60x30 initiative)
- Internships
- Job shadowing (assessed by rubric rating students)
- Working while maintaining a GPA of a certain level
- Portfolio assessment paperwork (assessed by rubric)

Afternoon Seating by District Size

Table 1 - Jonesboro (1)
San Saba (2)
Lyford (1)
Sunnyvale (2)

Table 2 - Dallas (2)
Austin (3)

Table 3 - Canadian (2)
Bullard (2)
Point Isabel (1)
Snyder (1)

Table 4 - ESCs 1 – 12 (5)

Table 5/6 - El Paso (4)
Waco (4)

Table 7 - Midland (1)
Alief (4)

Table 8 - ESCs 13-20 (4)

Table 9/10 - Humble (4)
Clear Creek (3)
Spring Branch (2)

Table 11 - Sharyland (3)
Premier (2)
Richland (1)



Domain Template Proposals



Important Links

<http://sgiz.mobi./s3/Local-Accountability-System-Meeting-3>

<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>