

2018 Local Accountability System Meeting

Summary of Meeting on June 13, 2018

The fifth and final pilot participant meeting was held to provide guidance and collect input regarding the Local Accountability System. Staff from Texas Education Agency (TEA) and American Institute of Research (AIR) presented additional information and led discussions among the participants. TEA clarified districts' questions and gathered district feedback. TEA's responses to the questions below are in blue.

The following is the summary of this meeting:

- A moment of silence was held honoring late Senior Director Lisa Diserens.
- TEA staff presented the LAS decisions recently received and collected district feedback, questions and concerns.
- TEA staff presented the LAS submission and evaluation processes and collected district feedback.
- TEA staff presented an overview of scaling models.
- Pilot districts shared feedback on each other's LAS plans in small groups.
- TEA staff shared the tentative LAS project timeline with districts.

Questions

- Does the decision regarding minimum and maximum of domains and components restrict districts from submitting a LAS Plan comprised of a single domain with a single component or are districts permitted to have a domain with a single component provided the plan includes two or more domains? [\[Districts will need to submit a minimum of two domains and a minimum of three components.\]](#)
- Is it mandatory that data for each component be disaggregated by race/ethnicity groups? [\[No.\]](#)
- Could TEA provide a scaling calculation template? [\[Yes.\]](#)
Could TEA provide districts some samples of setting up the minimum and maximum points or scaling ranges? [\[Yes.\]](#)

Concerns

- Pilot districts maintain that the LAS system should incorporate the ability to use the "better of" option similar to the state accountability system.
- Pilot districts would like the flexibility to change components in their domains if they meet targets or change programs and initiatives.
- Pilot districts are concerned about the restriction of the minimum and maximum weights of each component because some districts do not have enough data collected for some domains and components.
- Pilot districts sought clarification on dual language campuses and whether those campuses would need to have a different school type category classification.
- Pilot districts, especially small-sized districts, are concerned whether they have enough staff and resources available to complete the information required for the LAS submission form.

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- Pilot districts, especially small-sized districts, are concerned they may not have enough existing collected data in their local system and may not meet the minimum and maximum requirements of number of domains and components.
- Pilot districts commented that the date of August 6, 2018 for districts to submit their LAS plans may need to be extended in order to give districts sufficient time to complete the form required.

Suggestions

- AIR suggested goals start at a lower level to allow room for growth.
- TEA suggested using historical data, to the extent reasonable and practical, to set goals/growth targets. This data may also be useful in establishing cut-points for metrics without predetermined cut-points.
- AIR suggested the top-to-bottom method to design LAS measurements, which means develop the goal of domain first then break down into components.
- Pilot districts and AIR agreed that the implementation of a LAS Plan should not be static.
- Districts should consider acknowledging improvement or growth on LAS Plan components in addition to recognizing continuation of elevated levels of performance.

Others

- TEA will not publicly release pilot districts' LAS grades this fall.
- TEA may invite ESCs and pilot districts to be on the review panel for LAS submission in the future.
- TEA will continue to have discussions with pilot districts about weighting their components individually as plans are submitted.