

Local Accountability System



Benefits for School Districts

House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established the Local Accountability System (LAS) to allow districts and open-enrollment charter schools to develop local accountability system plans for their campuses.

- ▶ Provide stakeholders with detailed information about school performance and progress over time.
- ▶ Communicate priorities and demonstrate a commitment to achieving the components of the plan.
- ▶ Signify the importance of local goals by publicly releasing local accountability system ratings.

Local Accountability System Plans

Local accountability plans are designed to measure outcomes, that are not included in the state accountability system.

- ▶ Plans are developed in collaboration with TEA to ensure they meet the requirements.
- ▶ Districts are encouraged to use existing priorities and may draw from other initiatives such as Lone Star Governance, Teacher Incentive Allotment, System of Great Schools, district and campus improvement plans, and other priorities as defined by school districts.
- ▶ Local accountability plans may vary by school type (elementary school, middle school, high school, and K–12) and by school group (magnet schools, early college high schools, etc.), but must apply equally to all campuses as applicable by school type and group. Districts are able to submit a plan for only one school type and can add additional school types if desired.
- ▶ At the end of each school year, districts and open-enrollment charter schools assign overall and domain-specific letter grade ratings of A–F assigned to each campus, according to performance outcomes, as outlined in the approved local accountability plan.
- ▶ Campuses with an overall rating of A, B, or C under the state accountability system for the applicable year of the plan may combine ratings with the state rating contributing at least 50 percent. The local accountability plan campus ratings do not affect the state accountability system rating at the district level.

Examples: Defining Priority Areas

Early literacy: A district chooses to publicly track student growth in early reading skills at the kindergarten through second grade levels.

Algebra I: A district chooses to focus on increasing enrollment and success of 8th grade students in Algebra I.

Classroom instruction: A district has focused on specific instructional practices and uses a walk-through tool to measure implementation.



Plan Components

Plans must contain a minimum of two components and a maximum of ten. Each component contributes a unique weight to the plan (5% to 60%) and is based on a measure, or set of measures, that:

- ▶ includes at least one year of baseline data
- ▶ provides for the assignment of a letter grade of A, B, C, D, or F and allows for campus differentiation;
- ▶ meets standards for validity and reliability.

District Requirements

As defined by statute, participating districts and open-enrollment charter schools must

- ▶ provide calculations for overall performance ratings that are capable of being audited by a third party; and
- ▶ make available a campus scorecard along with an explanation of the methodology used to assign performance ratings.

Authority

Texas Education Code (TEC), §39.0544 House Bill 22, 85th Texas Legislature, 2017

How to Contact Us

Districts who are interested in learning more about creating a local accountability plan are encouraged to attend a brief 45-minute webinar where questions are encouraged. Visit our webinar schedule webpage at <https://bit.ly/3xDp8Cy>.

For more information or to set up an introductory meeting, please contact us at las@tea.texas.gov.



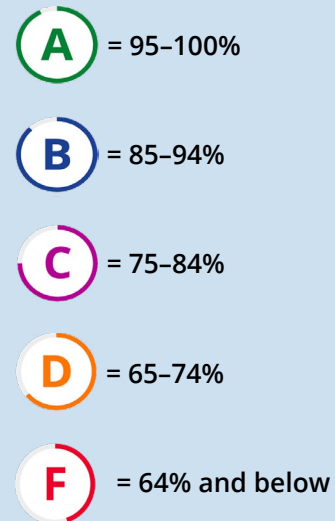
Example: **Selecting a Component Measure, Examining Baseline Status, and Creating the Campus Rating System**

Using results from standardized early reading indicators, the district analyzes three years of baseline data to show that, district-wide, approximately 80% of students are exiting kindergarten with a mastery of kindergarten skills.

The district uses the baseline data to set a scaling system for assigning campuses grades of A–F. The baseline average, 80%, is used to set the “C,” or mid-level range, at 75–84%. The cut points for the higher ranges are based on the component outcome and district goals

In this example, the district set the “A” range to reflect 95–100% of students exiting with a mastery of kindergarten skills to align with district priorities of having all students enter first-grade with the necessary skills.

For kindergarten, the A–F rating system uses the percentage of students exiting kindergarten with a mastery of kindergarten skills.



This campus rating system results in 2 campuses at the A rating, 3 campuses at the B rating, 10 campuses at the C rating, 4 campuses at the D rating, and 2 campuses at the F rating.