Local Accountability System Overview

Spring 2025

Overview

- Plan Development
- LAS Example
- Possibilities with LAS
- Ideal Candidates
- Next Steps

Objectives

- Understand the purpose and key components of the Local Accountability System (LAS).

- Gather information and resources to start conversations with your stakeholders in your District, or Open-enrollment Charter School, on participating in LAS.
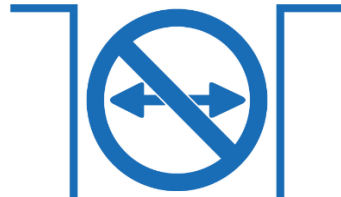
According to state law, the purpose of *A—F* accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student Performance	Eliminate Achievement Gaps	Prepare Students for Postsecondary Success

Districts and Open-Enrollment Charter Schools use additional measures to monitor continuous improvement, eliminate achievement gaps, and prepare students for postsecondary success.

What is a Local Accountability System?

The Local Accountability System (LAS) allows districts and open-enrollment charter schools to create LAS plans to measure outcomes reflecting **locally determined needs and strengths**.

Similar to the State *A—F* Accountability System, LAS is a tool to drive continuous improvement for students.

Campuses with an overall state rating of A, B, or C can combine their LAS ratings with the state rating for final reporting purposes.

Benefits of Local Accountability Systems

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Local Relevance

Allowing schools to tailor their accountability measures to their community's specific needs and values.

Community Engagement

Involving parents, students, educators, and community members in the process fosters a sense of ownership in the educational outcomes.

Empowerment

Schools and districts can customize their accountability measures to align with their specific goals, allowing flexibility in defining and achieving success.

Holistic Assessment

LAS can include many components, such as student engagement, extra- and co-curricular activities, and community service participation.

Continuous Improvement

LAS can provide timely and relevant feedback, helping schools improve.

Public Reporting

LAS ratings are publicly released with state accountability on TXSchools.gov and the Campus Report Card.

Public Reporting: TXSchools.gov

- Overall rating is combined for campuses with an overall state rating **of C or above**.

- Each LAS Domain is displayed.

- **Tell me more** has specific details derived from the LAS Plan.

- **Local Accountability Details** has a link to the district's website where the full plan is stored.

Overall

State

LAS

Local Accountability System Overview

Planning Year

Implementation Year
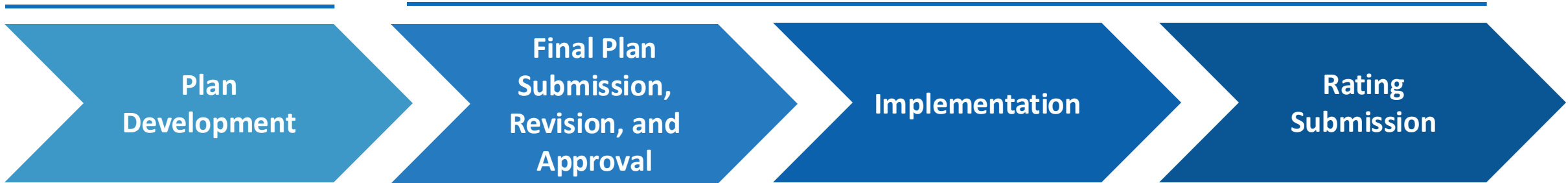
Plan Development
- LAS Resources and Training
- Gather community input
- Alignment of goals and components
- Create the plan
- Collect baseline data and create rating scale

Final Plan Submission, Revision, and Approval
- Create Revisions
- Board Approval
- TEA Staff Review
- Panel Review
- Communicate plan to community

Implementation
- PD for Staff
- Process Fidelity
- Data Collection/ Storage
- Continue communications with community

Rating Submission
- Data Verification
- Campus Ratings combined with State Accountability for campuses with a state rating of *C* or above

TEA Collaboration

The plan continues for the next 4-5 years

Local Accountability System Plan Development

Plan Development Steps

Planning Year

Plan Development

- **LAS Resources and Training**
- Gather community input
- Alignment of goals and components
- Create the plan
- Collect baseline data and create rating scale

- **New Resources available on the LAS website**

- **LAS Rules and Regulations Training**
  - **Valid and Reliable Measures**

Plan Development Steps

Planning Year

**Plan
Development**

- LAS Resources and Training
- **Gather community input**
- Alignment of goals and components
- Create the plan
- Collect baseline data and create rating scale

- Input from parents, educators, students, and community members is essential to creating a successful Local Accountability Plan.

- Aligned educational outcomes for all students ensure ownership and partnership.

- Locally determined needs and priorities can become components of the local accountability plan.

Examples:

Parents, Educators, Students, and Community Members

Focus Groups

+

Input Surveys

+

Local Accountability Committee

=

Build Community, Transparency, and Ownership

Plan Development Steps

Planning Year

Plan
Development

- LAS Resources and Training
- Gather community input
- **Alignment of goals and components**
- Create the plan
- Collect baseline data and create rating scale

- ## Strategic Plan
  - ### Progress Measures
  - ### Long Term Measures

- ## Local Accountability Plan
  - ### Components (Examples)
    - ASVAB participation and success
    - CTE Enrollment and Completion Rate
    - Student Survey of Teacher Quality
    - K-2 Math Fluency
    - 8th grade Algebra I enrollment and success
    - Safe and secure facilities

PRIORITIES:	STRATEGIC OBJECTIVES:	STRATEGIC ACTIONS:	PROGRESS MEASURES:	LONG TERM MEASURES: (SMART Goal X to Y by Z (2027)
P1: Students: Grow and support each student with robust opportunities	1.1 Improve academic achievement for all students	1.1A – Systematically implement formative assessment plan to measure campus and school instruction (including HB3 requirements). 1.1B – Implement a campuswide tutorial program, attendance makeup/ and acceleration programs. 1.1C – Implement, monitor, and adjust district academic initiatives to ensure that the strategies and resources be effectively delivered to all students.	• Monitor common assessment data to ensure progress toward 30/60/90. • Evaluate walkthrough data to validate instruction is aligned to the Year-at-Glance (YAG) and the specificity in the Instructional Focus Document (IFD). • Train for systematic approach to Professional Learning Community (PLC) data disaggregation and instructional planning. • Develop and review common lesson plans to ensure fidelity and alignment to instructional content and rigor.	• Annually increase district accountability rating from an 86 in 2021-22 to a 92 in 2026-27.
	1.2 All students are College and/or Career and/or Military Ready	College 1.2.1A – Implement a plan to increase the passing rates of Advanced Academic courses for college credit. 1.2.1B – Continue to follow an aligned curriculum for core courses, Pre- Advanced Placement and Advanced placement courses. 1.2.1C – Provide college-level course opportunities to all students at the high school level.	• TSI College Ready Score in Math, Reading and Writing • AP/IB College Ready Score • SAT/ACT College Ready Score • Associates Degrees Earned • Dual Course Credits Earned • Onramps Course Credits Accepted • Pathways in Technology Early College High School (P- TECH) Programs • Industry Recognized Certifications • Level one and level two college certificates • CTE Teacher Dual Credit and CTE Program Credentialing	• Annually increase percentage of graduates who meet CCMR criteria from 54 in 2021-22 to 92% in 2026-27. • Graduates will increase attainment of CTE Industry Based Certification Rate from 40% in 2021-22 to 68% in 2026-27. • CTE Program Completion Rate for the 2026-27 school year will be at 78%. • CTE senior students achieve at least 9 college credit hours (500) for the 2026-27 school year.
		Career 1.2.2A – Increase parent and student awareness of post-secondary career opportunities. 1.2.2B – Increase course offerings and programs to fit individual student interest. 1.2.2C – Promote current and innovative Industry-based Certifications to increase career and post-secondary readiness for all students.	• CTE Endorsement Completer Percentages • Approved Industry-Based Certifications • HB5 Night Participation • Career Showcase Participation • CAS, CCJE, JobCon • Advanced Academy Nights • Shadowing and Internship Opportunities • Advanced Academy Grade Level Parent Meetings • Student CCR Camps • 8th Grade Entrepreneurship and 10th Grade Financial Literacy • 45 CTE Programs, 9 Fine Arts programs, and NJROTC • Opportunities for electives and 9th period courses • Comptia, Certiport, ASE, Solid Works, ServSafe, Revit, EMT, EPA, TOPS Security, TDLR, Medical Assistant, Vet Tech Floral, EKG, Phlebotomy, Pharm Tech, AWS, Educational Aide, NCCER, VITA, Real Estate, ESB, Electrical Apprentice	• (300+) CTE senior students will achieve a level one or level two college certificate for the 2026-27 school year. • (340+) CTE senior students will achieve an associate's degree for the 2026-2027 school year. • Monitor NJROTC course request to meet or exceed 125 students per year • Provide 90% or better student requests of ASVAB testing • Collect 90% or better of military enlistment forms with proper documentation required for state accountability
		Military 1.2.3A - Continue opportunities for students to participate in our JROTC programs and take the ASVAB assessment. 1.2.3B – Increase campus opportunities to work with our local recruiting entities to guide students into military careers. 1.2.3C – Continue our military- connected partnership with our local military base and families attending our district.	• NJROTC Enrollment • ASVAB Participation/Testing • Military Enlistments	
	1.3 – All students will have responsible decision making, self-awareness and self-management skills to be well rounded citizens.	1.3A - Improve faculty readiness to support student learning through professional development. 1.3B - Create safe spaces for faculty and students to practice self-advocacy. 1.3C- Develop and integrate self advocacy instructional practices in district curricula, classrooms, and activities.	• Rethink Education Biannual Student SEL Self-Assessment	• Annually increase the percentage of student self-reported Responsible Decision-Making Skills attainment. • Annually increase the percentage of student self-reported Self Awareness Skills attainment. • Annually increase the percentage of student self-reported Self-Management Skills attainment.

Plan Development Steps

Planning Year

Plan
Development

- LAS Resources and Training
- Gather community input
- Alignment of goals and components
- **Create the plan**
- Collect baseline data and create rating scale

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight
2. Component Summary and Weight
3. Component Descriptions and Rationale
4. Valid and Reliable Measures
5. Data Collection Protocols
6. Baseline Data
7. Campus Rating Scale

Campus State A—F Rating

+

Campus Local Accountability A—F Rating

=

The Campus State Rating must account for at least 50% of the Overall Campus Score.

Combined Rating Examples

LAS 50% | State 50%   *OR*   LAS 40% | State 60%   *OR*   LAS 20% | State 80%
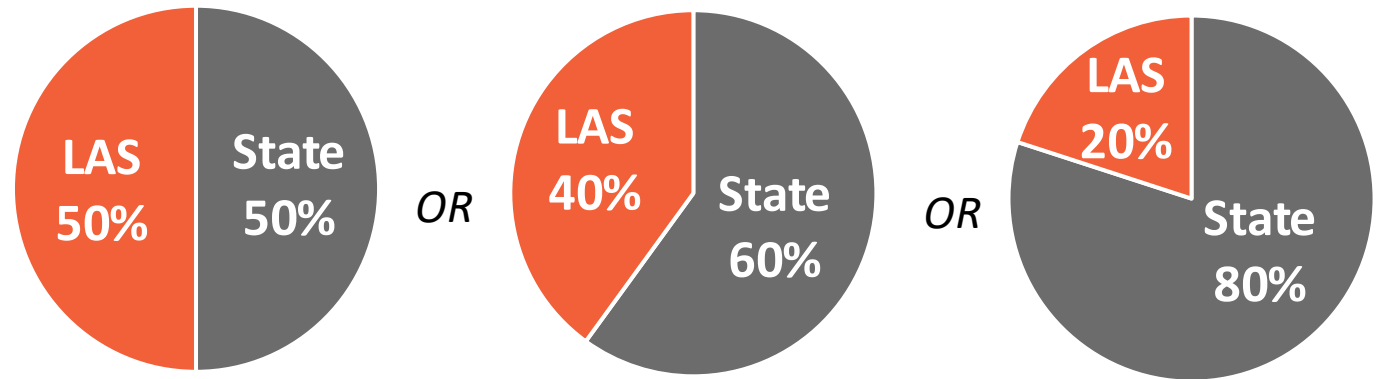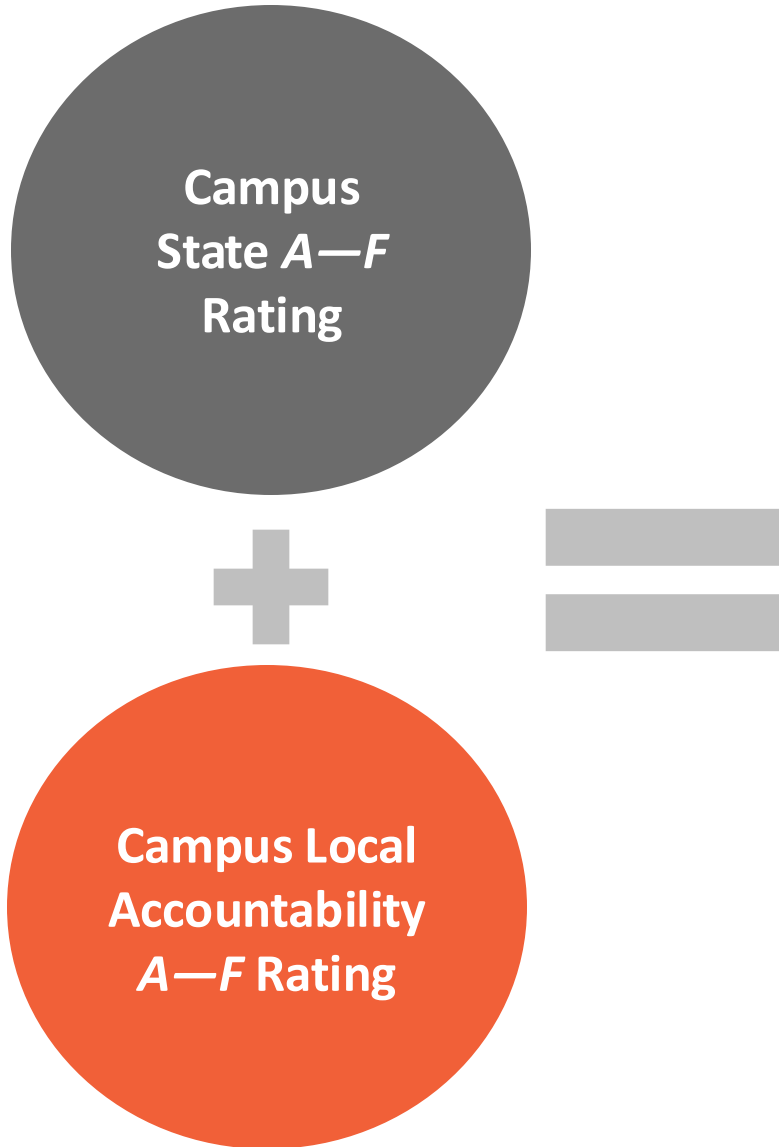
If a Campus State Rating is a *C* or better, then the Local Accountability Ratings will be combined with the State Rating.

18

Elementary Schools

Middle Schools

High Schools

K-12

Specific school types

-or-

All school types

All schools within that school type will be included in the plan.

Domains

| Academic Achievement | Culture and Climate | Extra- and Co-curricular | Future Ready Learning | Locally Determined |

Components

Academic Achievement
- K-2 Literacy
- 8th grade Algebra I enrollment and success
- Geometry success
- K-7 Social Studies

Culture and Climate
- Student perception of Teacher Quality
- School Safety
- Teacher Retention
- Safe Learning Environments

Extra- and Co-curricular
- Internships
- Campus Organizations and sports, UIL
- Student professional organizations

Future Ready Learning
- AP enrollment and success
- Authentic work-based learning experiences
- 6-8 IBCs

Locally Determined
- Attendance
- T-TESS
- Fitness Gram

LAS

The District/Charter determines which components to include in the plan.
These are some examples that could fit within each domain.
A LAS plan can have **1-5 domains and 2-10 components**, per school-type.

Measures can be yearly growth targets.
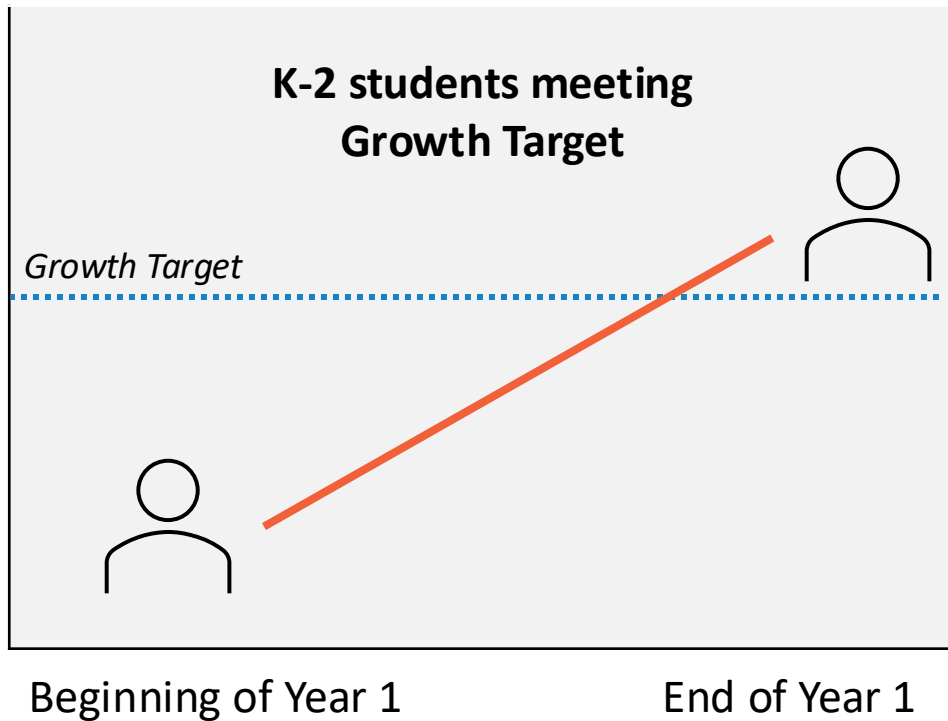
Measures can be year-over-year growth.
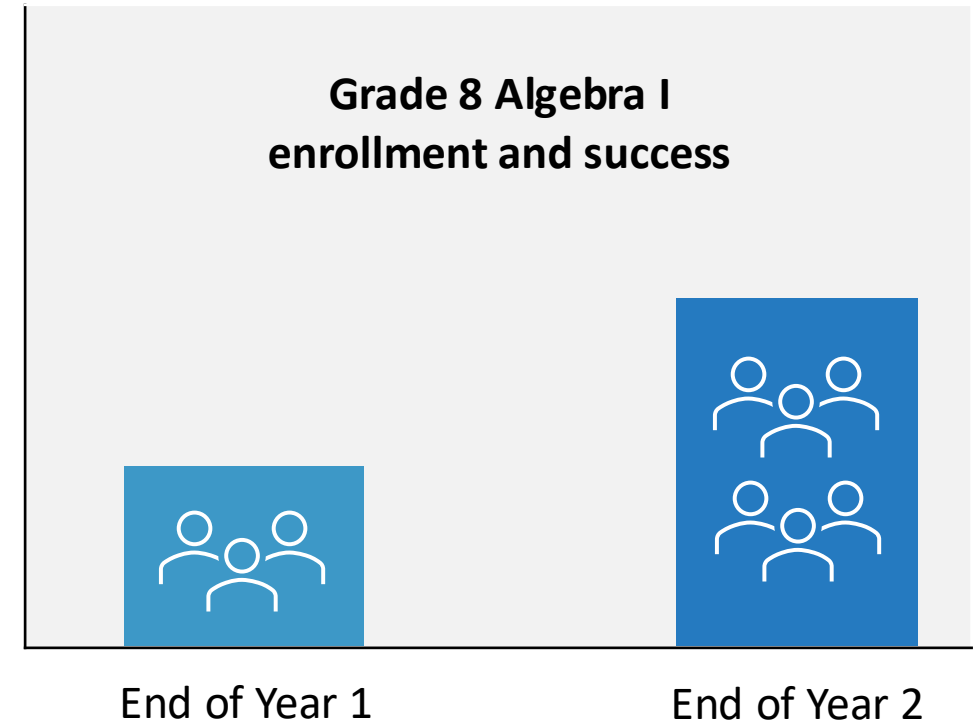
K-2 students meeting Growth Target

Growth Target

Beginning of Year 1 — End of Year 1

Grade 8 Algebra I enrollment and success

End of Year 1 — End of Year 2

Plan Development Steps

Planning Year

Plan
Development

- LAS Resources and Training
- Gather community input
- Alignment of goals and components
- Create the plan
- **Collect baseline data and create rating scale**

- Baseline data is needed to set your rating scale

- Collect baseline data on each component for each school type.

- Your baseline is typically set at the mid-C-range.

Example Component: AP Course Completion and Exam Success

Letter Grade	Minimum % met	Maximum % met
A	80	100
B	60	79
C	40 **49**	59
D	20	39
F	0	19

A **district baseline average of 49%** is placed near the middle of the C-range on the Campus Rating Scale.

Guidance and Support

Planning Year

Plan Development

- LAS Resources and Training
- Gather community input
- Alignment of goals and components
- Create the plan
- Collect baseline data and create rating scale

TEA Collaboration

Our mission is to **provide guidance and support** to districts and open-enrollment charter schools, in creating robust local accountability systems that foster a culture of transparency, collaboration, and continuous improvement.

Local Accountability System Plan Example

A Local Accountability Plan includes the following information:

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3. Component Descriptions and Rationale

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A Local Accountability Plan includes the following information:

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District Rationale

ABC ISD's Local Accountability System (LAS) is an extension of work that was established with our Theory of Action. To accomplish our Theory of Action we have five core components:

I.   State Accountability

II. Academics (non-state tested)

III. Parent Satisfaction (including school safety)

IV. Student classroom experience

V.   Extracurricular activity

Components II—V are included in our LAS...

The district rationale explains why, and how, the district has created a Local Accountability System.

District Rationale (cont.)

The selection of these components was the result of collaboration among district leaders, campus administrators, Trustees, teachers, parents, and community members. We sent surveys to all of the previously stated groups of people and a focus group analyzed the results. We held nine 2-hour meetings with stakeholders to finalize the components of our plan. Our meeting minutes can be found here <u>link</u>.

Weights for the components were set to align with district goals, Board goals, and feedback from district leadership.

We created a system to represent what we value as a district, recognizing the importance of a "whole-child" approach to evaluate our schools' performance.

The district rationale explains why, and how, the district has created a Local Accountability System

Local Accountability System Overall Weight

For our campuses that score a C or above on the state system, we will attribute our Local Accountability System at 30% value. The State System will count at a 70% value.
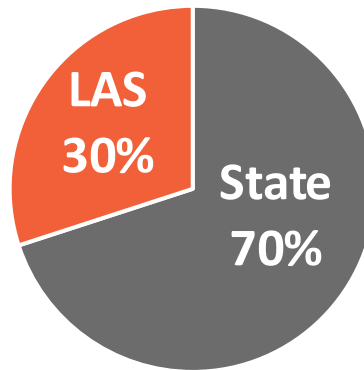
The LAS overall weight indicates how the state and local systems will be calculated for campuses with a state rating of C or higher.

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. **Component Summary and Weight**

3. Component Descriptions and Rationale

4. Valid and Reliable Measures

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7. Campus Rating Scale

Component Summary and Weight Example

School Type/Group	Component Name	Domain	Component Weight
Elementary 14 campuses	Increase literacy skills for all students in K—2	Academic Achievement	25%
	Increase math fluency for all students in grades K—2	Academic Achievement	25%
	Parent/ Guardian Satisfaction: survey of favorable responses on academic orientation, communication, and school safety (K—5)	Culture and Climate	20%
	Student Classroom Experience: survey of favorable responses of teacher quality (K—5)	Culture and Climate	20%
	Percentage of students who have participated in at least one co- or extra-curricular activity that has been approved by ABC ISD (3—5)	Co- and Extra-Curricular Activity	10%

The plan summary and weight is an overview of the LAS for a particular school type, in this example the school type is all Elementary level campuses in the district.

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. Component Summary and Weight

3. **Component Descriptions and Rationale**

4. Valid and Reliable Measures

5. Data Collection Protocols

6. Baseline Data

7. Campus Rating Scale

Increase literary skills for all students in K—2

Description and Rationale

We have identified early literacy as a focus for improvement. To provide a solid foundation in literacy, we are focusing on early literacy skills: letter recognition, phonics awareness, vocabulary related to familiar concepts, and simple story comprehension. We will measure student growth within each school year using [*District Choice Vendor*] for K—2 in Reading.

Vendor Examples: MAP Growth Assessment, iReady, etc.

The component description and rationale are provided to convey why the Elementary-level schools are focused on this component

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. Component Summary and Weight

3. Component Descriptions and Rationale

4. **Valid and Reliable Measures**

5. Data Collection Protocols

6. Baseline Data

7. Campus Rating Scale

Measure

Increase literary skills for all students in K—2

The [*District Choice Vendor*] Growth Assessment for K-2 Reading is a computer-adaptive test that measures both achievement and growth regardless of grade level. It tracks progress throughout the school year and across multiple years.

We will measure student growth from the beginning to the end of the year. Growth reports provide growth projections based on nationally representative norms. These projections, shown in scale score points and growth percentiles, indicate changes in achievement when growth targets are met or exceeded.

End-of-year data will show which students met or exceeded their growth targets.

Details about the measure are described to explain the validity and reliability.

Parts of a LAS Plan

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. Component Summary and Weight

3. Component Descriptions and Rationale

4. Valid and Reliable Measures

5. **Data Collection Protocols**

6. Baseline Data

7. Campus Rating Scale

Increase literary skills for all students in K—2

Data Collection Protocol

Students will take the pre-test within the first six weeks of the school year in a small-group secure testing environment. Students will take the post-test during the last nine weeks of the school year in a small-group secure testing environment. Data will be stored in the [*Vendor*] system for analysis and reporting.

The data collection protocol explains when and how the data will be collected and stored.

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. Component Summary and Weight

3. Component Descriptions and Rationale

4. Valid and Reliable Measures

5. Data Collection Protocols

6. **Baseline Data**

7. Campus Rating Scale

Increase literary skills for all students in K—2

Baseline Data

We examined each campus and the overall district average from the beginning to the end of year assessments for grades K—2 during the 2023-24 school year. We found that, on average, **65% of students in the district** met their growth targets.

The baseline data summarizes the average of the district overall.

This will set the mid-point of the rating scale.

A Local Accountability Plan includes the following information:

1. District Plan Rationale and Weight

2. Component Summary and Weight

3. Component Descriptions and Rationale

4. Valid and Reliable Measures

5. Data Collection Protocols

6. Baseline Data

7. **Campus Rating Scale**

Campus Rating Scale

Increase literary skills for all students in K—2

Letter Grade	Minimum % met growth target	Maximum % met growth target	# of campuses
A	86	100	1
B	72	85	2
C	58 **65**	71	8
D	44	57	3
F	30	43	0

The **district average of 65%** was placed near the middle of the C-range on the Campus Rating Scale.

The floor of 30 was selected to align with the state accountability system.

The district has 14 campuses. Each campus is represented with its corresponding baseline data range.

Possibilities with Local Accountability Systems

- LAS provides relevance to teacher practice.

- District leaders provide campus support to reinforce components in the LAS.

- District and campus leaders actively promote the LAS.

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Elementary Schools

- K—2 Literacy
- K—2 Math
- K—4 Science
- K—5 Social Studies

Middle Schools

- 6—7 Science
- 6—7 Social Studies

High Schools

- HS English Courses (English III and IV)
- HS Science Courses (Chemistry, Physics)
- HS Math Courses (Geometry)
- HS Social Studies Courses (Government, Economics)

Additional CCMR Component Examples

Advanced Placement

Enrollment and Success

Industry Based Certifications

6—8 Certifications

9—12 Certification 2+

Rural Pathways in Excellence Partnerships

Enrollment and Success

Dual Credit

Persistence, Enrollment, and Success

Ideal Candidates to Begin a Local Accountability System

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You are a perfect candidate for LAS if you are committed to any of the following:

Starting to plan goals and priorities for student success

Have established goals and priorities for student success

Implementing innovative initiatives for student success

Tracking improvement and impact through:
- Teacher Incentive Allotment
- Lone Star Governance
- Effective District Framework
- Effective Schools Framework
- System of Great Schools
- Texas Strategic Leadership

Next Steps

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Discuss with Leadership

Optional: Schedule 1:1 Consult

Required:

Review LAS Resources and

Complete a Notice of Interest (NOI)

Required:

Attend Rules and Regulations Training

When a NOI is submitted, we will reach out to you to schedule the Rules and Regulations Training
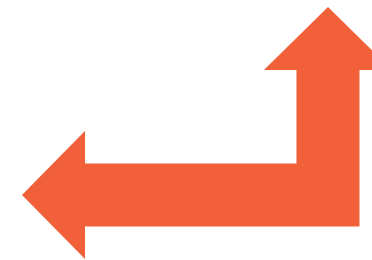
New and Updated Resources

Resources

The resources below provide additional information about the local accountability plan requirements along with a sample plan and components.

- Local Accountability General Info (PDF)
- Local Accountability System Technical Guide (PDF) - Access our system technical guide for processes and requirements for creating a local accountability plan.
- Sample Plan and Components (PDF) - Learn what a completed local accountability plan includes and review models to help you develop one for your district.
- Local Accountability System Planner (.doc download) - Use this planning tool to get started on your LAS Plan.

Timelines

Below is the timeline for Local Education Agencies to collect baseline data, submit a plan to TEA, and submit data to be combined with state accountability.

Year	Collect Baseline Data	Submit LAS Plan that includes Components, Domains, and Baseline Scaled Scores to TEA	Submit Scaled Scores and Ratings to TEA the First Week of July of the Applicable Accountability Year
2025 Accountability	SY 2023-24	September 2024	July 2025
2026 Accountability	SY 2024-25	September 2025	July 2026
2027 Accountability	SY 2025-26	September 2026	July 2027
2028 Accountability	SY 2026-27	September 2027	July 2028

FAQs

Frequently Asked Questions

Below you will find common questions and answers about the local accountability system in the state.

Expand All

What is the local accountability system? ▼

What is a local accountability plan? ▼

How does a district participate in the local accountability system? ▼

Can a district participate in the local accountability system and other initiatives at the same time? ▼

How does a district create a local accountability plan? ▼

How much of a commitment does participation require? ▼

Does participation on the local accountability system require money? ▼

How does the local accountability system plan impact a campus rating? Can my rating go down? ▼

How does the local accountability system impact my district rating? ▼

Contact Information

Local Accountability Systems

LAS@tea.texas.gov

Notice of Interest Form

https://tea.texas.gov/texas-schools/accountability/local-accountability-system