



Local Accountability System Guide

Website: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/local-accountability-system>

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Section 1—Local Accountability System Overview

Benefits for Participating Districts

Section 2—Local Accountability Submission, and Approval, and Duration

Plan Development Process

Prior to submitting a local accountability plan, districts and open-enrollment charter schools engage in a process of data review and goal setting. Districts and open-enrollment charter schools are required to attend a TEA-sponsored introductory webinar as part of the plan development process. The webinar consists of 3 short videos and includes time for live questions and answers with the local accountability team.

TEC §39.0544 (b)(1) states the following:

The plan may be approved only if after review

- the agency determines the plan meets the minimum requirements under this section and agency rule;
- at the commissioner's discretion, an audit conducted by the agency verifies the calculations included in the plan; and
- if at least 10 school districts or open-enrollment charter schools have obtained approval of locally developed accountability, the plan is subject to a review panel appointed by the commissioner.

According to the annual timeline of the scho

Plan Development Details

1. Plan Development

- Interested districts attend a required TEA-sponsored training.
- District and campus staff, in collaboration with stakeholder groups, evaluate available data and local initiatives to set goals for plan components and outcome measures. Districts may use goals created from other initiatives to implement a local accountability plan.
- District and campus staff determine appropriate measures and examine baseline data for the outcomes outlined in the plan.
- In general, baseline data is used to set achievement levels, where the baseline average represents a *C*, or mid-level range. Campus rating levels are created from baseline data and district goals to contain levels of performance that allow for differentiated levels.

2. Plan Submission, Revision, and Approval

- Districts and open-enrollment charter schools submit a local accountability plan for review by agency staff. TEA staff provide feedback and work collaboratively as “thought panehartelth (ffe)-2riects a (s)-4 (e)-2 (v)2 (ifne)JJ-1 (p)6an.2 (na)-1 ((r)-1 (r)-1 (apr)

Districts may choose which domain each component will represent (see Scaling and Weighting for more information) with a minimum of two components and a maximum of ten per plan (by school type/group).

Districts should carefully select components that represent the domains of the standards. Components should be selected from the list of components below.

Campus Rating		

60% response rate goal (measured as number of completed surveys/number of students at campus). In order for a campus to include the survey as part of the local accountability system rating, the response rate must be at least 30%.

Based on previous survey administrations, the districtwide average is 70% positive perceptions of school staff. The district does a further examination of survey data and finds differences by school type. The district sets the campus rating scales by school type and uses the baseline average, and five-year goals, for each school type to set the C, or mid-level range.

Campus Rating Scale	Elementary School	Middle School	High School
A	96+%	86+%	80+%
B	90–95%	76–85%	70–79%
C	80–89%	65–75%	60–69%
D	70–79%	55–64%	50–59%
F			

Section 4—Measures and Data Source

At least one year of baseline data for each data source is needed for inclusion in the plan. If at least one year of baseline data is not available, and the data source includes standards based on a nationally normed sample, that information may be used to set district goals as a substitution

expectation is for *participation over time* measured by attendance, hours, or other counts of experience. The district must define participation at an acceptable level and clearly articulate the data collection procedure.

Not Acceptable Components

Components that measure the *opportunity to participate*, or number of clubs, meetings, or events *offered* are generally not acceptable.

Components that report *participation in single events* (career fair night, parent night, single performance or competition) are generally not acceptable.

All Students vs. Student Groups

Districts are encouraged to thoughtfully consider the populations included in participation-related components when creating a local accountability system plan. Use of historical data and district priorities can help determine the district focus and populations included in participation-related components.

Questions to consider include:

- Is the district focusing on ensuring *all* students are participating?
- Is the district focusing on *under-represented groups* to ensure equity?
- Is the district including a significant number of students, or focusing on improving equity to necessitate inclusion of component in district local accountability system plan?

Statute Requirements

Statute requires that measures adhere to the following criteria:

- (A) contains levels of performance that allow for differentiation, with assigned standards for achieving the differentiated levels;
- (B) provides for the assignment of a letter grade of A, B, C, D, or F; and
- (C) meets standards for reliability and validity.

Specifically, in order to create measures that contain levels of performance that allow for differentiation districts should examine baseline data for each measure, calculating the range and average performance across campuses.

Using this information, along with the performance goals set by the district, the performance levels can be set to reflect placing the average at a C, or mid-level, range and creating the remaining levels to reflect levels that correspond with current district rates and goals.

In order to provide for the assignment of a letter grade of A, B, C, D, or F, districts should use the levels of differentiation created from the current baseline average and goals to set standards for each level based on setting the average at a C, or mid-level, with the higher A and

B levels designating levels considered exceptional and good, respectively, with the lower D and F levels designating levels considered needs improvement and unacceptable, respectively.

Example: Setting a Campus Rating Scale

Based on 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–

Examples include content-specific tests focused on the related content topic, surveys designed to capture beliefs and attitudes about certain topics, and rating protocols with clearly defined observational evidence.

***Reliability and validity** are closely related, and both must be evident for a measure, test, or rating to be included as component outcomes in a local accountability system plan.*

In terms of the **overall local accountability system plan**, in addition to including reliable and valid measures:

*A plan is considered **reliable** if it is applicable over time across campuses.*

*A plan is considered **valid** to the degree that the results show progress toward meaningful local student outcome goals.*

Examples of measures, or use of results, that are not reliable nor valid include:	Potential solutions to increase reliability and validity:
Use of a single, or a few, items from a longer test or survey designed to be administered and scored as a whole. An equivalent example would be the use of two to three questions from a STAAR test that are used as the sole determination of student achievement and progress.	Use of a measure designed to capture the intended outcome.
Use of scales, such as Lexile ratings, that are used in ways that were not intended by the design of the scale. For example, the conversion charts of STAAR raw scores and Lexile levels were designed to suggest accessible reading levels for students scoring at different levels on the STAAR, not as ways to measure growth across administrations.	Use scales and measures in the way they were intended by the design.
Use of components that are based on availability of resources or participation counts rather than on measurable outcomes.	Select components that focus on student outcomes or areas directly related to student outcomes.

Weighting

Domains are weighted as the sum of component weights. For example, a domain with 3 components of 10%, 50%, and 20% would have a weight of 80% of the local plan. A plan could have from one to four additional components across different domain(s) for the remaining 20%.

Components may carry a weight ranging from 5% to a maximum of 60% for a total of two to ten components per school type plan. The assignment of individual component weighting is determined by districts in accordance with the data sources and measures of the individual

components as well as the overall plan. For example, if a plan has five components, the relative weight of each component would be determined by the measure, source, and outcome of the component. Districts are encouraged to assign a smaller weight for the first year of plan application.

The overall local accountability rating and the combined rating for each campus are presented on the TEA report card website. Districts are required to include domain component descriptions and ratings on district websites.

Section 5—Ratings, Audits, and Appeals

Ratings Submission Process

Component, domain, and overall outcomes must be scaled to a common metric and submitted to the agency for each campus rated under an approved local accountability plan. In order to combine local accountability scores with state accountability scores, each component and domain score is required to be scaled to a 30–30

Ratings Appeal Process and Timeline

A successful I



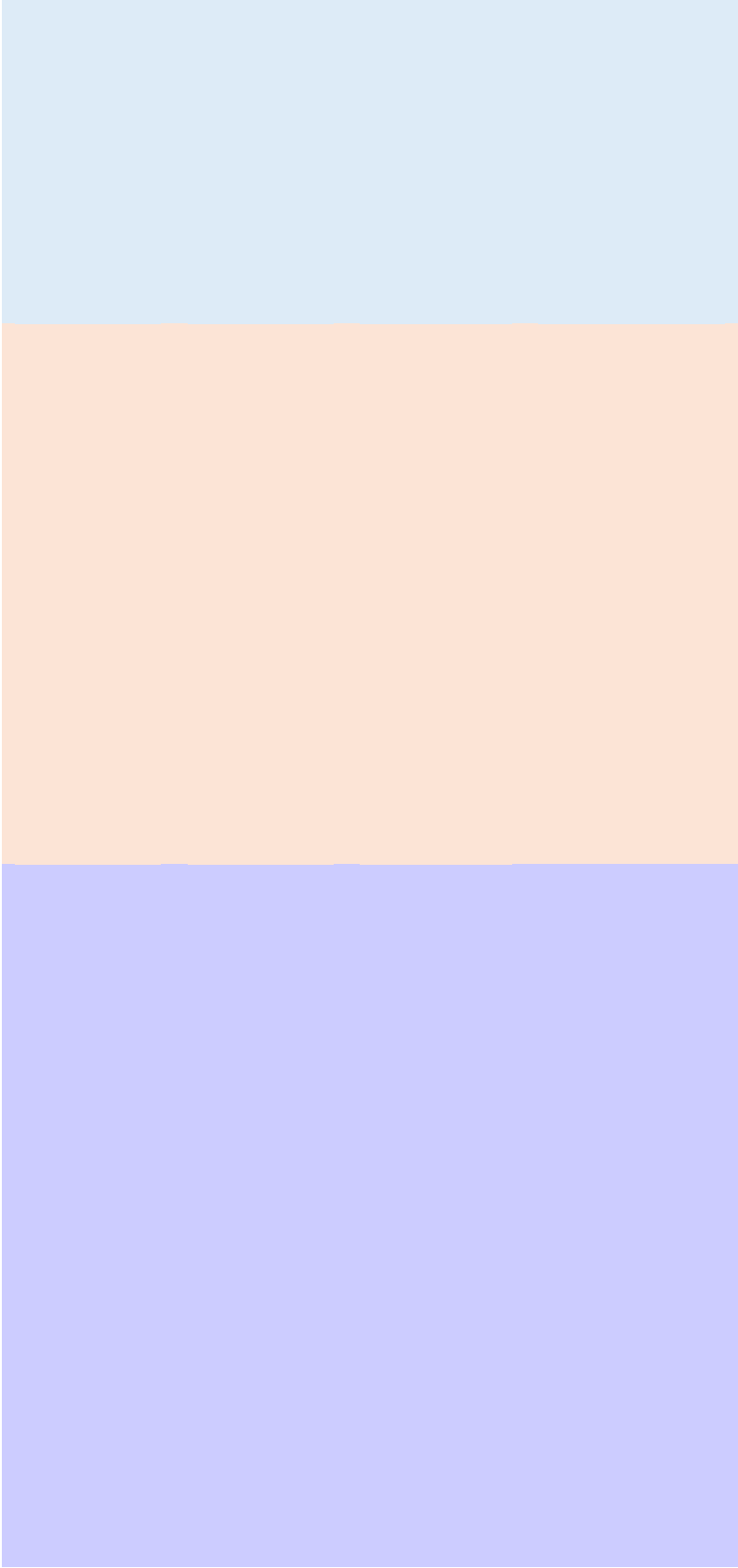


Step 1: Calculate the increments in each grade range. For the example above, the increments are the same for A–D at 15 points each.

Step 2: Next, divide the grade range increments by the number of corresponding points. In this case, the grade range increments are all 15 points and the scaled score range is ten interval points (912 09 sca8()Tj11.4g3JEMyT gra250StaStch.



% range from grading scale minimum	% range from grading scale maximum	Scale Score	Scale Score Letter Grade
100	100	100	A
98.5	99.9	99	A
97	98.4	98	A



Extra and Co-Curricular Guidelines

District Decisions About how to Classify Extra and Co-curricular Activities

The following is an example of how one district defines what counts as an extra-and co-curricular activity and a partial list of the activity catalog for the district.

Note how the catalog includes a category, dual category, the activity, the relevant grade levels and a short description. Not all sections need to be included in a district catalog, but the information should provide a clear description of the activity.

Rationale: Describe the rationale for selecting this component, including information used to identify the component for plan inclusion, target population(s), district goal(s), and ways in which the district and campuses are working toward achieving the goal(s).

“Participation in extracurricular and co-curricular activities is a priority for the Sample ISD Board of Trustees.

The district’s leadership team and trustees believe that involved students are more likely to be engaged students and that engaged students are key to college, career, and military-ready graduates.

The school leadership team and school board members believe that all students should be involved in at least one extracurricular or co-curricular activity each year.”

Data Collection Protocol: Describe the data collection protocol. Information may include data collection timeline, monitoring processes for data collection, data storage plan, and staff training.

“For an activity to be included in a school’s data collection, it must have a set meeting time (weekly, biweekly, or monthly), schedule of events, and attendance roster documenting participation. In addition to those requirements, the student must have a choice to participate in the activity.

All extracurricular clubs are vetted by Student Activities staff prior to inclusion in the

Sample Components and Measures

The following list is a sample of components and measures used by participating districts in their local accountability plans. This list is intended to give an idea of the diversity of measures used by districts as they create a local accountability plan based on district priorities and needs and use measures already in use (one year of baseline data is required).

As a reminder, components in a local accountability plan cannot be the same as those included in the state accountability system.

This list is not a comprehensive list and is not intended to be an endorsement or suggestion of required programs or assessments. Districts are free to choose which domain to assign components and the following list is not meant to exclude components from different domains if a district so chooses.

Districts are also free to select additional outcomes and measures based on district initiatives and priorities. The local accountability system team works closely with districts to assist in the selection and design of components. Districts may use the same measure but select the data reporting based on needs of the district.

The Local Accountability System Guide provides additional information about component and measure requirements such as validity and reliability.

Interested districts should participate in an introductory webinar and complete a Notice of Interest (available on the website listed below) to set up a meeting with TEA staff to further discuss the priorities and needs of individual districts.

The Texas Education Agency does not require districts to purchase or use specific assessments or programs to participate in the local accountability system.

Culture and Climate Outcomes and Sample Measures

Surveys – recommended response rate is at least 30%

- Climate Survey
- Safety
- Communication with parents
- Social and Emotional Survey (SEL)
- Gallup student survey for grades
- Panorama Survey
- ED School Climate Surveys (EDSCLS)
- Depth of relationships between students and school staff

School wide Positive Behavioral Interventions and Supports (PBIS) Implementation

Staff and student attendance for subgroups (chronic absenteeism)

Personal Learning Communities (PLC)

Instructional Rounds

Common Instructional Framework

Advancement Via Individual Determination (AVID)

Texas Teacher Evaluation and Support System (TTESS)

Professional development outcomes

Extra and Co-Curricular Outcomes and Sample Measures

Percentage of a school's students who have participated in at least one co- or extra-curricular activity that has been approved by the ISD for a minimum number of hours

Percentage of teachers sponsoring co- or extra-curricular activity

Future-ready Learning Outcomes and Sample Measures

Completion of advanced coursework and certifications

- Percent of students to successfully complete Algebra I by the end of the Grade 9
- Percentage of students completing one or more advanced course
- CTE Enrollment and Certifications

Local Accountability System Glossary

Campus: A school that is operated by a charter school or school district.

Charter School: An entity that controls and is responsible for a campus or campuses that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Combined Rating: Campuses eligible for a combined rating that have a submitted plan and associated final data will have their local accountability system rating combined with the state accountability rating in the proportion specified in the approved local accountability system plan.

Component: An indicator chosen that leads to increased student outcomes.

Domain: