Local Accountability System
General Description

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.

Similar to the state accountability system ratings, a district's local accountability plan provides stakeholders with detailed information about school performance and progress over time. 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.

The creation and publication of a local accountability plan based on campus needs and goals allows a district to communicate priorities and demonstrates a commitment to achieving the components in the plan. The dissemination of local accountability plan ratings by TEA and the district signifies the importance of the local goals and documents progress at the campus level.

At the end of each school year, districts and open-enrollment charter schools assign overall and domain-specific letter grade ratings of A–F for 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 state and local accountability ratings with the state rating contributing at least 50 percent of the combined rating. The local accountability plan campus ratings do not affect the state accountability system rating at the district level.

Local Accountability System Plans

Local accountability plans are designed to measure student outcomes, or areas directly related to student outcomes, that are not included in the state accountability system.

Once approved by TEA, it is expected that a plan be operational and relatively unchanged for at least three to five years.

During the initial implementation year of the plan, the district may choose to examine campus results without officially combining the local accountability system campus ratings with the state accountability system campus ratings. Local accountability plans apply to all applicable campuses regardless of the state rating; however, campuses designated as D or F under the state accountability rating are not eligible to officially combine local accountability ratings with state ratings.

After the initial year, local ratings are combined with state ratings for campuses receiving C or higher on the state accountability rating for the applicable year of the plan. Campus ratings from the state accountability system, the local accountability system, and the combined rating will be posted on the TEA website as specified in the local accountability plan.

> ### Example:
> ### Defining a Priority Area
>
> A district chooses to publicly track student growth in early reading skills at the kindergarten through second grade levels.

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Plan Components

Student outcomes, or areas directly related to student outcomes, are defined by 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, collected prior to plan implementation, that is used to create a campus rating system with levels of performance, with assigned standards for achieving differentiated levels;

- 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;

- is converted to a 30–100 scale when ratings are submitted to the agency, with A= 90–100; B= 80–89; C= 70–79; D= 60–69; and F=59 and below.

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

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.

A = 95–100%

B = 85–94%

C = 75–84%

D = 65–74%

F = 64% and below

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.

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