SAMPLE
Local Accountability System
District Planning Form

Contact Information

ESC Region SAMPLE ESC

District Name and Number SAMPLE DISTRICT

District Plan Summary

Please summarize each school type plan by listing each included component, assigned domain, and component weight. You may insert additional rows by clicking the **+** sign in the bottom right corner.

For each component, please enter the required information below. All com
ponents should be entered on this form with the applicable school type or group indicated for each component. Component will be entered separately for each school type/group in order to indicate the weight assigned for each school type/group plan.

For **school type**, please choose the ***most similar*** option for your district's campus configuration from the options listed below. You may add specific information in the plan rationale section.

- *Elementary-Primary* is for K-2 or similar campuses.
- *Elementary-Intermediate* is for Grade 3–5 or similar campuses.
- *Elementary* is for K–5 or similar campuses.
- *Middle School* is for Grade 6–8 or similar campuses.
- *High School* is for Grade 9–12 or similar campuses.
- *Other* is for magnet schools, early college high schools, or other types of school groups.

Components may be weighted from 5% to 60% of the total local accountability plan for each school type. **Each school type plan may have a minimum of two to a maximum of ten components for a total of 100%.** Components are assigned to one of five domains and the sum of the component weights within a domain represents the overall domain weight.

School Type/Group (List each corresponding school type on a separate line when components are included across multiple plans.)	Component Name (Enter the component name in the space below.)	Domain (Select the assigned domain: Academics; Culture and Climate; Extra and Co-Curricular; Future-Ready Learning; Locally Determined)	Component Weight (Select the component weight from 5% to 60%)
Elementary-Primary	Increase reading proficiency for students in grades K–2.	Academics	50%
Elementary-Primary	Provide support for all teachers to successfully implement and integrate social and emotional learning practices throughout the school day.	Culture and Climate	35%
Elementary-Primary	Improve family/parent relationships and positive perceptions of school staff at all grade levels.	Culture and Climate	15%
Elementary-Intermediate	Increase reading proficiency for students in grades 3–5.	Academics	50%
Elementary-Intermediate	Provide support for all teachers to successfully implement and integrate social and emotional learning practices throughout the school day.	Culture and Climate	35%
Elementary-Intermediate	Improve family/parent relationships and positive perceptions of school staff at all grade levels.	Culture and Climate	15%
Middle School	Expand access to and success in *Algebra I* to all students in Grade 8.	Academics	50%
Middle School	Provide support for all teachers to successfully implement and integrate social and emotional learning practices throughout the school day.	Culture and Climate	35%

Middle School	Improve family/parent relationships and positive perceptions of school staff at all grade levels.	Culture and Climate	15%
High School	Provide support for all teachers to successfully implement and integrate social and emotional learning practices throughout the school day.	Culture and Climate	60%
High School	Improve family/parent relationships and positive perceptions of school staff at all grade levels.	Culture and Climate	40%

Overall Plan Weight

Each local accountability system plan may be weighted up to 50% for purposes of combining state ratings and local ratings for eligible campuses. You may insert additional rows by clicking the **+** sign in the bottom right corner.

Please indicate the weight applied to each local accountability plan.

School Type	Local Accountability System Plan Weight
Elementary-Primary	30%
Elementary-Intermediate	30%
Middle School	30%
High School	30%

District Plan Rationale

The local accountability system plan rationale provides an overview of the district vision of student success and how the vision is reflected in the local accountability system plan.

In the space below, please provide an overview of the development of the district local accountability system plan including the process of component selection, goal-setting, and communication with stakeholders. Please include information about campus grade-level configurations as it relates to the district local accountability system plan design.

The plan rationale is written after selection of individual components and measures to summarize the plan. The rationale section allows districts to connect district priorities to selected components and provide information about selection and goals. [one to three paragraphs]

District Plan Component Descriptions

For each component, please enter the required information below. All components should be entered on this form with the applicable school type or group indicated for each component.

Components may be weighted from 5% to 60% of the total local accountability plan for each school type. Each school type plan may have a minimum of two to a maximum of ten components for a total of 100%. Components are assigned to one of five domains and the sum of component weights within a domain represents the overall domain weight.

You may insert additional components by copying and pasting the sections below. Please include multiple school type information (Section II) sections for each component that is included across more than one school type.

Section I

Component Name: Please enter the name of the component.

Increase reading proficiency for students in grades K–2.

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).

To provide a solid foundation in literacy, we have decided to focus on early reading skills.

Measure(s): Please indicate the measure(s) used to collect data for this component. Include information about the publisher, reliability, validity, and history of use in the district, as applicable.

DIBELS will be used to assess reading achievement of students in grades K through 2. DIBELS is a nationally-normed reading assessment widely used to collect benchmark screening and progress monitoring. The district has been using DIBELS for the past five years. More information about the assessment measure is at https://dibels.uoregon.edu/.

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.

The DIBELS is administered by classroom teachers to all students in grades K-2 three times a year (beginning-of-year, middle-of-year and end-of-year) according to the testing framework. All teachers receive DIBELS training and a certified campus reading interventionist provides support during administration windows. Results are used to provide targeted reading interventions based on DIBELS outcomes. The end-of-year

measure will be used as the outcome measure for this component. All data is stored electronically, and student results will be compiled by district staff for submission to TEA for the local accountability system plan ratings.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Elementary-Primary

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

The district examined early reading indicator scores collected from existing assessments (Istation, DIBELS, and TPRI) and found that on average, 65% of all students were reading at or above grade level in Grade K–2. When disaggregated, 43% of students classified as economically disadvantaged were reading at or above grade level. Using this baseline data, and district-established five-year goals for improving reading achievement, the district created campus rating scales (A–F) to create two separate components (all students and economically disadvantaged) for campuses with students in Grade K–2.

Campus Rating Scale (C, or mid-range level, set to baseline average): Please show the proposed campus grading scale using baseline data in the table below. Include the distribution of campuses when this grading scale is applied to baseline data. Enter text as needed (optional).

Campus Letter Grade for Component (all students)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	90%	100%	0
B	75%	89%	0
C	60%	74%	1
D	50%	59%	0
F	0	49%	0

Campus Letter Grade for Component (economically disadvantaged)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	85%	100%	0
B	60%	84%	0
C	40%	59%	1
D	30%	39%	0
F	0	29%	0

Section I

Component Name: Please enter the name of the component.

Increase reading proficiency for students in grades 3–5.

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).

The district examined STAAR scores and through conversations with instructional staff decided to focus on the amount of time spent reading individually and increase the number of books students are reading in Grade 3–5. This is in addition to providing targeted instruction for students reading below grade level.

Measure(s): Please indicate the measure(s) used to collect data for this component. Include information about the publisher, reliability, validity, and history of use in the district, as applicable.

The measure for improving reading proficiency for students in grades 3-5 will include the amount of time spent reading in school (at student independent reading levels) and the number of books completed per year. Individual reading time is ensured through grade-level master scheduling and is recognized and respected as a quiet time across the campus.

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.

Data is collected from daily logs kept by classroom teachers and the Accelerated Reader® (AR) system. Teachers have been trained in how to log classroom time spent during individual reading time on a district collection system. The AR system shows a total number of books read through the AR system. This measure was selected as the district has been using it and has baseline data and a familiarity with the system. However, independent reading time is not limited to books available through AR. Students are encouraged to self-select books that are of interest to them and on reading level.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Elementary-Primary

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

An examination of Accelerated Reader® records showed students in Grade 3–5 logged fewer than 15 minutes independent reading time per day and on average, completed independent reading of four books (at individual reading levels) per year. The district created campus rating scales based on five-year goals for all students to measure both time spent reading independently daily and the total number of books read per year. Data is collected from daily logs and the Accelerated Reader® system.

Campus Rating Scale (C, or mid-range level, set to baseline average): Please show the proposed campus grading scale using baseline data in the table below. Include the distribution of campuses when this grading scale is applied to baseline data. Enter text as needed (optional).

Click or tap here to enter text.

Campus Letter Grade for Component (average independent reading time in minutes per day)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	30 minutes	N/A	0
B	21 minutes	29 minutes	0
C	15 minutes	20 minutes	1
D	10 minutes	14 minutes	0
F	0	nine minutes	0

Campus Letter Grade for Component (average total number of books read independently per year)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	10 books	N/A	0
B	7 books	9 books	0
C	4 books	6 books	1
D	2 books	3 books	0
F	0	1 book	0

Section I

Component Name: Please enter the name of the component.

Expand access to and success in Algebra I to all students in Grade 8.

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).

To provide a solid foundation in high school math, we have focused on access to and success in Algebra I in Grade 8.

Measure(s): Please indicate the measure(s) used to collect data for this component. Include information about the publisher, reliability, validity, and history of use in the district, as applicable.

The measure for improving access to and success in Algebra I will include % of Grade 8 students enrolled in Algebra I and successful completion of the course as indicated by a passing course grade.

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.

Would be completed by district.

Section II
School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Middle School
Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

Districtwide, about 57% of Grade 8 students were enrolled in Algebra I with some campuses having nearly all students enrolled and some campuses barely enrolling enough students to fill one course period (15% of Grade 8 students). Overall, of students enrolled in Algebra I, about 60% received a passing grade of C or higher on the course and 30% successfully completed the end-of-course exam by the end of ninth grade (which is captured by the state accountability system).

Campus Rating Scale (C, or mid-range level, set to baseline average): Please show the proposed campus grading scale using baseline data in the table below. Include the distribution of campuses when this grading scale is applied to baseline data. Enter text as needed (optional).

Campus Letter Grade for Component (percentage of Grade 8 students enrolled in Algebra I)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	85%	100%	0
B	75%	84%	0
C	45%	74%	1
D	30%	44%	0
F	0	29%	0

Campus Letter Grade for Component (percentage of Grade 8 students receiving a passing grade in Algebra I)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	85%	100%	0
B	61%	84%	0
C	50%	60%	1
D	30%	49%	0
F	0	29%	0

Section I

Component Name: Please enter the name of the component.

Provide support for all teachers to successfully implement and integrate social and emotional learning practices throughout the school day.

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).

The district has engaged in extensive professional development opportunities for campus and district level staff related to social and emotional learning practices. As part of this investment, the district contracts with an accredited organization to conduct annual site visits that include campus-wide appraisals of systems and routines that support social and emotional learning in students and individual teacher observations.

Measure(s): Please indicate the measure(s) used to collect data for this component. Include information about the publisher, reliability, validity, and history of use in the district, as applicable.

Externally-provided detailed report for each campus that includes an overall campus rating score and a narrative describing both positive findings and areas in need of improvement. The report rates campuses on a five-point scale (1=needs improvement; 2=minimally acceptable; 3=adequate; 4=good; 5=exceptional).

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.

Would be completed by district.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Other: All campuses

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

Districtwide, the average campus rating is a 2.3. The district opts to align the campus rating scale with the rating provided by the contractor and sets the following using baseline data and five-year goals.

Campus Rating Scale (C, or mid-range level, set to baseline average): Please show the proposed campus grading scale using baseline data in the table below. Include the distribution of campuses when this grading scale is applied to baseline data. Enter text as needed (optional).

Campus Rating Scale	Campus Rating Provided by External Contractor
A	5
B	4
C	3
D	2
F	1

Section I

Component Name: Please enter the name of the component.

Improve family/parent relationships and positive perceptions of school staff at all grade levels.

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).

The district has engaged in extensive professional development opportunities for campus and district level staff related to social and emotional learning practices. As part of this investment, the district contracts with an accredited organization to conduct annual site visits that include campus-wide appraisals of systems and routines that support social and emotional learning in students and individual teacher observations.

Measure(s): Please indicate the measure(s) used to collect data for this component. Include information about the publisher, reliability, validity, and history of use in the district, as applicable.

An annual survey (30 items; designed by a researcher) is distributed in multiple languages for completion by a parent or family member with a 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%.

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.

Would be completed by district.

Section II

School Type: Please select the applicable school type as it relates to the baseline data and campus rating scale included below. You may copy and paste this section to add more than one school type to this component.

Other: All campuses

Baseline Data: Please describe current outcome levels on the proposed measure as indicated by baseline data. Include the year(s) represented by the data.

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 (C, or mid-range level, set to baseline average): Please show the proposed campus grading scale using baseline data in the table below. Include the distribution of campuses when this grading scale is applied to baseline data. Enter text as needed (optional).

Campus Letter Grade for Component (percentage of positive perceptions of school staff at elementary campuses)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	96%	100%	0
B	90%	95%	0
C	80%	89%	1
D	70%	79%	0
F	0	69%	0

Campus Letter Grade for Component (percentage of positive perceptions of school staff at ==middle school campus==)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	86%	100%	0
B	76%	85%	0
C	65%	75%	1
D	55%	64%	0
F	0	54%	0

Campus Letter Grade for Component (percentage of positive perceptions of school staff ==at high school campuses==)	Minimum	Maximum	# of campuses at each letter grade (indicated by baseline data)
A	80%	100%	0
B	70%	79%	0
C	60%	69%	1
D	50%	59%	0
F	0	49%	0