



CBAS

Public Education Visioning Institute

Creating a New Vision for Public Education in Texas

Community-Based Accountability System

The Texas High Performance Schools Consortium

Texas High Performance Schools Consortium

- **Senate Bill 1557, 82nd Legislature (2011)**
- **23 school districts selected by Commissioner of Education**
- **Statutory responsibility—Methods for transforming Texas public schools**
- **Focus on:**
 - **Digital Integration**
 - **High Priority Learning Standards**
 - **Multiple Assessments**
 - **Community-Based Accountability System**

Balancing state & local responsibility

- **College and career readiness goal**
 - Educated, self-governing citizenry
 - Locally developed assessment & accountability systems
 - Innovative, customized curriculum



Community Based Accountability

State assures quality and equity

- Establishes educational quality expectations
- Establishes standards for local district accountability systems
- Approves HPLS
- Audits districts for educational quality and equity
- Assesses student learning through audits, sampling, and gateway measures
- Communicates and reports educational quality determination
- Determine statewide policy/guidance/budget implications of level of educational quality

Districts account for learning

- Establish district goals for student learning in relation to state educational quality expectations
- Determine measures and indicators of student learning
- Collect and maintain evidence of student learning on HPLS
- Determine student learning at the classroom, school, and district level
- Communicate and report student learning to parents and community
- Determine local policy/instruction/resource implications based on student learning data

Community Based Accountability

- Student and classroom-centered evidence of learning
- Strategic use of standardized tests
- Performance reviews and validation of learning by highly trained visiting teams
- Rigorous descriptive reporting to parents and communities



Student and classroom-centered evidence of learning

- **Assessments used by teachers are the most critical for improving instruction and student learning**
- **Assessments should be used primarily for informing the student and teacher about the level of student conceptual understanding**
- **Assessments should be continuous and comprehensive, using multiple tools, rubrics and processes, including teacher judgment about student work and performance**
- **Good sources of student knowledge, skills, and progress include writing samples, project-based learning demonstrations, teacher-developed tests, lab journals, science projects, essays, reading response logs, research papers, rubric assessments, performance feedback, and other student work products**

Strategic use of standardized tests

- Standardized test results received at the end of a school year offer limited feedback for instruction and do not track student progress throughout the year
- The standardized testing snapshot provides a broad measure of how a student population is progressing as a whole; it does not measure the progress of the individual student
- Stratified random sampling should be used in grades prior to high school; limiting the scope in those grades to high-priority learning standards in reading, math, and science and limiting testing to gateway transition years

Performance reviews and validation of learning by highly trained visiting teams

- **Highly trained professional visiting teams and external scoring validation such as those used by the International Baccalaureate Programme**
- **State performance monitors who examine the evidence maintained by schools that demonstrate academic performance and progress**
- **Peer review teams from local districts and campuses to visit and review on a multi-year cycle**
- **State assures through both pre-service and in-service training that all teachers have access to evidence-based practices in both formative and summative assessments**

Rigorous descriptive reporting to parents and communities

- **Reports that draw from the collections of classroom evidence, strategic and customized testing, and the results of external review and validation of student learning**
- **Reports to show evidence of community involvement and engagement in the setting of goals, results, and performance indicators**
- **System that is locally designed, more rigorous and relevant, eliminating the overreliance on standardized testing**

The Result: Better Public Schools

- **More rigor**
- **Less overreliance on standardized testing**
- **Local districts accountable to local communities**
- **Renewed focus on the most important person: the student**

