Underlying Framework Design Premises

- A single "template" could constrict the work or outcome of the local district.
- There are, however, core and common important considerations in the development of a framework and the sharing of models can be useful.
- The process and the framework are crucially intertwined, and the engagement process should drive the "look and feel" of the CBAS product.

Four Key Framework Components

- Describe explicitly the purpose and rationale for CBAS:
  - A single "template" could constrict the work or outcome of the local district.
  - There are, however, core and common important considerations in the development of a framework and the sharing of models can be useful.
  - The process and the framework are crucially intertwined, and the engagement process should drive the "look and feel" of the CBAS product.

- Communicate guiding principles for CBAS standards/indicators:
  - Be descriptive, comparative, and provide trends
  - Have clarity regarding the granularity and use of the standards/metrics
  - Have balance, or adequacy, in both elementary and secondary indicators
  - Have a balance of qualitative and quantitative indicators
  - Determine the level of granularity of campus/district data

- Communicate standards and metrics:
  - Translate these values into methods for communicating progress/attainment
  - Start with existing data, assuming additional learning information data must be developed and/or collected
  - Have reporting and communication structures
  - Produce annually
  - Provide online and in multiple formats

- Describe how, when, to whom and by what method the CBAS will be communicated:
  - Have reporting and communication structures
  - Produce annually
  - Provide online and in multiple formats

- What "power indicators" will you identify that are relevant to monitor and/or report as a part of an accountability system?

Process and Framework for a Community-Based Accountability System
Community-Based Accountability System

The purpose for creating a model process for Community-Based Accountability is to provide a framework or rubric, as well as a suggested approach to aid districts across the state to jumpstart implementation of a Community-Based Accountability System (CBAS) locally.

The Process component consists of a series of questions district leaders can ask to help guide themselves through the process of developing and implementing a local CBAS. Questions relate to district beliefs/vision/mission; audience/stakeholders to engage; definition of local learning goals and values; indicators of school quality; identification of power indicators to report; and development of a coherent reporting system, among other topics.

The Framework component consists of a tool to guide district leaders toward the contents of their final product. The Framework clearly communicates the undergirding philosophical premises upon which the CBAS was designed. A single “template” is not recommended since it could constrict the work or outcome of the local district; however, there are important core, common considerations in the development of a framework, and the sharing of models can be useful. These considerations include:

(1) Clarity in describing the community’s values and the purpose of the CBAS;
(2) Communication of the guiding principles for the CBAS standards/indicators;
(3) Communication of the standards/metrics; and
(4) Description of how, when, to whom, and by what method the report will occur.

The CBAS Process and the Framework are crucially intertwined, and the engagement process should drive the “look and feel” of a district’s CBAS.

TASA would like to thank the following districts for their contributions to this Process and Framework for Community-Based Accountability.

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