

# Community-Based Accountability System



A Process and Framework  
for Community-Based Accountability

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Texas Association of School Administrators

# Process and Framework for a Community-Based Accountability System

## Operational Definition

A CBAS framework is the “what” resulting from the CBA process (the documents, measures, communications, products, contents, etc).

1

Are you satisfied with the current system?  
 ■ Does this test-based system accurately define your school/district? ■ Are your students test takers or problem solvers?

4

How will you define the learning goals for which the school and community are to be responsible and accountable?

- College readiness expectations
- Local community expectations
- State, national and international standards

7

What are indicators of school quality that you will use in evaluating progress to meet learning goals and objectives?  
 ■ Are they comprehensive? ■ Do they reflect fully what students experience in school, academically and personally? ■ Do they orient toward post-secondary global success?

2

What are your district's core beliefs, vision, and mission? Are you ready to reaffirm, examine, or newly identify them?  
 ■ Do they reflect community desires for students? ■ Do students see themselves in your vision, mission, and core beliefs?

3

Whose “voices” should be heard in order to include and consider critical reflection of community values?

- Students ■ Parents ■ Teachers
- Administrators ■ Educators
- Formal and informal community leaders and advocates

5

How will you define over-arching education values that are clearly aligned to community values and learning goals?

6

How will you evaluate/reevaluate current inputs, processes, assessments and performance tasks for their contributions to upholding school and district continual improvement?

8

How will you consider meaningful measures to provide opportunities for data collection and continuous improvement? How will you incorporate multiple measures with a focus on assessments that inform teachers, capitalize on student motives, and stimulate growth?

9

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

10

How will you devise a coherent system for reporting achievement and progress on identified indicators?

## 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:

- Answer the question: If there were no STAAR, what would you want to know about the quality of your child's education?
- Provide more than HB5 reporting

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

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

# 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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