

Five Domains of Indicators—High Schools			
	Domain One	Domain Two	Domain Three
Indicators	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>
Proportion of Overall Rating	The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%.		

Five Domains of Indicators—High Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> <li>Dropout rate</li> <li>Graduation rate</li> <li>Percentage of students who               <ul style="list-style-type: none"> <li>complete requirements for FHSP distinguished level of achievement,</li> <li>complete the requirements for an endorsement,</li> <li>complete CTE coherent sequence,</li> <li>satisfy the TSI benchmark,</li> <li>earn at least 12 hours of postsecondary credit,</li> <li>complete an AP course,</li> <li>enlist in armed forces*, or</li> <li>earn industry certification*</li> </ul> </li> <li>Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>Three indicators from the following list, as chosen by each district and campus:               <ul style="list-style-type: none"> <li>fine arts;</li> <li>wellness and physical education;</li> <li>community and parental involvement, such as                   <ul style="list-style-type: none"> <li>opportunities for parents to assist students in preparing for assessments under Section 39.023,</li> <li>tutoring programs that support students taking assessments under Section 39.023, and</li> <li>opportunities for students to participate in community service projects;</li> </ul> </li> <li>the 21st Century Workforce Development program;</li> <li>the second language acquisition program;</li> <li>the digital learning environment;</li> <li>dropout prevention strategies; and</li> <li>educational programs for gifted and talented students</li> </ul> </li> </ul>
Proportion of Overall Rating	10% for graduation rate, 25% for all other indicators, for a total of 35%	10%

\*Requires new data collection

Five Domains of Indicators—Middle Schools and Jr. High Schools			
	Domain One	Domain Two	Domain Three
Indicators	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>
Proportion of Overall Rating	The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%.		

Five Domains of Indicators—Middle Schools and Jr. High Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Dropout rate</li> <li>• Percentage of seventh and eighth grade students who receive instruction in preparing for high school, college, and career, as mandated by HB 18 (84<sup>th</sup> Texas Legislature, 2015)*</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> <li>▪ fine arts;</li> <li>▪ wellness and physical education;</li> <li>▪ community and parental involvement, such as <ul style="list-style-type: none"> <li>• opportunities for parents to assist students in preparing for assessments under Section 39.023'</li> <li>• tutoring programs that support students taking assessments under Section 39.023, and</li> <li>• opportunities for students to participate in community service projects;</li> </ul> </li> <li>▪ the 21st Century Workforce Development program;</li> <li>▪ the second language acquisition program;</li> <li>▪ the digital learning environment;</li> <li>▪ dropout prevention strategies; and</li> <li>▪ educational programs for gifted and talented students</li> </ul> </li> </ul>
Proportion of Overall Rating	35%	10%

\*Requires new data collection

Five Domains of Indicators—Elementary Schools			
	Domain One	Domain Two	Domain Three
Indicators	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR               <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>
Proportion of Overall Rating	The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%.		

Five Domains of Indicators—Elementary Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> <li>▪ fine arts;</li> <li>▪ wellness and physical education;</li> <li>▪ community and parental involvement, such as <ul style="list-style-type: none"> <li>• opportunities for parents to assist students in preparing for assessments under Section 39.023,</li> <li>• tutoring programs that support students taking assessments under Section 39.023, and</li> <li>• opportunities for students to participate in community service projects;</li> </ul> </li> <li>▪ the 21st Century Workforce Development program;</li> <li>▪ the second language acquisition program;</li> <li>▪ the digital learning environment;</li> <li>▪ dropout prevention strategies; and</li> <li>▪ educational programs for gifted and talented students</li> </ul> </li> </ul>
Proportion of Overall Rating	35%	10%

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