HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

### Domain I: Student Achievement
- STAAR satisfactory standard
- STAAR college-readiness standard

### Domain II: Student Progress
- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard

### Domain III: Closing Performance Gaps
- Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

### Domain IV: Postsecondary Readiness
- **Districts and High Schools**
  - Dropout Rate
  - Graduation rate
  - College and Career Readiness
  - Other indicators as determined by the commissioner
- **Middle/Junior High Schools**
  - Student attendance
  - Dropout rate
  - Students receiving instruction in preparing for high school, college, and career
  - Other indicators as determined by the commissioner
- **Elementary Schools**
  - Student attendance
  - Other indicators as determined by the commissioner

### Domain V: Community and Student Engagement
- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus

### Overall Rating
- **55% of Overall Rating**
- For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.

- **35% of Overall Rating**
- Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district’s and campus’s overall rating is based on the weighted performance across all five domains.

- **10% of Overall Rating**

House Bill 2804, 84th Texas Legislature
Domains of Indicators

<table>
<thead>
<tr>
<th>Domain I: Student Achievement</th>
<th>Domain II: Student Progress</th>
<th>Domain III: Closing Performance Gaps</th>
<th>Domain IV: Postsecondary Readiness</th>
<th>Domain V: Community and Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>STAAR</td>
<td>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</td>
<td>Districts and High Schools</td>
<td>Three indicators from the following list, as chosen by each district and campus:</td>
</tr>
<tr>
<td>• Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area</td>
<td>• Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</td>
<td>• STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</td>
<td>• Dropout Rate</td>
<td>• fine arts</td>
</tr>
<tr>
<td>• College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area</td>
<td>• College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</td>
<td>• STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</td>
<td>• Graduation rate</td>
<td>• wellness and physical education</td>
</tr>
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<td>• STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</td>
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<td>• Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</td>
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35% of Overall Rating

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