

<p><b>Domain I: Student Achievement</b></p> <ul style="list-style-type: none"> <li>• STAAR satisfactory standard</li> <li>• STAAR college-readiness standard</li> </ul>	<p><b>Domain II: Student Progress</b></p> <ul style="list-style-type: none"> <li>• Progress measure expectations for STAAR satisfactory standard</li> <li>• Progress measure expectations for STAAR college-readiness standard</li> </ul>	<p><b>Domain III: Closing Performance Gaps</b></p> <p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p><b>Domain IV: Postsecondary Readiness</b></p> <p><u>Districts and High Schools</u></p> <ul style="list-style-type: none"> <li>• Dropout Rate</li> <li>• Graduation rate</li> <li>• College and Career Readiness</li> <li>• Other indicators as determined by the commissioner</li> </ul> <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Dropout rate</li> <li>• Students receiving instruction in preparing for high school, college, and career</li> <li>• Other indicators as determined by the commissioner</li> </ul> <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Other indicators as determined by the commissioner</li> </ul>	<p><b>Domain V: Community and Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Three indicators from Community and Student Engagement Ratings chosen by the district</li> <li>• Three indicators from Community and Student Engagement Ratings chosen by the campus</li> </ul>
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HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating  
 For districts and high schools, graduation rate is 10%; the remaining indicators are 25%.

10% 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.

<p><b>Domain I:</b></p> <p><b>Student Achievement</b></p> <p>STAAR</p> <ul style="list-style-type: none"> <li>Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area</li> <li>College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area</li> <li>STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area</li> <li>Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> <li>EOC Substitute Assessment - TBD</li> </ul>	<p><b>Domain II:</b></p> <p><b>Student Progress</b></p> <p>STAAR</p> <ul style="list-style-type: none"> <li>Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area</li> <li>Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> </ul>	<p><b>Domain III:</b></p> <p><b>Closing Performance Gaps</b></p> <p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p><b>Domain IV:</b></p> <p><b>Postsecondary Readiness</b></p> <p><u>Districts and High Schools</u></p> <ul style="list-style-type: none"> <li>Dropout Rate</li> <li>Graduation rate</li> <li>Percentage of students who do at least one of the following:             <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 a coherent sequence of CTE courses</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 the armed forces</li> <li>Earn an industry certification</li> </ul> </li> <li>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li> </ul> <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> <li>Student attendance</li> <li>Dropout rate</li> <li>Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career</li> <li>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li> </ul> <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> <li>Student attendance</li> <li>Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner</li> </ul>	<p><b>Domain V:</b></p> <p><b>Community and Student Engagement</b></p> <p>Three indicators from the following list, as chosen by each district and campus:</p> <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</li> <li>educational programs for gifted and talented students</li> </ul>
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