

2017 - 2018 LAS Plan		
District Name:	Alief ISD	
District LAS Contact (primary):		
Email:		
Phone:		
Weighting Overview		
Local / State	Weighting (%)	
Allowable range = 1% - 50%	Local Accountability System	50%
Allowable range = 50% - 99%	State Accountability System	50%
When added together, the weighting should equal 100%	Local / State Total	100%
Domain	Weighting (%)	
<p>If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%.</p> <p>*Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.</p>	Academics	25%
	Culture & Climate	25%
	Extra / Co-Curricular	25%
	Future-Ready Learning	25%
	LD 1*	
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100%
Component Summary*		
<p>Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is <u>not required</u>* for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.</p>		
Domain Name	Component (A1, B2, etc.)	Weighting (%)

Campus List

Please list the names of all campuses in the district and identify which school type and, if applicable, the school group\* each campus belongs to according to the district LAS Plan.

\* Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.

School Name	School Type	School Group*
Alexander ES	Elementary	
Best ES	Elementary	
Boone ES	Elementary	
Boone ES	Elementary	
Bush ES	Elementary	
Chambers ES	Elementary	
Chancellor ES	Elementary	
Collins ES	Elementary	
Cummings ES	Elementary	
Hearne ES	Elementary	
Heflin ES	Elementary	
Hicks ES	Elementary	
Holmquist ES	Elementary	
Horn ES	Elementary	
Kennedy ES	Elementary	
Landis ES	Elementary	
Liestman ES	Elementary	
Mahanay ES	Elementary	
Martin ES	Elementary	
Outley ES	Elementary	
Petrosky ES	Elementary	
Rees ES	Elementary	
Smith ES	Elementary	
Sneed ES	Elementary	
Youens ES	Elementary	
Budewig IS	Intermediate	
Klantzman IS	Intermediate	
Mata IS	Intermediate	
Miller IS	Intermediate	
Owens IS	Intermediate	
Youngblood IS	Intermediate	
Albright MS	Middle School	
Alief MS	Middle School	
Holub MS	Middle School	
Killough MS	Middle School	
O'Donnell MS	Middle School	
Olle MS	Middle School	
Alief Early College HS	High School	
Elsik HS	High School	
Hastings HS	High School	
Kerr HS	High School	
Taylor HS	High School	

Domain: Academics	Component A1	Component A2
Provide the name of the component and the metric that will be used to evaluate it.	Early Acquirement of HS Credit / Percentage of 8th grade students taking high school credit classes in middle school.	Enrollment in Fine Arts Courses / Percentage of students enrolled in fine arts courses.
Elementary, Elementary-Magnet, HS, etc.	Middle School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	20% Middle	25% Elem, Inter, HS 20% Middle
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline	ESP Report	Cognos Report
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	August - Initial reports will be pulled to gauge enrollment May - Final reports will be pulled to ensure credit	August - Initial reports will be pulled to gauge enrollment May - Final reports will be pulled to ensure enrollment
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = >90% B = 83% - 90% C = 75% - 82% D = 66% - 74% F = <66% Early acquirement of high school credit data will be retained in the district office.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = >60% B = 50% - 59% C = 40% - 49% D = 35% - 39% F = <35% Fine arts course data will be retained in the district office.

Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower
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Domain: Academics	Component A3	Component A4	Component A5
Provide the name of the component and the metric that will be used to evaluate it.	GT Certified Teachers / Percentage of teachers meeting state GT hours and requirements.	Parental Awareness Opportunities for GT programs / Number of Parental Involvement opportunities to share or discuss GT program options	Level of GT Services Provided/ Number of students receiving GT services and projects
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	25% Elem, Inter, HS 20% Middle	25% Elem, Inter, HS 20% Middle	25% Elem, Inter, HS 20% Middle
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Professional Development Logs/Report	Parent Event Agendas, Parent Sign - In Sheets, Event email/flyer promotional tools	GT pull-out service logs; teacher lesson plans; GT showcase events/student work
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	August - Initial reports will be pulled to gauge certifications May - Final reports will be pulled to ensure certifications	August - Initial reports will be pulled to gauge certifications May - Final reports will be pulled to ensure certifications	August - Initial reports will be pulled to gauge certifications May - Final reports will be pulled to ensure certifications
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = 100% of GT teachers meet state requirements AND >10% of those GT teachers have additional hours B = 100% of GT teachers meet state requirements AND 6%-10% of those GT teachers have additional hours C = 100% of GT teachers meet state requirements AND 5% of those GT teachers have additional hours D = 100% of GT teachers meet state requirements for the state requirements for the initial 30 hour or 6 hour update F = <100% of GT teachers meet state requirements for the initial 30-hour or 6 hour update training  GT certification data will be retained on each campus	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: follows: A = Offered 4 or more parental involvement opportunities during the academic year B = Offered 3 or more parental involvement opportunities during the academic year C = Offered 2 or more parental involvement opportunities during the academic year D = Offered 1 or more parental involvement opportunities during the academic year F = No parental involvement opportunities were offered by the campus during the academic year.  Parental involvement data will be retained on each campus	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = All GT students receive differentiated instruction in the classroom PLUS 2 or more major projects that are publicly shared with an audience B = All GT students receive differentiated instruction in the classroom PLUS 2 or more major projects C = All GT students receive differentiated instruction in the classroom PLUS 1 major project D = All GT students receive differentiated instruction in the classroom F = Not All GT students are receiving required GT services  GT Services data will be retained on each campus.
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Culture & Climate	Component B1	Component B2
Provide the name of the component and the metric that will be used to evaluate it.	Community Engagement/ Number of parent-family and community volunteer hours per week	Family Engagement/Percentage of students with at least one family member interaction on campus.
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	9.10%	9.10%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	MIS Database report, Local Volunteer sign in sheets	ESP reports and local sign in sheets
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected and reviewed quarterly. Campuses in need of support are contacted individually. Final data is collected early May.	Data is collected and reviewed quarterly. Campuses in need of support are contacted individually. Final data is collected early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 5 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = Average of 10+ parent/family and community volunteer hours per week.  B = Average of 7-9 parent/family and community volunteer hours per week. A = Average of 10+ parent/family and community volunteer hours per week.  C = Average of 4-6 parent/family and community volunteer hours per week.  D = Average of 1-3 parent/family and community volunteer hours per week.  F = Average of 0 parent/family and community volunteer hours per week.  Community engagement data will be retained at the district office.</p>	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 5 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 55% or greater of student population with at least 1 family member campus interaction.  B = 30% and &lt;55% of student population with at least 1 family member campus interaction.  C = 10% and &lt;30% of student population with at least 1 family member campus interaction.  D = 5% and &lt;10% of student population with at least 1 family member campus interaction.  F = &lt;5% of student population with at least 1 family member campus interaction.  Family engagement data will be retained at the district office.</p>
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Culture & Climate	Component B3	Component B4	Component B5
Provide the name of the component and the metric that will be used to evaluate it.	Community Service Activities/ Number of community service activities offered by the campus	Second Language Acquisition Teacher Preparation/ Percentage of teachers trained in Sheltered Instruction or who have an ESL Certification	Wellness Policy Guidelines per Wellness Policy Survey
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	9.10%	9.10%	9.10%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Campus documentation including correspondence with community organizations and sign in sheets and marketing	District Data collected from State report submission to TEA	Wellness Policy Survey
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected and reviewed quarterly. Campuses in need of support are contacted individually. Final data is collected early May.	Certifications are reviewed at the beginning of the year. PD is reviewed through Eduphoria early spring. Final data is collected early May.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 5 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = &gt;5 community service activities  B = 4-5 community service activities  C = 2-3 community service activities  D = 1 community service activity  F = 0 community service activities  Community Service data will be retained at each campus</p>	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 90%-100% trained  B = 80% - 89% trained  C = 70%-79% trained  D = 60% - 69% trained  F = 59% or fewer trained  Teacher Preparation data will be retained at the district office.</p>	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 8-9 points scored on the wellness policy survey  B = At least 7 points scored on the wellness policy survey  C = 4-6 points scored on the wellness policy survey  D = 2 or 3 points scored on the wellness policy survey  F = Fewer than 2 points scored on the wellness policy survey  Wellness Policy data will be retained on each campus.</p>
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Culture & Climate	Component B6	Component B7	Component B8
Provide the name of the component and the metric that will be used to evaluate it.	Nutrition Guidelines per Wellness Policy Survey	Nutrition and Health Education Guidelines per Wellness Policy Survey	Physical Activity and Education Guidelines per Wellness Policy Survey
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	9.10%	9.10%	9.10%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Wellness Policy Survey	Wellness Policy Survey	Wellness Policy Survey
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = At least 12 points scored on the wellness policy survey  B = 10-11 points scored on the wellness policy survey  C = 7-9 points scored on the wellness policy survey  D = 4-6 points scored on the wellness policy survey  F = Fewer than 5 points scored on the wellness policy survey  Nutrition Guideline data will be retained on each campus.</p>	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = At least 14 points scored on the wellness policy survey  B = 12-13 points scored on the wellness policy survey  C = 8-11 points scored on the wellness policy survey  D = 5-7 points scored on the wellness policy survey  F = Fewer than 5 points scored on the wellness policy survey  Nutrition and Health Education data will be retained on each campus.</p>	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = At least 21 points scored (elementary and intermediate) on the wellness policy survey and at least 14 points (middle and high school)  B = 17-20 points scored (elementary and intermediate) on the wellness policy survey and at 11-13 points (middle and high school)  C = 11-16 points scored (elementary and intermediate) on the wellness policy survey and at 8-10 points (middle and high school)  D = 7-10 points scored (elementary and intermediate) on the wellness policy survey and at 5-7 points (middle and high school)  F = Fewer than 7 points scored (elementary and intermediate) on the wellness policy survey and fewer than 5 points (middle and high school)  Physical Activity and Education data will be retained on each campus.</p>
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower



Domain: Culture & Climate	Component B9	Component B10	Component B11
Provide the name of the component and the metric that will be used to evaluate it.	School Activities/Employee Wellness Guidelines per Wellness Policy Survey	Health Services Guidelines per Wellness Policy Survey	Clubs and Organizations/ Number of clubs and organizations offered on campus.
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	9.10%	9.10%	9.10%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Wellness Policy Survey	Wellness Policy Survey	Campus Reported Number
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.	Survey is review at the beginning of the year. Data is collected by the campus throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = At least 13 points scored on the wellness policy survey  B = 10-12 points scored on the wellness policy survey  C = 8-9 points scored on the wellness policy survey  D = 5-7 points scored on the wellness policy survey  F = Fewer than 5 points scored on the wellness policy survey  School Activities and Employee Wellness data will be retained on each campus.</p>	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = At least 10 points scored on the wellness policy survey  B = 8-9 points scored on the wellness policy survey  C = 6-7 points scored on the wellness policy survey  D = 4-5 points scored on the wellness policy survey  F = Fewer than 4 points scored on the wellness policy survey  Health Services data will be retained on each campus.</p>	<p>This will be the first year for this data measure.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = &gt;10 clubs/organizations offered  B = 8-10 clubs/organizations offered  C = 5-7 clubs/organizations offered  D = 3-4 clubs/organizations offered  F = Fewer than 2 clubs/organizations offered  Club and Organization data will be retained on each campus.</p>
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Extra & Co-Curricular	Component C1	Component C2	Component C3
Provide the name of the component and the metric that will be used to evaluate it.	Fine Arts Competing in UIL/ Percent of Fine Arts students competing in UIL.	Fine Arts Exhibitions and Performances/Number of opportunities for fine arts exhibitions and performances	Opportunities to participate in Special Fine Arts events/Number of opportunities to participate in special fine arts events
Elementary, Elementary-Magnet, HS, etc.	MS and HS	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	33% Middle and High School	50% Elementary and Intermediate 33% Middle and High School	50% Elementary and Intermediate 33% Middle and High School
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Campus keeps record of events throughout the year.	Campus keeps record of events throughout the year on a centrally created spreadsheet specifying expected performances.	Campus keeps record of events throughout the year.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected by the campus throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments. Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating. The metric will be rated as follows: A = 16% to 20% of participating FA students involved in UIL or like competitions. B = 11% to 15% of participating FA students involved in UIL or like competitions. C = 7% to 10% of participating FA students involved in UIL or like competitions. D = 5% to 6% of participating FA students involved in UIL or like competitions. F = Less than 5% of participating FA students involved in UIL or like competitions. Fine Arts data will be retained at the district office.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments. Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating. The metric will be rated as follows: A = Elementary: 10+, Inter: 23+, Middle 31+, High: 77+ B = Elementary: 8-9 +, Inter: 20-22, Middle 28-30, High: 72-76 C = Elementary: 7, Inter: 19, Middle 26-27, High: 65-67 D = Elementary: 6, Inter: 18, Middle 24-25, High: 65-67 F = Less than the recommended number of opportunities Fine Arts exhibitions and performance data will be retained on each campus.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments. Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating. The metric will be rated as follows: A = 5 opportunities B = 4 opportunities C = 3 opportunities D = 2 opportunities F = Less than the recommended number of opportunities Special Fine Arts participation data will be retained on each campus.
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Future-Ready Learning Domain	Component D1	Component D2	Component D3
Provide the name of the component and the metric that will be used to evaluate it.	Dual Credit/Articulated Workforce Courses Offered / Number of dual credit or articulated workforce courses offered to students.	Industry Certifications/Licenses Offered / Number of industry certifications or licensures offered to CTE students	Career Assessment Participation/Percent of students participating in career assessments
Elementary, Elementary-Magnet, HS, etc.	High School	High School	Middle School
Provide the weight assigned to this component within the domain.	12.5% High Schools	12.5% High Schools	% Elementary and Intermediate 14.3% Middle School 12.5% High Schools
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	PEIMS report (ESP) - Course Type / Enrollment	ESP Report plus CTE Database	Naviance report
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected and reviewed by the district throughout the year and submitted early May.	Data is collected and reviewed by the district throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 15 or more dual credit or articulated CTE courses offered to students.  B = 12 or more dual credit or articulated CTE courses offered to students.  C = 9 or more dual credit or articulated CTE courses offered to students.  D = Less than 6 dual credit or articulated CTE courses offered to students.  F = Less than 3 dual credit or articulated CTE courses offered to students.  Dual Credit or articulated workforce course data will be retained at the district office.</p>	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 9 or more industry certifications or licensures.  B = 7 or more industry certifications or licensures.  C = 5 or more industry certifications or licensures.  D = 3 or more industry certifications or licensures.  F = Less than 3 industry certifications or licensures  Industry certifications or licensure data will be retained at the district office.</p>	<p>Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.</p> <p>Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.</p> <p>The metric will be rated as follows:  A = 90% or higher exiting 7th graders have participated in 1 or more Career Assessments  B = 75% - 89% exiting 7th graders have participated in 1 or more Career Assessments  C = 60% - 74% exiting 7th graders have participated in 1 or more Career Assessments  D = 45% - 59% exiting 7th graders have participated in 1 or more Career Assessments  F = Zero to 44% of exiting 7th graders have participated in 1 or more Career Assessments  Career Assessment data will be retained on each campus</p>
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Future-Ready Learning Domain	Component D4	Component D5	Component D6
Provide the name of the component and the metric that will be used to evaluate it.	College and Career Enrichment Opportunities by Campus/Number of student centered college and career enrichment opportunities provided by campus	College and Career Enrichment Opportunities by Business/Industry/Number of student centered college and career enrichment opportunities provided by business/industry partners	Instructional Technology PD / Percent of teachers who participate in 3 or more hours of Instructional Technology
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School	Elementary, Intermediate, Middle, and High School
Provide the weight assigned to this component within the domain.	25% Elementary and Intermediate 20% Middle School 12.5% High Schools	25% Elementary and Intermediate 20% Middle School 12.5% High Schools	25% Elementary and Intermediate 20% Middle School 12.5% High Schools
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Campus reported list based upon criteria	Campus reported list based upon criteria	Professional Development reports will be exported from Eduphoria
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected by the campus throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.	Data is collected by the campus throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = 16 or more opportunities provided annually B = 12 - 15 opportunities provided annually C = 9 - 11 opportunities provided annually D = 5-8 or less opportunities provided annually F = 4 or less opportunities provided annually College and Career Enrichment data will be retained on each campus	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = 8 or more opportunities provided annually B = 6 -7 opportunities provided annually C = 4 - 5opportunities provided annually D = 3 opportunities provided annually F = 2 or less opportunities provided annually Student centered enrichment data will be retained on each campus	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 3 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = 100% of teaches participated in 3 or more hours of instructional tech PD sessions. B = 65% - 74% of teaches participated in 3 or more hours of instructional tech PD sessions. C = 50% - 64% of teaches participated in 3 or more hours of instructional tech PD sessions. D = 50% - 74% of teaches participated in 3 or more hours of instructional tech PD sessions. F = <50% of teaches participated in 3 or more hours of instructional tech PD sessions. Instructional Technology PD data will be retained on each campus
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower

Domain: Future-Ready Learning Domain	Component 7	Component D8	Component D9
Provide the name of the component and the metric that will be used to evaluate it.	Digital Learning Environment/Percent of student interactivity within the district learning management system(Schoolology)	Digital/Distance Learnings/Percent of students successfully completing courses for original credit in digital environment	Continuation of Fine Arts beyond Grad Requirements / Percent of students continuing Fine Arts beyond the graduation requirement
Elementary, Elementary-Magnet, HS, etc.	Elementary, Intermediate, Middle, and High School	High School	High School
Provide the weight assigned to this component within the domain.	25% Elementary and Intermediate 20% Middle School 12.5% High Schools	25% Elementary and Intermediate 20% Middle School 12.5% High Schools	25% Elementary and Intermediate 20% Middle School 12.5% High Schools
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.	An initial brainstorm with district leaders led to our components in CASE. These components were adjusted for use in the LAS Pilot. Components that did not meet LAS requirements were removed. As we begin the actual LAS implementation, brainstorming activities are occurring to redefine components within the new Domain system. Each component in CASE and LAS has been/will be reviewed by multiple campus and community stakeholders to ensure a collective agreement on components.
Identify the source(s) of data for each component and the availability of baseline data.	Analytics reports will be exported from Schoolology with data regarding student login and access information.	Texas Virtual School Network provides each district with a downloadable report. This report is only valid after every Provider of courses has uploaded their success data. Digital Learning Dept. download this report and transfer the information into our district tracking form.	Cognos Report
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Data is collected by the campus throughout the year and submitted early May.	Data is collected and reviewed by the district throughout the year and submitted early May.	Data is collected and reviewed by the district throughout the year and submitted early May.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = 90%-100% of students regularly access materials, submit assignments, have discussions, etc. within Schoolology. B = 80%-89% of students regularly access materials, submit assignments, have discussions, etc. within Schoolology. C = 70%-79% of students regularly access materials, submit assignments, have discussions, etc. within Schoolology. D = 60%-69% of students regularly access materials, submit assignments, have discussions, etc. within Schoolology. F = <60% of students regularly access materials, submit assignments, have discussions, etc. within Schoolology. Digital Learning Environment data will be retained on each campus.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = >97% B = 93% - 96% C = 89% - 92% D = 85% - 88% F = <85% Digital/Distance Learning data will be retained at the district office.	Baseline data was reviewed to determine cut scores for each indicator. Data has been reviewed over a 4 year span to determine adjustments.  Internal audits are conducted each summer. Each Domain leader is responsible for reviewing documentation and evidence that supports the rating.  The metric will be rated as follows: A = Greater than 40% of students are enrolled in courses beyond the graduation requirement B = 30% - 40% of students are enrolled in courses beyond the graduation requirement C = 20% - 29% of students are enrolled in courses beyond the graduation requirement D = 15% - 19% of students are enrolled in courses beyond the graduation requirement F = Less than 15% of students are enrolled in courses beyond the graduation requirement Continuation of Fine Arts beyond graduation requirement data will be retained at the district office.
Describe the scaling process to be used for this component.	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower	This component will be scaled using the following: 4.5 - 5 = 90-100 3.5 - 4.4 = 80-89 2.5 - 3.4 = 70-79 1.5 - 2.4 = 60-69 <1.4 = 59 and lower