

Domain: Extra & Co-Curricular		Component D1	Component D2	Component D3	Component D4
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	UIL Academic	UIL Music	UIL Athletics	Co-Curricular (FCS, FFA, etc...)
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	HS, MS	HS, MS	HS, MS	HS, MS
Provide the weight assigned to this component within the domain.	Component Weight (%)	25%	25%	25%	25%
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	Rationale	Research shows that students involved in extracurricular activities have the potential to be better prepared for postsecondary opportunities.	Research shows that students involved in extracurricular activities have the potential to be better prepared for postsecondary opportunities.	Research shows that students involved in extracurricular activities have the potential to be better prepared for postsecondary opportunities.	Research shows that students involved in extracurricular activities have the potential to be better prepared for postsecondary opportunities.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Rosters from the previous three years of participation were collected for students in grades 5th-12th.	Rosters from the previous three years of participation were collected for students in grades 5th-12th.	Rosters from the previous three years of participation were collected for students in grades 5th-12th.	Rosters from the previous three years of participation were collected for students in grades 5th-12th.
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.	Timeline for Data Collection and Analysis	Rosters of students will be collected each six-weeks. Students will be counted for accountability as involved if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	Rosters of students will be collected each six-weeks. Students will be counted for accountability as involved if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	Rosters of students will be collected each six-weeks. Students will be counted for accountability as involved if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	Rosters of students will be collected each six-weeks. Students will be counted for accountability as involved if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.
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.	Methodology	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable

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Describe the scaling process to be used for this component.	Scaling Process	Information was taken from comparing participation numbers for the previous three years: Middle School 40%=90 (A); 35%=80 (B); 30%-70 (C); 25%=60 (D); High School 35% =90 (A); 30%=80 (B); 25% = 70 (C); 20%=60 (D); District 35%=90 (A); 30%=80 (B); 25%=70 (C); 20%=60 (D);	Information was taken from comparing participation numbers for the previous three years: Middle School: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%-60 (D); High school: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%=60 (D); District: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%=60 (D)	Information was taken from comparing participation numbers for the previous three years: Middle School 40%=90 (A); 35%=80 (B); 30%=70 (C); 25%=60 (D); High School: 55%=90 (A); 50%=80 (B);45%=70 (C); 40%=60 (D); District 50%=90 (A); 45%=80 (B);40%=C; 35%=60 (D);	Information was taken from comparing participation numbers for the previous three years: Middle School: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%-60 (D); High school: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%=60 (D); District: 30%=90 (A); 25%=80 (B); 20%=70 (C); 15%=60 (D)
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