



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 style="text-align: center;">Domain I:</p> <p style="text-align: center;">Student Achievement</p> <p>STAAR</p> <ul style="list-style-type: none"> • Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area • College Readiness—Percentage of students who met college readiness performance standard aggregated across grades levels by subject area • STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area • Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD • EOC Substitute Assessment - TBD 	<p style="text-align: center;">Domain II:</p> <p style="text-align: center;">Student Progress</p> <p>STAAR</p> <ul style="list-style-type: none"> • Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area • Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD 	<p style="text-align: center;">Domain III:</p> <p style="text-align: center;">Closing Performance Gaps</p> <p>Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</p>	<p style="text-align: center;">Domain IV:</p> <p style="text-align: center;">Postsecondary Readiness</p> <p><u>Districts and High Schools</u></p> <ul style="list-style-type: none"> • Dropout Rate • Graduation rate • Percentage of students who do at least one of the following: <ul style="list-style-type: none"> • Complete requirements for FHSP distinguished level of achievement • Complete the requirements for an endorsement • Complete a coherent sequence of CTE courses • Satisfy the TSI benchmark • Earn at least 12 hours of postsecondary credit • Complete an AP course • Enlist in the armed forces • Earn an industry certification • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Middle/Junior High Schools</u></p> <ul style="list-style-type: none"> • Student attendance • Dropout rate • Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner <p><u>Elementary Schools</u></p> <ul style="list-style-type: none"> • Student attendance • Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner 	<p style="text-align: center;">Domain V:</p> <p style="text-align: center;">Community and Student Engagement</p> <p>Three indicators from the following list, as chosen by each district and campus:</p> <ul style="list-style-type: none"> • fine arts • wellness and physical education • community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023; • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects • the 21st Century Workforce Development program • the second language acquisition program • the digital learning environment • dropout prevention strategies • educational programs for gifted and talented students
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