

CSHB 22 (as filed)	Student Achievement Domain MUST INCLUDE Standardized Tests + Additional Achievement Indicators that are <u>Not</u> Tests	School Progress Domain <b>MUST INCLUDE</b> Student Growth + Comparable Campus Growth + Additional Progress Indicators that are <u>Not</u> Tests	School Climate Domain <b>MUST INCLUDE</b> CaSe + Climate Survey + Additional Climate Indicators
High School Metrics:	<ol style="list-style-type: none"> <li><b>Standardized Tests:</b> <ul style="list-style-type: none"> <li>5 STAAR EOCs</li> <li>Locally Selected Alternative Assessments which could include: TSIA, SAT, ACT, PSAT, AP/IB, CLEP</li> </ul> </li> <li><b>Additional Achievement Indicators:</b> <ul style="list-style-type: none"> <li>Dual course credits</li> <li>Certifications, Licensures, and Military</li> <li>Successful completion of college prep Math &amp; ELA courses (passing these classes = passing TSI and students can take credit bearing courses)</li> <li>Graduation Rates</li> <li>Grad Plan Rates for Distinguished Level of Achievement</li> <li>Associates degrees earned in HS</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>Student growth rates on Standardized Tests: STAAR and TELPAS</b></li> <li><b>Performance Compared to Similar Campuses</b> <b>Specifies comparable school criteria</b></li> <li><b>Additional School Progress Indicators:</b> <ul style="list-style-type: none"> <li>AP/SAT/ACT/PSAT/PreACT participation rates</li> <li>9<sup>th</sup> gr. credit accumulation – on track to graduate with cohort</li> <li>Students who complete varied, rigorous, and relevant courses that lead to postsecondary success</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>CaSe – accounts for at least 50% of the domain rating</b></li> <li><b>Graduation Plan – endorsement rates</b></li> <li><b>CTE or Fine Arts sequence course completion rates</b></li> <li><b>Climate Survey – includes students, parents, and educators</b></li> </ol>
Elementary AND Middle School Metrics:	<ol style="list-style-type: none"> <li><b>Standardized Tests:</b> <ul style="list-style-type: none"> <li>STAAR in gr. 3-8</li> <li>MS – AP/IB, PLAN, PSAT or similar locally selected alternative assessments</li> </ul> </li> <li><b>Additional Achievement Indicators:</b> <ul style="list-style-type: none"> <li>MS – dropout rates</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>Student growth rates on Standardized Tests: STAAR and TELPAS</b></li> <li><b>Performance Compared to Similar Campuses</b></li> <li><b>Additional Progress Indicators:</b> <ul style="list-style-type: none"> <li>MS - AP/SAT/ACT/PSAT participation rates</li> <li>Students who complete varied, rigorous, and relevant courses that lead to postsecondary success</li> <li>1<sup>st</sup> thru 8<sup>th</sup> gr. promotion rates</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li><b>CaSe – accounts for at least 50% of the domain rating</b></li> <li><b>Elementary Literacy and Math Academy participation rates</b></li> <li><b>Full day Pre-K participation rates</b></li> <li><b>Climate Survey - includes students, parents, and educators</b></li> </ol>
Additional All Level Metrics:	<b>Additional Achievement Indicators:</b> <ul style="list-style-type: none"> <li>“Enrichment” course completion rates for fine arts, P.E., and second language acquisition</li> <li>Extra-curricular participation rates – including UIL (academic, fine arts, athletic), clubs (i.e. foreign language, chess, robotics, etc.) and other extra-curricular activities.</li> </ul>	<b>Additional Progress Indicators:</b> <ul style="list-style-type: none"> <li>ELL reclassification rates – <b>c/s language clarifies “and complying with any rule adopted by the commissioner regarding the development of proficiency in more than one language.”</b></li> </ul>	<b>Additional Climate Indicators:</b> <ul style="list-style-type: none"> <li>Postsecondary readiness course completion rates for econ. disadv. students (i.e. AVID)</li> <li>Teacher quality indicators – <b>not more than 25% based on student performance on assessments</b></li> <li>Health and wellness indicators</li> <li><b>Removes chronic absenteeism</b></li> </ul>
<b>KEY FEATURES:</b>	<ul style="list-style-type: none"> <li>- Keeps A-F letter grades for each domain      - NO Overall Rating</li> <li>- STAAR limited to 50% of overall score in Domains 1 and 2</li> <li>- Safeguard for progress in high-performing campuses/districts/<b>students</b></li> <li>- Postpones implementation until 2019 and TEA provides a 2<sup>nd</sup> and 3<sup>rd</sup> model</li> <li>- Revises PEG eligibility</li> <li>- <b>MUST disaggregate data by race, ethnicity, and SES</b></li> </ul>		
			<ul style="list-style-type: none"> <li>- NO need for domain weights because there is not an overall rating calculation</li> <li>- Differentiates between Ds and Fs</li> <li>- <b>Commissioner may only adjust ratings UP one level – not lower</b></li> <li>- <b>Continuously enrolled student performance included in the TEA models</b></li> <li>- <b>Clarifies that the current accountability system remains until 2019</b></li> <li>- <b>Sanctions based on School Progress Domain performance</b></li> </ul>