

High Schools	
Index 1	Domain One
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> <li>• EOC substitute assessment Percentage of students who met equivalency standard aggregated across grade levels by subject area</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade 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>

High Schools (continued)	
Index 2	Domain Two
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II growth expectations aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> <li>• Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> </ul>

High Schools (continued)	
Index 3	Domain Three
<ul style="list-style-type: none"> <li>• Advanced academic achievement of the economically disadvantaged students and the lowest performing racial/ethnic groups                             <ul style="list-style-type: none"> <li>STAAR                                     <ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met Final Level III performance standard aggregated across grade levels by subject area</li> <li>• Percentage of certain ELL students who met Final Level II performance standard aggregated across grade levels by subject area</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>

High Schools (continued)	
Index 4	Domain Four
<ul style="list-style-type: none"> <li>• Postsecondary Readiness                             <ul style="list-style-type: none"> <li>▪ STAAR Percentage of students who met or exceeded Final Level II performance standard aggregated across grade levels by subject area</li> <li>▪ EOC substitute assessment Percentage of students who met equivalency standard aggregated across grade levels by subject area</li> </ul> </li> <li>• Graduation rate                             <ul style="list-style-type: none"> <li>▪ Four-year longitudinal rate for grades 9–12</li> <li>▪ Five-year longitudinal rate for grades 9–12</li> <li>▪ Annual Dropout rate used if longitudinal graduate rate data is unavailable</li> </ul> </li> <li>• Diploma Plans                             <ul style="list-style-type: none"> <li>▪ Percentage of students in a longitudinal cohort who graduate under either the Recommended High School Program or the Distinguished Achievement Program</li> <li>▪ Annual RHSP/DAP used when longitudinal data is not available.</li> </ul> </li> <li>• Percentage of annual graduates that either                             <ul style="list-style-type: none"> <li>▪ Met College-Ready Graduates criteria</li> <li>▪ Earned credit for two advanced course/dual credit courses, or</li> <li>▪ Enrolled in a coherent sequence of two or more CTE courses as part of a four-year plan of study.</li> </ul> </li> </ul>	<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 the 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 armed forces*</li> <li>▪ Earn an industry certification*</li> </ul> </li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>

\*Requires new data collection

High Schools (continued)	
	Domain Five
	<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>

Middle Schools and Junior High Schools	
Index 1	Domain One
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> <li>• EOC substitute assessment Percentage of students who met equivalency standard aggregated across grade levels by subject area</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade 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>Middle Schools and Junior High Schools (continued)</b></p>	
<p><b>Index 2</b></p>	<p><b>Domain Two</b></p>
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II growth expectations aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade 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>Middle Schools and Junior High Schools (continued)</b></p>	
<p><b>Index 3</b></p>	<p><b>Domain Three</b></p>
<ul style="list-style-type: none"> <li>• Advanced academic achievement of the economically disadvantaged students and the lowest performing racial/ethnic groups                             <ul style="list-style-type: none"> <li>STAAR                                     <ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met Final Level III performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met Final Level II performance standard aggregated across grade levels by subject area (used for certain ELL students only)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>



Middle Schools and Junior High Schools (continued)	
Index 4	Domain Four
<ul style="list-style-type: none"> <li>• STAAR Postsecondary Readiness Percentage of students who met or exceeded Final Level II performance standard aggregated across grade levels by subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Dropout rate</li> <li>• Percentage of seventh and eighth grade students who receive instruction in preparing for high school, college, and career, as mandated by HB 18 (84<sup>th</sup> Texas Legislature, 2015)*</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>

\*Requires new data collection

Middle Schools and Junior High Schools (continued)	
	Domain Five
	<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>

Elementary Schools	
Index 1	Domain One
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> </ul>

Elementary Schools (continued)	
Index 2	Domain Two
<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Percentage of students who met or exceeded Phase-in Level II growth expectations aggregated across grade levels by subject area</li> <li>▪ Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) aggregated across grade levels by subject area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STAAR                             <ul style="list-style-type: none"> <li>▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> <li>▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> </ul> </li> <li>• STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject area</li> <li>• Percentage of students who met or exceeded ELL progress measure expectations (STAAR or STAAR L) - TBD</li> </ul>

Elementary Schools (continued)	
Index 3	Domain Three
<ul style="list-style-type: none"> <li>• Advanced academic achievement of the economically disadvantaged students and the lowest performing racial/ethnic groups STAAR                             <ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded Phase-in Level II performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met Final Level III performance standard aggregated across grade levels by subject area</li> <li>• Percentage of students who met Final Level II performance standard aggregated across grade levels by subject area (used for certain ELL students only)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds</li> </ul>

Elementary Schools (continued)	
Index 4	Domain Four
<ul style="list-style-type: none"> <li>• STAAR Postsecondary Readiness Percentage of students who met or exceeded Final Level II performance standard aggregated across grade levels by subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers*</li> </ul>

\*Requires new data collection

Elementary Schools (continued)	
	Domain Five
	<ul style="list-style-type: none"> <li>• Three indicators from the following list, as chosen by each district and campus:                             <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> </li> </ul>