



Who Remains "College, Career, and Military Ready" in the Context of a Shifting Accountability Framework

Houston Education Research Consortium



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Who is HERC?

Research-practice partnership between Rice University and 8 Houston-area public school districts



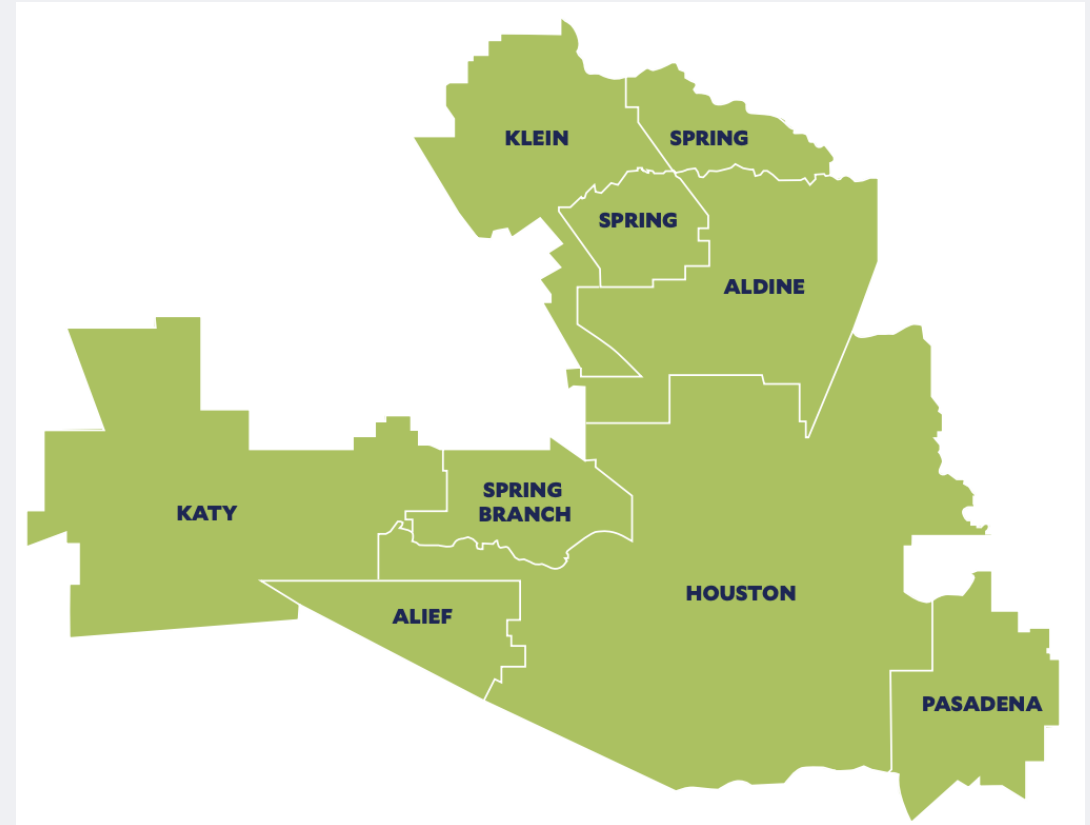
Connect data and research to decision makers



Jointly determine research agenda with district partners



Research with partners, not on them



HERC's research supports

600,000+

students across the Houston Area



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What does HERC work on?

HERC's research focuses on topics important for school leaders and communities:

- Early-education initiatives, including full-day prekindergarten
- Student mobility between school districts
- Emergent bilingual students
- Social-emotional skills
- College and career readiness

Regional and **district-specific** research



[The Equity Project >](#)



[Student Mobility >](#)



[Emergent Bilingual Students >](#)



[Prekindergarten >](#)



[Study on Social and Emotional Skills >](#)



[Postsecondary Readiness >](#)



[Wraparound Needs >](#)

herc.rice.edu



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Part 1. How the accountability system and CCMR framework were developed



Part 2. Whether the system considered equity



Part 3. How changes affected school districts and students

Key Takeaways



Texas' A-F system was aimed for **transparency, rigor, and public understanding**, but unmet objectives and COVID-19, resulted in **significant implementation challenges**



The system lacked **specific supports for underserved student populations**, though it did offer a **variety of postsecondary pathways** and a **broader definition of postsecondary readiness**



After 2017, **CCMR rates declined** and **remained at or below pre-2017 levels in 2023** with rural, emerging bilingual and special education students seeing the greatest shifts



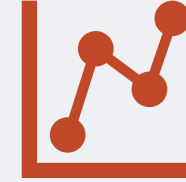
Mixed-Methods Analysis Approach



Document analyses of Texas Legislature and Texas Education Agency (TEA) records

State government reports, TEA advisory committee meeting summaries, legislative bill summaries, legislative reports, and legislative bills from 2014-2024

Inductive research approach using a two-cycle coding method



Statistical analyses of district and individual-level data from the TEA

Calculated overall and subgroup summary statistics of CCMR rates to identify trends over time

Discontinuous growth model to examine how changes in the accountability system and COVID-19 were associated to CCMR rates



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Findings



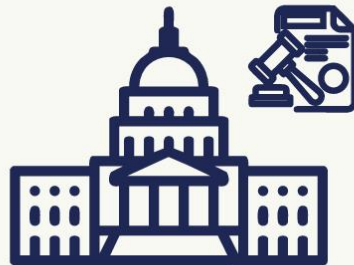
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Part 1. How the accountability system and CCMR framework were developed

Legislative processes

CCMR bills become law



TEA & its advisory committees

Law translated into tangible metrics



Technical Advisory Committee
Accountability Policy Advisory Committee
Texas Accountability Advisory Group

Districts/schools

New guidelines and support implemented



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Part 1. How the accountability system and CCMR framework were developed

Disconnect between TEA and its advisory committees

- Perceptions that stakeholder input was overlooked
- Decline in trust and collaboration

Challenges and disruption

- Complexity of a system that had to work across various contexts
- Refinement of metrics
- COVID-19 pandemic





Part 2. Whether the system considered equity

Equity discussions happened during policy development

- But efforts to support specific groups were not a primary concern in the final policy

The new system recognized a variety of postsecondary pathways

- Broader definition of readiness for the future
- More ways to demonstrate readiness



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Evolution of CCMR indicators

Index Accountability System (1993–2017)

Three indicators accounted for 25% of Postsecondary Readiness Index 4 score

Postsecondary ready

- Meet TSI/TAKS/SAT/ACT standards
- Credit for 2+ AP or dual-credit courses
- Complete CTE course sequence

A-F Accountability System (2017–2022)

60% of graduates must meet at least one indicator for an A rating

College ready

- Meet criteria on AP/IB examinations
- Meet TSIA/SAT/ACT/college prep criteria
- Complete dual-credit course
- Earn associate degree
- Complete OnRamps course

Career ready

- Earn IBC
- Complete CTE course sequence
- Complete IEP and workforce readiness
- Earn level I or II certificate
- Graduate under advanced degree plan for students receiving special education

Military ready

- Enlist in the U.S. armed forces

A-F Refresh CCMR adjustments (2023)

88% of graduates must meet at least one indicator for an A rating

College ready changes

- Updated TSI criteria, can also be completed through a college prep course

Career ready changes

- Cap on earning sunset IBCs
- Completed CTE sequence no longer an indicator

Military ready changes

- Added Texas National Guard enlistment

Only graduates meeting at least one of the listed criteria were considered college, career, or military ready.



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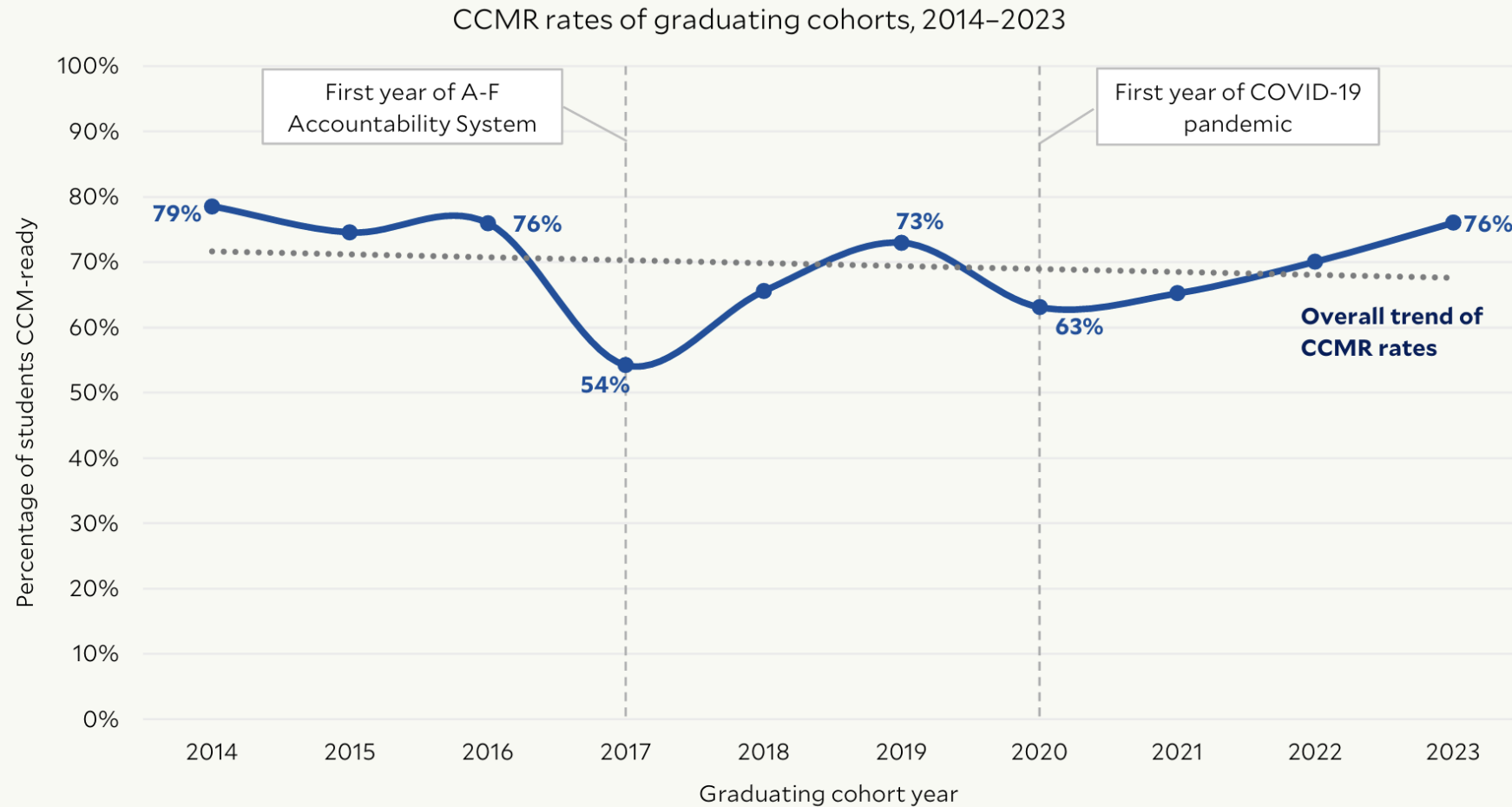
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Part 3. How changes affected school districts and students

FIGURE 4

Policy changes led to a decline in CCMR rates and then a recovery, though rates remain at or below levels achieved before the changes in CCMR policy.

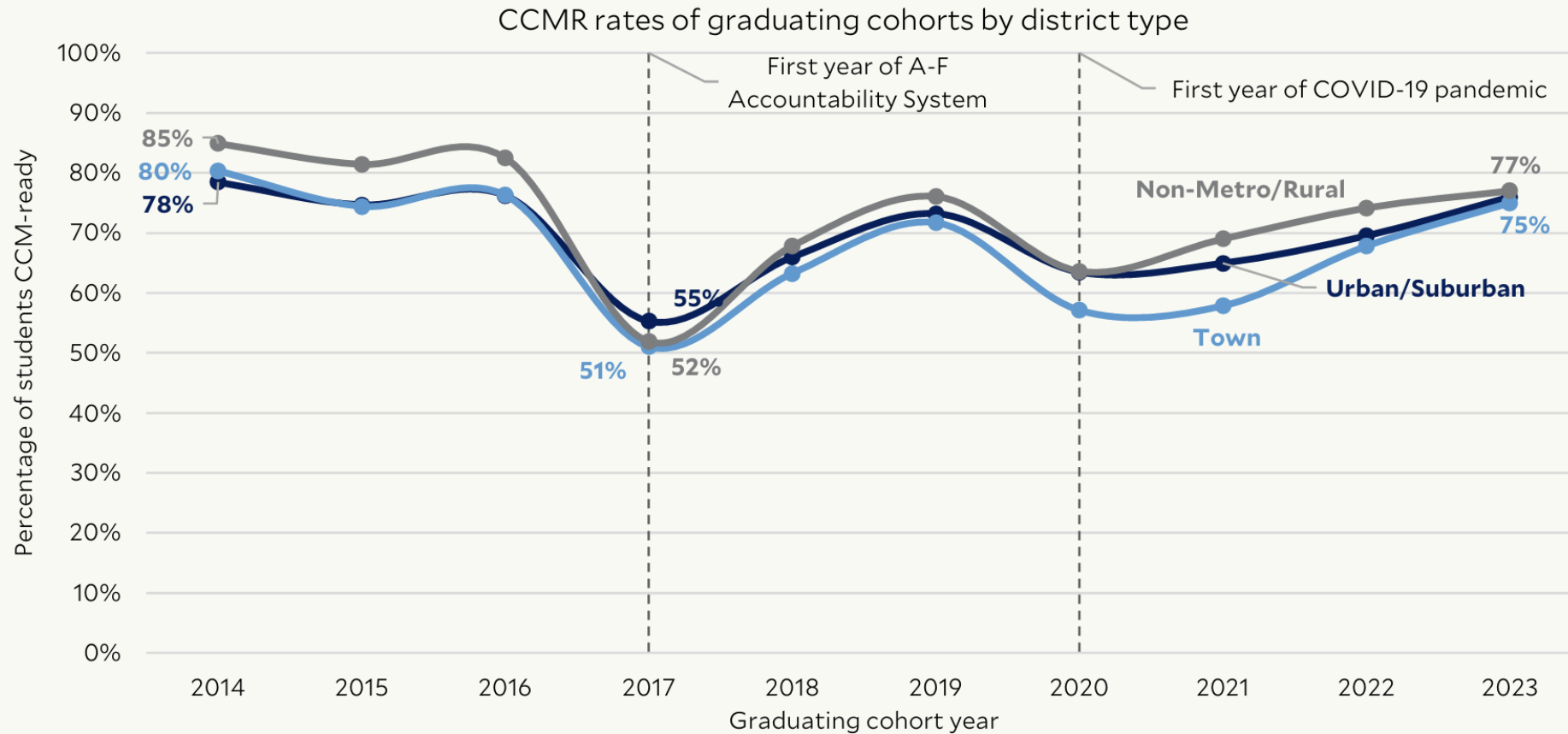




Part 3. How changes affected school districts and students

FIGURE 7

Non-metro/rural school districts were more sensitive to policy changes than urban/suburban districts, yet non-metro/rural districts still had the highest CCMR rates of all district types.

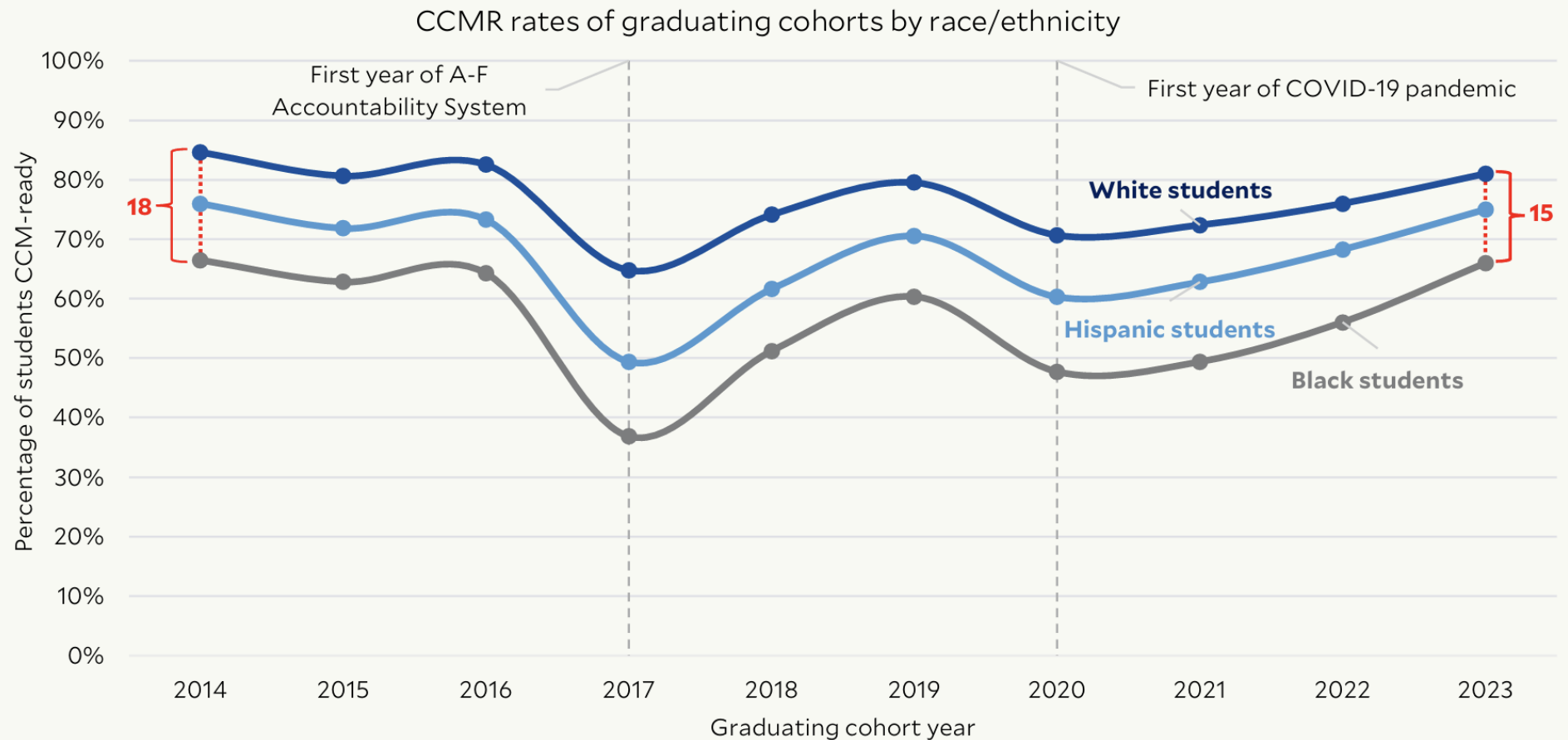




Part 3. How changes affected school districts and students

FIGURE 8

Differences in CCMR rates between ethnic groups remained consistent before and after the accountability policy changes.

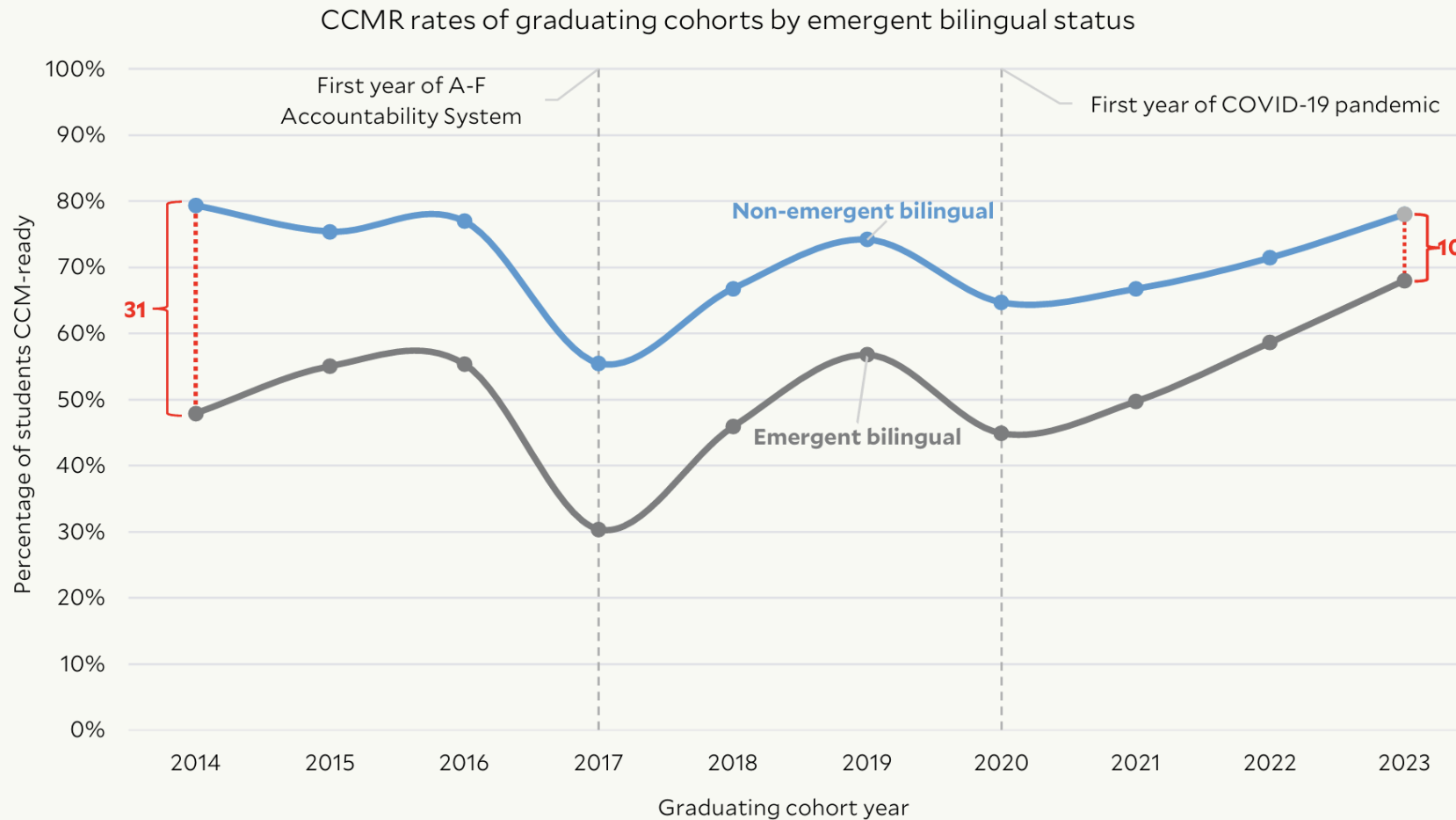




Part 3. How changes affected school districts and students

FIGURE 10

Emergent bilingual students have made substantial gains in CCMR rates even as the number of students classified as such has increased over time.

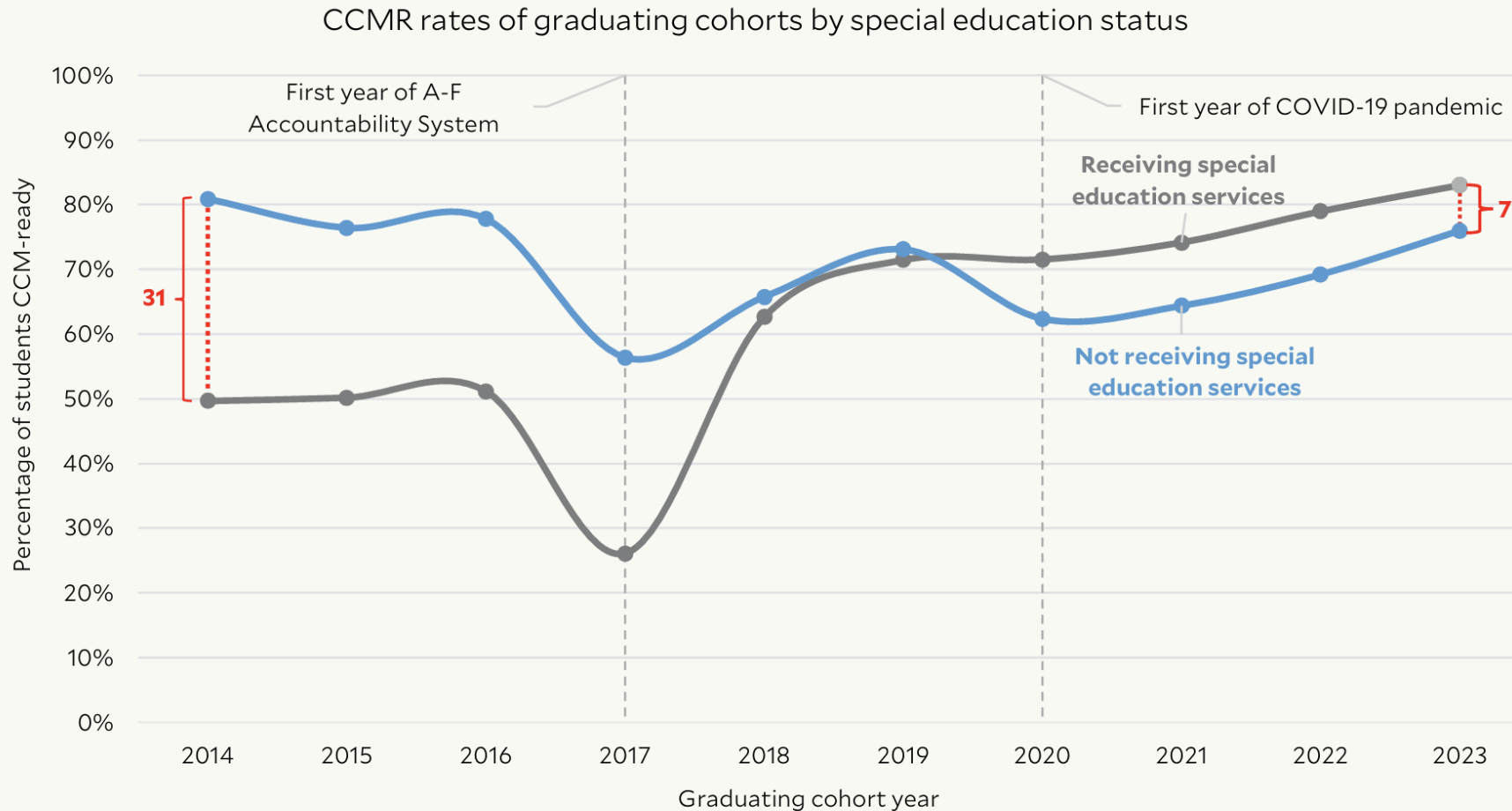




Part 3. How changes affected school districts and students

FIGURE 11

Students receiving special education services had the greatest gains in CCMR rates after the changes to the accountability system.





Implications and Recommendations

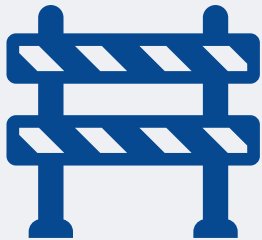


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Strengthen and formalize the process for development and refinement of accountability systems



Create guardrails for accountability system design that provide clarity while allowing flexibility



Formalize decision-making and ensure communication and engagement with relevant partners



Support research that evaluates current CCMR indicators' connection to postsecondary outcomes

Close persistent equity gaps



Embed equity into accountability by addressing CCMR disparities that persist after 10 years of the A-F system



Include all local opportunities for readiness at the local level, such as work-based learning and dual-credit already available in districts



Support research on inclusive strategies for students needing extra support



Invest in targeted postsecondary supports for historically underserved students.



How are these findings relevant to current discussions around changes to CCMR?

What issues could arise in the next iteration?

Any questions?



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Thank you!

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Read our research on postsecondary readiness
here:



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