



# **The Evolution of Testing and College and Career Readiness in Texas**

# Introductions

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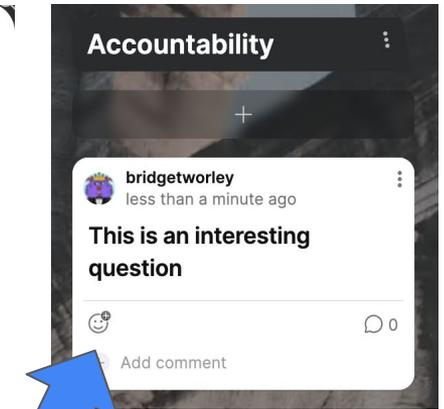
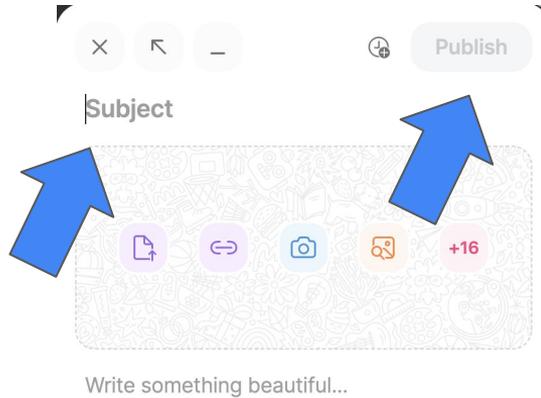
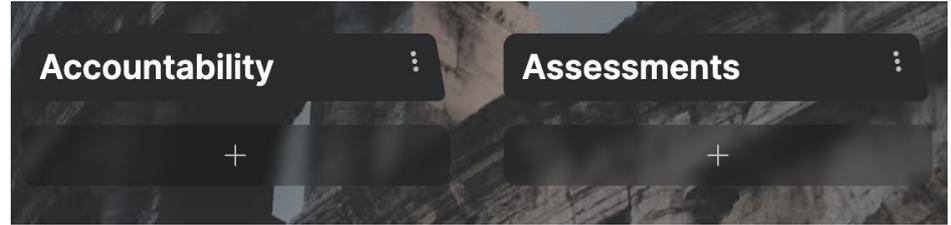
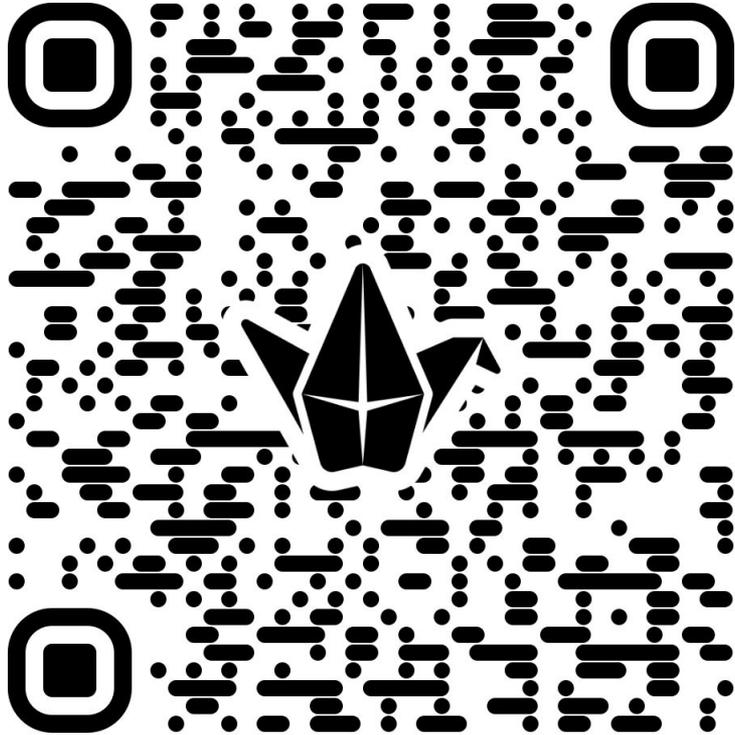
Chief State Impact Officer

Commit Partnership



# Questions? Don't hold back.

Use the QR code or visit the link dropped into the chat to add questions throughout the presentation.



# LonestaRP3 Connect Texas A-F Accountability System

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Trista Bishop-Watt, Managing Director of Policy

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Every Child. Every Neighborhood.

## The Role of Accountability in Postsecondary Readiness

Every Texas student deserves a high-quality education that prepares them for postsecondary success. The state's academic accountability system plays a critical role in ensuring school systems are delivering the instruction needed to support student growth and build the knowledge and skills that will propel them into the future.

**The A–F Accountability System establishes the state's minimum standard for college, career, and military readiness (CCMR), which:**

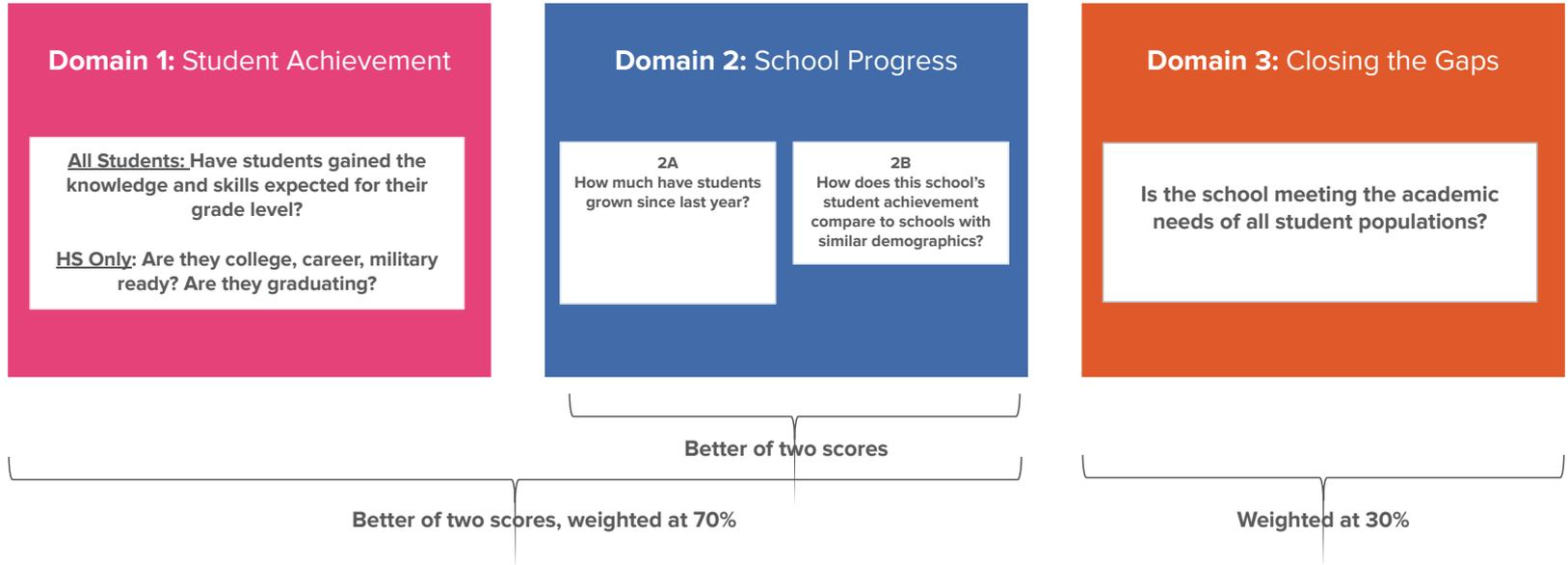
- Guides district decision-making around course offerings, instructional priorities, and postsecondary readiness pathways;
- Informs advising and student support by signaling whether students are on pace for success after graduation; and
- Provides transparency and comparability for researchers, policymakers, families, and community members to track student progress toward meaningful postsecondary outcomes.





## How are A-F Ratings Calculated?

For high schools, CCMR is incorporated across all three domains: it accounts for 40% of the Domain 1 score, is averaged with STAAR performance to calculate the Domain 2B scale score, and represents 30% of the overall Domain 3 score.





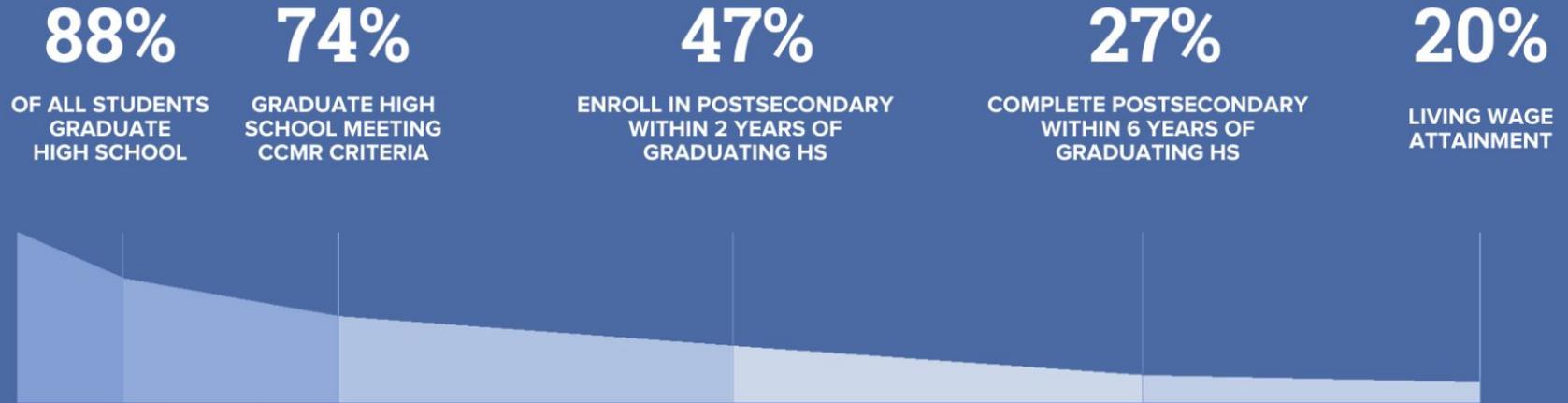
## How is College, Career, or Military Ready Defined?

Currently, graduates must meet **just one** of the equally weighted criteria below to be considered CCMR under the A-F Accountability System.

College Ready	Career Ready	Military Ready
<ul style="list-style-type: none"><li>• Meet criteria on AP/IB exams, <b>or</b></li><li>• Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and math, <b>or</b></li><li>• Complete dual credit course(s) or OnRamps course, <b>or</b></li><li>• Earn an associate degree, <b>or</b></li><li>• Graduate with a SPED Advanced Diploma, <b>or</b></li></ul>	<ul style="list-style-type: none"><li>• Earn an IBC after completing a program of study, <b>or</b></li><li>• Earn a Level I or Level II certificate, <b>or</b></li><li>• Graduate with a Workforce Ready IEP Diploma, <b>or</b></li></ul>	<ul style="list-style-type: none"><li>• Enlist in the United States Armed Forces or Texas National Guard</li></ul>

# How Texas Defines CCMR Matters

Good Reason Houston's analysis of Houston-area graduates' postsecondary trajectories highlights a significant disconnect between CCMR designation and longer-term outcomes, including postsecondary credential attainment and living-wage earnings six years after high school.



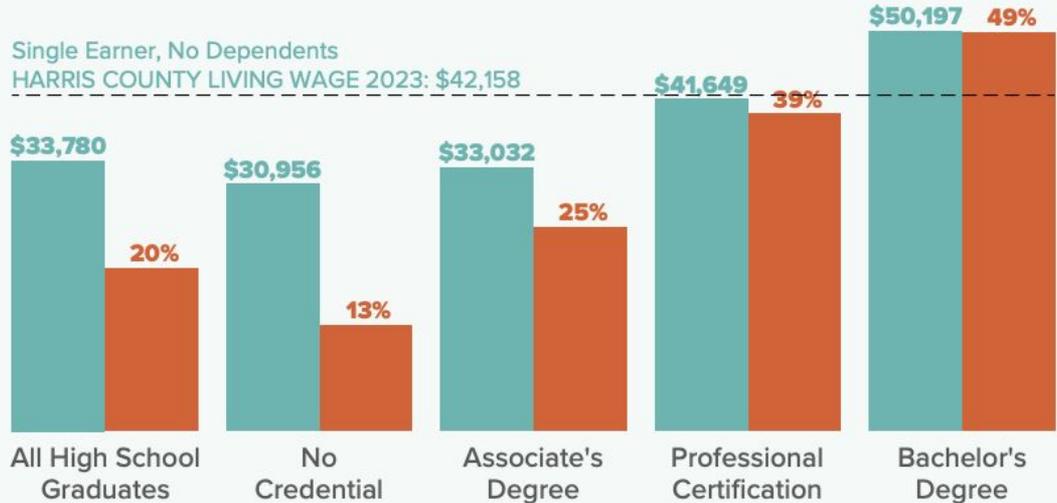


## Postsecondary Credentials are a Pathway to a Living Wage

In Houston, earning a credential is strongly linked to higher wages: graduates with a bachelor's degree are 3.8 times more likely to earn a living wage, and those with a professional certification are 3 times more likely than those without a credential.

### High School Class of 2017 Graduates by Postsecondary Credential

- Percent of Employed Graduates Earning a Living Wage Six Years After High School
- Median Annual Wages Six Years After High School



# House Bill 8 89(2)

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## A-F Accountability Reforms: Impacts for CCMR

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## Legislative Changes

### HB 8 (89-2): Accountability Reforms Impacting CCMR

- **Weighting CCMR Indicators:** TEA must study how weighting college and career readiness measures in the A–F system could better reflect long-term outcomes like wage attainment and workforce opportunities.
- **New Military Readiness Indicator:** Graduates can be designated CCMR by earning a passing score on the Armed Services Vocational Aptitude Battery (ASVAB) Test and completing a JROTC program.
- **Codification of the IBC Sunset Process:** The Tri-Agencies must maintain a list of IBCs that prepare students for high-wage, high-demand careers and regularly review the list to ensure continued alignment.
- **Reporting-Only Measures:** TEA will add new reporting-only indicators, including measures for middle school CTE and advanced course completion.

**Impact: The A–F system is continuing to move toward a more rigorous definition of postsecondary readiness, with long-term outcomes like wage attainment added as required considerations.**



## Legislative Changes

### HB 8 (89-2): Additional Accountability Reforms of Note

- **Annual Release of Ratings:** A–F accountability ratings must be issued every year, ensuring consistent access to data and performance tracking.
- **A-F Refresh Timeline:** Large-scale changes to the accountability system are now formally limited to once every five years, allowing school systems to anticipate future adjustments.
- **Notice Requirements:** The state must provide school systems with advance notice of future accountability changes and two years of reported scoring before implementation.

**Impact: Because CCMR data is lagged, the increased notice, data, and clear schedule for future adjustments allow school systems time to make responsive changes that support postsecondary readiness.**



## Regulatory Changes

### A-F Accountability Refresh



TEA is in the initial stages of its 2028 A-F Accountability Refresh, which will be implemented in 2027-2028.

- **Preliminary Framework Released:** The initial framework is [posted online](#). TEA will revise it further to ensure full alignment with HB 8 (89-2). The Accountability Manual will be finalized and adopted in Fall 2026.
- **Public Input Opportunities:** An [initial survey](#) is live to collect feedback from educators, families, and other stakeholders. Additional comment periods will provide further opportunities to weigh in.
- **Key Proposed Changes:**
  - **Accelerated Testers:** Bonus points for students enrolled in grades 5 through 8 passing EOCs.
  - **IBCs:** Students earning CCMR only from Tier 3 IBCs is capped at 5 students or 5% of 2027 graduates, whichever is higher.
  - **Distinction Designations:** Addition of four postsecondary success indicators.



## How are Industry-Based Certifications Tiered?

Beginning with the 2025-2026 school year, IBCs will be categorized in 3 tiers based on their alignment with high-wage, high-skill careers.

Tier 1	Tier 2	Tier 3
<p>The IBC is:</p> <ul style="list-style-type: none"><li>● an in-demand certification directly aligned to a high-wage occupation; and</li><li>● does not require curriculum, unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.</li></ul>	<p>The IBC is:</p> <ul style="list-style-type: none"><li>● directly aligned to a career that is either in demand and high wage or high skill; and</li><li>● does not require curriculum, unless the curriculum is required by a Texas or federal government agency, or a registered apprenticeship.</li></ul>	<p>The IBC is:</p> <ul style="list-style-type: none"><li>● does not meet Tier 1 or Tier 2 criteria but the certification is otherwise industry recognized, valued, and portable; or</li><li>● requires curriculum</li></ul>

## HB 8 (89-2) Implementation

### Weighting CCMR Indicators

- The Texas Education Agency is leveraging both internal analyses and external research to refine how CCMR indicators are weighted within the accountability system.
- A tiered framework for CCMR indicators is currently under review by the Texas Accountability Advisory Group (TAAG) to gather stakeholder feedback.
- The proposed structure is expected to mirror the STAAR performance scale (Approaches, Meets, Masters).  
Example:
  - Tier 3 IBCs → Approaches
  - Tier 2 IBCs → Meets
  - Tier 1 IBCs → Masters
  - TSI readiness via qualifying exam score → Likely Meets
- While the implementation timeline is still under consideration, TEA anticipates sharing the final framework by summer.



## HB 8 (89-2) Implementation

### Military Readiness



While not finalized, TEA is in the process of defining the new pathway for military readiness based on successful completion of a JROTC program and a passing ASVAB score.

- House Bill 2 (89R) established a CTE program of study for JROTC, which is now reflected in the Law and Public Service career cluster. Completion of this program of study will likely satisfy the JROTC requirement.
- Because students receive multiple scores on the ASVAB, the Agency is prioritizing the Armed Forces Qualification Test (AFQT) score, which determines if a student is eligible for enlistment. Each military branch sets its own score requirements, so the accountability threshold will likely be set at the minimum score required for any branch.



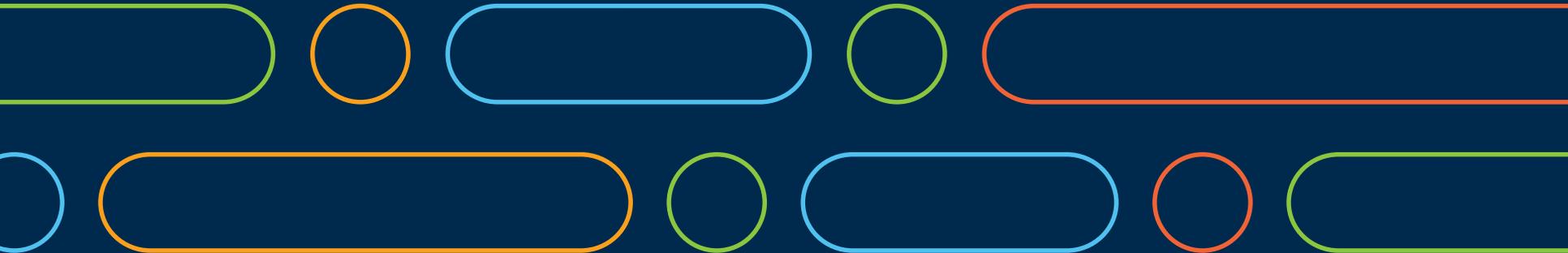
## Overall Impact for CCMR and Research

- **CCMR is becoming more outcome-aligned.** The state is refining its definition of CCMR to better reflect postsecondary outcomes. The continued work of RP3 and its member organizations is critical to support future changes with effective research.
- **Greater notice enables better alignment.** New notice requirements create meaningful opportunities for school systems and researchers to align, plan, and prepare for upcoming accountability changes.
- **Increased rigor requires strategic shifts at the district level.** As accountability expectations rise, school systems must reassess and strengthen their CCMR pathways to better support students for postsecondary success. Partners can support more targeted and effective planning with regional data in addition to state data.
- **Stability and comparability have increased.** The state is aligning changes across assessment and accountability systems to minimize data disruption and improve year-to-year comparability. The 2028 refresh will mark the next major shift, with significant changes occurring only once every five years thereafter.



# LonestaRP3 Connect Texas State Assessments

**Bridget Worley, Chief State Impact Officer**



# Texas' annual summative testing provides unique and powerful information



Allows us to **gauge the educational effectiveness** of our schools in relation to **Texas educational standards**



Acts as a flashlight, allowing us to **learn from schools that are exceeding expectations** and **scale best practices**



Enables us to **monitor achievement gaps** and identify areas where more **support** is needed



## Parents see state tests as critical sources of information

Across the country, two-thirds of **parents support continued state testing** to assess student learning. **75% of Texas voters support annual reading and math tests** to provide apples-to-apples comparison of our schools.

With nearly **90% of parents thinking their kids are performing at grade level** while only **47% of Texas students are meeting expectations** and **A-F ratings currently paused**, STAAR provides an **essential unbiased and objective measure of student performance**, enabling data-driven decisions to improve outcomes.

# Different types of quality assessments each play a role in providing stakeholders a comprehensive understanding of student learning



## Formative Assessments

which can be informal, provide insights to check understanding and tailor lesson plans as needed to support student learning.



## Interim Assessments

measure student learning throughout the school year to track progress and inform instructional practices.



## Summative Assessments

test against mastery of state standards, providing comparable insights into progress for both individual students and groups of students.

For example:



- Administered 3x per year
- Measures progress
- Adaptive
- Norm-referenced (often used to compare to other students)

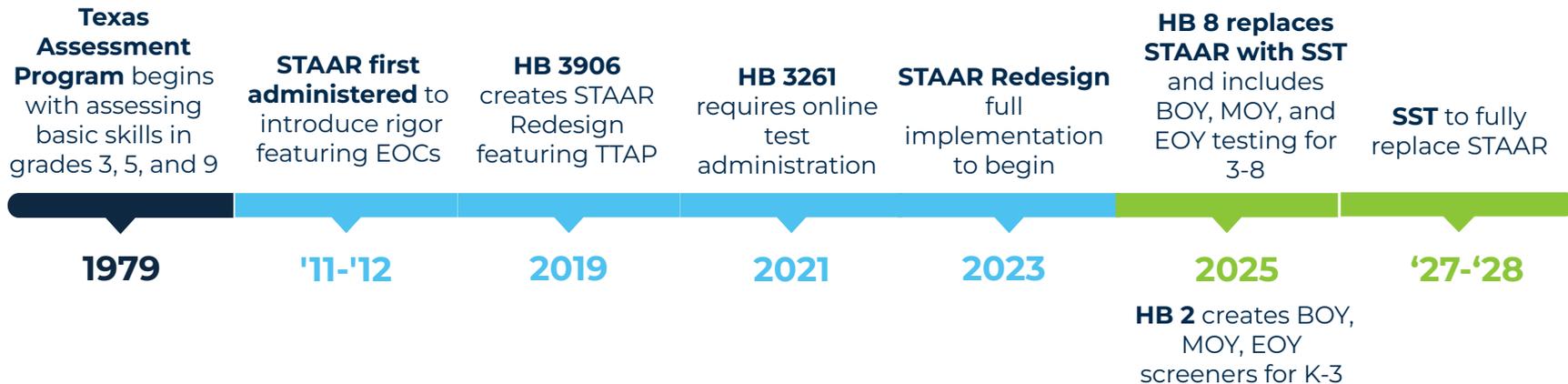


- Administered end-of-year
- Measures mastery
- Full coverage
- Criterion-referenced (compares to standards)
- Fulfills federal testing requirements

# Empowerment Through Data: The State of Assessments in Texas

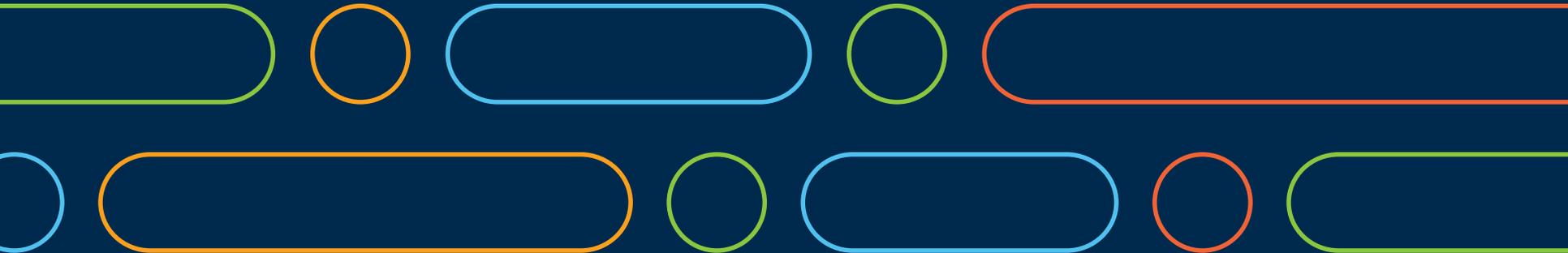
The Texas Legislature has made numerous changes to ensure state assessments are aligned to state standards, rigorously preparing students, and have a unique focus on college and career post-graduation.

## A legislative timeline of student assessments in Texas:



# House Bill 8 89(2)

**Assessments & Accountability: Monitoring and Assessing Progress on Student Learning**



# HB 8 (89R2) will overhaul the Texas Assessment Program by replacing STAAR with a new instructionally supportive assessment program referred to as the Student Success Tool (SST)

Key components the new state assessment program:

- New “instructionally supportive” assessments **replace STAAR by 2027–28**
- The SST will include **beginning (Sept), middle (Jan-Feb) and end-of-year (May) tests in grades 3–8 and for Spanish grades 3-5** with strict windows and timing limits, optional BOY and MOY for EOCs
- **English II EOC eliminated** beginning with 2027-2028
- Separate **writing responses retained** and assessed April 1–15
- TEA **must approve alternative norm-referenced BOY and MOY assessments** if they provide accurate data for measuring instructional growth and demonstrate they are aligned to the TEKS; for 27–29, the agency may give **provisional approval** to alternative assessments not yet fully compliant if accompanied by a plan to meet requirements
- Assessment results must include a diagnostic report and **recommendations for use by teachers and parents for practical and useful instructional strategies** based on their performance



# HB 8 (89R2) also made a number of changes to reporting requirements for state assessment results and mandated certain components of assessment development

## Assessment Creation

- **Teachers are codified into test creation and scoring** with assessment questions requiring 75% approval by teacher panel.
- TEA must **report a transition plan** to the legislature by Feb 15, 2027

## Assessment Reporting

- TEA must notify school systems of the results of BOY, MOY, and EOY assessments **no later than two business days** after the close of the applicable testing window.
- Beginning in the second year of implementation, the BOY and MOY assessments will **provide results immediately upon completion**. Results will include normed- and criterion-referenced results.
- TEA is required to provide **“one-click access”** to assessment results for parents.

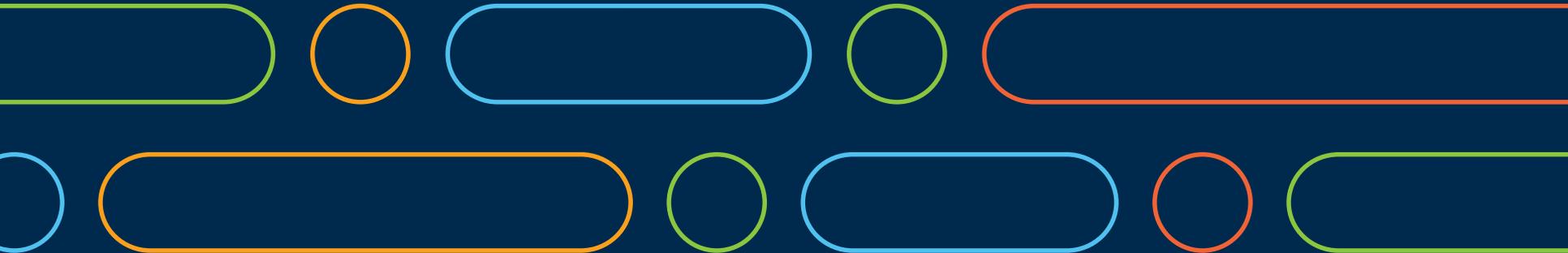
## Accountability Impact

- TEA will present **a through-year instructional growth indicator** to TAAG by the 2029-2030 school year and submit a report to the Legislature by 3/15/29 to consider the incorporation of the measure into the accountability system.



# House Bill 2 (89R)

## K-3 Literacy and Math Monitoring



# HB 2 (89R) Helps Build Strong Foundations in K-3 Literacy and Math

*With a \$448M investment, HB 2 by Rep. Brad Buckley and sponsored by Sen. Brandon Creighton provides targeted support for teacher training and early progress monitoring.*

## Preparing Educators for Classroom Instruction and Intervention

- **K-3 teachers are required to complete math academies** and entitled to **\$500-\$1k stipend** in most circumstances
- Establishes optional **math and reading interventionist academies** for teachers

Implementation Guidance: Stipends- Early August; Math Academies- 2026

## Early Identification Screeners

- **Required screeners for K-3** students in literacy and numeracy 3x/year. **Results must be reported to parents, school board and TEA.** TEA to adopt a list of approved screeners.

Implementation Guidance: 2026

## High-Quality Intervention

- Students who fail 2 consecutive screeners (determined by TEA) must receive **specified interventions.** Ed-tech strategies are allowed if approved by TEA. ISD receives **\$250/student** up to 10% of enrollment

Implementation Guidance: Fall 2025

## At-Home Learning

- **Parent-directed** tutoring grant for certain students at **\$400 per grant** (up to 2 grants) beginning in 1st grade\*
- **TIA designated teachers** can apply as an approved provider for the parent-directed tutoring grant

Implementation Guidance: 2026

\*Starting in the 2030–31 school year, TEA will withhold school district's entitlements under this provision for each student who: (1) was enrolled in the district from kindergarten through 3rd grade, (2) got and used a special reading grant, and (3) still didn't pass the 3rd grade reading test. The amount taken away will match the grant the student received.

# Overall Impact for Assessments and Research

- **TEA will provide benchmark assessments (or approved alternatives) as part of the state assessment program, questions will be aligned the TEKS to the format of the summative EOY assessment.**
- **TEA will have access to district level, comparable-ish (likely 2-3 assessments) data on student proficiency prior to third grade.**
- **Assessment transitions may impact research trends, although the EOY summative should not change dramatically, other than being shorter.**
- **Assessment results will be available to districts and parents much earlier...unclear what that means for public reporting but we can be hopeful!**

