

# College and Career Readiness District-Level Policy Scan

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## Purpose:

This scan is intended to guide conversations with district board members and administration leaders to ensure their policies and practices lead to improved College, Career, and Military Readiness (CCMR) outcomes for students. The scan is based on recommendations from the report, "[Are Harris County Students Prepared for Success After High School?](#)", and provides criteria, rubrics, and guiding questions for districts to self-assess and follow.

## Terminology:

- To qualify for CCMR Outcomes Bonus funding, students must meet **one** of the following criteria:
  - a passing TSI score **and** either Industry-Based Credential (IBC)/Level 1 or 2 certification;
  - a passing TSI score **and** enroll in college immediately after graduation; or
  - a passing TSI score **and** earn an associate degree prior to graduation.
  
- The Texas Education Agency defines student groups as including 7 racial/ethnic groups, economically disadvantaged, students receiving special education services, students formally receiving special education services, and current and monitored English learners.

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## Make TSI scores, IBC attainment, associate degrees earned, and college enrollment data separated by student groups easily accessible

Criteria	Rubric
<p><b>Report TSI scores, IBC attainment, associate degrees earned, and college enrollment data for each student group</b></p>	<p><b>Green:</b> District-wide and school-level data of TSI scores, IBC attainment, associate degrees earned, and college enrollment for each student group are reported on a district dashboard or report.</p> <p><b>Yellow:</b> District-wide and school-level data of TSI scores, IBC attainment, associate degrees earned, and college enrollment for each student group are reported but incomplete or outdated.</p> <p><b>Red:</b> No publicly available data for each student group of TSI scores, IBC attainment, associate degrees earned, and college enrollment.</p>
<p><b>Make TSI scores, IBC attainment, associate degrees earned, and college enrollment data easily accessible on district website for parents, families, and community members, including in multiple languages</b></p>	<p><b>Green:</b> District-wide and school-level TSI scores, IBC attainment, associate degrees earned, and college enrollment data are easily accessible, unambiguous, and available in multiple languages in a district dashboard, report card, or report.</p> <p><b>Yellow:</b> District-wide and school-level data on TSI scores, IBC attainment, associate degrees earned, and college enrollment data available easily accessible, but not available in multiple languages.</p> <p><b>Red:</b> District-wide and school-level data on TSI scores, IBC attainment, associate degrees earned, and college enrollment data available, but not easily accessible.</p>
<p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• What CCMR Outcomes Bonus data is publicly available? Is the data that is presented accessible to all stakeholders?</li> <li>• When is CCMR Outcomes Bonus data made available from the state? When and how does the district plan on presenting the information publicly?</li> </ul>	
<p><b>District rating and notes:</b></p>	

## Set and monitor concrete and time bound goals to improve TSI scores, IBC attainment, associate degrees earned, and college enrollment

Criteria	Rubric
<p><b>Align district goals or goal progress measures for TSI scores, IBC attainment, associate degree earnings, and college enrollment to statewide 60x30TX goals</b></p>	<p><b>Green:</b> Adopt clear numeric, measurable, and time bound goals or goal progress measures for at least 60% of all student groups meeting CCMR Outcomes Bonus thresholds.</p> <p><b>Yellow:</b> Has publicly adopted a goal to increase the number of students meeting CCMR Outcomes Bonus thresholds, but the goal is not numeric, measurable, and time bound or it is not by student group.</p> <p><b>Red:</b> Has no publicly stated or adopted goal to increase the number of students meeting CCMR Outcomes Bonus thresholds.</p>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• What is our district’s current goal(s) for CCMR outcomes? Are we on track to meet the goal(s)? Why or why not?</li> <li>• What student groups are showing success and which groups need more support? What schools have the lowest percentage of students meeting CCMR Outcomes Bonus thresholds and may need additional support?</li> <li>• How will the district sustain the practice of reviewing CCMR Outcomes Bonus data publicly and regularly?</li> </ul>	
<p><b>District rating and notes:</b></p>	

## Evaluate equity of access and participation in advanced coursework and certification offerings

Criteria	Rubric
<p><b>Regularly evaluate and respond to TSI scores, IBC attainment, associate degrees earned, and college enrollment for student groups by reviewing key leading indicator data (e.g., access to and participation in advanced courses, sunsetted IBC offerings, etc.)</b></p>	<p><b>Green:</b> The school board has a policy requiring regular and public review of outcomes and key leading indicator data for TSI scores, IBC attainment, associate degrees earned, and college enrollment separated by student groups and campuses.</p> <p><b>Yellow:</b> The school board has a process for reviewing outcomes and key leading indicators for TSI scores, IBC attainment, associate degrees earned, and college enrollment data, but does not have a policy to review publicly or data is not separated for student groups and campuses.</p> <p><b>Red:</b> Has no process for reviewing outcomes or key leading indicators for TSI scores, IBC attainment, associate degrees earned, and college enrollment data.</p>
<p><b>Regularly seek stakeholder feedback in response to TSI scores, IBC attainment, associate degrees earned, and college enrollment and leading indicator data for student groups</b></p>	<p><b>Green:</b> Has a formal review process that engages all stakeholders to regularly evaluate and respond to TSI scores, IBC attainment, associate degrees earned, and college enrollment reports.</p> <p><b>Yellow:</b> Has a formal review process but does not engage stakeholders to regularly evaluate and respond to TSI scores, IBC attainment, associate degrees earned, and college enrollment reports.</p> <p><b>Red:</b> No formal review process exists.</p>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• What key indicators does our district regularly review? Are those indicators predictive of postsecondary success?</li> <li>• How does our district currently engage stakeholders regarding our strategic plan for CCMR?</li> </ul>	
<p><b>District rating and notes:</b></p>	

To explore possible root causes and identify potential leading indicators, check out this guidebook created by the Alliance for Resource Equity: [Empowering, Rigorous Content](#).

## Invest in targeted, evidence-based initiatives to improve TSI scores, IBC attainment, associate degrees earned, and college enrollment

Criteria	Rubric
<p><b>Resource allocation is aligned with district goals for TSI scores, IBC attainment, associate degrees earned, and college enrollment and closes gaps between student groups</b></p>	<p><b>Green:</b> Strategic investments as evidenced in the budget process, including use of CCMR Outcomes Bonus funds, yield high impact for TSI scores, IBC attainment, associate degrees earned, and college enrollment and targets closing gaps between student groups.</p> <p><b>Yellow:</b> Strategic investments yield high impact TSI scores, IBC attainment, associate degrees earned, and college enrollment, but does not include CCMR outcomes bonus funds or does not target closing gaps between student groups.</p> <p><b>Red:</b> No strategic investment in programs that impact TSI scores, IBC attainment, associate degrees earned, and college enrollment..</p>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• How much are we spending on improving TSI scores, IBC attainment, associate degrees earned, and college enrollment? What is the per pupil allocation for the spending on each of those?</li> <li>• What strategic investments are we making to improve TSI scores, IBC attainment, associate degrees earned, and college enrollment? What gives us confidence these investments will improve outcomes for our students?</li> <li>• How are we currently spending CCMR Outcomes Bonus funding? What percentage are we reinvesting to improve TSI scores, IBC attainment, associate degrees earned, and college enrollment?</li> </ul>	
<p><b>District rating and notes:</b></p>	

## Incorporate TSI scores, IBC attainment, and college enrollment within performance evaluations of school and administrative leadership

Criteria	Rubric
<p><b>Evaluations for Superintendent, department administrators, principals, and counselors/ advisors incorporate TSI scores, IBC attainment, associate degrees earned, college enrollment metrics, and key leading indicators</b></p>	<p><b>Green:</b> Evaluations include clear, numeric metrics based on TSI scores, IBC attainment, associate degrees earned, college enrollment metrics, and leading indicators for student groups that align with district goals.</p> <p><b>Yellow:</b> Evaluations include TSI scores, IBC attainment, associate degrees earned, college enrollment metrics, and leading indicators, but they are not numeric and do not align with the district goals or do not include student groups.</p> <p><b>Red:</b> Evaluations do not include TSI scores, IBC attainment, associate degrees earned, college enrollment metrics, or leading indicators for student groups.</p>
<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>• How are leadership evaluations aligned to the district's CCMR goals and leading indicators?</li> </ul>	
<p><b>District rating and notes:</b></p>	