

CCMR GOAL AND RESOURCE ALIGNMENT

MODEL POLICY | FEB. 2026

OVERVIEW

Families and communities deserve to know whether schools are preparing students for life after graduation. Clear goals and transparent data build trust and accountability by making progress visible and highlighting where gaps remain. Aligning resources to student outcomes ensures funding is focused on strategies that work and the results that matter most for students.

This model policy encourages school boards to set ambitious goals for college, career, and readiness (CCMR) to meet the needs of all students, regardless of their circumstances. Each year, the district must demonstrate how funding decisions advance those goals and publicly report progress on key indicators like credential attainment, financial aid application completion, and postsecondary enrollment.

MODEL POLICY

DISTRICT CCMR GOAL DEVELOPMENT

To set, revise, and achieve the Board's College, Career, and Military Readiness (CCMR) goal and related progress measures as outlined in Texas Education Code Section 11.186, the Board and District shall focus on ensuring students:

1. Graduate within four years of entering high school;
2. Meet Texas Success Initiative (TSI) readiness standards in both Mathematics and Reading through state-approved assessments; and
3. Achieve at least one of the following postsecondary outcomes:
 - a. Successful enrollment in an institution of higher education;
 - b. Attainment of a high-quality, TEA-approved industry-based certification (IBC) aligned to postsecondary success and completion of the corresponding program of study; and/or
 - c. Completion of a degree, Level I certificate, or Level II certificate aligned to postsecondary success from an institution of higher education prior to high school graduation.

CCMR DATA MONITORING

Each year, following receipt of postsecondary enrollment and outcomes data, the District administration shall make the following key CCMR metrics, disaggregated by student group available to the Board and to the public:

1. The number and percentage of graduates who are TSI-ready in both Mathematics and Reading, as measured by state-sanctioned assessments (e.g., SAT, ACT, or TSIA);
2. The number and percentage of students completing advanced coursework through Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, or Dual Enrollment courses;
3. The number and percentage of students earning an industry-based certification (IBC) recognized by the Texas Education Agency and an aligned program of study;
4. The number and percentage of graduates that qualify for CCMR Outcome Bonus funding;
5. The number and percentage of graduates earning a Level I and/or Level II certificate from an institution of higher education;
6. The number and percentage of graduates completing the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA); and
7. The number and percentage of graduates enrolling in two-year and four-year institutions of higher education in the academic year following graduation.

DISTRICT GOAL AND RESOURCE ALIGNMENT

Each year, as part of the budget development process, the administration shall present to the Board a proposed budget that is aligned to the Board's student outcome goals and adheres to the Board's established constraints.

The presentation shall clearly demonstrate the alignment between the proposed budget, the District's strategic priorities, and the Board's goals, including:

1. The District's comprehensive collection of strategies and processes designed to advance Board-identified student outcomes goals supported by the proposed budget;
2. Planned budgetary and programmatic investments or expansions, along with proposed operational adjustments or reallocations necessary to meet annual performance targets.