

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



TEXAS



Texas has addressed seven of the 10 Blueprint policies to improve college readiness in the state. Its programs address three of the four high school policies, including using rigorous core standards, an assessment system to test students' mastery of the standards and an accountability system.

The state also has policies in place for two of the four college benchmarks. For example, Texas has set college attainment goals and incorporated them into the higher education strategic plan.

The state has met both bridge policies. It has developed a data system that is able to provide student-level data to the people who need to make decisions about students' education — such as principals, teachers and parents.

POLICY REVIEW	TEXAS	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes – AP, IB, dual credit or articulated course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , End-of-course	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Statewide Statewide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Yes No No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Texas is one of the model states for using indicators of college and career readiness in determinations of school performance. As a result, the state has increased the transparency on how well its schools are educating students. This is also a tool for Texas to increase awareness of the importance of aligning the education system from preschool all the way through college graduation.

The state also is a leader in developing a uniform statewide system to determine which students need remedial classes and a uniform testing system for course placement. It is one of 21 states that has taken a statewide approach to remedial education. Setting common policies on remedial education and course placement is one strategy states can use to communicate a consistent message about college readiness expectations.

CONSIDERATIONS

Texas should consider developing statewide or systemwide requirements for admission to its four-year colleges. So far, 28 states have adopted uniform requirements. Nearly all states require certain high school coursework as part of their admissions criteria. However, an increasing number include other minimum indicators such as assessment scores, GPA or an index score that combines all of the requirements.

If Texas decides to implement a statewide or systemwide admissions policy that includes minimum course requirements, it could use this as an opportunity to align that policy with the statewide high school graduation course requirements. Six states have aligned all core courses and 12 others have aligned all except foreign language. Alignment is a good tool to increase transparency and the number of students attending college.

RESOURCES AND STATE EXAMPLES

Utah – Differentiated admissions

The Utah System of Higher Education policy **R461-3** outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah's policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Washington – Collaboration of high school and college systems

The state Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.