



## TEXAS COALITION FOR A COMPETITIVE WORKFORCE

### TEXAS COALITION FOR A COMPETITIVE WORKFORCE 2009 LEGISLATIVE AND REGULATORY ISSUES

#### **PUBLIC SCHOOL ACCOUNTABILITY**

- Students that graduate from Texas high schools should demonstrate college/career readiness that allows for *successful transition to skilled employment, advanced military training, associates degree, bachelor's degree or technical certification – without the need for remediation.*
- The state's accountability system should be based on the degree to which students in each grade are on a path to college/career readiness.
- Accountability ratings should be based on the percentage of students who are 1) on track for college/career readiness or 2) making sufficient progress so that they will be on the track for college/career readiness within 3 years.
- Districts and schools which do not meet accountability goals or which experience a decline in their rating must improve or face consequences.
- Texas' curriculum standards must be raised immediately to reflect the knowledge and skills students need to be college/career ready. Assessments, performance standards, and goals will be adjusted upward over a 3-year transition period.
- The state should invest in data system upgrades to support these improvements. The system should collect data and generate reports on financial expenditures and academic performance on an individual student and teacher level.

#### **CAREER/TECHNOLOGY EDUCATION (CTE) AND THE 4X4**

- All students should complete a high-school curriculum that requires them to master core subjects—such as English, Math, Science, and Social Studies.
- Once students reach this level, they should be free to choose from multiple academic pathways—including CTE—as long as the pathway leads to college/career readiness.
- The 4 x 4 course requirements should be flexible. Once core subjects are mastered, students may choose approved CTE courses that teach core subject curricula in an applied way.
- To be approved under the 4 x 4, CTE courses should contribute to college/career readiness by qualifying for college credit, lead directly to industry-recognized credentials, or fulfill a requirement for a state license.

#### **TEACHER QUALITY AND PERFORMANCE**

- The state should increase funding for “pay-for-performance” grants and should adopt program guidelines that encourage school districts to implement value-added measures as part of their incentive compensation system.
- The state should enhance alternative educator and principal certification programs and explore additional measures to help meet talent needs in critical areas.