

A photograph of a teacher and three young students in a classroom. The teacher, a Black woman with glasses and a green cardigan, is leaning in and talking to the students. One student, a white girl with long hair, is holding a pencil and looking at the teacher. Two other students, a Black girl and a Black boy, are also looking towards the teacher. The background shows bookshelves filled with books.

STANDOUT STATE

Texas

Measuring what matters

Texas has developed an exemplary set of data dashboards, supporting its efforts to build a strong, diverse teacher workforce.

Texas has been successful in making data public and using that data to hold preparation programs accountable to specific goals during its annual accountability process. Texas is one of only 21 states that currently uses pass rate data from licensure tests as part of its program accountability system. The pass rate considered is the pass rate based on the first and second attempts, which includes those who pass on their first attempt and those who pass or fail on the second attempt.

For continued program approval, Texas sets the benchmark at a 75% pass rate for content exams, which programs must meet both at an aggregated level and for candidate groups disaggregated by gender and race/ethnicity. The pass rate is also evaluated for each certification area. In recent years, the Texas Education Agency (TEA) has updated and refined the rules related to how programs are linked with test results from candidates. Updates to the timing of exams and the requirements that programs must recommend a candidate to take an exam have resulted in candidate's pass or fail being used to determine the program's overall pass rate.

Low-performing programs now face real consequences and can lose the ability to offer certification in an area if the pass rate on the related exam is below 75% for three years running. Texas also conducts more intensive reviews for lower-performing programs, considering the scope and sequence, curriculum, and alignment to standard matrices. Based on this review, some programs have rewritten their curricula or made other changes; in a handful of cases, this review led to programs choosing to close certificate categories or an overall program. Last year, four or five programs or certification routes within programs closed – some because of failing the review and others by choice. Despite these program closures, TEA has not seen a related reduction in the supply of teachers. Most aspiring teachers seem to move to other programs, and TEA helps relocate teacher candidates from programs that are shutting down.

Also, Texas has developed [data dashboards](#) that communicate a wealth of information about licensure test pass rates, teacher hiring and retention, and new teachers' satisfaction with their programs, among other measures. These dashboards include information on licensure test pass rates, as well as other crucial insights into the teacher pipeline, such as tracking candidates from application to their teacher preparation program through retention in the classroom. Only 22 states, including Texas, have published dashboards or other forms of data on teacher prep programs' performance.

Texas developed these dashboards by working closely with teacher prep programs and other stakeholders. The state started with well-defined indicators and data points and then iterated on the dashboard on a quarterly basis. Some features, such as being able to compare among programs in the pass rate data, have been built out based on input from programs. This data can be used to identify successful programs and to dispel myths that high pass rates cannot be achieved with some groups of students.