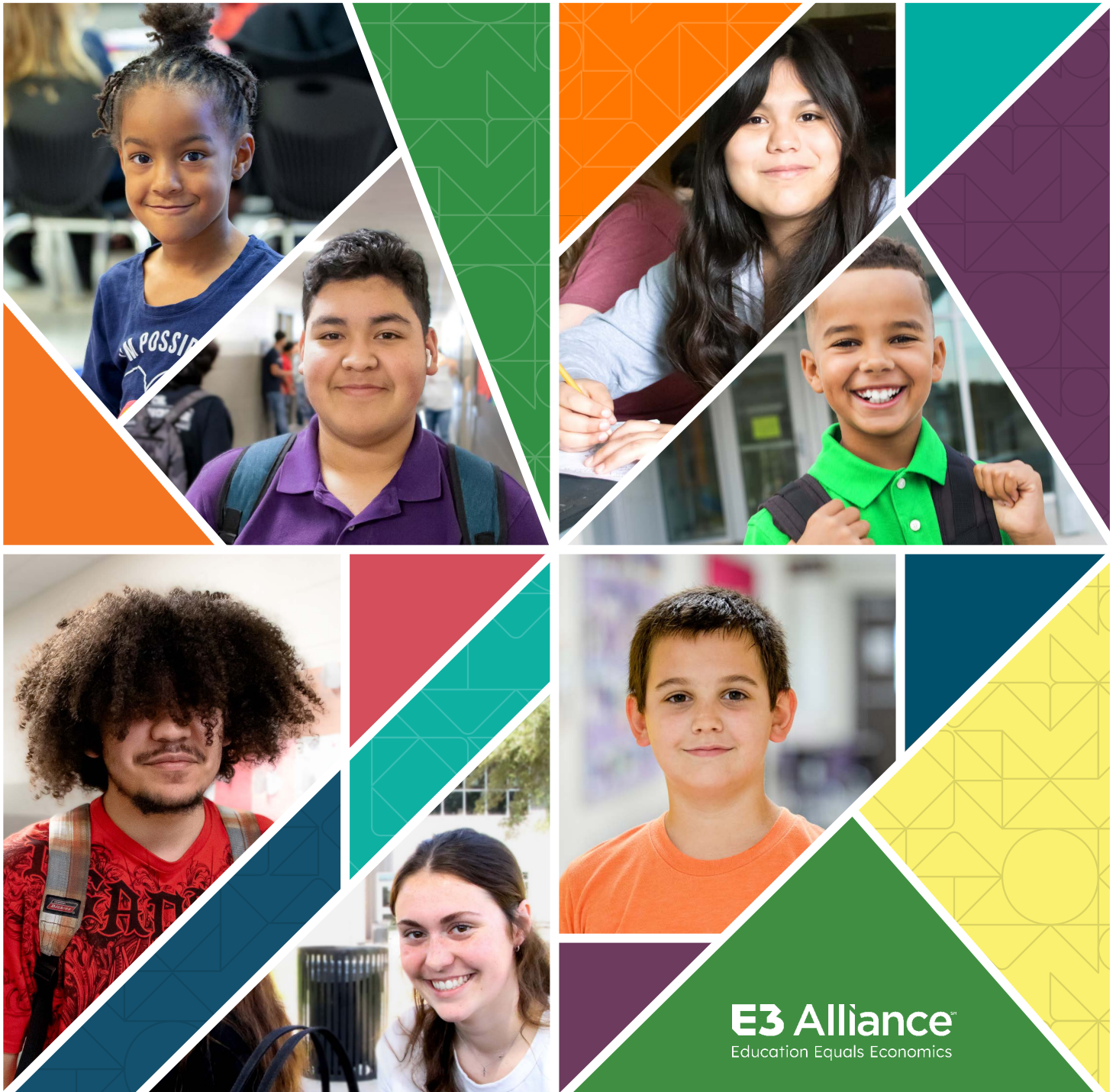


SCALING SYSTEMS-LEVEL CHANGE IN EDUCATION: A PROVEN APPROACH

2023/24
ANNUAL
REPORT



E3 Alliance
Education Equals Economics



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“As the superintendent of Lockhart ISD, I am proud to partner with E3 Alliance and its vital work in linking education to economic prosperity. Our partnership with E3 has been instrumental in improving kinder readiness, boosting student attendance, and advancing equity and excellence in middle school math. Together, we are ensuring that every student in Lockhart ISD has the tools they need to succeed academically and contribute meaningfully to our community’s future.”

— MARK ESTRADA
Superintendent of Schools,
Lockhart ISD

We've had another stellar year at E3 Alliance. At the top of our highlight reel — putting into practice Senate Bill 2124, starting a workforce pipeline initiative for advanced manufacturing, and transitioning leadership.

I am grateful for our many partnerships and the hard work and dedication of our educators and community-based partners. I also appreciate our veteran donors and new funders whose confidence in our growing capacity to make a large-scale impact on students, families, and educators is humbling.

But I am most thankful to our founder, **Susan Dawson**, for her relentless spirit and personal commitment to our mission and work.

All of us in the education community strive to give our students and families the best our public education system can offer. We also want students and families to effectively navigate and take advantage of the countless opportunities in our region as our local economy continues to expand.

It is an interesting time to be in our region. Texas is in an economic boom, with more companies moving to our great state and more entrepreneurs funding Central Texas to expand their ventures. But Texas is also facing challenges. Collaboration among public and private agencies is increasingly crucial as we teach and nurture the most vulnerable: our children.

Moving forward, E3 Alliance will double down on our main pillars:

- Making data accessible, clear, and actionable.
- Ensuring collaboration is at the center of our strategies.
- Engaging students and families in matters that affect them the most.

In the last century, the role of public education has evolved from being a nation-builder, a public and collective good, to preparing students for economic mobility and individual benefit. Both roles are crucial. However, we must remember that the key term in public education is 'public.'

The performance and function of public education depend on the public's will. We must deliver the highest quality of education for all. This is not just a promise we make as the public. It's a social imperative and a responsibility we all share.

We make that happen at **E3 Alliance** by scaling system-level change using a proven approach. As you read this report, see how the process unfolds using our dynamic **Theory of Change**.

On behalf of our team, we look forward to the 2024-25 academic year. We will jumpstart new ways in the months ahead to ensure all Texas students succeed. **Let's get to work!**

RICHARD A. TAGLE



PRESIDENT AND EXECUTIVE
DIRECTOR, E3 ALLIANCE



“The work of E3 Alliance represents the heart of democratic systems change - driven by data of what is working and what is not in our education worlds, by the people most affected by these worlds, and by the practitioners charged with the awesome responsibility of teaching and helping our children reach their potential. Over these last 18 years, its stewardship has helped to raise the next generation of Texas leaders.”

— HANNAH GOURGEY
Deputy Director,
The Aspen Institute

Through data and collaboration, we transform education systems in Central Texas and across the state. Our mission is to help all students succeed.

We are a data-driven education collaborative and service provider focused on Central Texas and regions throughout the state. We aim to improve the quality of life for our students through systems alignment, from pre-K to 16 and into the workforce.

Data powers all we do at E3 Alliance. Our Theory of Change is a robust and reliable data-based decision-making process that guides our work.

The diagram illustrates a process for data-based decision-making, structured into two main sections: **WHY** and **HOW**.

WHY (Left side):

- CONVENE KEY INFLUENCERS**: Represented by an icon of three people.
- IDENTIFY DATA INSIGHTS**: Represented by an icon of a bar chart with an upward arrow.

HOW (Right side):

- BUILD COMMON AGENDA**: Represented by an icon of a document.
- FORGE COLLABORATION**: Represented by an icon of three people.
- CHANGE PRACTICES & BUILD CAPACITY**: Represented by an icon of a classical building.
- CHANGE SYSTEMS**: Represented by an icon of a person with a gear and an upward arrow.

The process is supported by three foundational elements at the bottom:

- CREATING COMMITMENT TO CHANGE**: Positioned under the 'WHY' section.
- DESIGNING SOLUTIONS**: Positioned between the 'WHY' and 'HOW' sections.
- SUSTAINING A CULTURE OF HIGH PERFORMANCE**: Positioned under the 'HOW' section.

The entire process is framed by a large arrow pointing from left to right, with the text **DATA-BASED DECISION-MAKING** at the bottom.

The Why: Cultivate Community Commitment

We convene key influencers and identify data insights to better understand the challenges in our education system. This alignment to our WHY energizes our community to create a collective commitment to change the system.

The How: Alone, We Do Good. Together, We Do Greater Good.

We design solutions by building a common agenda and forging collaborations. This is HOW we do our work. Together.

The What: Change Practices, Change Systems

We focus on WHAT solutions get results. To sustain a high-performance culture, we improve practices and build capacity. This ultimately changes the system and allows for scaling what works to more school districts and campuses in Texas.

OUR DATA AND TRENDS

E3 Alliance produces the most complete view of education trends and outcomes in Central Texas and insights on specific Texas regions and legislative districts.

Our data portal allows educators, policymakers, business leaders, and other community members to explore education outcomes that matter most for students, families, and our economy.

Data and research are the cornerstone of our Theory of Change, providing insights into critical measurements like student performance, attendance, and enrollment, to name a few. From there, we develop strategies with our partners for systems change.

OUR KEY INFLUENCERS

E3 Alliance is a pioneer in collective impact. We work with leaders from 15 Central Texas school districts, seven institutions of higher education, and more than 200 businesses, nonprofits, government agencies, policy leaders, students, and families.

We bring these partners together to resolve a shared problem. Together, we identify root causes, devise strategic solutions, then test and refine those solutions. Those solutions ideally lead to systems transformation.

Our team convenes key influencers in a variety of ways: Peer Learning Networks (PLNs), steering committees, working groups, and regional events. This collaboration drives our Theory of Change.

OUR POLICY PRIORITIES

We must evolve systems to ensure they provide high-quality instruction so ALL students succeed.

At the district level, educators regularly assess internal programs and processes. Their goal is to eliminate obstacles and close opportunity gaps.

At a legislative level, action can quickly scale systemic improvements across the state or country.

E3 Alliance connects with district superintendents and other administrative leaders to share the policy successes of partners. We also advocate at the state and national levels when policy change can make a sweeping impact.

Advancing policy at a district level or through legislative means completes our Theory of Change.

E3 Alliance Data Portal

data.e3alliance.org

E3 Alliance Steering Committees

ACE (Attend. Commit. Engage) Task Force

Blueprint Leadership Council

CCMR (College Career Military Readiness) Coalition

Champions Council

Emergent Bilingual Steering Committee

Central Texas College Attainment Network

Central Texas Math Alignment Task Force

Policy Council

Pre-K Working Group

Tiger Team (Workforce Attainment)

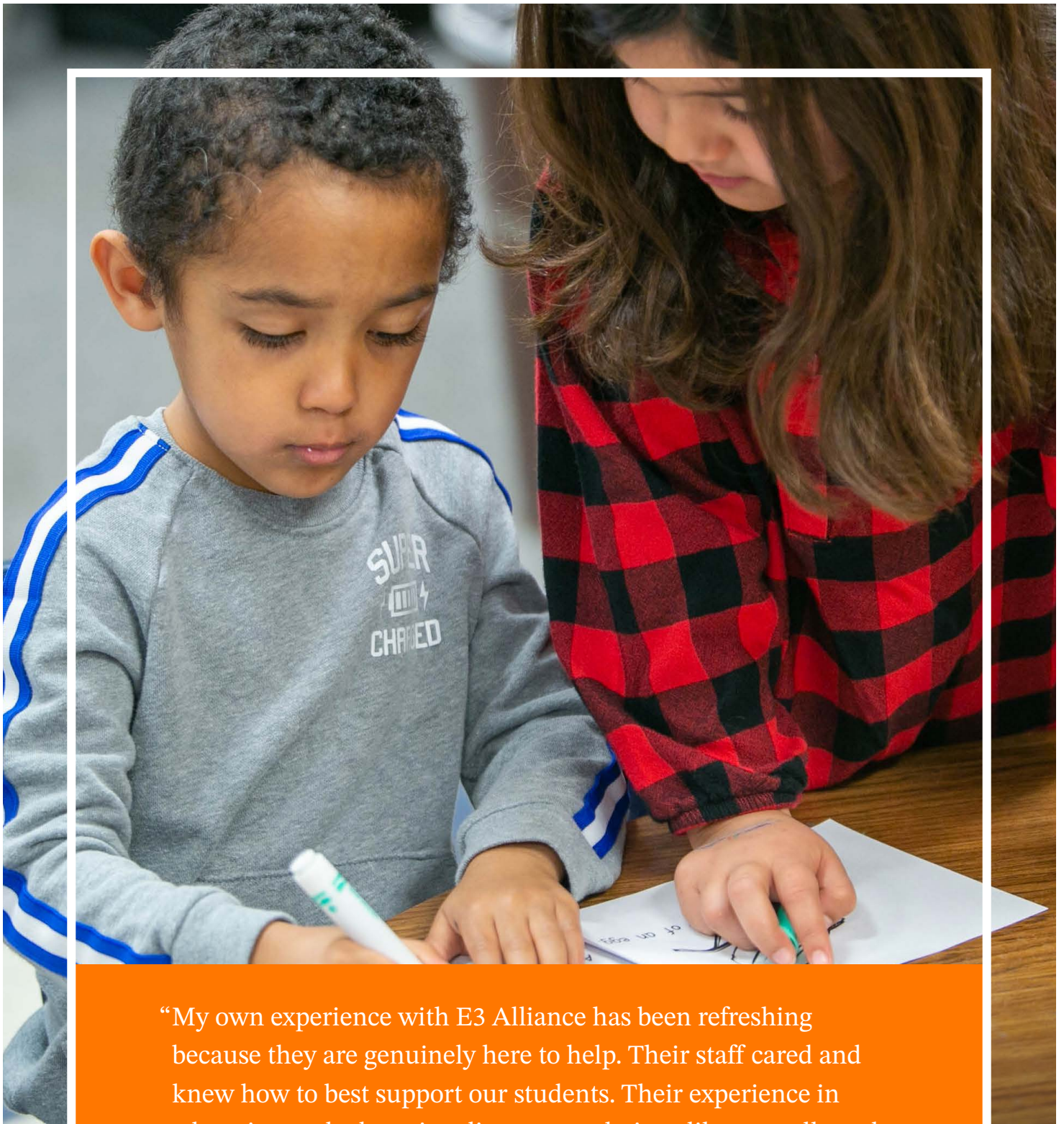
Are you interested in joining one of our committees this year?

Please let us know by emailing info@e3alliance.org.

E3 Alliance Policy Priorities

- Support Early Education
- Increase Equitable Pathways
- Champion College, Career, and Military Readiness
- Improve Educator Quality
- Ensure Postsecondary Success for All Students





“My own experience with E3 Alliance has been refreshing because they are genuinely here to help. Their staff cared and knew how to best support our students. Their experience in education and advancing diverse populations like ours allowed them to tailor solutions to the needs of students and staff alike.”

— JOSE G. FRANCO
Superintendent,
Fort Hancock ISD

OUR SERVICES

We offer coaching and professional learning to campus and district educators. Our solutions help staff empower their schools, teachers strengthen instruction, leaders achieve their vision, and administrators ensure they serve all students. We tailor our School Culture, Leadership, Effective Instruction, and Special Populations services to the needs and data of the campus and district. This streamlines success.

E3 Alliance is a vetted program provider of the Texas Education Agency. We are certified in the Effective Schools Framework and Strong Foundations.



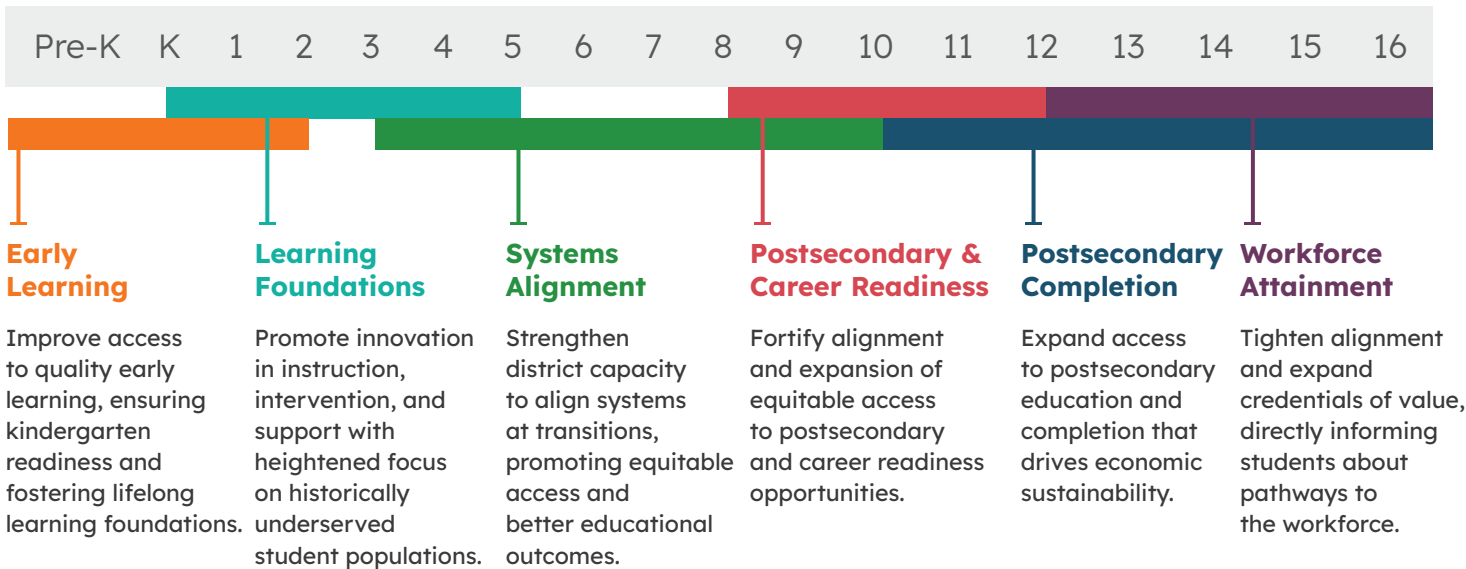
Our team has a proven track record of helping struggling schools transform into award-winning educational institutions. We have decades of leading and teaching in schools. Combining this know-how with our expert data insights helps educators gain the skills, understanding, and tools that boost ratings.

Training Texas educators fosters a high-performance culture and underscores our Theory of Change. Learn about E3 Alliance services at e3alliance.org/services/.

OUR STUDENT IMPACT FOCUS AREAS

E3 Alliance priorities represent our road map to success. They keep us on track and help us fulfill our mission.

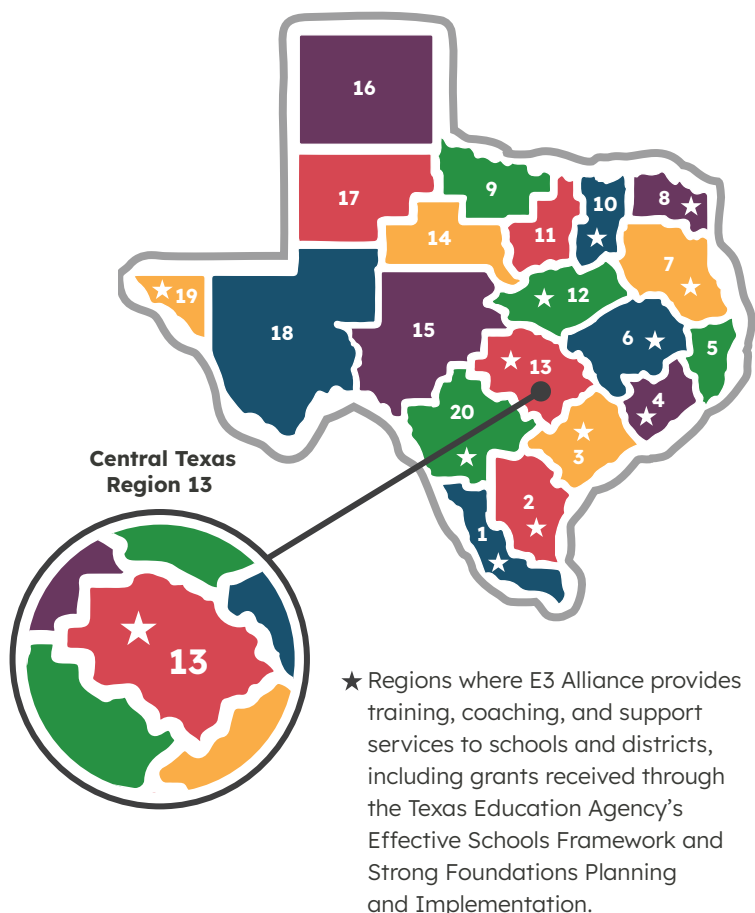
With data, community feedback, and expert counsel guiding the way, we chose these six strategic focus areas. They direct everything we do along our Theory of Change.



TEXAS AT A GLANCE



Education Service Centers in Texas by Region Number



Central Texas Public Schools Traditional and Charter — 2022-23 School Year

To see the districts included in our Central Texas region, visit the Central Texas Interactive Map on data.e3alliance.org.

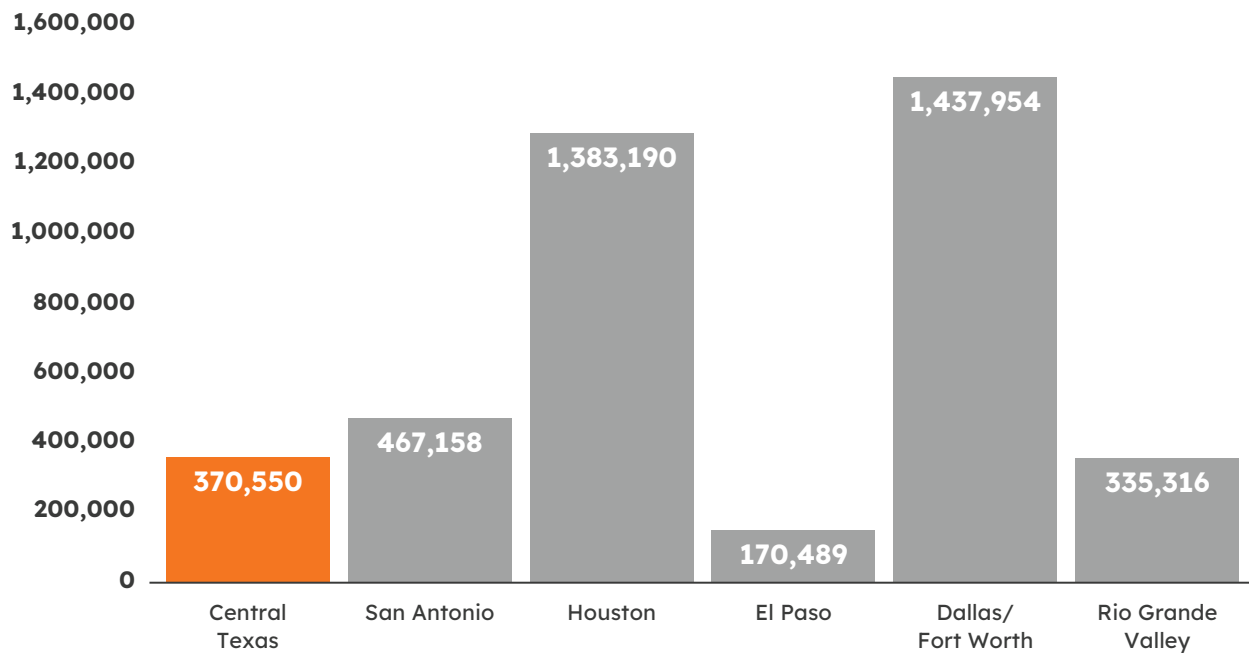
323	Elementary Schools
101	Middle Schools
115	High Schools
37	Mixed Grade Schools
7	Institutions of Higher Education

Source: E3 Alliance analysis of the Texas Academic Performance Report (TAPR) data from the Texas Education Agency and the Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics.



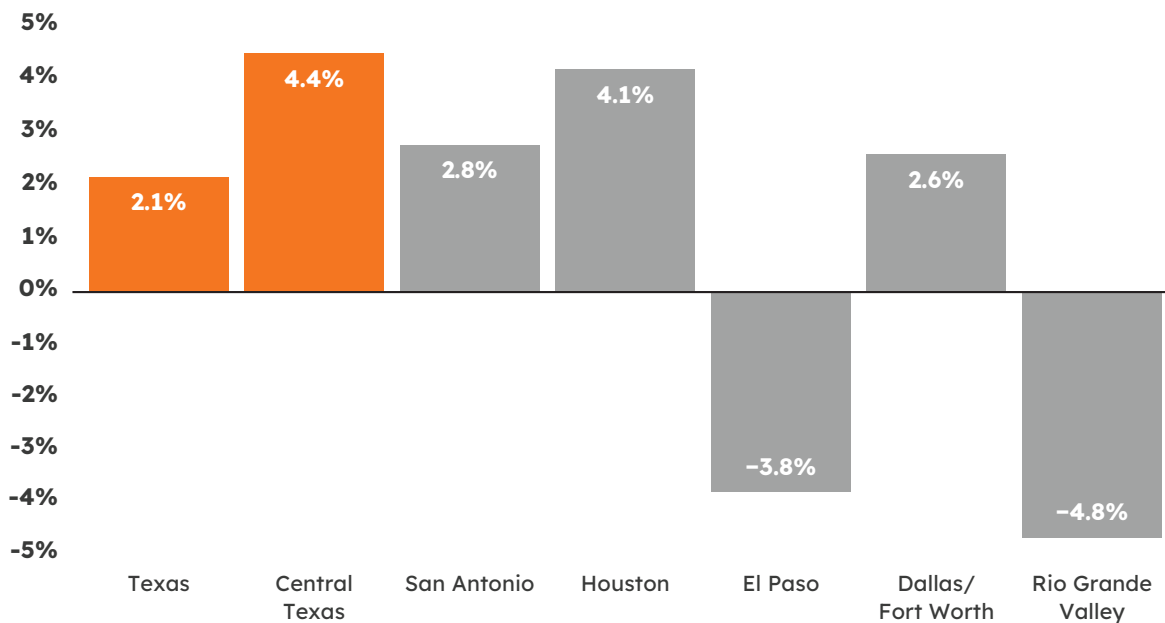
Of the nearly 5.5 million pre-K to grade 12 students in Texas, 370,550 are in Central Texas

TEXAS: 5,495,720 PK-12 Students 2022-23 School Year



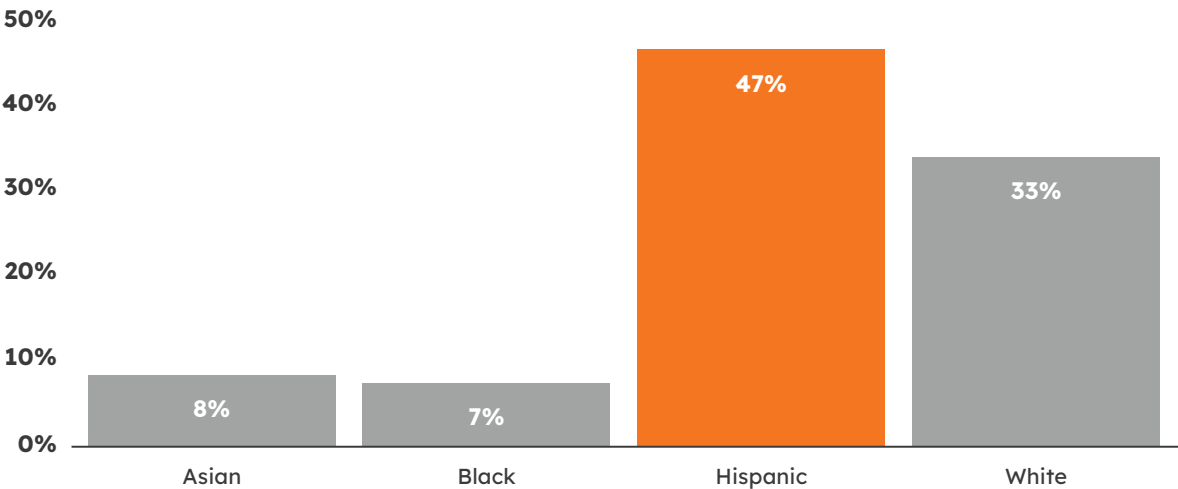
From 2018 to 2023, Central Texas has experienced the highest growth rate of any region in Texas

2018-2023 Enrollment Growth Grades PK-12



Source: E3 Alliance analysis of the TAPR data from the Texas Education Agency.

Almost half of the pre-K to grade 12 student population in Central Texas public schools is Hispanic



44%

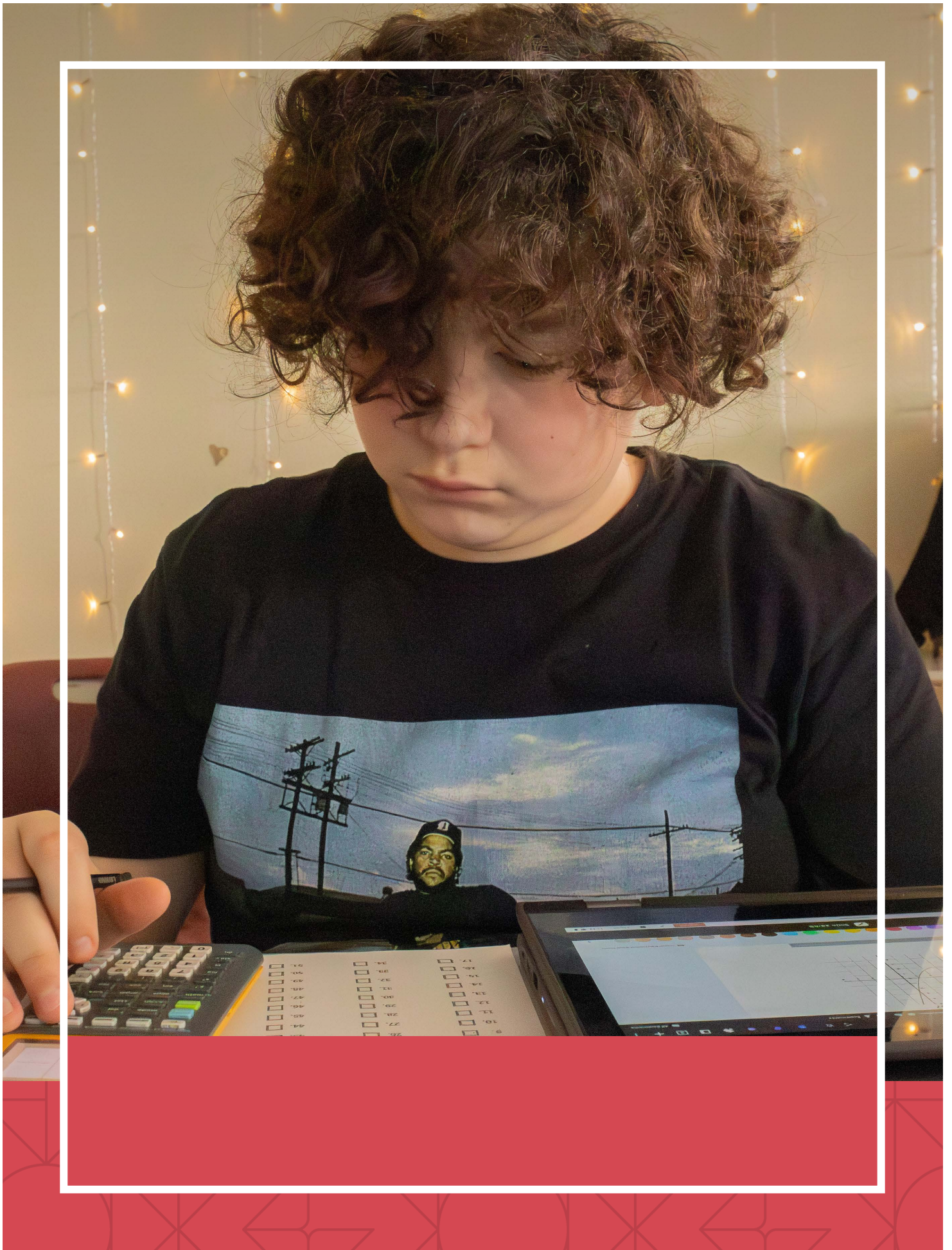
Students from **low-income households** make up 44% of the PK-12 student enrollment in Central Texas

24%

Emergent Bilingual students make up 24% of the PK-12 student enrollment in Central Texas

Source: E3 Alliance analysis of the TAPR data from the Texas Education Agency.





STUDENT IMPACT

76,123

Number of students impacted in Texas schools where E3 Alliance has partnered with educators for coaching, training, and support services from the 2020-21 to the 2022-23 school year.

52,099

More Texas students who would have had access to Algebra I in 2021-22.

If Senate Bill 2124 was already law in 2018-19, 52,099 more 8th graders would have been automatically opted-in to advanced math pathways in 2021-22.

Read more about SB 2124 work on pages 34-39.

5.9%

Increase in Central Texas students who continued their postsecondary education into their second year from 2011 to 2021.

The rate of persistence to a second year in Texas postsecondary institutions increased 5.9% from 2011 to 2021. This increase includes Central Texas high school graduates who enrolled in Texas postsecondary institutions within one year of graduating.

Our region is making strides for our underrepresented students, but gaps are still stark. We expect our advanced math and workforce initiatives with regional partners will help close these gaps even more. Read more about these initiatives on pages 28-39.

Source: E3 Alliance analysis of the Texas Education Agency and the Texas Higher Education Coordinating Board data from the Education Research Center at The University of Texas at Austin.

CREATING COMMITMENT TO CHANGE: THE WHY

Peer Learning Networks and Steering Committee

The work happening in our Peer Learning Networks (PLNs) and steering committees represents the first stage in our Theory of Change (The “WHY”). These groups are vibrant communities of peers with diverse perspectives and experiences. Members tackle real-life challenges impacting students and schools.

WHY



CONVENE
STAKEHOLDERS



IDENTIFY
DATA INSIGHTS

2023-24

- Kicked off Math and Attendance PLNs and created our Emergent Bilingual Steering Committee (EBSC) with key influencers.
- Analyzed data across campuses, districts, regions, and the state to identify strategies and tactics to address the challenges.
- Wrote a shared success statement and individual districts crafted short-term targets aligned with district goals.
- Launched Leading for Emergent Bilingual Success workshop in collaboration with the National Alliance for Partnerships in Equity (NAPE) for EBSC members.

HOW



BUILD
COMMON AGENDA

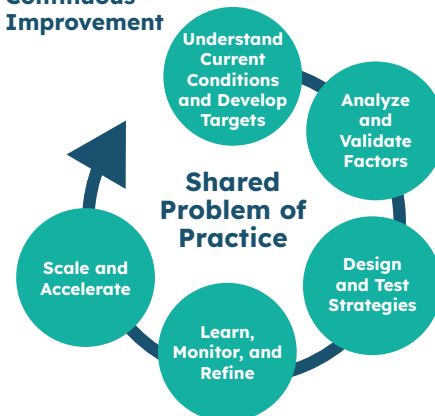


FORGE
COLLABORATION

2024-25

- Interview students, families, and teachers to identify, understand, and address ways to improve.
- Design and test new policies and processes using continuous improvement to impact barriers.

Continuous Improvement



- Share tested policies and processes that show positive outcomes for students and families.
- Present as recommendations to shift practice within school districts at a May 2025 event open to all.

WHAT



CHANGE
PRACTICES &
BUILD CAPACITY



CHANGE
SYSTEMS

2025 and beyond

- Monitor student outcomes over time as multiple districts adopt these policies and processes.
- Identify training curriculum and future advocacy work based on data that reveals positive, clear-cut student outcomes across the region.
- Spread proven practices across the state through coaching services and legislative means.

Learn more about E3 Alliance PLNs and steering committees.

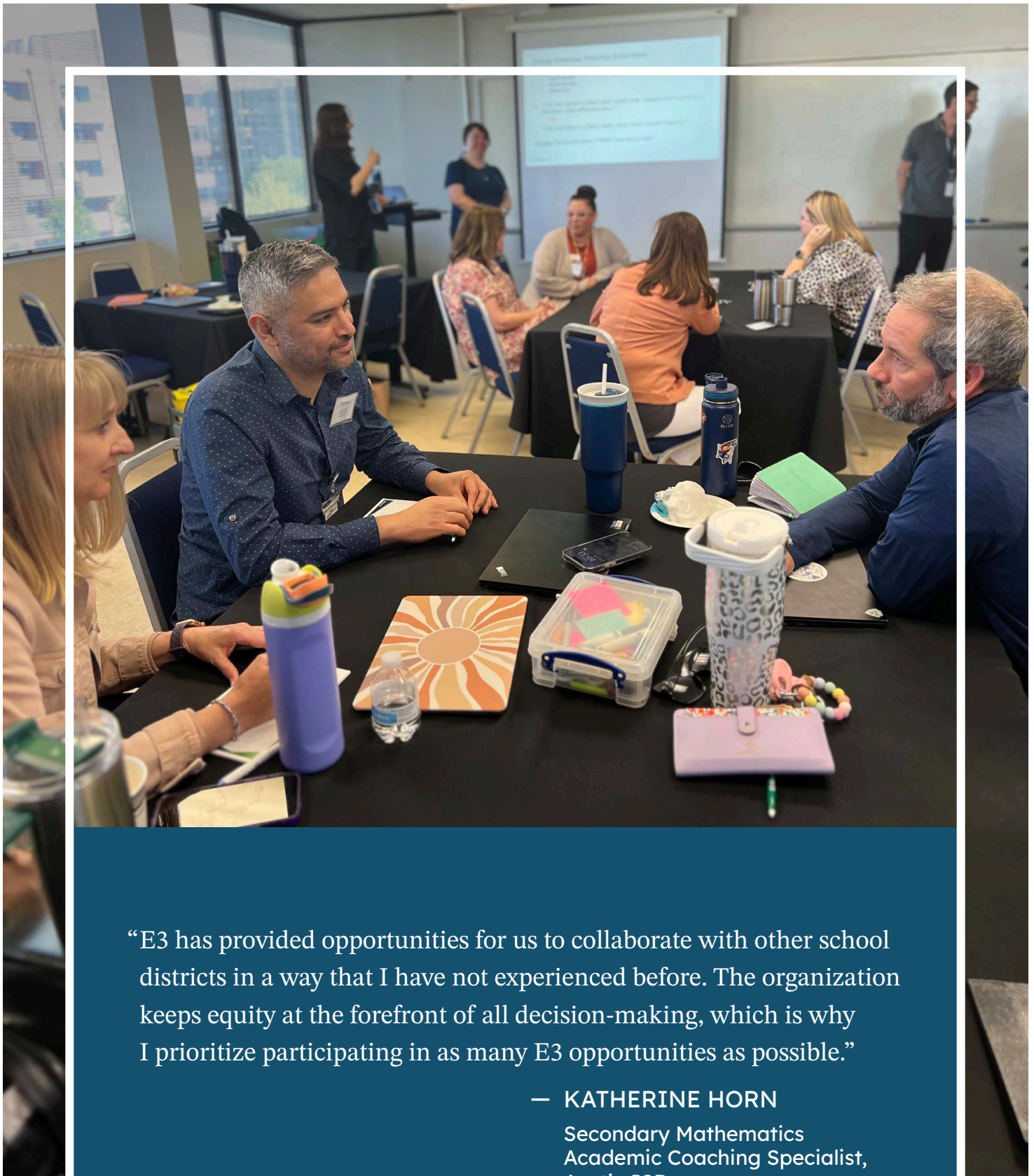




“Without these collaboration opportunities, we would all work separately without shared resources and combined learning. Joining forces with our partners with regional context and data from E3 Alliance accelerates the entire process and gets us to a refined solution more quickly and efficiently. Our partners then scale districtwide, while we spread regionally and statewide.”

— LAUREN THOMAS

Director of Collaborative Action,
E3 Alliance



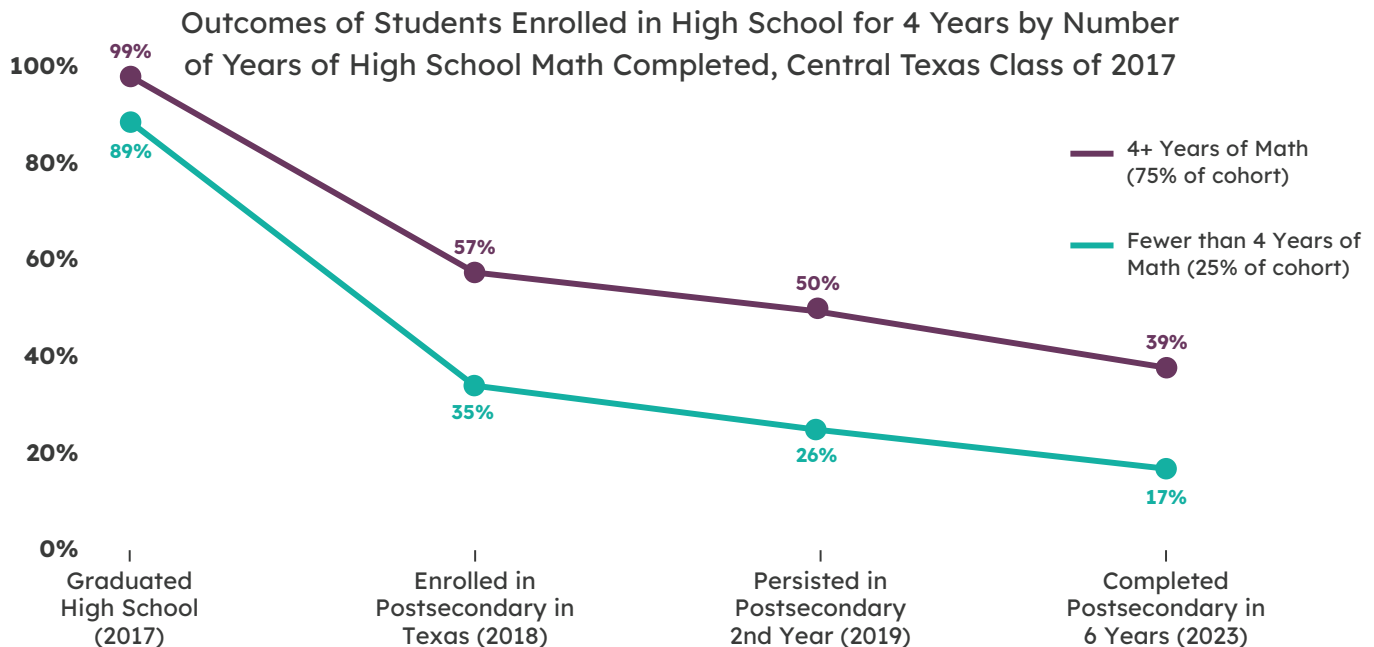
“E3 has provided opportunities for us to collaborate with other school districts in a way that I have not experienced before. The organization keeps equity at the forefront of all decision-making, which is why I prioritize participating in as many E3 opportunities as possible.”

— KATHERINE HORN
Secondary Mathematics
Academic Coaching Specialist,
Austin ISD

Math PLN

With the passing of Senate Bill 2124, the opt-out advanced math law (see pages 34-39), our Central Texas Math Alignment Taskforce chose to 1) identify and provide high-quality math instruction to students in elementary and 2) increase and improve opportunities for college-aligned math courses in high school.

Among Central Texas students who completed four years of any math in high school, 2.5 times as many finished a postsecondary credential compared to students completing fewer than four years of math



Cohort: First-time 9th grade students who were in high school for four years.

Source: E3 Alliance analysis of the Texas Education Agency and the Texas Higher Education Coordinating Board data from the Education Research Center at The University of Texas at Austin.

MORE DATA REVEALED

- Taking a fourth year ensures that math skills stay fresh. It also allows students to take a math course aligned with their college or career goals during their senior year.
- In 2023, only 34% of Central Texas high students completed a college-aligned math course while in high school.

PARTICIPATING DISTRICTS

Austin ISD | Del Valle ISD | Lake Travis ISD | Leander ISD | Lockhart ISD

SHARED SUCCESS STATEMENT

We will know math pathways are successful when we have built a supportive math community among educators, families, and students that allows students to receive equitable opportunities and persist in college- and career-aligned math pathways without gaps through senior year.

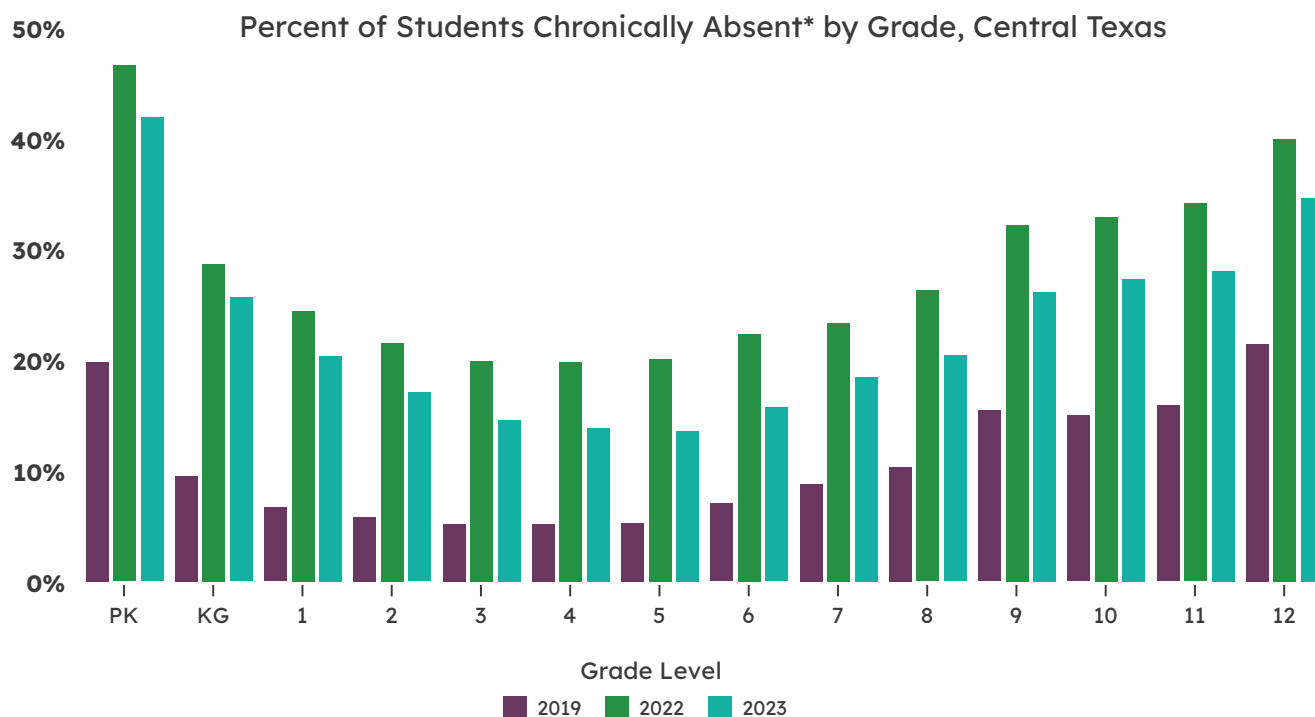
Attendance PLN

Chronic absence rates have skyrocketed since the pandemic, and while we are starting to see improvement, attendance is still much lower than in previous years.

The data also reveals that students from low-income households have higher chronic absence rates, and the disparity has widened over the pandemic.

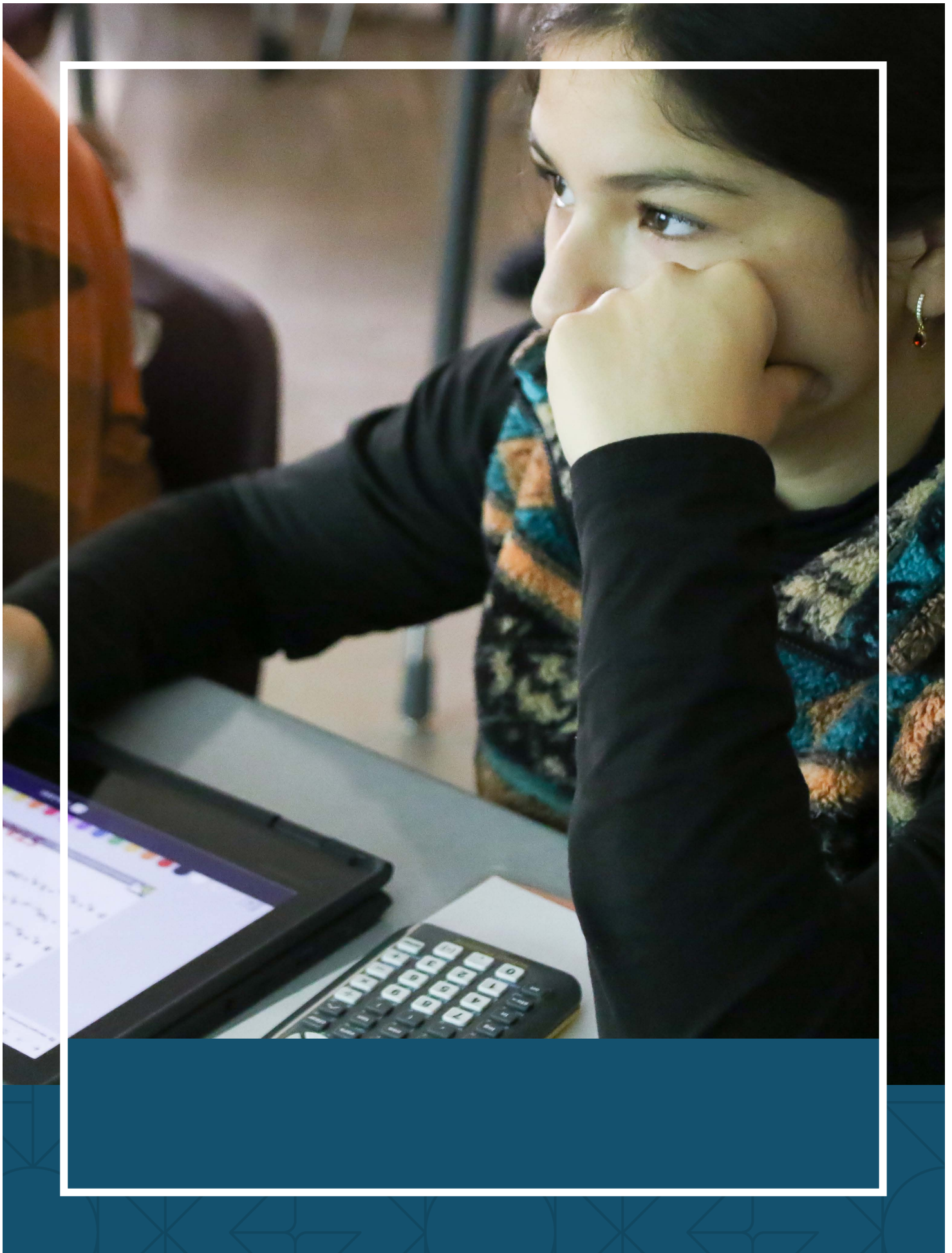
The Attendance PLN will use a community of practice to identify root causes and test strategies to improve attendance outcomes.

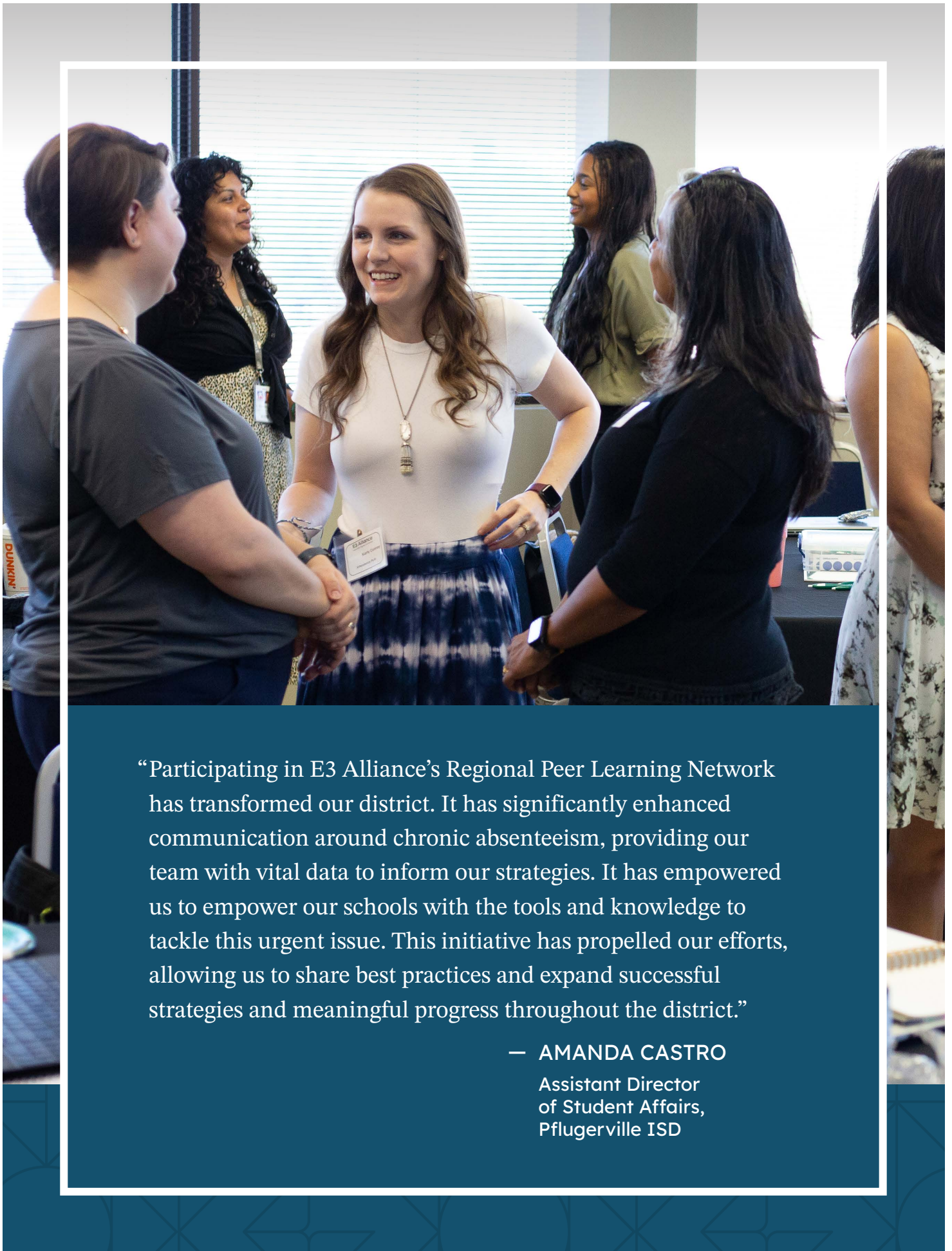
Chronic absence rates among students remain higher than during pre-pandemic years



*Chronically absent is defined as missing more than 10% of time enrolled.

Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin.





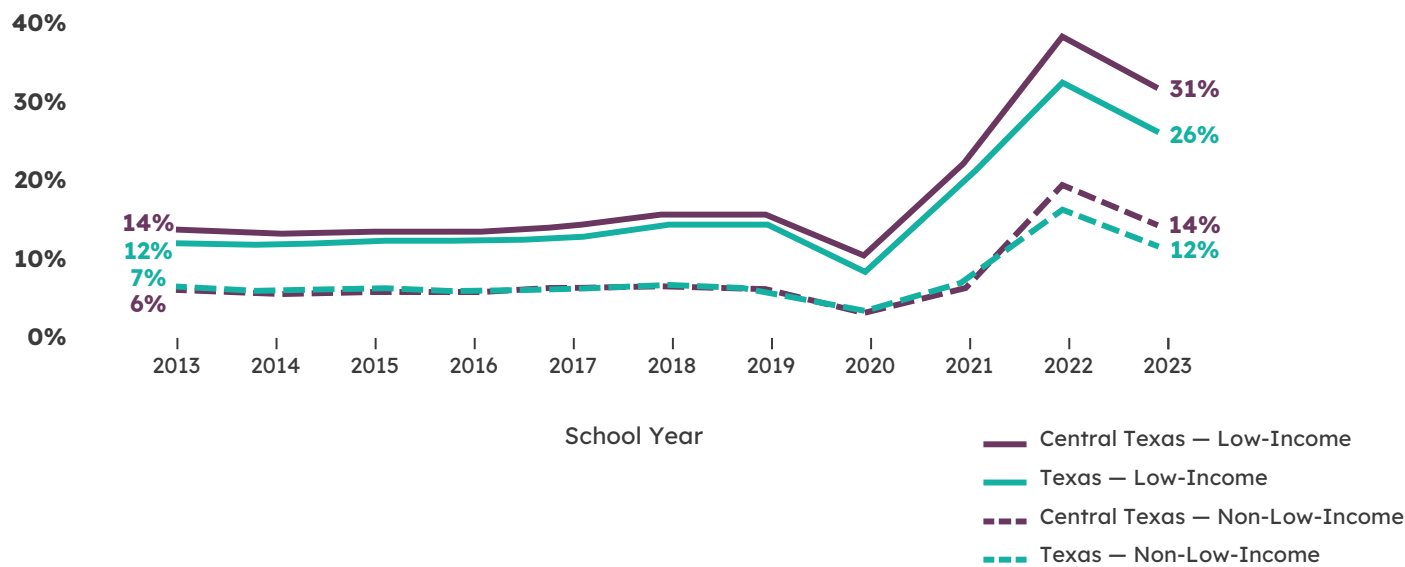
“Participating in E3 Alliance’s Regional Peer Learning Network has transformed our district. It has significantly enhanced communication around chronic absenteeism, providing our team with vital data to inform our strategies. It has empowered us to empower our schools with the tools and knowledge to tackle this urgent issue. This initiative has propelled our efforts, allowing us to share best practices and expand successful strategies and meaningful progress throughout the district.”

— AMANDA CASTRO

Assistant Director
of Student Affairs,
Pflugerville ISD

Students from low-income households have higher chronic absence rates, and the disparity has widened over the pandemic

Chronic Absence* Rate Over Time by Household Income, Central Texas and Texas, 2013-2023



*Chronically absent is defined as missing more than 10% of time enrolled.
Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin.

PARTICIPATING DISTRICTS

Austin ISD | Hays CISD | Manor ISD | Pflugerville ISD | Seguin ISD

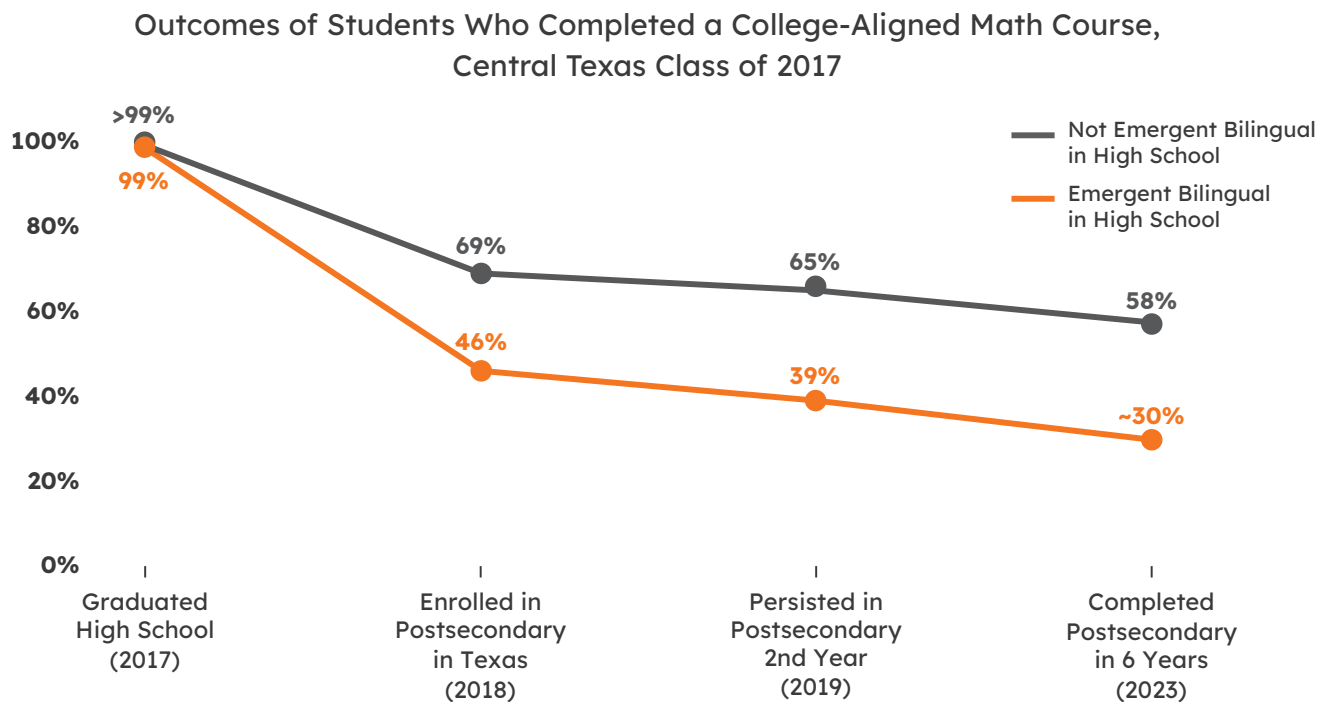
SHARED SUCCESS STATEMENT

We will know attendance efforts are successful when we use data to address the root causes of chronic absenteeism and remove barriers to reach all students and families to improve attendance through building positive school relationships and experiences.

Emergent Bilingual Steering Committee

Our Texas public education system has a tremendous opportunity for growth in better preparing Emergent Bilingual students for success after high school. We must understand the system-level barriers in education and then remove or mediate those barriers to ensure students are ready for their postsecondary journey and into the workforce.

Data shows that even with strong math access in high school, Emergent Bilingual students face bigger barriers to postsecondary success



~ Rounded to prevent imputation (actual value is within 5 percentage points).

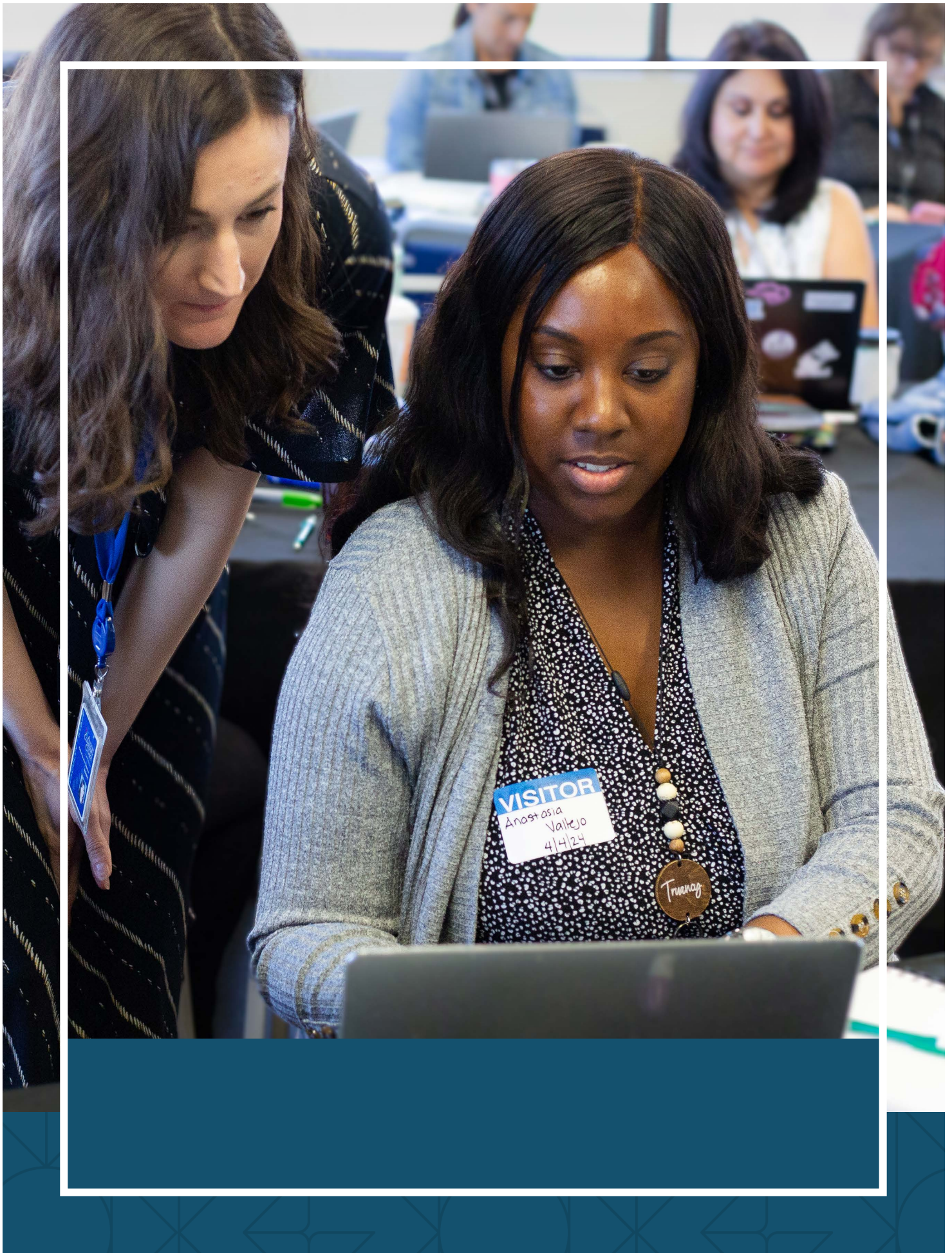
Cohort: First-time 9th grade students who were in high school for four years.

Source: E3 Alliance analysis of the Texas Education Agency and Texas Higher Education Coordinating Board data from the Education Research Center at The University of Texas at Austin.

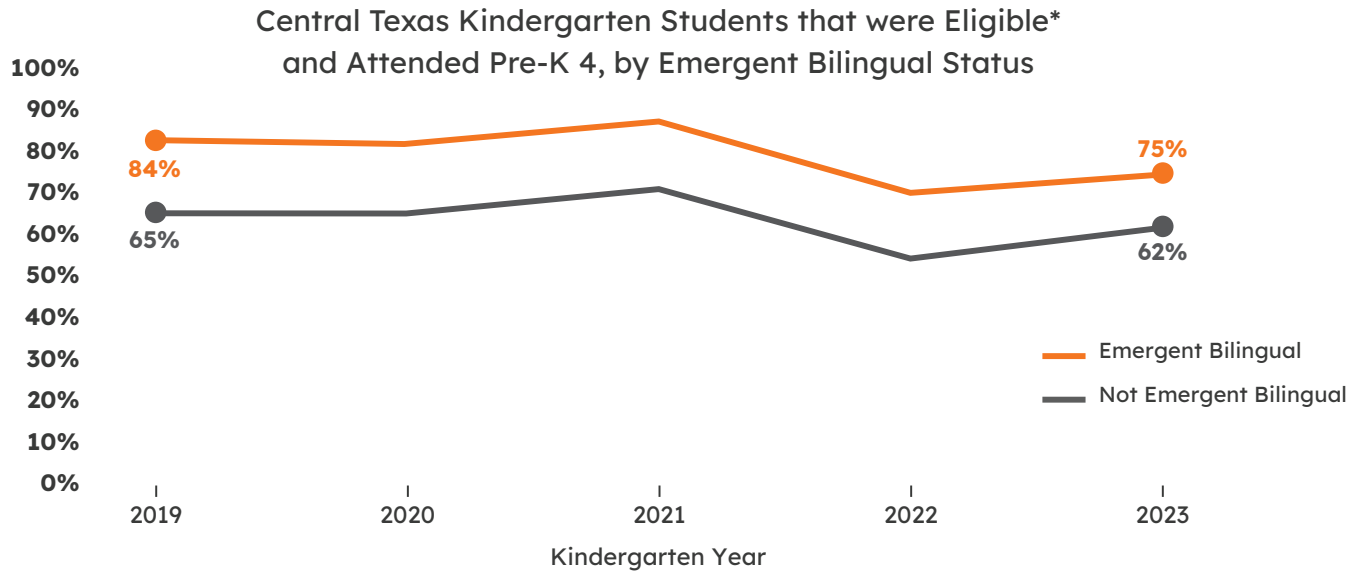


“The Emergent Bilingual Steering Committee is a wonderful example of E3 Alliance’s commitment to digging deep into the data and fostering collaboration to generate action that improves student outcomes, particularly those historically underserved by the education system. I am excited about the seeds planted so far and the potential for great results in the future.”

— DAVID KAUFFMAN
Board of Trustee,
Austin ISD



Emergent Bilingual students attend pre-K 4 at a higher rate than students who are not Emergent Bilingual



*Eligible is defined as students that are from low-income households or are Emergent Bilingual.

MORE DATA REVEALED

- Of 2022-23 Central Texas public school students PK-12, 24% were Emergent Bilingual (approximately 88,000 students).
- In Central Texas, middle school Algebra I course completion rates increased from 19% to 66% from 2015 to 2022 for high-performing Emergent Bilingual students.
- In Central Texas, graduation rates have increased by 14 percentage points in the past decade for Emergent Bilingual students, yet dropout rates are 2.9 times more than for non-Emergent Bilingual students.

Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin.

PARTNERS

SCHOOL DISTRICTS & EDUCATION SERVICE CENTER

Austin ISD | Del Valle ISD | Hays CISD | Lake Travis ISD | Lockhart ISD | Manor ISD | Pflugerville ISD | Region 13

HIGHER EDUCATION INSTITUTIONS

Texas State University | The University of Texas at Austin

NONPROFITS

Con Mi MADRE | Latinitas | Todos Juntos Learning Center

SHARED SUCCESS STATEMENT

We will know our Emergent Bilingual students are successful when they and their families feel valued and empowered to self-advocate, participate in, and perform in advanced classes, and graduate college- and career-ready at equivalent rates to their monolingual peers.

DESIGNING SOLUTIONS: THE HOW

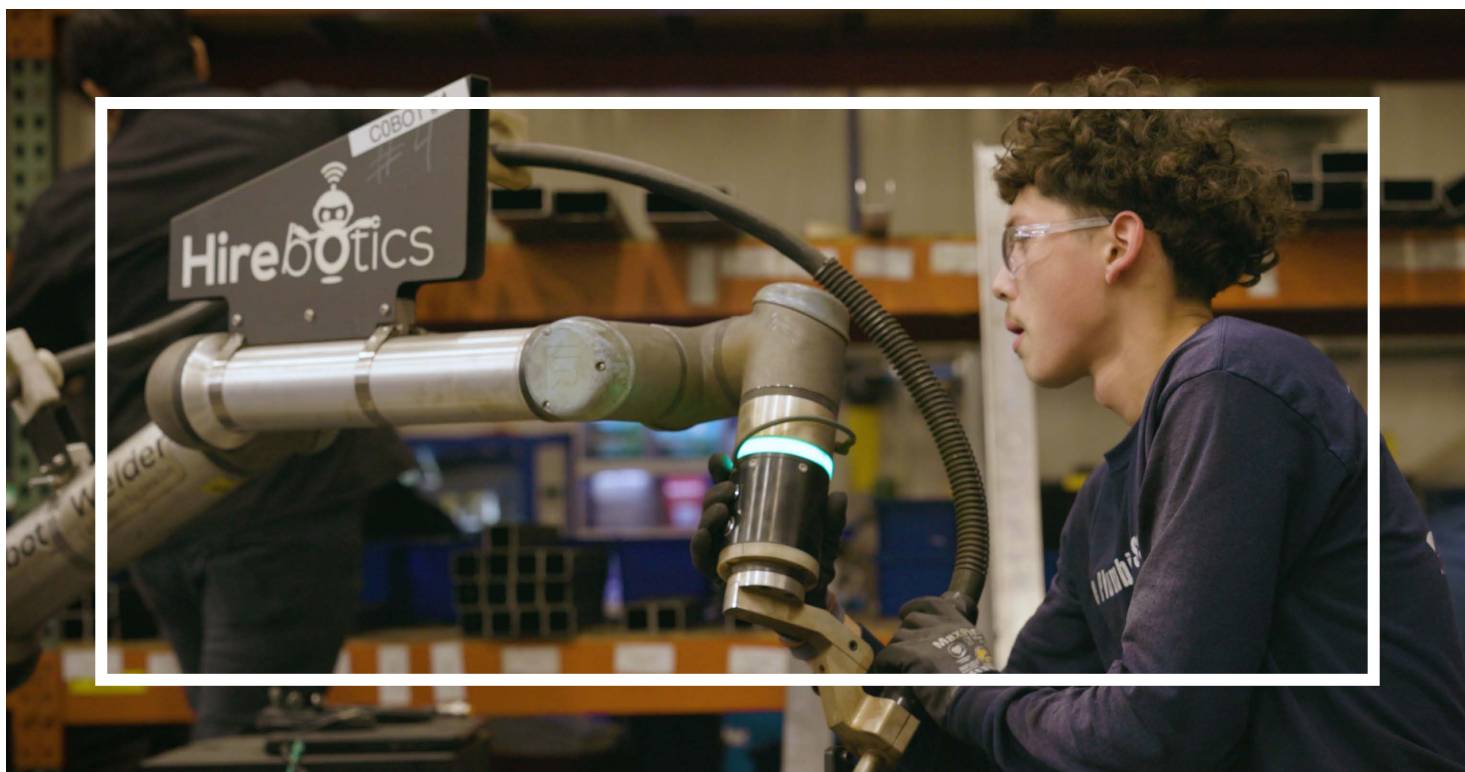
Advanced Manufacturing Workforce Pipeline in Central Texas

Our advanced manufacturing workforce pipeline initiative took root from a grant from The Bill & Melinda Gates Foundation. Through this grant, our design team aimed to define a sustainable 13th year of enrollment in Pathways in Technology Early College High School (P-TECH). We focused on three key sectors with high, unmet workforce needs: advanced manufacturing, allied health, and information technology.

Through rigorous exercises, data dives, and discussions, we identified a need for more transparent and compelling communications for students and families. Almost no clear messaging existed about blended and stackable credentials of value aligned to high school career pathways. In most cases, students and families were unaware of the potential to earn a livable wage and embark on the promising careers these pathways offered. Deficiencies in structure, advising, and alignment of stackable credentials were barriers to enrollment in courses with higher future earnings and career advancement.

We pinpointed advanced manufacturing as the sector with the most urgent needs due to Central Texas' rapid growth in this industry sector. The Austin Regional Manufacturers Association (ARMA) estimates that our region will require an additional 20,000 skilled employees in this sector over the next decade. However, less than 200 graduates have the necessary credentials.

Our partnership with key influencers is a game-changer. Work this past year represents the second stage in our Theory of Change (The “How”) and highlights the transformative power of collaboration in driving meaningful progress.



WHY



CONVENE
STAKEHOLDERS



IDENTIFY
DATA INSIGHTS

2022-23

- Formed the design team to participate in the Gates Foundation Accelerate ED: Seamless Pathways to Degrees and Careers grant.
- Won the Gates Foundation grant.
- Met frequently to define a sustainable 13th year of enrollment for Pathways in Technology Early College High School (P-TECH) partners for three sectors: advanced manufacturing, allied health, and information technology.
- Learned about the need to fill an expected 20,000 Central Texas jobs in advanced manufacturing over the next few years.
- Analyzed the gap between how the education system in PK-12 and higher education defines and shares information about career pathways and what students and families learned and understood about the necessary credentials.
- Found that industry professionals lacked a deep link to and knowledge of PK-12 and community college structures to help produce needed workforce candidates.

HOW



BUILD
COMMON AGENDA



FORGE
COLLABORATION

2023-2024

- Teamed with Austin Community College to eliminate gaps and bring more students and reskilling adults into advanced manufacturing.
- Set goal to enroll 1,750 new students and reskilling adults in advanced manufacturing pathways by 2024-25.
- Set goal to deliver over 10,000 new employees in Central Texas advanced manufacturing within five years.
- Engaged four committees from a cross-section of education, industry, and civic leaders around stakeholder and ecosystem alignment, strategic communications and marketing, regional training facilities, and faculty capacity and credentialing.
- Launched a media campaign to shed light on opportunities and earnings potential in Central Texas.
- Launched the ARMA website to share training materials.
- Propelled ARMA to serve as a hub for manufacturing education and training programs at the PK-12 and higher levels.
- Set up an advanced manufacturing regional program of study for high school Career and Technical Education (CTE) courses to provide students with aligned job skills and ensure school districts meet accountability requirements.

WHAT



CHANGE
PRACTICES &
BUILD CAPACITY



CHANGE
SYSTEMS

2024-25 and beyond

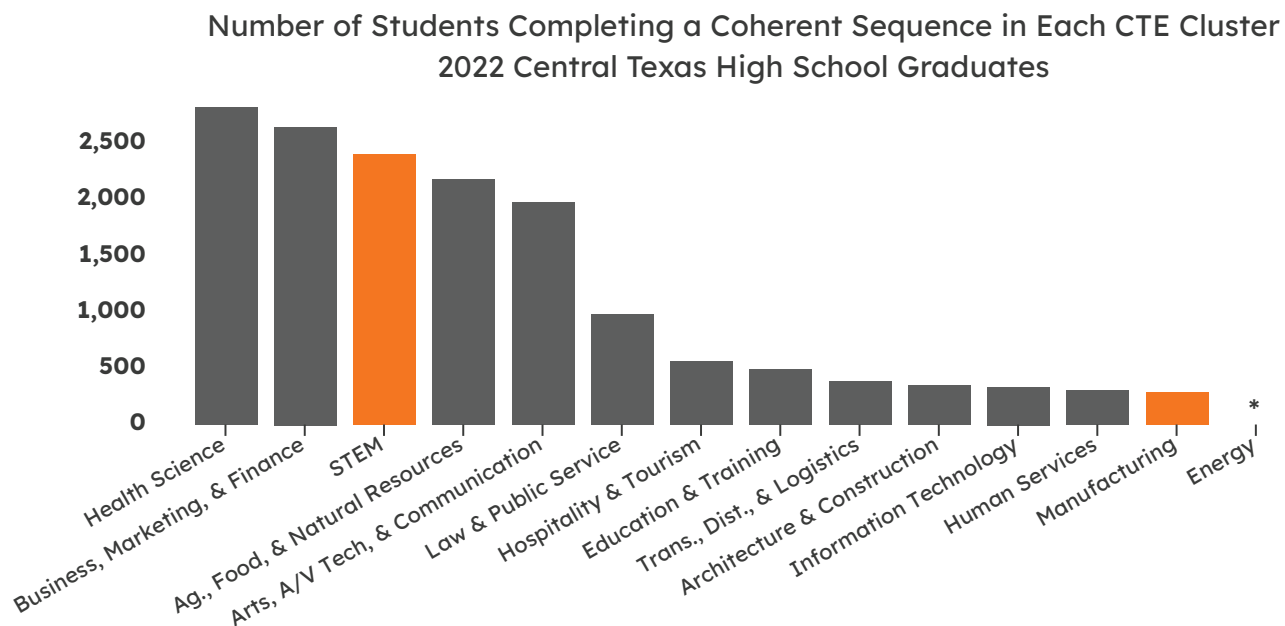
- Hone the alignment between specific course objectives and credentialing to desires from the industry.
- Ensure that learners in the workforce have clear, stackable upskilling opportunities without credit waste or excessive debt.
- Support regional training centers to connect more students and campuses to accessible workforce pipeline training.
- Support a sustained strategic marketing campaign that connects potential employees to employers and needed training across multiple sectors.

ADVANCED MANUFACTURING WORKFORCE PIPELINE IN CENTRAL TEXAS

As a result of the Accelerate Ed grant, we learned about the regional demand for at least 20,000 new advanced manufacturing jobs in the next five years.[†] We determined that through dedicated and collaborative efforts, quickly scaling student pathways to advanced manufacturing and economic mobility was possible. With the help of our partners, we had to reverse these issues:

- Limited number of high school students completing a CTE program of study in manufacturing or earning an industry-based certification in manufacturing. Austin Community College has only 72 students enrolled in Level 1 certificate and an applied associate degree in advanced manufacturing.
- Lack of a solid systemic effort to support advanced manufacturing and a clearly defined pathway within high school and postsecondary tied to industry needs. This includes general career and technical pathways for high school students and adult reskilling.

Students who complete a sequence of STEM and manufacturing courses are not entering advanced manufacturing careers in Central Texas



*Masked due to small cell size (fewer than five students had this outcome).

Cohort: First-time 9th grade students who were on track with peers for four years and graduated in four years.

Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin.

[†]Austin Regional Manufacturers Association, 2022.



“It’s tough to explain advanced manufacturing to students because they often think it sounds old. I always start by defining it for them; advanced manufacturing is robotics, automation, pneumatics, electronics, AI – basically, it’s engineering.”

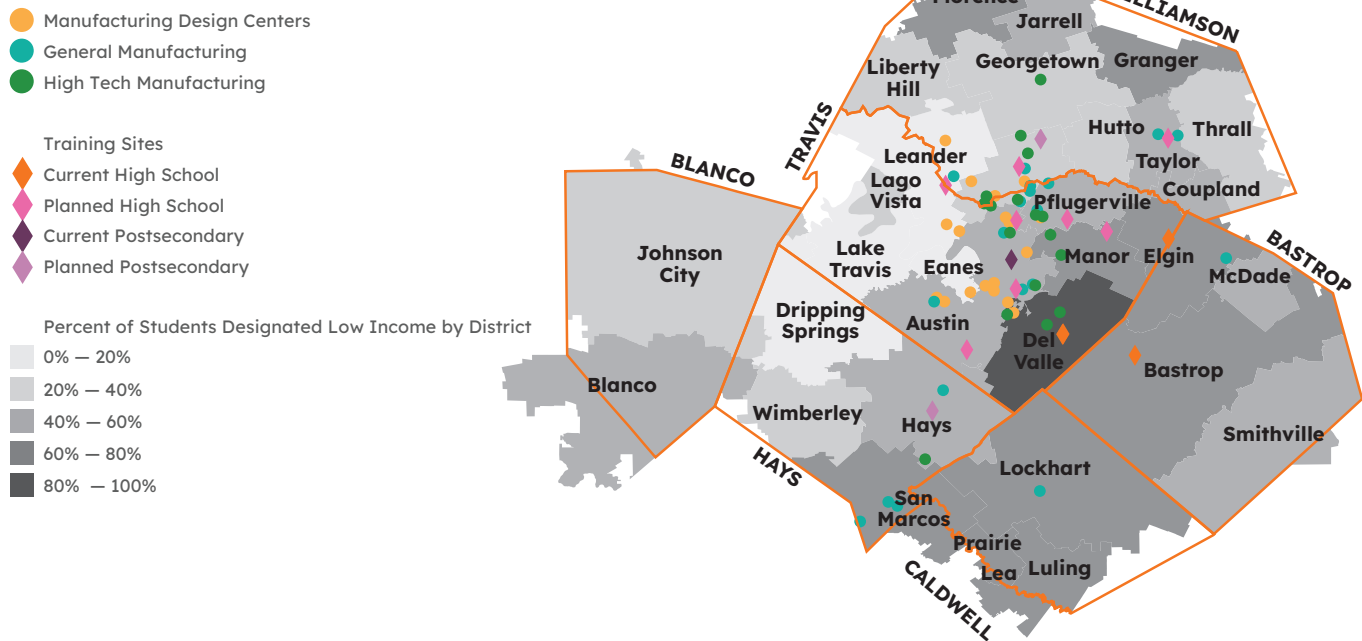
— RUBEN RAMIREZ

Manufacturing Coordinator,
Austin Community College



Central Texas is booming with manufacturers. While many facilities exist where learners can access postsecondary training, more sites are coming

Advanced Manufacturing Centers and Training Sites



Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin

Partners

SCHOOL DISTRICTS

Austin ISD | Del Valle ISD | Elgin ISD | Manor ISD | Leander ISD | Pflugerville ISD
 Round Rock ISD

HIGHER EDUCATION INSTITUTIONS

Austin Community College | Texas State Technical College | Temple College

GOVERNMENT AGENCIES

City of Austin | City of Manor | Capital Metro | Texas Legislators

NONPROFITS AND FOUNDATIONS

Achieving the Dream | Austin Regional Manufacturers Association | Austin Chamber of Commerce | Make It Movement | Michael and Susan Dell Foundation | Opportunity Austin | Pflugerville Community Development Corporation | Workforce Solutions Capital Area | Workforce Solutions Rural Capital Area

SUSTAINING A CULTURE OF HIGH PERFORMANCE: THE WHAT

Senate Bill 2124 and the classroom

Amidst concerns about the state’s change in high school math graduation requirements in 2013, E3 Alliance began researching and convening key influencers to strengthen math pathways in Central Texas. With the support of the Greater Texas Foundation and the contributions of our Pathways of Promise Steering Committee, we found our proof point: an opt-out policy for advanced math enrollment in middle school.

Several Central Texas school districts tested this policy with great success. The Commit Partnership in Dallas later tested with its district partners, showing similar results. We knew the Texas Legislature could quickly scale this policy change across the state, aiding tens of thousands of students.

We turned to Senator Brandon Creighton and Representative Donna Howard, who sponsored the bills, and InvestEd, who helped advocate with us. Senate Bill 2124 (SB 2124) passed unanimously during the 88th legislative session.

SB 2124 goes into effect in the 2024-25 school year. This will help lead more students to 8th-grade Algebra I and four years of math in high school, increasing postsecondary success rates for far more students.

Today, we are helping Texas schools move from policy to practice. This work represents the final stage in our Theory of Change (The “WHAT”): changing systems to help all students succeed.



WHY



CONVENE
STAKEHOLDERS



IDENTIFY
DATA INSIGHTS

2013-17

- Analyzed math course-taking in response to House Bill 5 concerns.
- Formed the Pathways of Promise Steering Committee with key influencers. Steering Committee with key influencers.
- Co-created research questions paired with practitioner wisdom.
- Explored regional and district-level data.
- Collaborated on root causes, tested strategies, and recommended change to district policies and practices.

HOW



BUILD
COMMON AGENDA



FORGE
COLLABORATION

2017-22

- Iterated recommendations with partners.
- Received guidance from the Steering Committee on systems indicators associated with math course-taking and student outcomes.
- Gathered students and family input through deliberative dialogues and empathetic interviews.
- Launched Central Texas Math Alignment Task Force to position math course-taking outcomes with postsecondary readiness and completion and define regional goals to hold all sectors accountable.
- Co-created the annual Central Texas Math Summit with the Charles A. Dana Center at The University of Texas to set a common agenda for our region and community.

WHAT



CHANGE
PRACTICES &
BUILD CAPACITY



CHANGE
SYSTEMS

2022-25

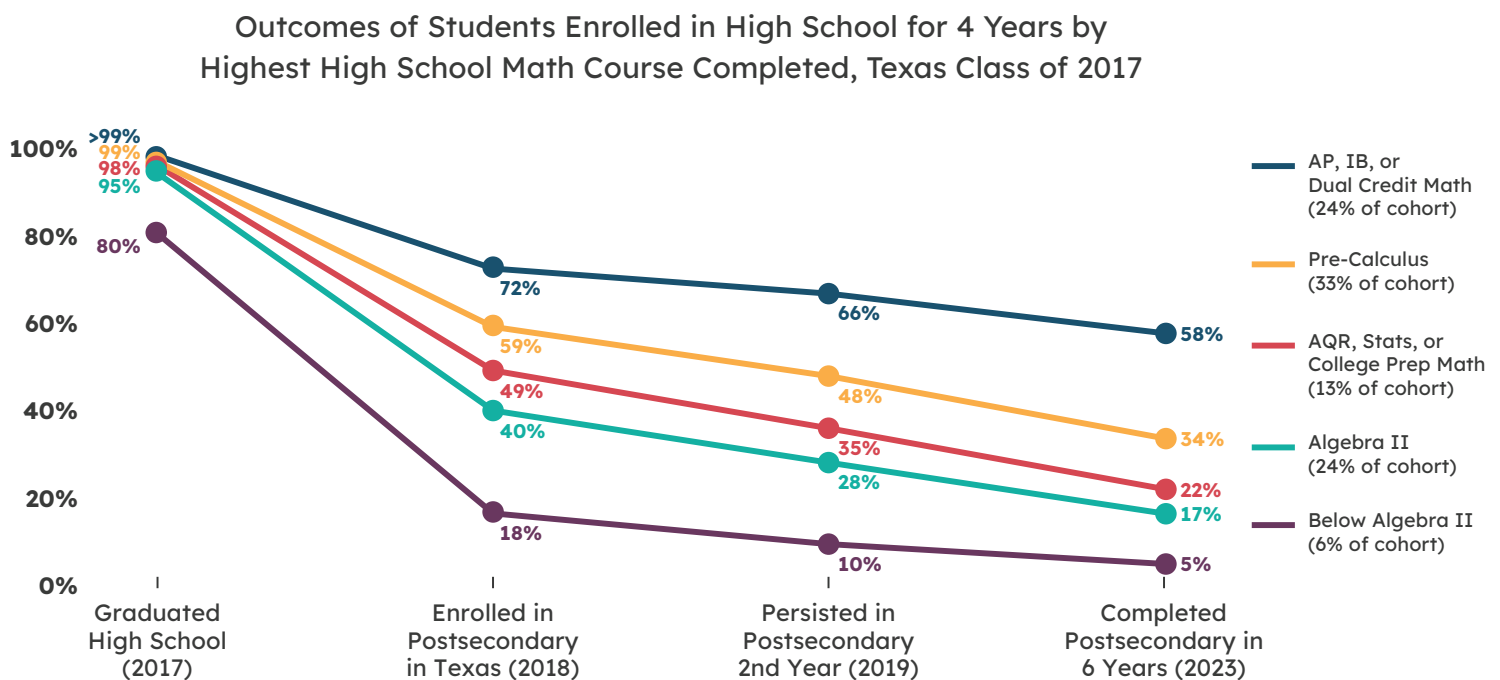
- Monitored student outcomes for districts applying the strategy.
- Met with legislators to craft bills.
- Testified in legislative hearings for the passing of SB 2124.
- Worked with the Texas Education Agency to set rules for implementation.
- Designed communications campaign on bill passing and value for students.
- Partnered with the Dana Center to build educator capacity for quality instruction and student success.
- Developing workshops for school districts across the state to ensure implementation fidelity.
- Teamed up with the Texas Impact Network (TIN) to craft a train-the-trainer model for other TIN partner networks to ensure implementation fidelity for their school districts and institutions of higher education.

Senate Bill 2124 and the classroom

Under our Pathways of Promise initiative, E3 Alliance started analyzing math course-taking in response to concerns about lowered standards in policy from Texas House Bill 5, the Foundation High School Program that passed in 2013. Concerns raised:

- Math requirements decreased. Algebra II and later courses became optional for students not taking the STEM endorsement or advanced degree plan.
- Algebra I was the only required end-of-course math exam.
- College and industry leaders expressed unease about unintended consequences beyond high school of lowering standards.

Higher levels of math in high school are linked to higher rates of postsecondary completion



Cohort: First-time 9th grade students who were in high school for four years.

Source: E3 Alliance analysis of the Texas Education Agency and Texas Higher Education Coordinating Board data from the Education Research Center at The University of Texas at Austin.

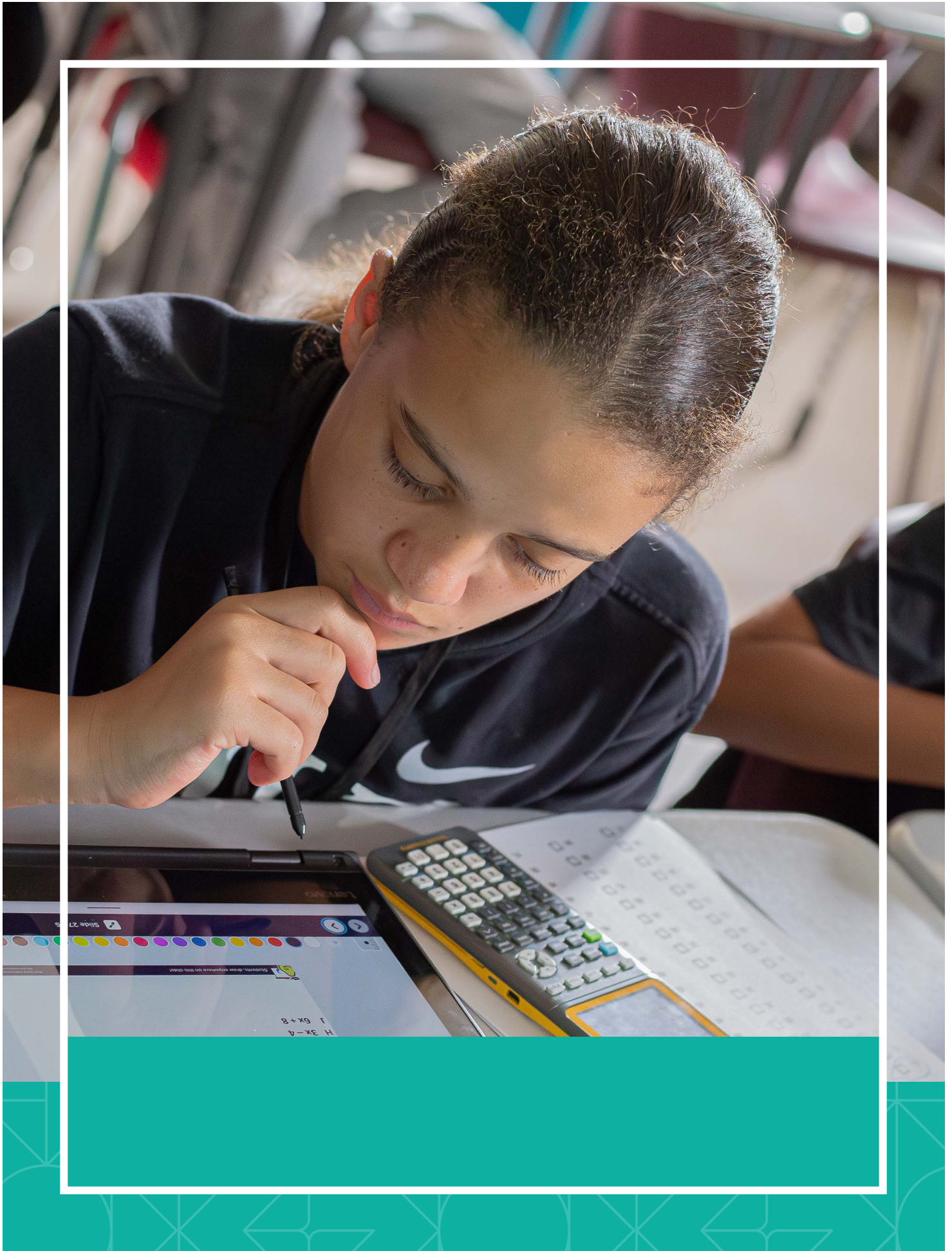
MORE DATA REVEALED

- Huge equity gaps in math course access by family income and race/ethnicity were apparent even for the state's highest-performing students.

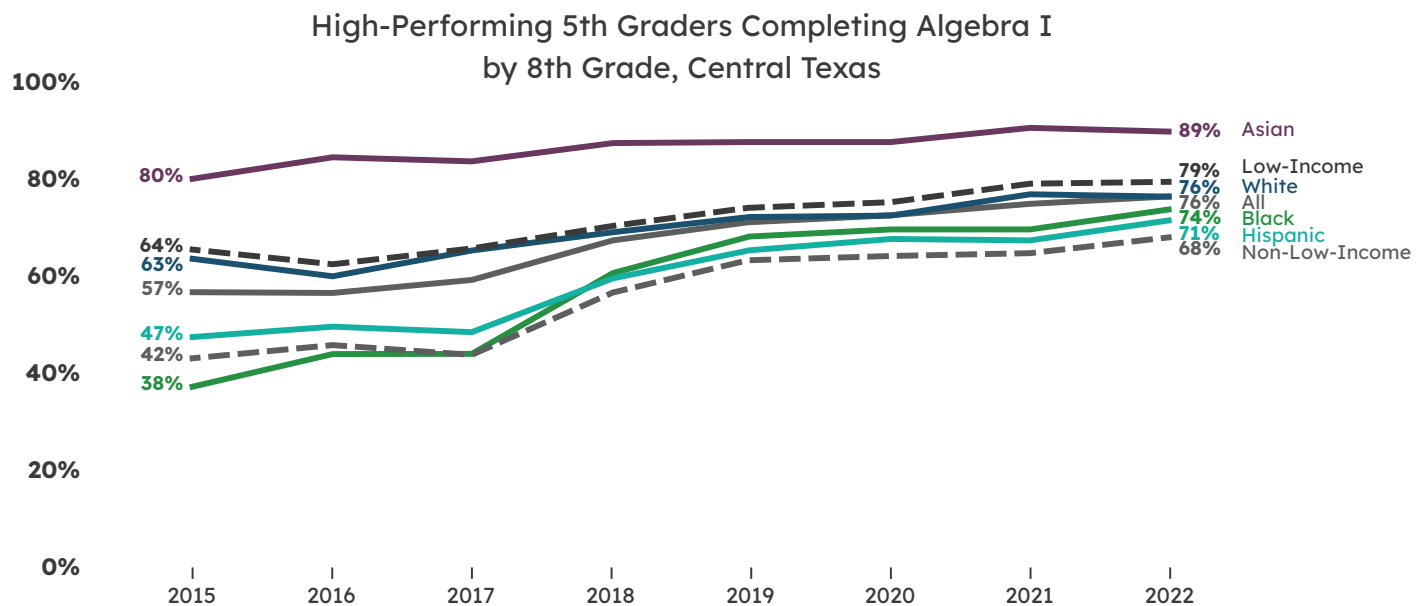


“Over the last several years, working with E3 Alliance and other districts in our area has allowed Leander ISD to use the data E3 provides to brainstorm new ways of meeting the needs of math students. Through our partnership, we have created an innovative system for students to access Algebra I and even, for some, Geometry in the 8th grade. For the 2024-25 school year, we have more students than ever who are participating in advanced math pathways. We attribute this success to the relationship our K-12 math team has built with our E3 Alliance partners. For that, we are so thankful.”

— ALICIA WESTCOT, M.ED.
Senior Director, Math
and Science Curriculum,
Leander ISD



Effective math acceleration strategies have reduced the equity gap between high-performing Black and White students in Central Texas by over 90% in seven years



Source: E3 Alliance analysis of PEIMS data from the Education Research Center at The University of Texas at Austin.

Partners

SCHOOL DISTRICTS

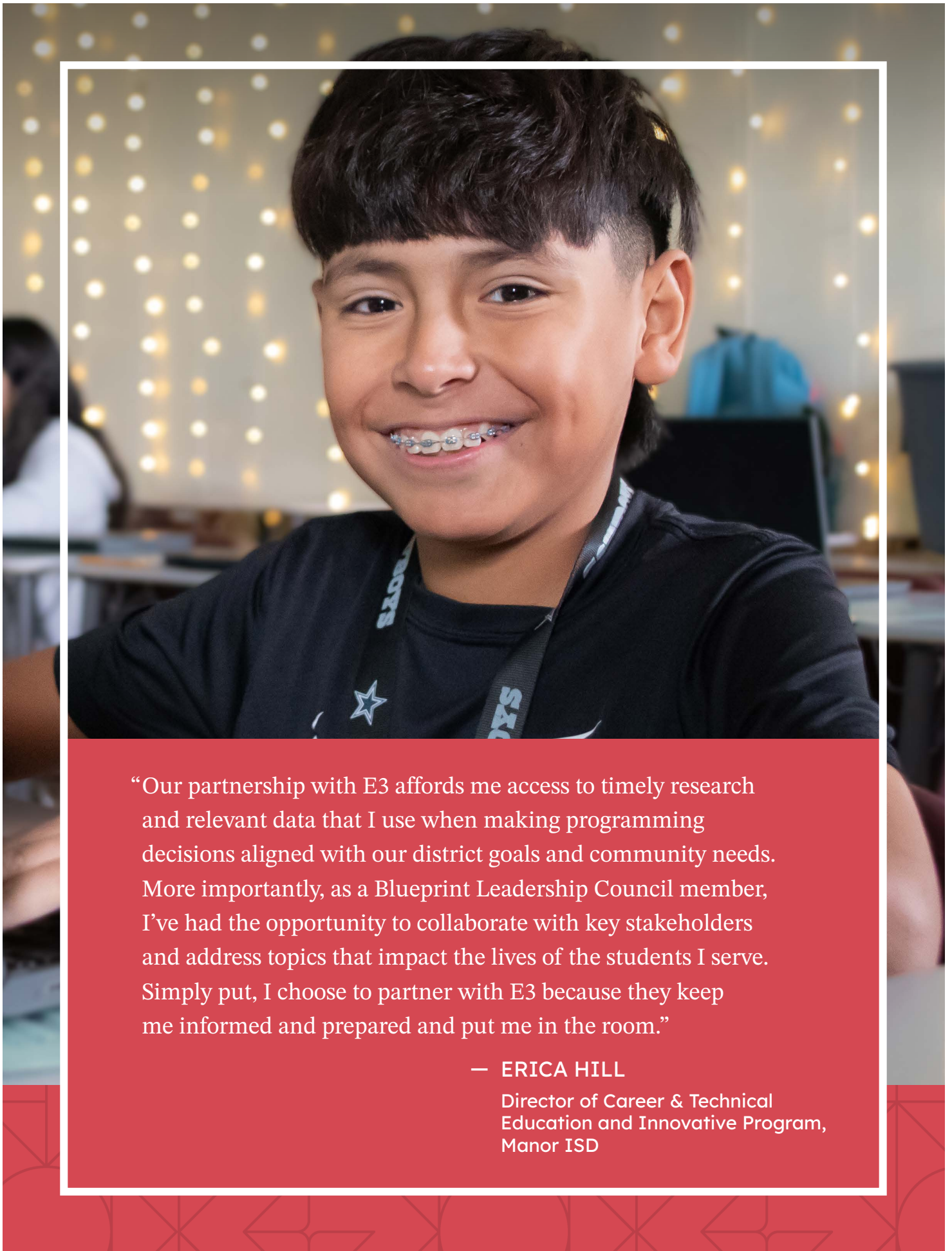
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HIGHER EDUCATION INSTITUTIONS

Austin Community College | Concordia University | Huston-Tillotson University | St. Edward's University | Temple College | Texas State University | Dana Center | Center for STEM Education at the University of Texas at Austin

NONPROFITS, GOVERNMENT AGENCIES, AND FOUNDATIONS

Greater Texas Foundation | Michael & Susan Dell Foundation | National Alliance for Partnerships in Equity | Texas Education Agency | Texas Impact Network



“Our partnership with E3 affords me access to timely research and relevant data that I use when making programming decisions aligned with our district goals and community needs. More importantly, as a Blueprint Leadership Council member, I’ve had the opportunity to collaborate with key stakeholders and address topics that impact the lives of the students I serve. Simply put, I choose to partner with E3 because they keep me informed and prepared and put me in the room.”

— ERICA HILL

Director of Career & Technical
Education and Innovative Program,
Manor ISD

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“Partnering with E3 Alliance and the Central Texas school districts has demonstrated the power of collaborative equity efforts. Moving beyond increased awareness to implement equity actions is a mission realized. Educators and students benefited from the system changes. Teachers invited students into the learning with a candid belief that every student can be successful along the advanced math pathway.”

— AUDREY SELDEN
National Alliance for
Partnerships in Equity

E3 Alliance is a nationally recognized, data-driven collaborative for education in Central Texas and regions throughout Texas. We work with 15 school districts, seven higher education institutions, and over 100 community and industry partners. We also provide services to educators throughout Texas. Our aim is to improve student outcomes. These are the organizations that help us fulfill our mission.

CENTRAL TEXAS SCHOOL DISTRICT PARTNERS

Austin ISD
Bastrop ISD
Del Valle ISD
Eanes ISD
Elgin ISD
Hays CISD
Hutto ISD
Lake Travis ISD
Leander ISD
Lockhart ISD
Manor ISD
Pflugerville ISD
Round Rock ISD
San Marcos CISD
Taylor ISD

COLLABORATING DISTRICTS AND CHARTER SCHOOLS

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Austin Achieve Public Schools
Dayton ISD
Diboll ISD
East Austin College Prep
Fort Hancock ISD
George Sanchez
Charter School Network
Hardin ISD
Heritage Academy
Houston ISD
IDEA Public Schools
Jasper ISD
Kaufman ISD
KIPP Austin Public Schools
La Grange ISD
Mainspring Schools
Monte Alto ISD
Rockport-Fulton ISD
Seguin ISD
Spurger ISD
Tarkington ISD
The Gathering Place
The Goodwill Excel Center
Vidor ISD
Village Tech School
West Sabine ISD
Westwood ISD
Woodville ISD

CENTRAL TEXAS HIGHER EDUCATION PARTNERS

Austin Community College District
Concordia University Texas
Huston-Tillotson University
Southwestern University
St. Edward's University
Texas State University
The University of Texas at Austin

COLLABORATING INSTITUTIONS OF HIGHER EDUCATION

Temple College
Texas A&M Central Texas
Texas A&M University
Texas State Technical College
The University of Kansas
The University of Texas System

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Austin Opportunity Youth Collaborative
Austin Public Health
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The University of Texas at Austin
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Texas Association of Business
Texas Association of School Administrators
Texas Association of School Boards

Texas Business Leadership Council
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Texas Education Agency
Texas Higher Education Coordinating Board
The Charles A. Dana Center at
The University of Texas at Austin
The Commit Partnership
TLL Temple
UP Partnership
Vidlet, Inc.
Workforce Solutions Capital Area
Workforce Solutions Rural Capital Area

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Austin Bridge Builders Alliance
Austin Partners in Education
Austin Regional Manufacturers Association
Big Brothers & Big Sisters of Central Texas
Breakthrough Central Texas
Capital IDEA
Child, Inc.
Children's Optimal Health
College Possible
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LifeWorks
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Make It Movement
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Raise Your Hand Texas
Ready by 21 Coalition
Skillpoint Alliance
Success by 6
Texans Care for Children
Todos Juntos Learning Center
United Way for Greater Austin
United Ways of Hays & Caldwell Counties



“Ensuring all students succeed will take more than improving a single school or even a single school district – it will take schools, institutions of higher education, government, businesses, foundations, nonprofits, and communities working together to support students as they grow from cradle to career. E3 Alliance continues to show that this collaborative approach is both powerful and possible.”

— CELINE FEJERAN
Senior Portfolio Manager
of Community Impact
Ballmer Group

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