# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3 ALLIANCE</td>
<td>2</td>
</tr>
<tr>
<td>Letter to Community</td>
<td>3</td>
</tr>
<tr>
<td>About E3 Alliance</td>
<td>4</td>
</tr>
<tr>
<td>Central Texas by the Numbers</td>
<td>5</td>
</tr>
<tr>
<td>THE BLUEPRINT FOR EDUCATIONAL CHANGE™</td>
<td>6</td>
</tr>
<tr>
<td>2023 Objectives</td>
<td>7</td>
</tr>
<tr>
<td>Impact</td>
<td>9</td>
</tr>
<tr>
<td>ILLUMINATIONS, DATA, BRIGHT SPOTS, AND EQUITY INDICATORS</td>
<td>10</td>
</tr>
<tr>
<td>School Readiness</td>
<td>10</td>
</tr>
<tr>
<td>School Success</td>
<td>16</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>22</td>
</tr>
<tr>
<td>Postsecondary Success</td>
<td>30</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>37</td>
</tr>
<tr>
<td>PARTNERS</td>
<td>39</td>
</tr>
<tr>
<td>INVESTORS</td>
<td>41</td>
</tr>
</tbody>
</table>
Winston Churchill taught us to never let a good crisis go to waste. The pandemic, together with economic shocks, racial awakening, and divisiveness, has disrupted education systems as never before, affecting our vulnerable students the most. Those working in our education systems have been compelled to be more resilient, more responsive, and more resourceful. It is a tremendous challenge, a challenge brought forth by crisis, one that requires us to be inspired and innovative, to work collaboratively to bring the best ideas forward to help all students succeed.

In 2008, our community came together around The Blueprint for Educational Change™ - our regional strategic plan to focus efforts and resources on profoundly changing Central Texas education systems, to strengthen regional education from early childhood through workforce success so that children reach their highest potential and in turn secure Central Texas’ economic prosperity. The plan was based on fundamentals including data-driven decision making, focused community collaboration, and shifting cultures and mindsets to create lasting and equitable systemic change for ALL Central Texas students.

Using the Blueprint as a guide, we have made tremendous progress in our region. We have gone from having the lowest graduation rate in the state for students from low-income households to having almost the highest. We have closed the gap between Black and White students completing math courses that can put them on a college track by over 85%, and we have increased the percentage of high-quality pre-K classrooms nine-fold. Then the pandemic slowed or turned back many regional advances. Still, educators across Central Texas have leveraged opportunities during the COVID-19 crisis to create bright spots during a deeply challenging time. E3 Alliance partners at district and postsecondary levels and across the community are working every day to redesign more resilient education structures and policies to become more equitable and inclusive.

In 2022 we celebrate the many partners across the region who have been informed by learners themselves, are reimagining systems and demonstrating Bright Spots for Big Impact. Together, we can leverage these Bright Spots, replicating and scaling what is working, especially for our students of color and those from low-income households. We cannot let this crisis go to waste. Together we can find opportunities by identifying bright spots and scaling those into lasting systemic change.

In our review of regional and local institutions and entities, it’s clear that E3 Alliance is a true stand out – not only in their data and research capability, but in effectively leveraging data to drive action to improve student outcomes. By replicating E3’s lessons and building a more robust state infrastructure, we can help many more Texas students succeed.”

— Christi Martin
Principal Consultant,
Martin Policy and Strategy

SUSAN DAWSON
PRESIDENT AND EXECUTIVE DIRECTOR,
E3 ALLIANCE

THE BLUEPRINT FOR EDUCATIONAL CHANGE™
2022 REPORT
ABOUT E3 ALLIANCE

E3 Alliance is a data-driven education collaborative based in Central Texas and now expanding our work across the state. The organization’s goal is to increase global competitiveness, economic vitality, and overall quality of life by aligning education systems to better fulfill the potential of every student. As a pioneer in collective impact, E3 Alliance partners with a broad range of community representatives to work together on achieving lasting education systems change.

OUR WORK

Since 2006, we have worked collaboratively to change education systems, working directly with students and families to identify goals, partnering deeply with 15 school districts, eight institutions of higher education, and over 200 businesses, nonprofits, and policy leaders across Central Texas to address complex issues in education. Our combined efforts seek to improve student outcomes across every demographic of our 600,000 children and students throughout the region — from cradle to career!

OUR APPROACH

Every initiative of the The Blueprint for Educational Change™ is powered by data and guided by our Theory of Change, which offers a clear path toward collective action and positive changes in practice ultimately leading to systems change. Strengthening collaboration was never more critical than this past year when learning modalities were continually shifting with pandemic spikes, and educators were caught in the middle of divisive political battles and continued economic hardship that created tremendous stress on systems, staff, and families. Our proven approach of moving from the WHY to the HOW, then the WHAT, all based on a foundation of data-driven decision making, allows us to collaborate effectively with partners to drive education systems change at scale, even in chaotic and stressful times.

THEORY OF CHANGE

THEORY OF CHANGE

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<thead>
<tr>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONVENE STAKEHOLDERS</td>
</tr>
<tr>
<td>IDENTIFY DATA INSIGHTS</td>
</tr>
<tr>
<td>BUILD COMMON AGENDA</td>
</tr>
<tr>
<td>FORGE COLLABORATION</td>
</tr>
<tr>
<td>CHANGE PRACTICES &amp; BUILD CAPACITY</td>
</tr>
<tr>
<td>SUSTAINING A CULTURE OF HIGH PERFORMANCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGNING SOLUTIONS</td>
</tr>
<tr>
<td>CHANGE SYSTEMS</td>
</tr>
<tr>
<td>CREATING COMMITMENT TO CHANGE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA-BASED DECISION MAKING</td>
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CENTRAL TEXAS BY THE NUMBERS

Central Texas Students

363,035 PK-12 STUDENTS

- Asian: 7%
- Black: 7%
- Hispanic: 48%
- White: 34%
- Low Income: 44%
- Emergent Bilinguals: 21%

Student Enrollment Trends

POPULATION GROWTH GRADES PK-12 FROM 2011 TO 2021

- Texas: 20%
- Central Texas: 9%

Central Texas Public Schools: Traditional and Charter

- 301 Elementary Schools
- 101 Middle Schools
- 115 High Schools
- 29 Mixed Grade Schools
- 8 Institutions of Higher Education
CRADLE-TO-CAREER OBJECTIVES

E3 Alliance and our partners established measurable objectives to improve student outcomes and decrease inequity across the cradle-to-career pipeline by 2023. No one could have predicted the onset of COVID-19 or its impact on education systems when we set these objectives in 2017. While more data on each of these indicators are available in 2021 than in 2020, interpreting that data is a continuing challenge. We present the data in this report with consistent calculations and methodology as in prior years. We believe that it is important to report the data used to measure our objectives, even when we know the data is less valid and reliable than usual. Our goal is to make meaning of the data as we move forward as a region.

Due to the pandemic, Texas Education Agency altered the requirements for STAAR completion by remote students. The students who took the STAAR in 2021 are a subset of the students who would take the STAAR in a non-pandemic year.

Chronic absence rates include both excused and unexcused absences and are likely inflated due to mandatory quarantines during the pandemic period.

A postsecondary enrollee is a student who graduated high school on time and enrolled in postsecondary education in a Texas institution within one year of graduating high school.

Pre-K enrollment, attendance, math course-taking, high school graduation, and higher education enrollment data comes from E3 Alliance analysis of the Public Education Information Management System (PEIMS) and the Texas Higher Education Coordinating Board data at the Texas Education Research Center at The University of Texas at Austin.

School Readiness
- 90% of eligible children enroll in Pre-kindergarten
- 70% of children enter kindergarten school ready

School Success
- 70% of all 3rd graders meet reading standards on STAAR
- 70% of all 8th graders meet reading standards on STAAR
- 45% of all 8th graders complete Algebra I

High School Graduation
- 88% of all 9th graders are NOT chronically absent
- 95% of students graduate high school on time

Postsecondary Success
- 70% of students enroll in college within one year of high school graduation
- 35% of postsecondary enrollees complete a credential within six years

* 2019 Data

† Due to the pandemic, Texas Education Agency altered the requirements for STAAR completion by remote students. The students who took the STAAR in 2021 are a subset of the students who would take the STAAR in a non-pandemic year.

‡ Chronic absence rates include both excused and unexcused absences and are likely inflated due to mandatory quarantines during the pandemic period.

° A postsecondary enrollee is a student who graduated high school on time and enrolled in postsecondary education in a Texas institution within one year of graduating high school.
“The collaboration with the PK-12 districts helped me make changes to my classroom and to understand how I can better support students. Sharing this knowledge is important and moving forward is the key. Within our department, we started conversations to see how we can apply the new information to our work, how we can help students with other essential tasks like goal setting and self-regulations, and help them realize it is fine to be confidently wrong in math [so they can learn and grow].”

– Hoda Tavakoli
Assistant Professor of Mathematics
Huston-Tillotson University
Adjunct Associate Professor of Mathematics
Austin Community College

IMPAKT

5 OUT OF 8 INSTITUTIONS OF HIGHER EDUCATION (IHE)

Number of IHEs actively designing and testing systems transformation strategies to impact postsecondary enrollment, transfer, and first-year experience as part of the Postsecondary Peer Learning Network.

65%

Increase from 2016 to 2021 of high-performing 5th graders on STAAR math from low-income households who completed Algebra I by end of 8th grade.

EMERGENCY BRIDGE GRANTS KEEP STUDENTS ON TRACK

Emergency Bridge Grants provide funds for students to ensure postsecondary persistence when small financial crises arise.

$43,000 in grants distributed to students from March 2021 to March 2022 by Austin College Attainment Network (ACAN)
ILLUMINATIONS
Rapid Pre-K Enrollment Increase After Rare Drop
Children enter the world learning. Their natural curiosity helps to focus their boundless energy on crawling, walking, speaking, and socializing. Research shows quality early childhood programs equate to greater kindergarten readiness and school success.

We must recognize the far-reaching, adverse impacts of the pandemic on systems that support early learning. The lives of many young children shifted, especially time spent outside the home.

While pre-K enrollment in 2020-2021 dropped to record lows, 2021-2022 enrollment rebounded significantly, and we hope to reach pre-pandemic levels next year. Early Austin ISD 2022-2023 registrations already indicate improvements are happening. Pre-K registrations are up 188% compared to 2021, with kindergarten registrations up 123%.

GROUNDED IN DATA
More Data Needed to Understand Readiness Impact
School districts experienced landmark drops in attendance for all grades in 2020-2021 but the biggest drops for their youngest learners. Our region continues to recover and understand the long-term impact of the pandemic on kindergarten readiness.

- Pre-K enrollment for eligible students increased 6% in 2019-2020. In fall 2020, enrollment overall dropped by 29%, then increased rapidly in fall 2021, but still not to pre-pandemic levels.
- Central Texas school districts report pre-K enrollment depends on the perceived safety of children in school, especially in light of COVID and the unavailability of vaccines for children under 5.
- We continue to determine the impact of lower enrollment on kindergarten readiness. Longitudinal data from fall 2020 and 2021 are not available.

While we eagerly anticipate a positive swing in pre-K enrollment that returns our region to pre-pandemic numbers, we continue to dig into available data and work alongside the community.

Determining how our system is preparing students for kindergarten, and reimaging the systems that support students once they start school, is crucial to ensuring our schools are ready for children.
Following the Data Helps Fortify Pre-K Program

E3 Alliance research shows students enrolled in pre-K are significantly more likely to receive top school-ready ratings from their kindergarten teachers and reach on-level reading by 3rd grade. Higher scores also occur when pre-K students experience higher quality environments with teaching assistants, low student-to-teacher ratios, and full-day instruction.

As one of the largest pre-K providers in Central Texas, Austin ISD recognized an opportunity to fortify its program for the 2020-2021 school year that aligned with their commitment to educational equity.

“The district added pre-K teacher assistants to maintain a low teacher-to-student ratio,” explained Dr. Stephanie Elizade, Superintendent of Austin ISD. “Research has shown that an investment in early learning not only improves cognitive development but also critical thinking, socialization, and self-esteem. This is an investment to provide a high-quality Pre-kindergarten education program that gives 3- and 4-year-old students the foundation to learn essential life skills for a lifetime of learning and success.”

At E3 Alliance, we agree! Smart pre-K policies, like a full school day of instruction in a classroom with a low student-to-teacher ratio, allow more individualized time to learn. Relation-based interaction helps to build important social-emotional and communication skills to light the way for so much early learning.

We commend districts, like Austin ISD and many others in our region, for following the data and strategizing ways to support the thousands of preschool-age students in strengthening their foundation skills. Today, both students and teachers are shining in and outside the classroom.
Lift Literacy Up Bolsters Practices Districtwide

E3 Alliance research on 3rd grade reading in 2020 revealed campus literacy rates varied greatly across Central Texas, even when accounting for demographic differences. With students adapting to virtual and in-person instruction, we knew now was the time to elevate support for literacy best practices.

We launched Lift Literacy Up in early 2021 and worked with 10 Central Texas districts and regional literacy experts to develop an evidence-based Literacy Framework aligned with the Texas Reading Academies. Today, teachers and staff throughout our region turn to Lift Literacy Up for professional learning and literacy tools to positively impact planning, increase time for enrichment, and improve student reading.

Elgin ISD jumped on board with three elementary campuses fortifying existing literacy practices using the E3 Alliance Literacy Rubric Framework. Leshell Reeves, Director of Literacy Programs for Elgin ISD, explained that recent requirements in early literacy at the state level required their teams to ensure literacy plans aligned across the district.

“We know each of our campuses already had strong literacy practices in place, the E3 Alliance Literacy Framework was instrumental in helping us bolster the plan and align districtwide,” she said. “Today we are closing gaps and solidifying literacy instruction and practice so all of our students read well.”
ILLUMINATIONS
Commitment to Recommendations Accelerates Systems Change
Regional data indicates needed shifts in practice and policy to promote equitable, accelerated math pathways for students. The Pathways of Promise (PoP) Steering Committee, which guides our math pathways work, developed district recommendations for this purpose.
District partners following these recommendations are employing inclusive acceleration strategies, which avoid systemic disparities in access to advanced math courses. Since we know that students who take math courses beyond Algebra II are better positioned to succeed in postsecondary pursuits, many districts are now focused on increasing the number of students completing Algebra I by middle school and taking a college-aligned math course before finishing high school.
We look forward to sustaining this collective commitment to improve student outcomes for our most underserved populations.

GROUNDED IN DATA
Sustaining Commitment Key to Equitable Math Pathways
Equitable access to and successful completion of advanced math courses in PK-12 remains a priority for postsecondary success.
• Since school districts started implementing policy recommendations, the 8th grade Algebra I completion rate increased to 43%, continuing the rising trend for our region since 2017. Central Texas’ completion rate for 2021 is the highest in the state and only two percentage points from our regional objective of 45%.

• Over the last several years, disparities between high-performing student groups reduced significantly. However, disparities in the last year did not show the same improvement, with Asian and White high-performing students’ 8th grade Algebra I completion rates increasing and no significant change for Black and Hispanic students. This indicates that full implementation of recommendations is necessary across the region.
• The college-aligned math course completion rate for Black students in high school increased from 16% to 19%, and 32% of all students in the class of 2021 took college-aligned math. The most recent data illustrates a 43 percentage point difference in postsecondary completion rates for the class of 2015 who completed a college-aligned math course as compared to those who only met the minimum state requirement of Algebra II completion.

SCHOOL SUCCESS
2023 TARGETS
PERCENT OF STUDENTS MEET 3RD GRADE READING STANDARD
70%
PERCENT OF STUDENTS MEET 8TH GRADE READING STANDARD
70%
PERCENT OF STUDENTS COMPLETE ALGEBRA I BY 8TH GRADE
45%
Student Voice Helps Drive Systems Change

Student voice is an integral element to accelerate systems change. Two partner districts are taking the initiative to incorporate youth perspectives into the decision-making process.

Manor ISD engaged in root cause analyses to identify barriers related to equitable access to advanced math courses for middle school scholars. District and campus staff coordinated efforts to uncover student perceptions. District leadership conducted focus groups to gather insights from scholars; campus staff employed empathy interviews to illuminate their lived classroom experience.

As Manor ISD implements its new opt-out policy for 6th grade math in the coming year, we are optimistic that such a shift will honor the insights of their scholars. “Our partnership with NAPE and E3 Alliance has reminded us of the power of scholar voice,” said Dr. Alejandro Góngora, Chief Academic Officer of Manor ISD. “We must gain their insight to continue our equity work and in Manor ISD, we hear their voices loud and proud!”

We know that students who take four years of high school math are more likely to experience postsecondary success. Leander ISD uses electronic surveys to engage seniors to better understand their reasoning behind math course choices. This multi-year study seeks to unveil what motivates their senior class to pursue a fourth year of math.

Results are preliminary, but they indicate the need for innovative courses that will entice students to study math in their senior year despite completing their required math credits. See the chart on the next page for a summary of Leander ISD’s findings.

Access the policy brief shared with state legislators.
EQUITY INDICATOR

While we celebrate the incredible gains made to reduce the disparity between high-performing student groups who score in the top 40% on the 5th grade Math STAAR and complete Algebra I by 8th grade, we understand the need to sustain momentum through the commitment of our partners and scale bright spots across the region and beyond.

HIGH-PERFORMING 5TH GRADERS COMPLETING ALGEBRA I BY 8TH GRADE CENTRAL TEXAS

Access more data from our Math Pathways chapter along with other education trends and outcomes in Texas.
HIGH SCHOOL GRADUATION

ILLUMINATIONS

Graduation Rates Holding Steady

As we enter year three of this historic disruption to student learning, we are encouraged that on-time Central Texas high school graduation rates remain at the 10-year high of 92%, regardless of instructional modality. We applaud the hard work involved, while also recognizing our empathy for students during this difficult time may have led to a lowering of expectations required for graduation.

As a pivotal step toward postsecondary enrollment and completion, high school graduation requires both end-of-course exams and college readiness assessments. Since the inception of Texas House Bill 5 in 2013, all student cohorts continue to increase in graduation completion.

Looking ahead, improving the transition to postsecondary requires innovative thinking. Trailblazing initiatives are underway, including collective impact work with industry experts and business professionals.

GROUNDED IN DATA

Specific Student Group Supports Still Needed

During the past five years, we have seen system improvements in supporting high school graduation completion overall. However, 2020 data reflected a slight decrease for specific populations, indicating a need to examine supports for Hispanic students and students, particularly males, from low-income households.

• Graduation rates for Hispanic students and students from low-income households fell slightly by 1 percentage point from 2019 to 2020.

• Male students from low-income households experienced a 2 percentage point decrease after an eight-year run of continued growth and sustainability.

• In contrast, female students from low-income households continued to increase their graduation rates by 3 percentage points from last year.

223 TARGETS

PERCENT OF 9TH GRADERS NOT CHRONICALLY ABSENT

88%

PERCENT OF STUDENTS GRADUATE HIGH SCHOOL ON TIME

95%
Hutto ISD Pioneers New Approaches to Student Engagement

As students returned to campus last year, Hutto ISD leaders at the 9th Grade Center understood the importance of ensuring freshmen Attended, Committed, and Engaged (ACE) in school. Joe DeLeon, Parent & Family Engagement Specialist, pursued new approaches to student engagement. He and his team continued to tailor resources from the ACE website (ace.e3alliance.org), launched in spring 2021, they also stayed active with the ACE Task Force. Today, DeLeon is the co-chair of this collective impact group led by E3 Alliance.

In November, Hutto ISD also partnered with E3 Alliance and Grammy-nominated artist SaulPaul for an inspirational event to help students find a pathway with a purpose beyond high school. Students learned about the Make It Movement, a campaign helping students discover high-skill, high-income careers in Central Texas.

Students responded wholeheartedly. “I wish they could have events like this every day because I would want to attend school more,” said one 9th grader.

More exciting plans are on the horizon for DeLeon’s team. In 2022-2023, they will pilot the new ACE Student Ambassador Peer-to-Peer Mentor initiative. Ambassadors will meet one-on-one with 9th graders to identify academic resource needs, barriers to attending class, and campus-based interests. Together, they will design campuswide events to share ACE messaging.

“The greatest thing I look forward to is seeing students working together,” said DeLeon. “Being mentored by a fellow student who has a great desire to see their peers succeed in attendance and academics is truly inspiring.”

Visit the ACE website for free resources in our School Toolkit.
Building a Legacy of Excellence

In 2021, a workforce report highlighted nearly half of Texas educators who started teaching in 2010 had left the profession by 2020 due to low pay, high stress, and little to no support. Lockhart ISD noticed similar trends within their own data. They experienced a 22% teacher turnover rate in 2018, followed by a first-year teacher turnover rate of 32% in 2019.

In response, Lockhart ISD launched a “New to the Profession Academy,” designed to support first-year teachers. The district also asked staff to identify their priorities and shared values. From this feedback, they developed these core values: having a LockHeart for People, being Locked on Excellence, and UnLocking Potential of students and staff.

Lockhart ISD then launched a shared leadership model called Lever Leaders, with 66% of campuses implementing by the fall and 100% in two years. To retain, greater compensate, and empower their teachers, Lever Leaders offers opportunities for non-administrative and administrative leadership roles, while also distributing leadership so teachers share responsibility, increase their levels of influence with decision making, and attain excellent and equitable student outcomes.

“In Lockhart ISD, we recognize that our staff is the most valuable resource in our work to empower every student to thrive,” said Superintendent Mark Estrada. “By investing in them through professional development and opportunities to grow, we helped unlock their potential in ways that better equipped them to unlock potential in others.”

By remaining grounded in data, Lockhart identified the problem, invested the time to investigate, and worked with staff to improve the culture. In 2021, the Lockhart ISD teacher turnover rate was only 12%. For first-year teachers in 2021, the turnover rate was only 10%.
EQUITY INDICATOR

The percentage of male students from low-income households graduating from a Central Texas high school in four years has decreased for the first time in eight years. If 2020 graduation rates had stayed consistent with 2019 rates, approximately 125 more males from low-income households would have graduated. This highlights the ongoing impacts of the pandemic on different student groups and the need for more targeted systems transformation utilizing regional bright spots.

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<th>CLASS</th>
<th>4-Year High School Graduation Rates for Male Students from Low-Income Households, Central Texas</th>
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<tbody>
<tr>
<td>CLASS OF 2017</td>
<td>83%</td>
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<tr>
<td>CLASS OF 2018</td>
<td>84%</td>
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<tr>
<td>CLASS OF 2019</td>
<td>84%</td>
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<tr>
<td>CLASS OF 2020</td>
<td>82%</td>
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Access more data from our High School Graduation chapter along with other education trends and outcomes in Texas.
ILLUMINATIONS

Central Texas Colleges Lead Systems Change

As school districts and institutions of higher education (IHEs) braced for another challenging school year, many took this opportunity to more deeply engage in systems transformation around enrollment, transfer, retention, and math pathways. One of their top concerns was the drop in college enrollment for students from low-income households.

Several IHEs are working closely with the Dana Center, Central Texas Math Alignment Taskforce, Austin College Attainment Network (ACAN), and E3 Alliance’s Peer Learning Network to create real transformation.

We applaud Texas State University, Huston-Tillotson University, Austin Community College, St. Edward’s University, Concordia University, Southwestern University, Temple College, and The University of Texas at Austin for joining this collective impact work. With a focus on college access and systems, we expect efforts to expand to other IHEs and community-based organizations in late 2022.

GROUNDED IN DATA

Equitable Enrollment First Step to Improving Outcomes

Overall, direct-to-college enrollment continues to decline across the region with the disparity between Central Texas students from low-income households and students from non-low-income households widening slightly.

- From the class of 2021, 50% of Central Texas high school graduates directly enrolled in a Texas postsecondary institution after graduation.
- A 24-percentage point disparity exists between Central Texas students from low-income households and non-low-income households enrolling in postsecondary education.
- Fifty-six percent of Central Texas graduates who enrolled in Texas postsecondary institutions completed their postsecondary credential within six years of graduation, continuing an upward trend with the highest percent of completers in the past five years.
Changes in Math Department Helps Students Persist and Complete

A major challenge facing many college students is the lack of academic preparedness, especially in college-level math. Entering postsecondary unprepared not only poses an obstacle for math success, but failure can impact prerequisite requirements for subsequent courses and completion. E3 Alliance research affirms the problem. Students completing one year of math beyond Algebra II in high school were twice as likely to achieve a college degree or certificate.

Huston-Tillotson University (HT) recognized that the last course a student completed prior to enrollment was a key predictor of persistence and completion. Given this impact, HT strategically made innovative changes.

“HT looks very closely at the math preparation of incoming students and places students onto one of three tracks for College Algebra,” explained Dr. Michael L. Hirsch, Dean of the College of Arts & Sciences. “Students with weak math skills go into Introduction to Algebra. Those with intermediate skills shift into a corequisite model, and stronger students move directly into College Algebra or a higher-level math. Our goal is to match students’ skills with a learning path to maximize success and matriculation.”

Rather than advising most freshmen into College Algebra, they now intentionally target math selection to students’ major and career aspirations.

“For social science and humanities majors we direct most students to Math for Liberal Arts as opposed to College Algebra,” said Hirsch. “This meets their professional needs and removes Introduction to Algebra as a prereq.”

HT transformed the way math curriculum and faculty align across the institution. They meet students where they are while providing support and resources necessary for graduation.

INITIATIVES

- With support from the Bill & Melinda Gates Foundation, E3 Alliance and ACAN are working alongside our regional IHEs to broaden use of the first of its kind, FERPA-compliant data-sharing process between IHE and community partners. Students of color and first-generation students are the primary focus. Now with more integration of information, educators can better support these students to and through their first year of enrollment and transfer process.

- Emergency Bridge Grants provide funds for students to ensure support when small financial crises arise. From March 2021 to March 2022, ACAN delivered $43,000 in grants to students who experienced further unexpected expenses due to COVID and severe storms.

- The Make It Movement transitioned into the implementation phase, hosting several events for students and crafting an ad campaign and presence to inform and inspire students to seek their passion in the opportunities available in Central Texas for high-skilled, high-paying careers.
EQUITY INDICATOR

While we applaud the improvements made with students completing a postsecondary credential within six years of graduation, we also recognize a 10-year decline in Central Texas graduates enrolling in a Texas IHE within one year. This alarming drop spotlights the urgency to work collectively as a region to understand barriers within the transition from high school to college that supports and prepares students.

PERCENT OF CENTRAL TEXAS HIGH SCHOOL GRADUATES ENROLLED IN TEXAS HIGHER EDUCATION INSTITUTIONS WITHIN ONE YEAR, BY INCOME STATUS

Access more data from our Postsecondary Enrollment chapter along with other education trends and outcomes in Texas.
“Our partnership with E3 Alliance has been (and continues to be) invaluable, particularly with their ability to bring the right people together, with a shared vision and goal, to improve student outcomes. In Elgin ISD, that coordination and collective work has allowed us to transform systems and increase access to postsecondary opportunities for our future leaders.”

— Jodi Duron
Superintendent, Elgin ISD
E3 Alliance is a nationally recognized, data-driven collaboration of 15 school districts, eight Central Texas higher education institutions, and over 200 community and industry partners advancing the goals and strategies of The Blueprint for Education Change™.

CENTRAL TEXAS SCHOOLS 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 INSTITUTIONS OF HIGHER EDUCATION
- Texas A&M Central Texas
- Texas A&M University
- Temple College
- The University of Kansas
- The University of Texas System

STRATEGIC THOUGHT PARTNERS
- 100Kin10
- Ascension Seton
- Attendance Works
- Austin Area Research Organization
- Austin Chamber of Commerce
- Austin Community Foundation
- Capital Area School Public Relations Association
- Center for STEM Education at The University of Texas at Austin
- Greater Texas Foundation
- Hispanic Scholarship Consortium
- IACT
- I Live Here, I Give Here
- Impact Austin
- KLRU
- KUT
- Leadership Austin
- Learn All the Time
- Lifeworks Austin
- Literacy Coalition
- Literacy First
- Lone Star Circle of Care
- People’s Community Clinic
- Raise Your Hand Texas
- Ready by 21 Coalition
- Skillpoint Alliance
- Success by 6
- Texans Care for Children
- United Way for Greater Austin
- United Ways of Hays & Caldwell Counties

COLLABORATING COMMUNITY NONPROFITS
- Austin Area Sustainability Indicators
- Austin Interfaith
- Austin Partners in Education
- Big Brothers & Big Sisters of Central Texas
- Breakthrough Central Texas
- Capital IDEA
- Child, Inc.
- Children’s Optimal Health
- College Forward
- College Possible
- Community Care
- Community Recruitment Network
- CommunityCare
- Con Mi MADRE
- Early Matters Greater Austin
- Education Connection
- Foundation Communities
- Good Measure
- Independent Colleges and Universities of Texas
- Mexican American Cultural Institute
- Mission Capital
- My Brother’s Keeper
- National Alliance for Partnerships in Equity
- Philanthropy Advocates
- Ray Marshall Center
- RGV FOCUS
- St. David’s Foundation
- Strive Together
- TeachPLUS Texas
- Texas Alliance for Minorities in Engineering
- Texas Association of Business
- Texas Association of School Administrators
- Texas Business Leadership Council
- Texas Charter Schools Association
- Texas Education Agency
- Texas Higher Education Coordinating Board
- The Charles A. Dana Center at The University of Texas at Austin
- The Community Partnership
- UP Partnership
- Workforce Solutions Capital Area
- Workforce Solutions Rural Capital Area

COLLABORATING INSTITUTIONS AND CHARTER SCHOOLS
- American YouthWorks
- Austin Achieve Public Schools
- Concordia University Texas
- Crandall ISD
- East Austin College Prep
- East Central ISD
- IDEA Public Schools
- KIPP Austin Public Schools
- La Joya ISD
- Lyford CISD
- MainSpring Schools
- Nacogdoches ISD
- North East ISD
- NYOS Charter School
- Rice CISD
- Southside ISD
- Southwest ISD
- The Goodwill Excel Center
- Uvalde CISD
- Wayside Schools
- Capital IDEA
- Child, Inc.
- Children’s Optimal Health
- College Forward
- College Possible
- Communities Foundation of Texas
- Communities in Schools
- Community Action, Inc.
- Community Advancement Network
- CommunityCare
- Con Mi MADRE
- Early Matters Greater Austin
- Education Connection
- Foundation Communities
- Girl Scouts of Central Texas
- Goodwill Central Texas
- IACT
- I Live Here, I Give Here
- Impact Austin
- KLRU
- KUT
- Leadership Austin
- Learn All the Time
- Lifeworks Austin
- Literacy Coalition
- Literacy First
- Lone Star Circle of Care
- People’s Community Clinic
- Raise Your Hand Texas
- Ready by 21 Coalition
- Skillpoint Alliance
- Success by 6
- Texans Care for Children
- United Way for Greater Austin
- United Ways of Hays & Caldwell Counties
“The onset of the COVID-19 pandemic exacerbated the challenges facing many students living with low incomes. Our work with E3 revealed that many students were already facing these challenges, persisting while in urgent need of financial and social supports. I’m humbled to support the E3 Alliance efforts to deliver timely financial aid and other systemic supports to students in Texas to help ensure they can continue their studies and that their degree-completion plans are not derailed.”

– Edward Smith
Senior Program Officer
The Kresge Foundation