

Ignite Change:

*Forging a Future for Texas Education
by Transforming Systems*

Investigating Impact: Regional Data & Policy Deep Dive

Jennifer Cavazos Saenz, E3 Alliance

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Investigating Impact



**Jennifer Cavazos
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Senior Director of
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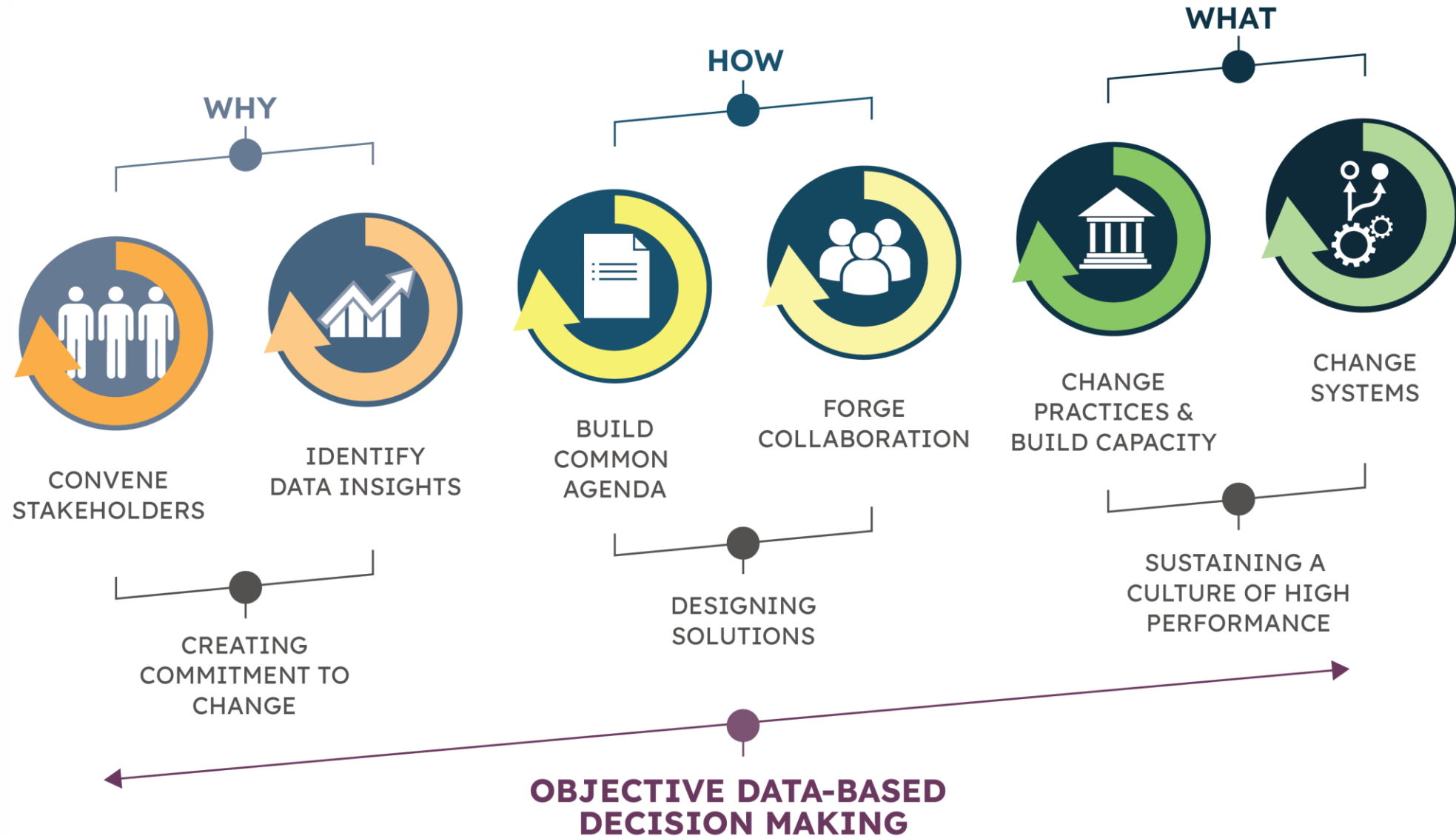


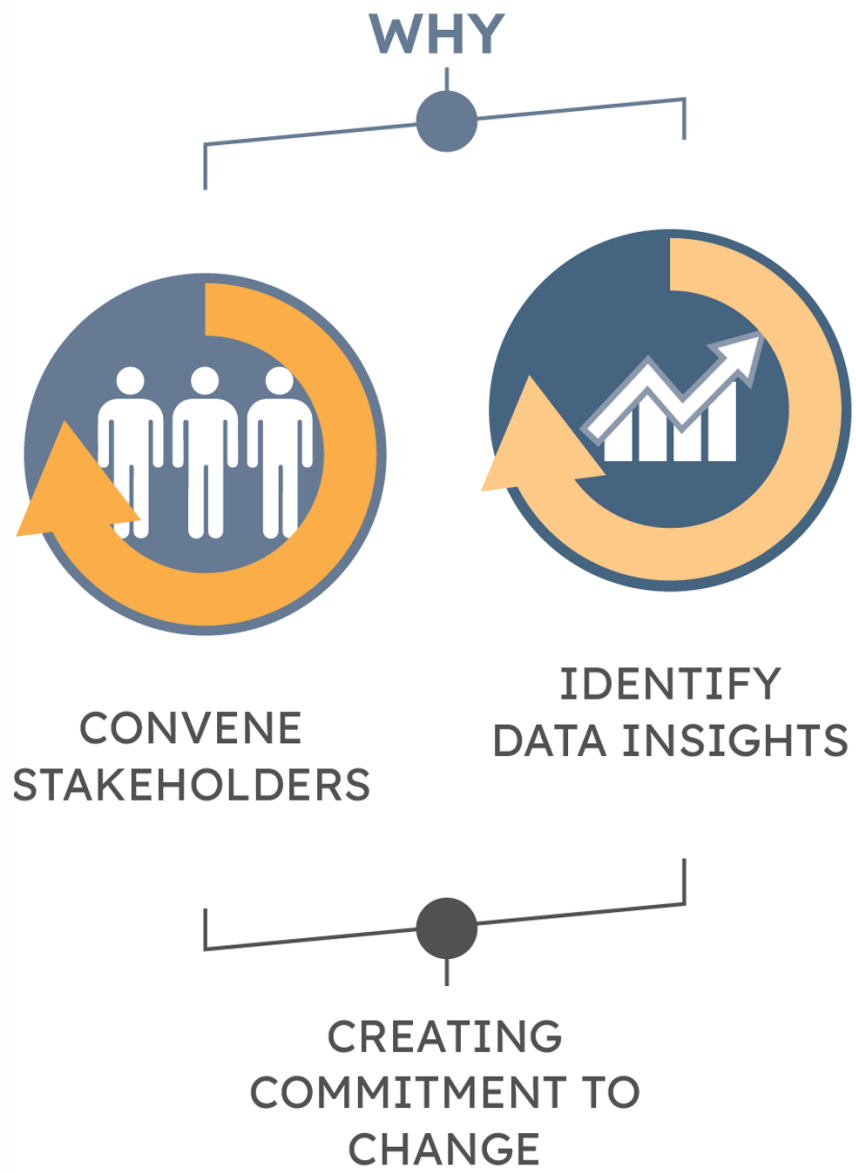
Teri Clement

Director of School
Transformation
E3 Alliance

Systems Transformation: The E3 Theory of Change

E3 Alliance Theory of Change





What do we already
KNOW?

HOW



FORGE
COLLABORATION

BUILD
COMMON
AGENDA

DESIGNING
SOLUTIONS

What else do we
WANT to know?
What have we
LEARNED?

WHAT



CHANGE
PRACTICES &
BUILD CAPACITY

CHANGE
SYSTEMS

SUSTAINING A
CULTURE OF HIGH
PERFORMANCE

What **ACTION** are
we going to take?

Systems Transformation: Case Studies / Storytelling

K	W	L	A
What do we already know?	What else do we need to know?	What have we learned?	What are we going to do? What actions will we take?
Keynote, Regional Data-dive: Investigating Impact, Breakout Sessions, Panel Discussion		Morning reflection & Closing Session	Closing Session
PreK enrollment significantly down in Central Texas	<i>What barriers are preventing eligible students to not enroll in public PreK? (root cause)</i>	<p>PreK access is not communicated across communities</p> <p>Eligible Kindergartners with public PreK nearly 3X likely to be school ready</p> <p>Students who attend PreK show readiness in: social emotional learning, language and communication, mathematics, etc.</p>	<i>Systems Transformation: HB3 Full Day PreK</i>

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<p>HB5 removed the requirement for students to engage in four years of math in HS</p> <p>Huge disparities in access and opportunity to engage in advanced math courses</p> <p>Only 19% of Texas class of 2015, who’s last math course in high school was Algebra II completed postsecondary within 6 years.</p>	<p><i>How will the passing of HB 5 impact CCMR?</i></p> <p><i>How are students identified and placed in advanced math pathways?</i></p>	<p>Students who take four years of math In high school, regardless of level, are twice as likely to complete a postsecondary credential, associate’s degree or bachelor’s.</p> <p>Students who take 2 math courses beyond Algebra II are 3 times more likely to graduate from college</p>	<p><i>Systems Transformation: SB2124 Math Pathways Opt OUT</i></p>

Talk Time

- Listen authentically.
- Students first. Always.
- Assume positive intent.
- Ensure shared voice.

What resonates most with you about the E3 Theory of Change and the case studies we've shared?

Systems Transformation: Using K-W-L-A to Investigate Impact (regional data dive)

How do we ignite change now?

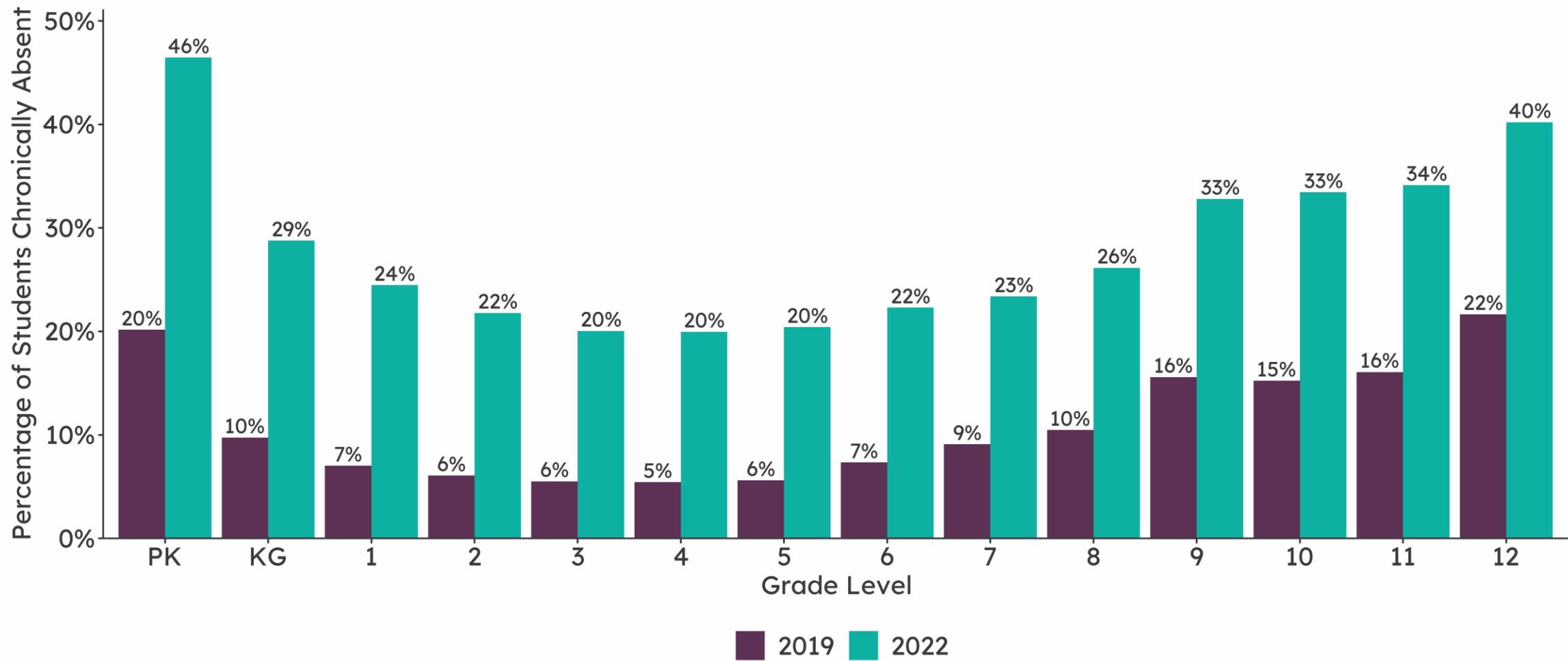
Ignite Change

- What do we already KNOW?
- What else do we WANT to know?
- What have we LEARNED?
- What ACTION are we going to take?

K	W	L	A
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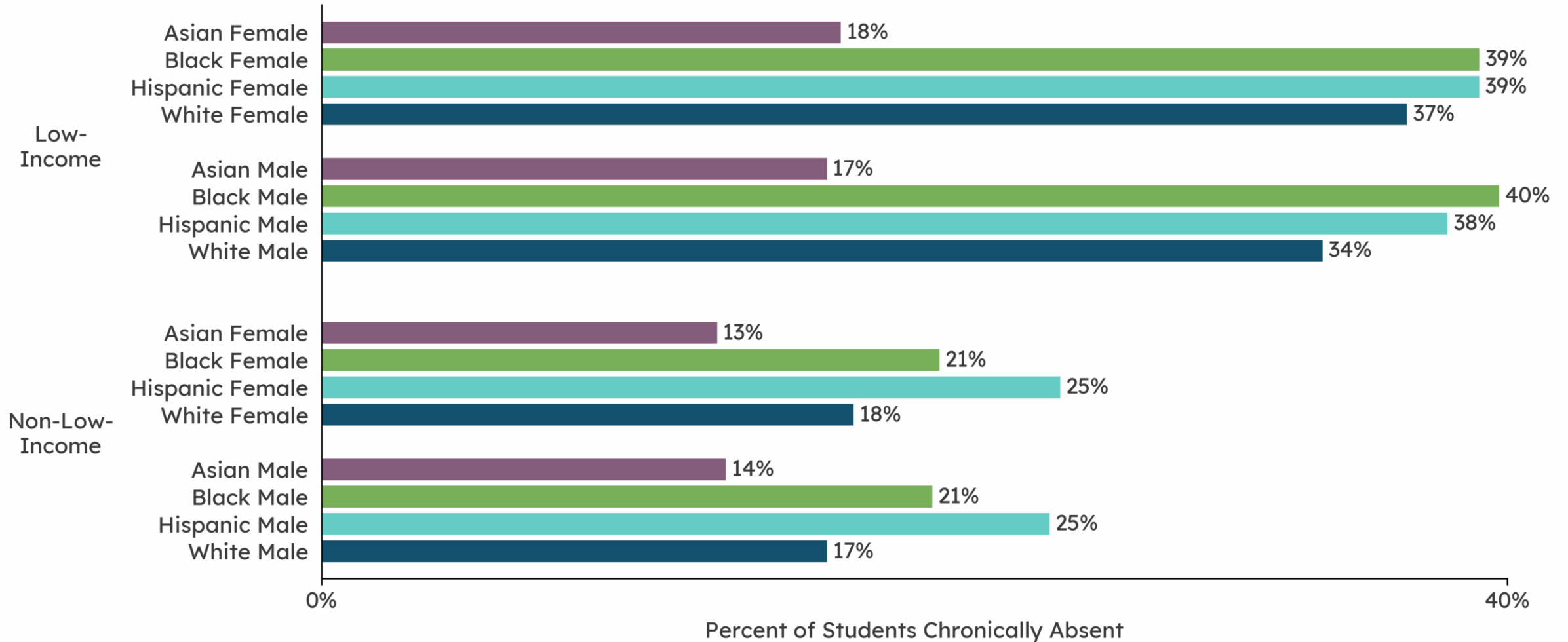
Chronic Absence Rates in all Grades Higher Than Pre-Pandemic

Percent of Students Chronically Absent* by Grade, Central Texas



Chronic Absence Rate Varies by Gender, Household Income, and Race

Chronic Absence*, Central Texas, 2021-22



“(Student) feedback shaped several key recommendations, but one critical insight emerged: the need for a sense of belonging.”

2023 Blueprint Report
E3 Alliance


Talk Time

- Listen authentically.
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- Assume positive intent.
- Ensure shared voice.
- Take notes on your K-W-L-A chart.

What connections can we make between the keynote this morning and the data we've shared about attendance and engagement?

Ignite Change

- What do we already KNOW?
- What else do we WANT to know?

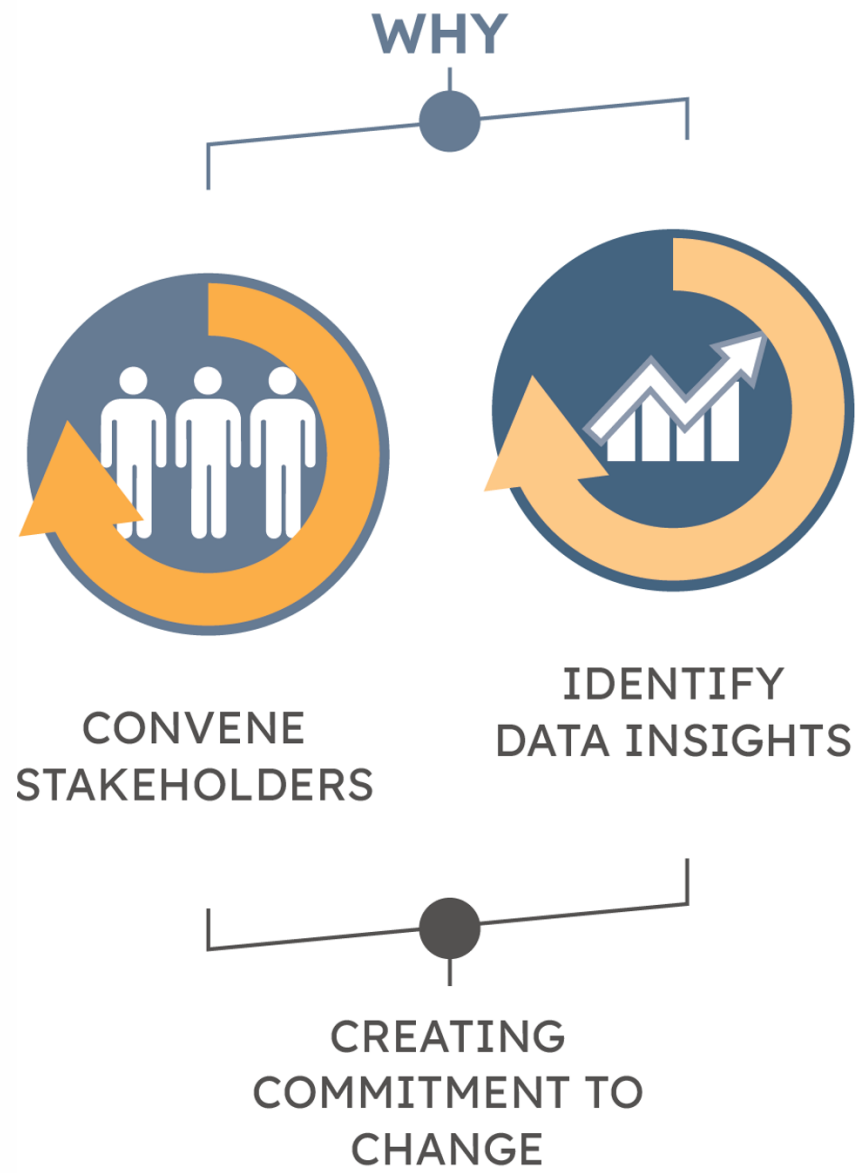


K	W
What do we already know?	What else do we need to know?
Keynote, Regional Data-dive: Investigating Impact, Breakout Sessions, Panel Discussion	

Resources

- 2021-22 Central Texas Attendance Data
- 2023 Blueprint Report

Systems Transformation: Moving from "Why" to "How"




What do we already KNOW?

- Chronic absence rate in all grades higher than pre-pandemic
- Chronic absence rate varies by gender, household income, and race
- Learning from our keynote this morning
- Other related learning

Ignite Change

- What else do we **WANT** to know?
- What have we **LEARNED**?
- What **ACTION** are we going to take?



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HOW



BUILD
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AGENDA



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DESIGNING
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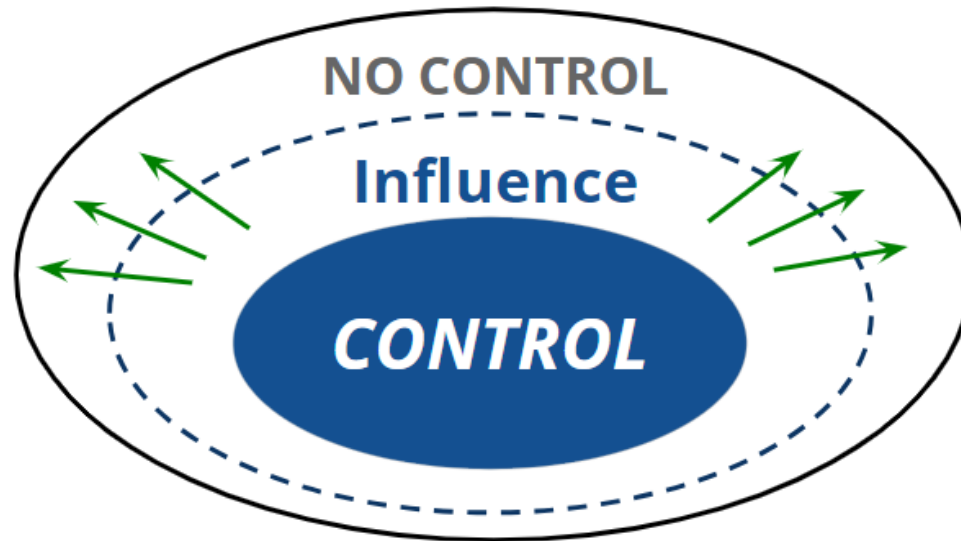
What else do we
WANT to know?
What have we
LEARNED?

We ignite change by...

- Bringing a growth-mindset
- Participating in thoughtful, collaborative learning experiences
- Recognizing the complexity of the change we are making
- Analyzing for root causes
- Planning for action, informed by learning

We ignite change by...


- Focusing on what we can control & influence
- Letting go of what we cannot control



Ignite Change

- What else do we **WANT** to know?
- What have we **LEARNED**?
- What **ACTION** are we going to take?

Choose your breakout...what you want to learn next

K	W	L	A
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Morning Breakout Sessions

What do we already know?

- Chronically absent 9th graders has increased by 17 percentage points from one school year to the next.
- Postsecondary enrollment in Texas within one year of graduating high school in Central Texas continues to decline.
- Since 2018, we have seen consistent overall graduation rates of all students, holding steady at 91% through the class of 2020, with a decrease to 89% in 2022.

What else do we want to know?

- Data Lab: Explore E3's Education Profile- Designed for School Districts
- Action Research: Transforming Educator Practice and Student Success
- Leveraging School Culture to Improve Attendance
- Early Alerts: Targeted Support for Vulnerable Students

Talk Time

- Listen authentically.
- Students first. Always.
- Assume positive intent.
- Ensure shared voice.
- Take notes on your K-W-L-A chart.

What questions will you ask today? What do you already want to know more about? Do you already have an action step for post-Summit?

TAKE A BREAK



**Breakout
Sessions begin
at 10:00am**

LOCATION	Breakout Sessions 10:00am-11:15am*
Innovation Room	Data Lab: Explore E3's Education Profile-Designed for School Districts
Inspiration "A" Room	Action Research: Transforming Educator Practice and Student Success
Inspiration "B" Room	Leveraging School Culture to Improve Attendance
Transformation Room	Early Alerts: Targeted Support for Vulnerable Students


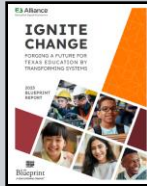
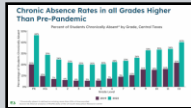
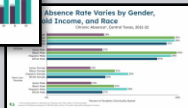
***Return here, to the main room, after breakout sessions**

Morning Reflection

Ignite Change

- What else do we **WANT** to know?
- What have we **LEARNED**?
- What **ACTION** are we going to take?

What have you learned? What actions will you take?

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   		<div> Your learning from the Breakout Sessions </div>	

Talk Time

- Listen authentically.
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- Take notes on your K-W-L-A chart.

Reflect on the learning from this morning. What resonates most with you? What connections can be made between the learning and your current role?

Time for Lunch



**Educator
Panel
Discussion
begins at
12:30pm**

LOCATION	Activity
Main Room	Lunch will be provided
Main Room	Educator Panel Discussion 12:30pm-1:15pm