

Education Equals Economics

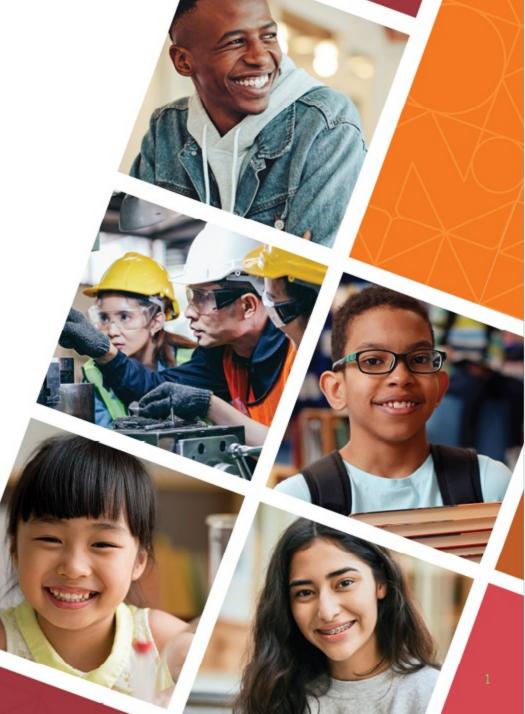


IGNITE CHANGE

Forging a Future for Texas Education by Transforming Systems

September 13, 2023

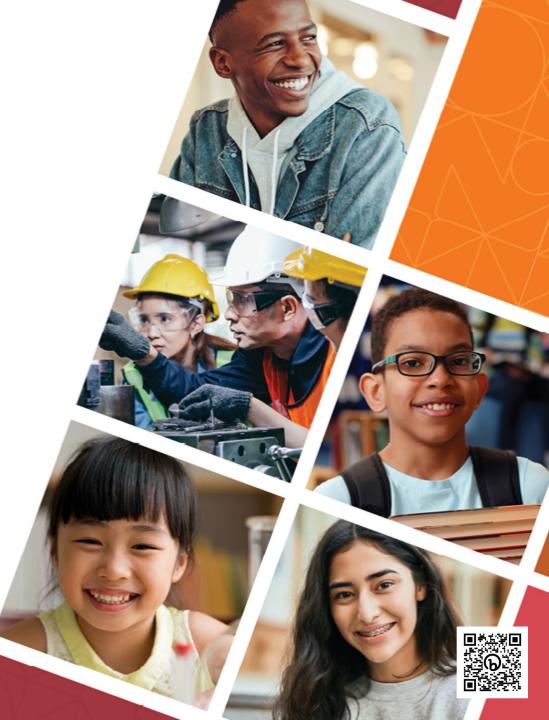
E3 Alliance[®] #e3blueprint

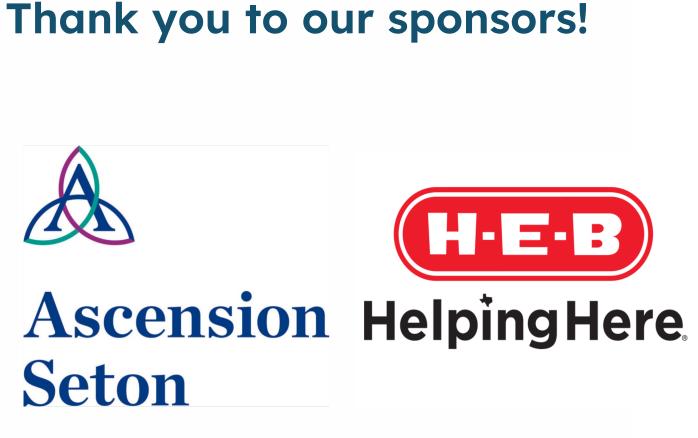


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GREATER TEXAS FOUNDATION





MAKING COMPANIES STRONGER™



















Keynote



Brittany H. Brady CEO National Alliance for Partners in Equity (NAPE)

The System is Made Up of People: Equitable Change Starts With Us

The Blueprint Summit 2023



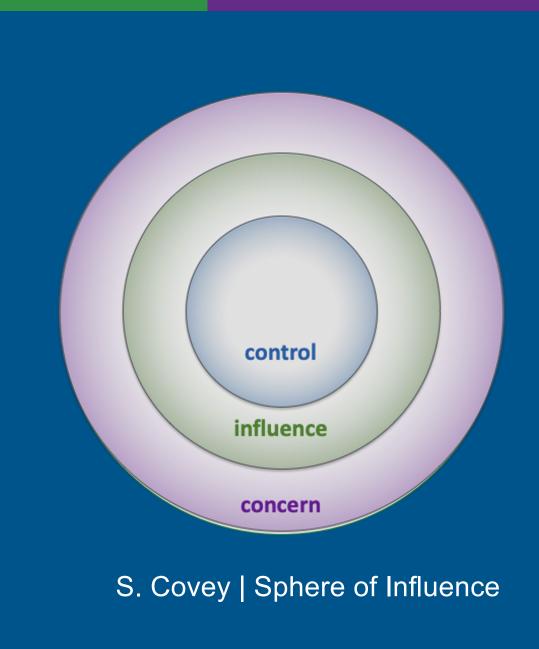
National Alliance for Partnerships in Equity Napequity.org

Gratitude and Trust The Brothers





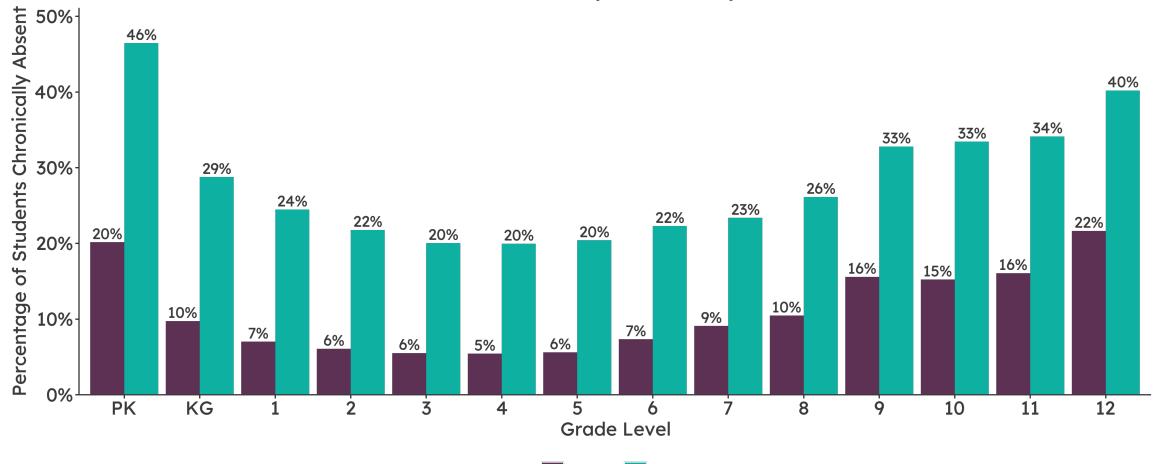
We make progress when we focus on what we can control and where we can influence, rather than on those things which we cannot.



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Chronic Absence Rates in all Grades Higher Than Pre-Pandemic

Percent of Students Chronically Absent* by Grade, Central Texas



2019

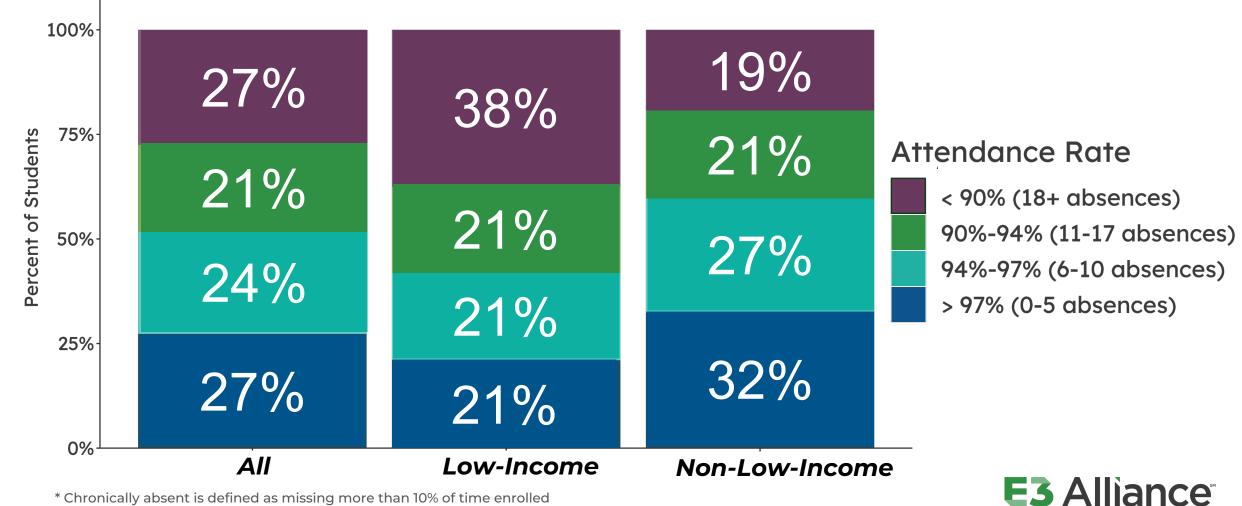
2022

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

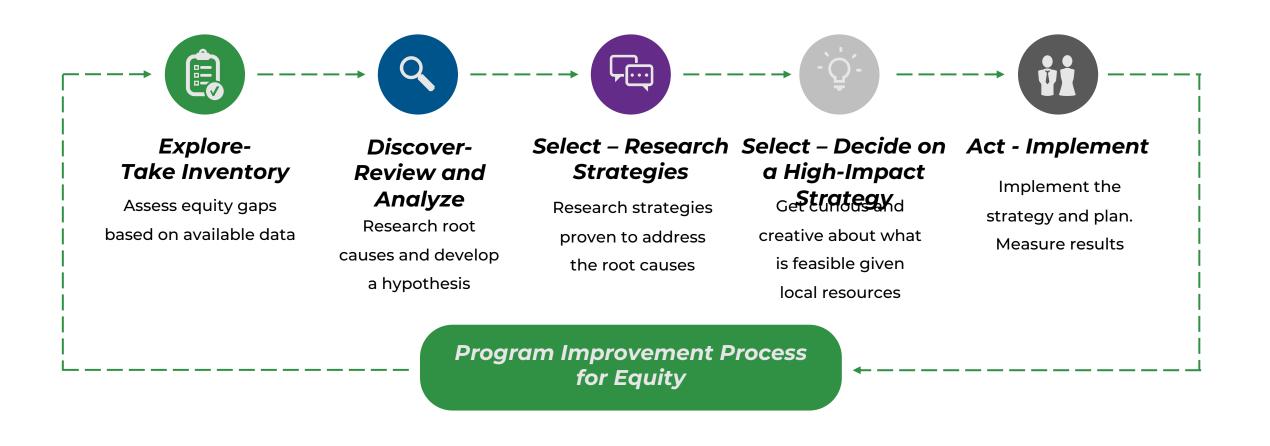
Chronic Absence Rate Higher Among Students from Low-Income Households

Average Attendance, Central Texas, 2021-22



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

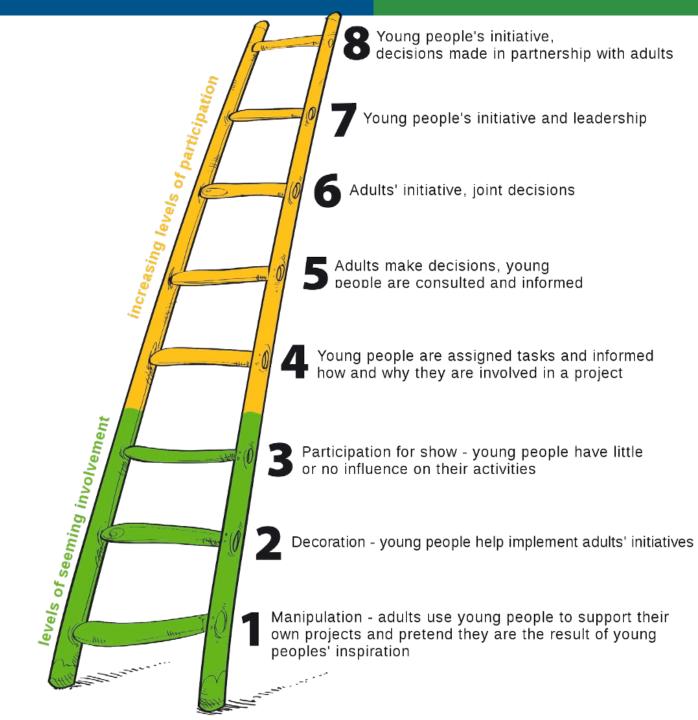
So, where is a starting point?



Fostering Belonging





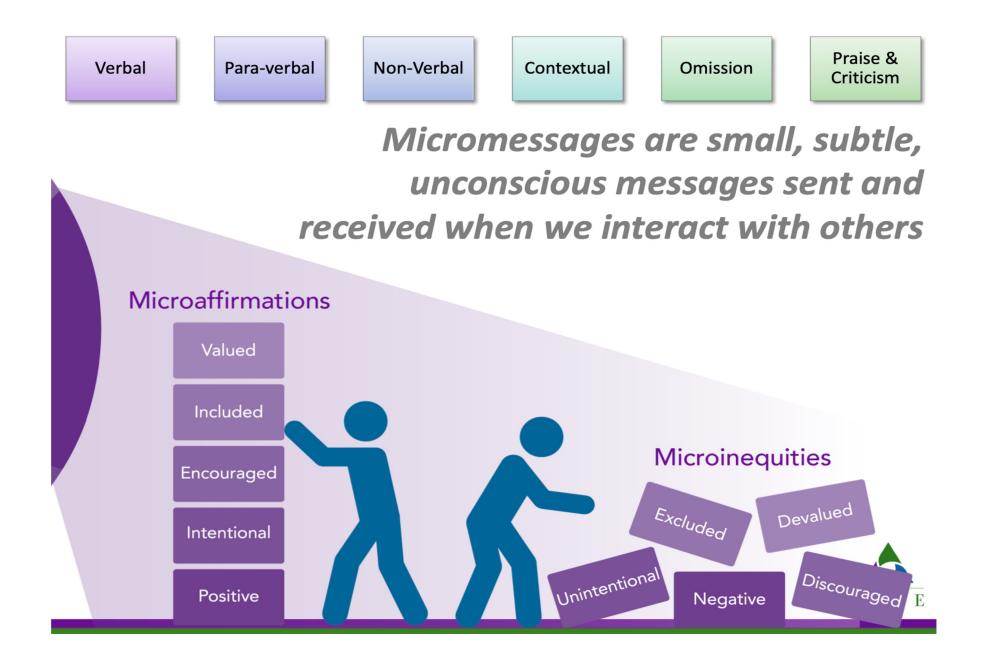


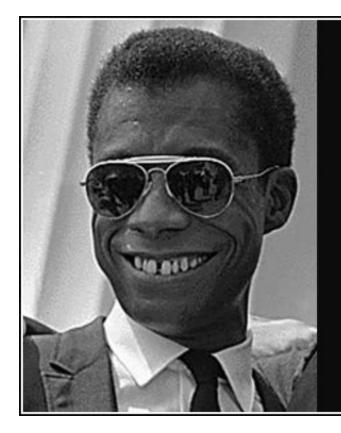
Hart's Ladder of Participation





Moment to Process





I can't believe what you say, because I see what you do.

— James A. Baldwin —

AZQUOTES

Asset and Deficit Perspective

ASSET PERSPECTIVE

- unique strengths, passions, and interests
- competent and capable
- having much to offer others and their school
- don't need to be fixed
- sources for learning about their communities and cultures
- they may march to a different drummer and still be in step

DEFICIT PERSPECTIVE

- lacking in some way
- defective
- deficient
- need to be fixed
- not as good as . . .
- need to develop skills valued by mainstream society



The Impact of Equity

JJ NAPE programs took us from 33% of students in an advanced sixth grade math class to 75% with no extra allocation of funds or teachers. We've eliminated the gatekeepers to advanced classes — teacher recommendations, minimum STAAR/EOC scores, minimum class averages — and instead, replaced them with procedures that make this accessible to all.

Dr. Natalie Nichols – Area Superintendent, Stony Point Learning Community

THANK YOU



National Alliance for Partnerships in Equity Napequity.org



Education Equals Economics

Blueprint for EDUCATIONAL CHANGE[™]

Ignite Change: Forging a Future for Texas Education by Transforming Systems

Investigating Impact: Regional Data & Policy Deep Dive

Jennifer Cavazos Saenz, E3 Alliance

Teri Clement, E3 Alliance

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Investigating Impact





Jennifer Cavazos Saenz

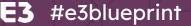
Senior Director of Communications and Policy

Teri Clement

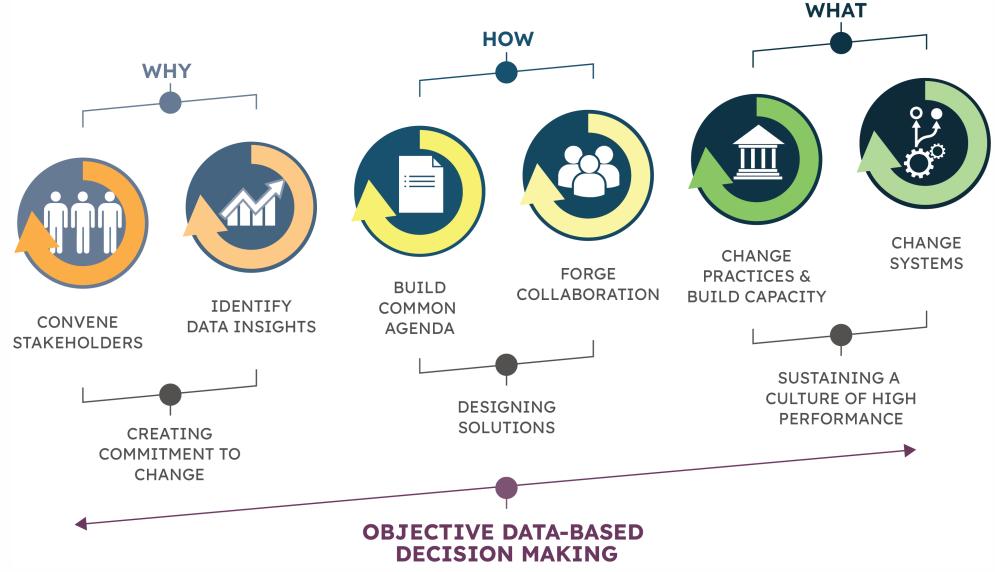
Director of School Transformation E3 Alliance

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Systems Transformation: The E3 Theory of Change



E3 Alliance Theory of Change

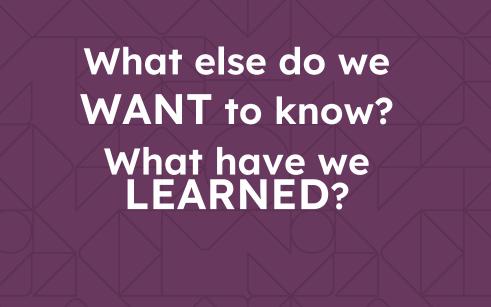


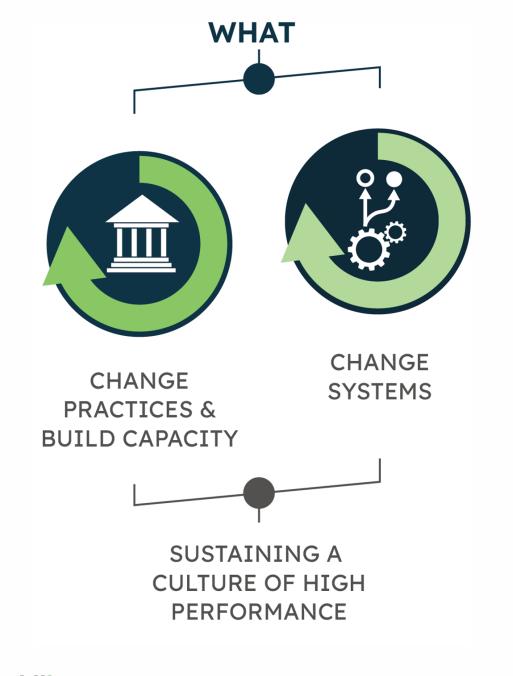


What do we already KNOW?





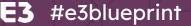




What ACTION are we going to take?

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Systems Transformation: Case Studies / Storytelling



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| К | 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 | What barriers are preventing eligible students to not enroll in public PreK? (root cause) | PreK access is not communicated across communities Eligible Kindergartners with public PreK nearly 3X likely to be school ready Students who attend PreK show readiness in: social emotional learning, language and communication, math ematics, etc. | Systems Transformation: HB3 Full Day PreK |

| K | W | L | Α |
|--|--|--|--|
| 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? |
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| HB5 removed the requirement for students to engage in four years of math in HS Huge disparities in access and opportunity to engage in advanced math courses Only 19% of Texas class of 2015, who's last math course in high school was Algebra II completed postsecondary within 6 years. | How will the passing of HB 5 impact CCMR? How are students identified and placed in advanced math pathways? | 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. Students who take 2 math courses beyond Algebra II are 3 times more likely to graduate from college | Systems Transformation: SB2124 Math Pathways Opt OUt |

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?



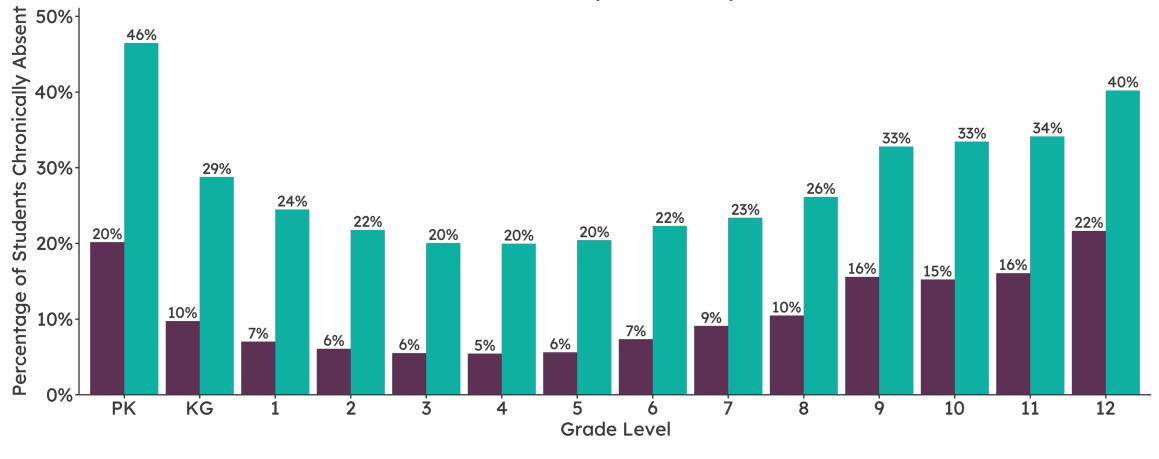
Ignite Change

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

| К | W | L | А |
|---|-------------------------------|---|--|
| 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 Dato Impact, Breakout Sessio | | Morning reflection & Closing Session | Closing Session |
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Chronic Absence Rates in all Grades Higher Than Pre-Pandemic

Percent of Students Chronically Absent* by Grade, Central Texas



2019 2022

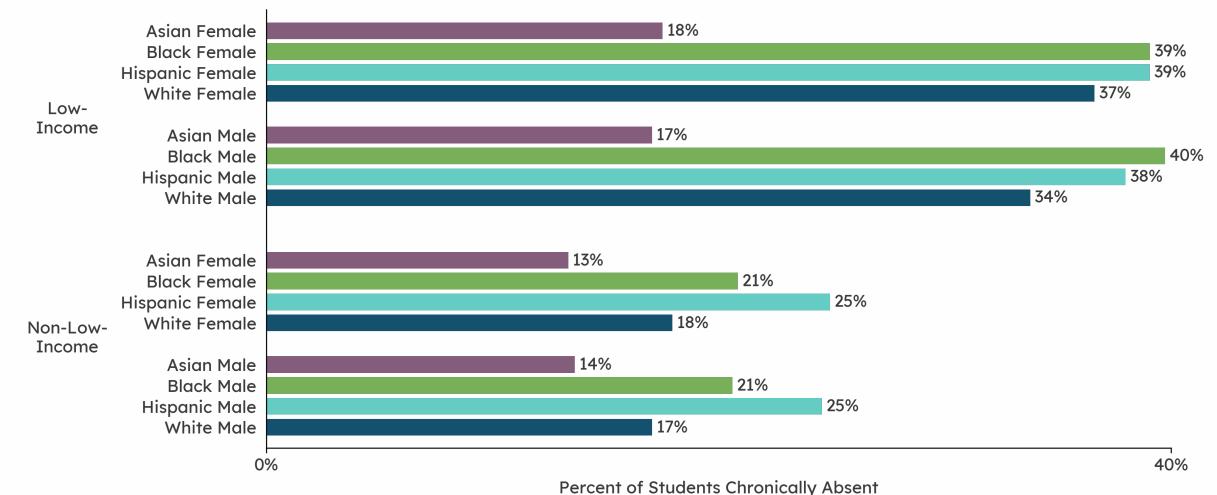
* Chronically absent is defined as missing more than 10% of time enrolled

E3

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

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

Chronic Absence*, Central Texas, 2021-22



* Chronically absent is defined as missing more than 10% of time enrolled **E**3

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

"(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.
- Students first. Always.
- 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 k now?

| К | W |
|-----------------------------|----------------------------------|
| What do we already know? | What else do we need to know? |
| Keynote Peaional Date | n dive: Investigating |

Keynote, Regional Data-dive: Investigating Impact, Breakout Sessions, Panel Discussion Resources

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

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



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What do we already KNOW?

 Chronic absence rate in all grades higher than prepandemic

- 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?

| K | Ŵ | 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 Datc Impact, Breakout Sessic | | Morning reflection & Closing Session | Closing Session |
| <i>Chronic absence rate in all grades higher than pre-pandemic</i> | | | |
| <i>Chronic absence rate varies by gender, household inco me, and race</i> | | | |
| Learning from our keynote this morning | | | |
| Other related learning | | | |



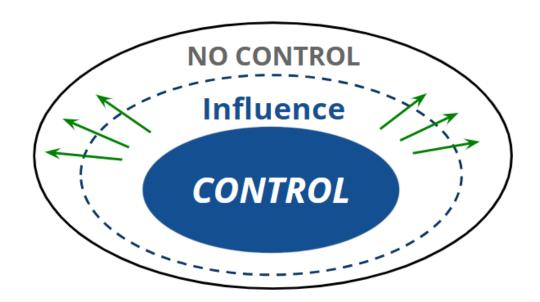


We ignite change by...

- 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?

Κ W A What are we going to What do we already What else do we What have we do? need to know? What actions will we know? learned? take? Keynote, Regional Data-dive: Investigating Morning reflection & **Closing Session** Impact, Breakout Sessions, Panel Discussion **Closing Session** IGNITE CHANGE

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

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?

| ΤΑΚΕ Α | LOCATION | Breakout Sessions 10:00am-11:15am* |
|----------------------|-------------------------|--|
| BREAK | Innovation Room | Data Lab: Explore E3's Education Profile- Designed for School Districts |
| | Inspiration "A" Room | Action Research: Transforming Educator Practice and Student Success |
| Breakout Sessions | Inspiration "B" Room | Leveraging School Culture to Improve Attendance |
| begin at 10:00am | 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?

| 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 Dato Impact, Breakout Sessio | • • | Morning reflection & Closing Session | Closing Session |
| <image/> | Your learning from the Breakout Sessions | | |

What have you learned? What actions will you take?

Talk Time

- Listen authentically.
- Students first. Always.
- Assume positive intent.
- Ensure shared voice.
- 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 | LOCATION | Activity |
|--|-----------|---|
| Lunch | Main Room | Lunch will be provided |
| | Main Room | Educator Panel Discussion 12:30pm-1:15pm |
| Educator Panel Discussion begins at | | |

12:30pm

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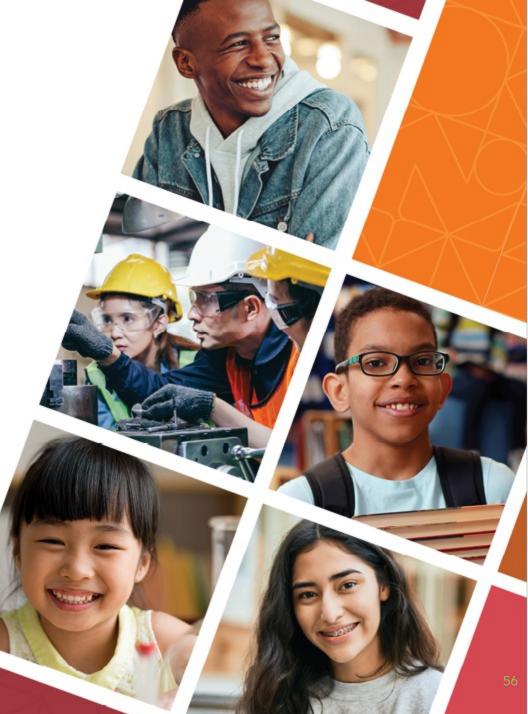




IGNITE CHANGE

Forging a Future for Texas Education by Transforming Systems

September 13, 2023



| ΤΑΚΕ Α | LOCATION | Breakout Sessions 1:30pm-2:45pm* |
|--|-------------------------|--|
| BREAK | Innovation Room | Data Lab: Explore E3's Education Profile Designed for Higher Education & Community |
| | Inspiration "A" Room | Advanced Math Pathways: Access for All |
| Breakout Sessions begin at 1:30pm | Inspiration "B" Room | How Do We Adapt? The Mental Health Crisis and Student Engagement Post-Pandemic |
| | Transformation Room | Shared Leadership: Increasing CCMR Student Outcomes and Funding |

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

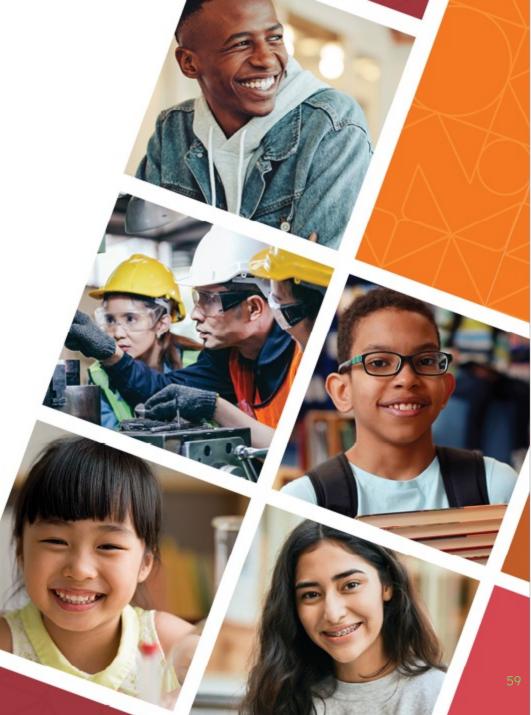




IGNITE CHANGE

Laura Koenig, E3 Alliance Kyle Seipp, E3 Alliance

September 13, 2023



Closing Reflection



Laura Koenig

Senior Director of Blueprint Initatives



Kyle Seipp

Director of Postsecondary and Workforce Readiness

Closing Reflections

| -00.0-00 | Agen | | |
|-----------------|---|-------------------------|---|
| :00-8:30 a.m. | BREAKFAST & NETWORKING | 11:45 a.m 12:30 p.m. | LUNCH |
| :30-9:05 a.m. | KEYNOTE Brittany H. Brady, CEO of the National Alliance for Partnerships in Equity (NAPE) | 12:30-1:15 p.m. | TEACHER PANEL Gavin Anthony Deshotel (UTeach), Ocean Ekmark (UTeach), Dr. Sarah Otto (La Grange ISD), Dana |
| :05-9:45 a.m. | REGIONAL DATA DIVE Led by E3 Alliance | | Phillips (Austin ISD), Jaeda Ransom (Austin ISD) |
| :45-10:00 a.m. | BREAK | 1:15-1:30 p.m. | BREAK |
| 0:00-11:15 a.m. | BREAKOUT SESSIONS | 1:30-2:45 p.m. | BREAKOUT SESSIONS |
| | Data Lab: Explore E3's Education Profile (Designed for School Districts) | | Data Lab: Explore E3's Education Profile (Designed for Higher Education & Community) |
| | Action Research: Transforming Educator Practice and Student | | Advanced Math Pathways: Access for All |
| | Success | | How Do We Adapt? The Mental Health Crisis and |
| | Leveraging School Culture to Improve Attendance | | Student Engagement Post Pandemic |
| | Early Alerts: Targeted Support for Vulnerable Students | | Shared Leadership: Increasing CCMR Student Outcomes and Funding |
| 1:15-11:45 a.m. | MORNING REFLECTION Led by E3 Alliance | 2:45-3:30 p.m. | CLOSING Led by E3 Alliance |
| Alliance | | | |



Moving from Learning to Action







Sparking Change

Each person contributes to the system







Sparking Change

Each person contributes to the system Blueprint Focus Areas



At 211 degrees, water is hot. At 212 degrees, it boils. And with boiling water, comes steam. And with steam, you can power a train.

S.L. Parker

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