

Our Texas Students and the Economy

**Building Systems and Planning for
the Future**

October 12, 2023

E3 AllianceSM

Education Equals Economics

**We are a catalyst for positive
change in education**



Transforming education systems through data and collaboration so ALL students succeed.

Core Values: Data Driven | Collaboration | Learning | Equity | Relentless

Introduction to Presenters



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Agenda

- Welcome and Community Builder
- Policy to Practice
 - Senate Bill 2124
 - House Bill 8
- Teacher Retention Patterns
- Q&A
- Next Steps

Community Builder:

**What do you feel was the
greatest accomplishment in the
88th regular session?**

Math Pathways Senate Bill 2124

Advanced Math Opt-Out Policy: SB 2124

- Automatically enrolls students with demonstrated proficiency into 6th grade accelerated math courses
- Parent or student can choose to opt-out
- Increase access to Algebra 1 in 8th grade
- Increase the likelihood of postsecondary success, credential attainment, and higher earning

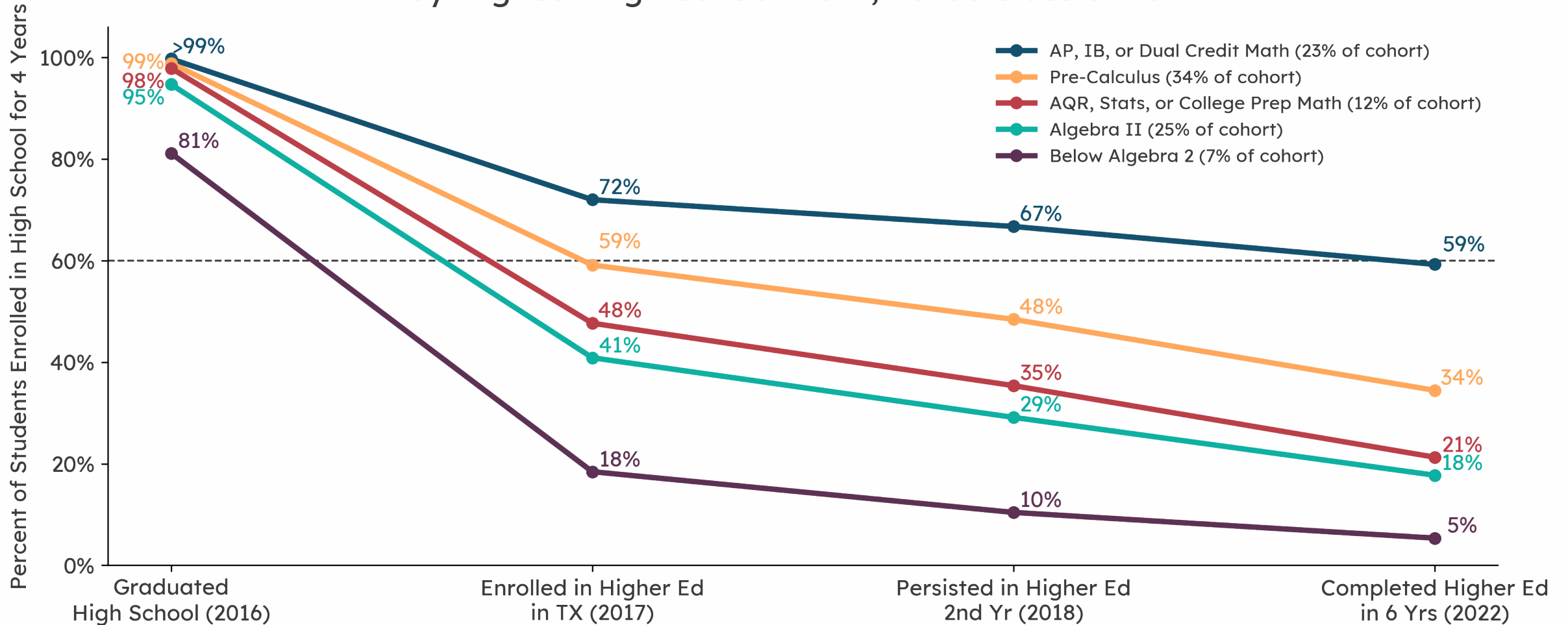
Discussion

What immediate impact do you see this bill having on student outcomes?

- **Reflect on a sticky note**
- **Talk and turn**
- **Share**

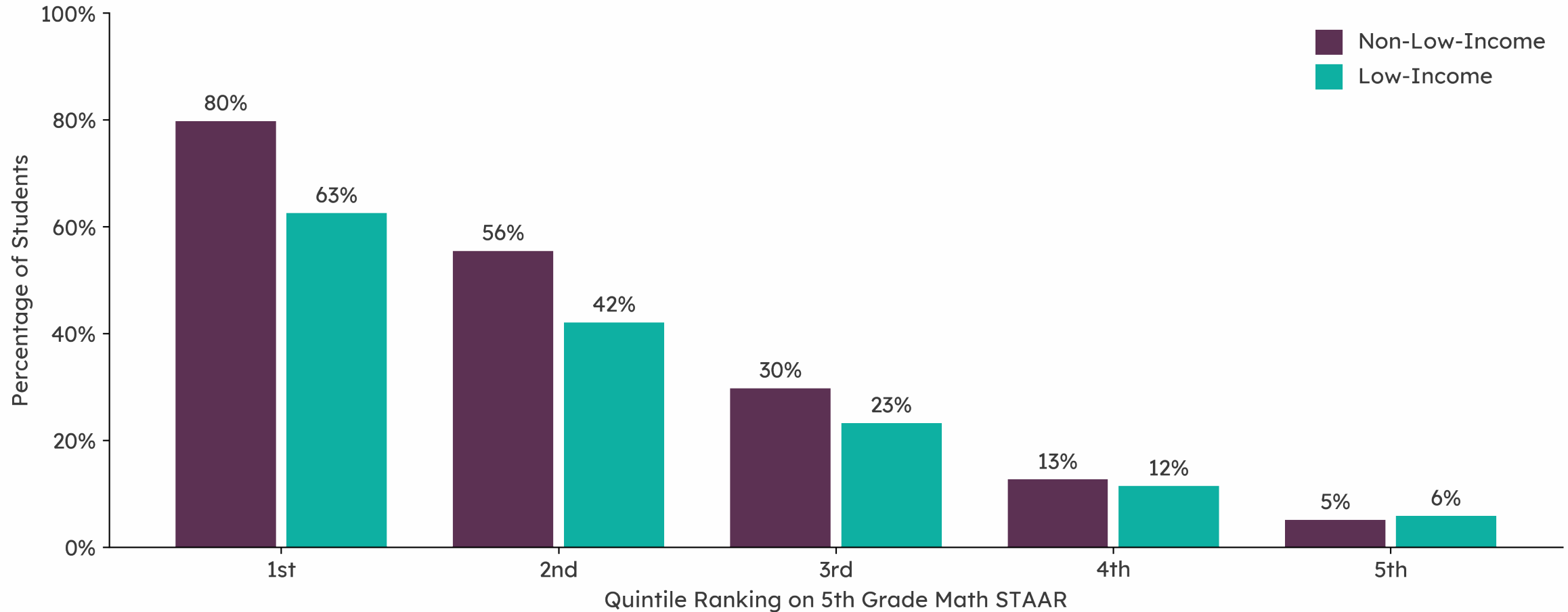
Math Pipeline - Texas

Outcomes of Students Enrolled in HS for 4 Years
by Highest High School Math, Texas Class of 2016



Only 63% of Highest Performing Students From Low-Income Households Completed Algebra 1 by 8th Grade

Percentage of Texas Students Who Completed Algebra 1 by 8th Grade by Quintile on 2019 5th Grade Math STAAR



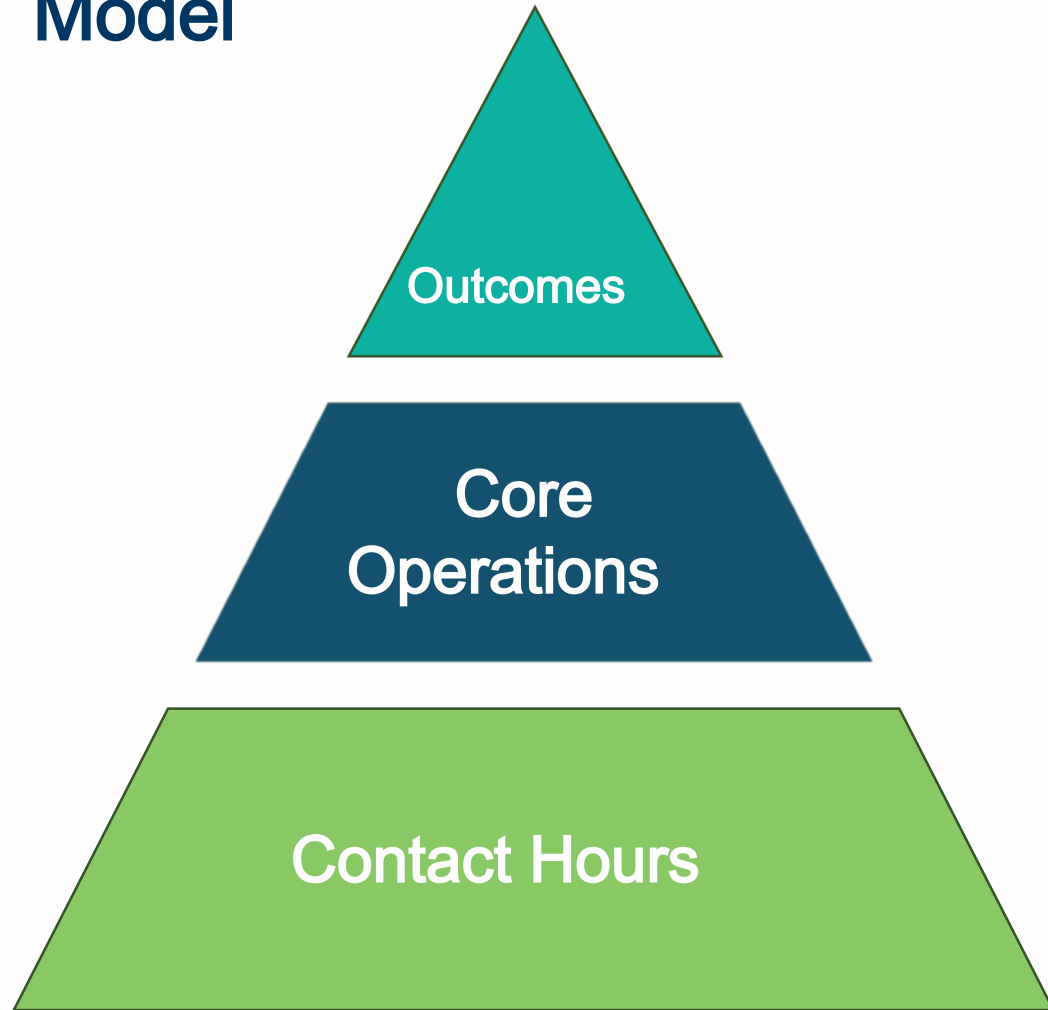
Approximately **60,000** students in 2023 would now be placed on an advanced math pathway due to the passing of SB 2124.

SB 2124: Policy into Practice

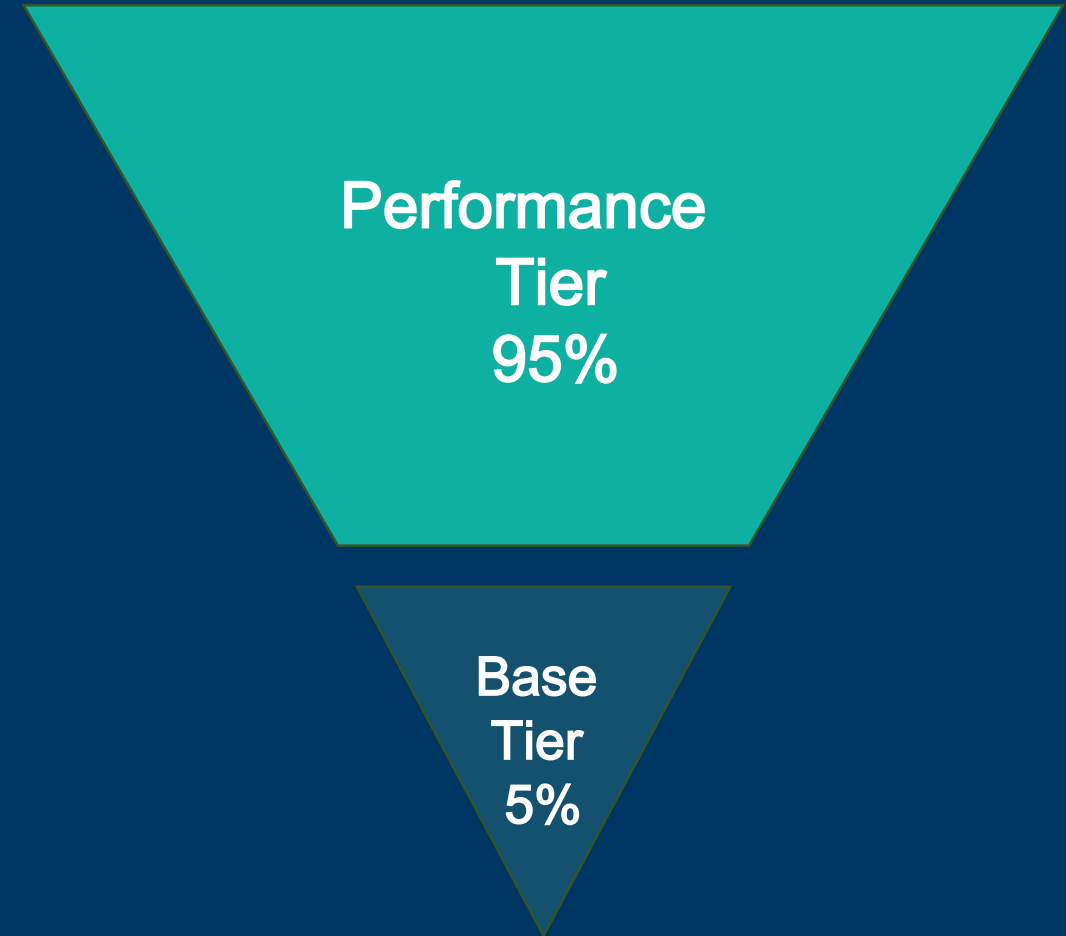
1. Logistics
2. Messaging and Communication
3. Capacity Building

Community College Finance Commission: House Bill 8

Legacy Funding Model



HB 8 Funding Model



Historic opportunity to transition from a funding model primarily based on contact hours to one primarily based on dynamic outcomes while providing supplemental funding for basic operations and instruction for colleges with a low taxable valuation base.

Emphasis on Increasing Access, Participation and Completion of Dual Credit

Outcomes Funding

- **Dual credit: completion of 15 SCH that apply towards academic or workforce collegiate program requirements**
- Transfer success: students who transfer to 4-year universities
- Credentials of value: degrees, certificates, and other credentials from credit and non-credit programs with weighting for high-demand fields

Scholarship for dual credit

- Creates **Financial Aid for Swift Transfer (FAST) program providing access to dual credit at no cost** to students that are eligible for FRPL
- Rulemaking sets maximum tuition rate for all other students
- TEA transfers funds to THECB from new allotment in FSP

HB 8 (88 R) IHE/District Partnerships



Incentivizes colleges to partner more closely with ISDs on increasing dual credit access, participation and completion



Student(s) must complete a minimum of 15 hours (as opposed to 9 hours required for A-F accountability) for the college to earn the outcomes funding



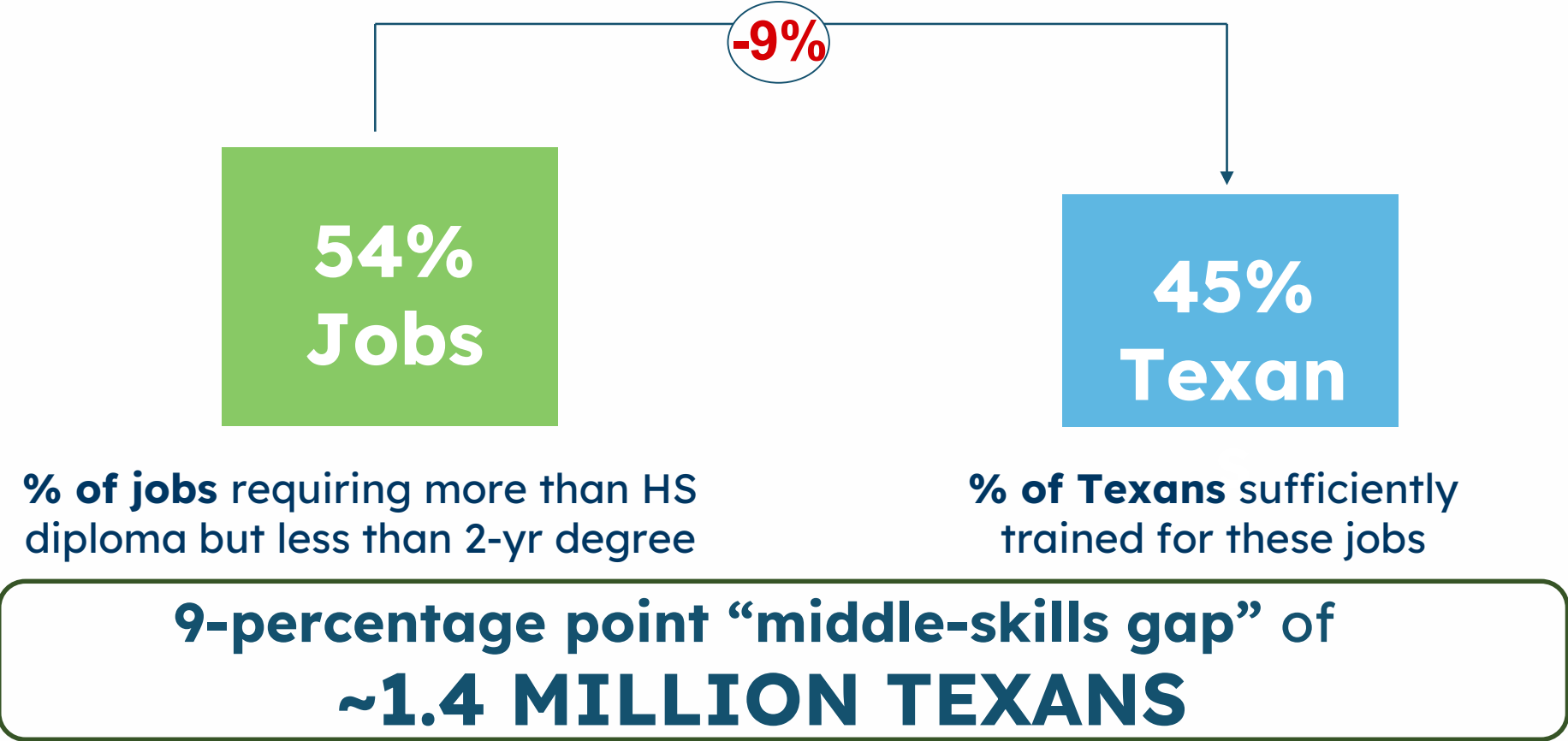
District MOU/DSA agreements with IHEs to provide dual credit must ensure the accurate and timely exchange of information necessary for an eligible student to participate in the FAST program

Discussion

What immediate impact do you see this bill having on dual credit outcomes?

- Reflect on a sticky note
- Talk and turn
- Share

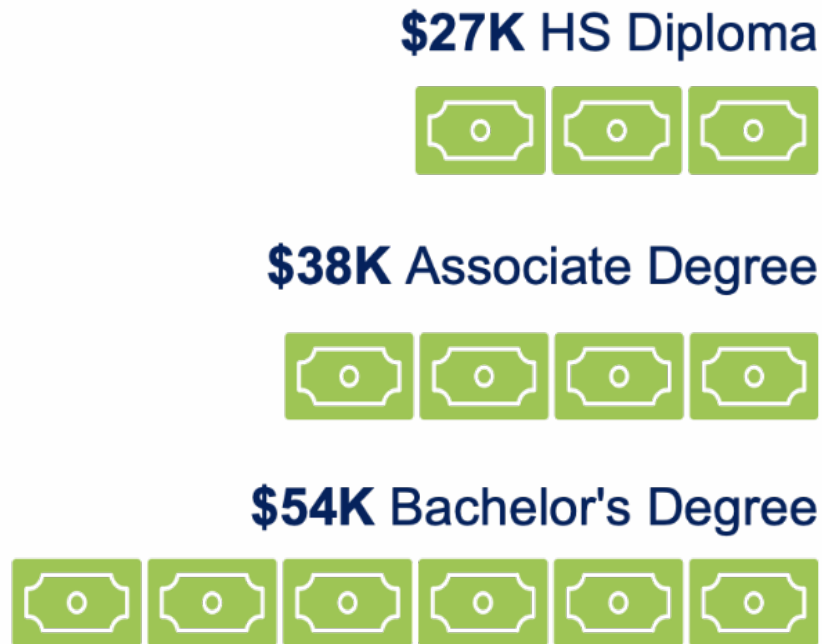
Texas Leads in Job Creation but Lacks Sufficient Skilled Talent



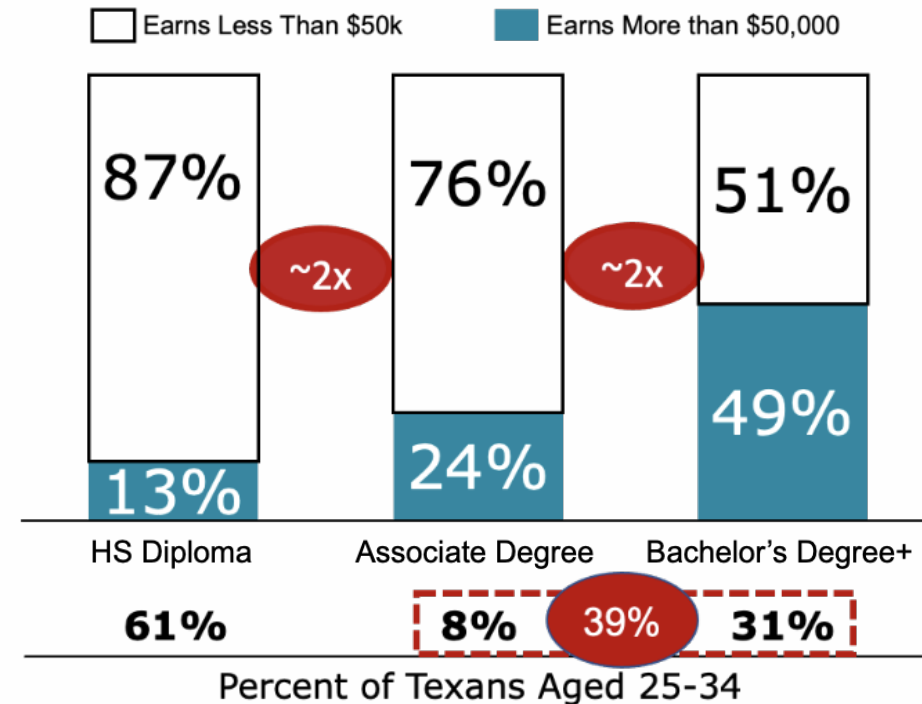
Education Beyond High School Is Essential

Texans with an Associate degree are 2x more likely to earn \$50k+ than those with a HS diploma.

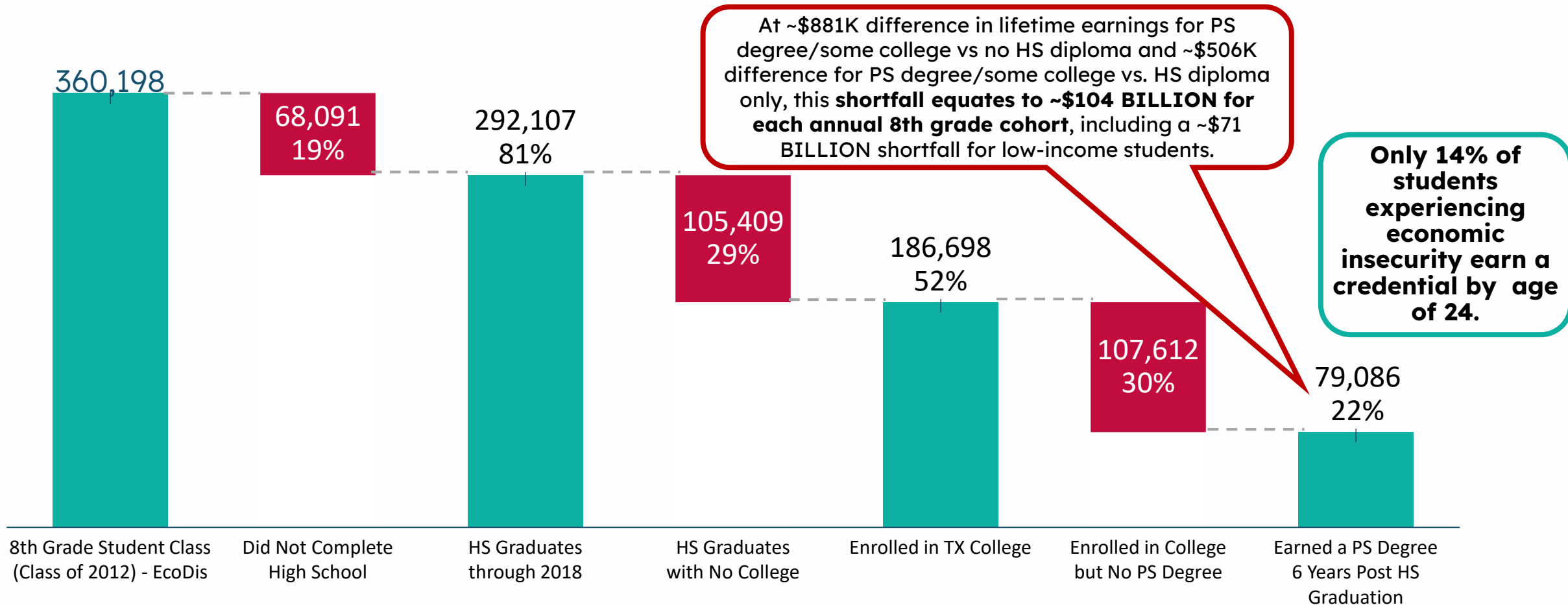
Median Annual Earnings by Attainment



Proportion of Texans Earning \$50k+, by Educational Attainment Level (2019)

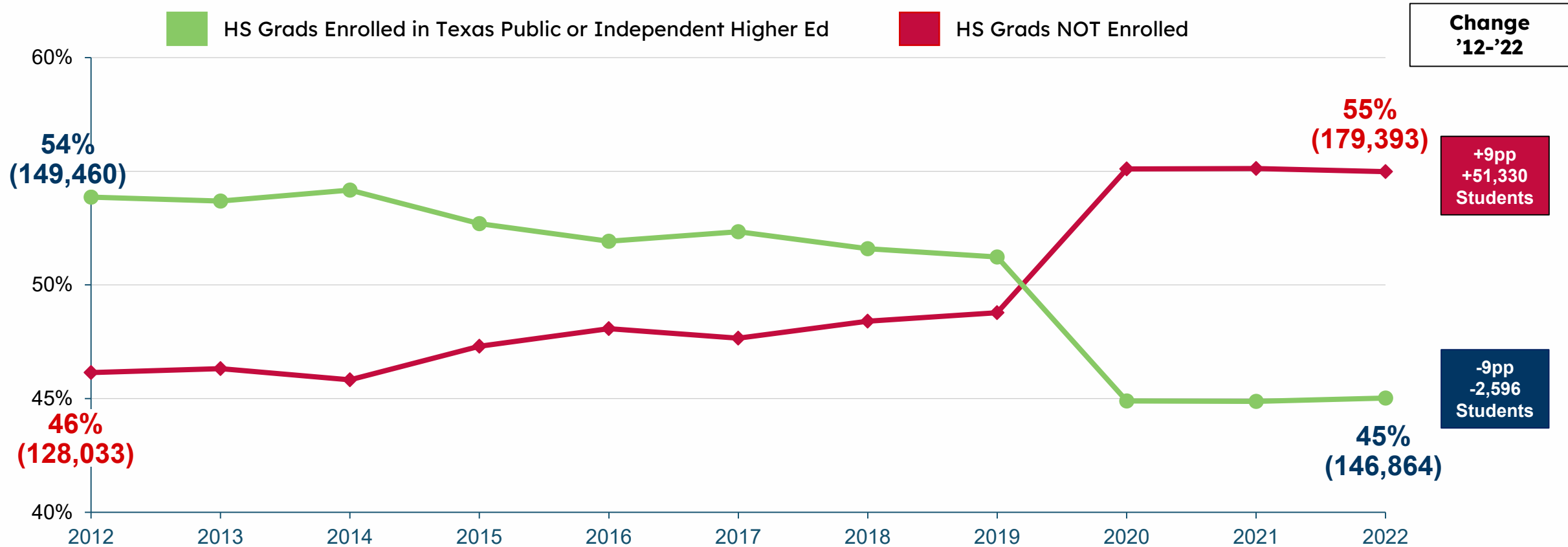


Less Than a Quarter of 8th Graders Earned a Credential by the Age of 24



THECB 8th Grade Cohort Pipeline to a Degree or Certificate, 2012 EcoDis 8th Graders through 2022

Texas Higher Ed Enrollment in Steady Decline



Statewide: HS Grads Who Enrolled in Texas Public or Independent Higher Ed the Following Fall, 2012-2022

The odds of enrolling in postsecondary are over **4X greater** for students who took 7+ Core dual credit hours compared to those who didn't.



Out of 183,297 students from low-income households in the 2021 graduating cohort, 133,850 had no dual credit completed.

73% with NO dual credit

17% of low income students participated in dual credit compared to 29% of non low income students in the 2019 and 2020 graduating cohorts.¹

Approximately **56,000 students** would have increased access to dual credit through FAST by removing the cost barrier.

¹Texas Public High School classes of 2019 and 2020, CCRC/UT Dual Credit Dashboard.

HB 8: Policy into Practice

1. Strategic Analysis
2. Collaboration and Logistics
3. Messaging and Communication

Colleges Analyzing Outcomes & Developing Strategies to Maximize HB 8



- Reviewing past dual credit revenue and impact of FAST's maximum rate of \$55 per SCH to determine participation



- Reviewing dual credit outcomes and targeting students approaching 15 SCH



- Identifying barriers to participation such as TSI and capacity and strategies to address these

IHE/District Collaboration and Logistics



- Negotiate responsibility for other costs for FAST students - fees, books and materials



- Participating IHE's complete contract with THECB to opt-in to FAST and update MOUs



- IHEs submit list of enrolled dual credit students to THECB to verify FRPL eligibility based on PEIMS
- Partner on strategies to increase dual credit participation and completion of 15 SCH per student

Messaging & Communications



- THECB & TEA collaboration on rulemaking and guidance



- Role-specific awareness campaign regarding outcome requirements and FAST rules



- Development of messaging for guidance counselors to advise eligible high school students about opportunity to take dual credit at no cost

Looking Ahead

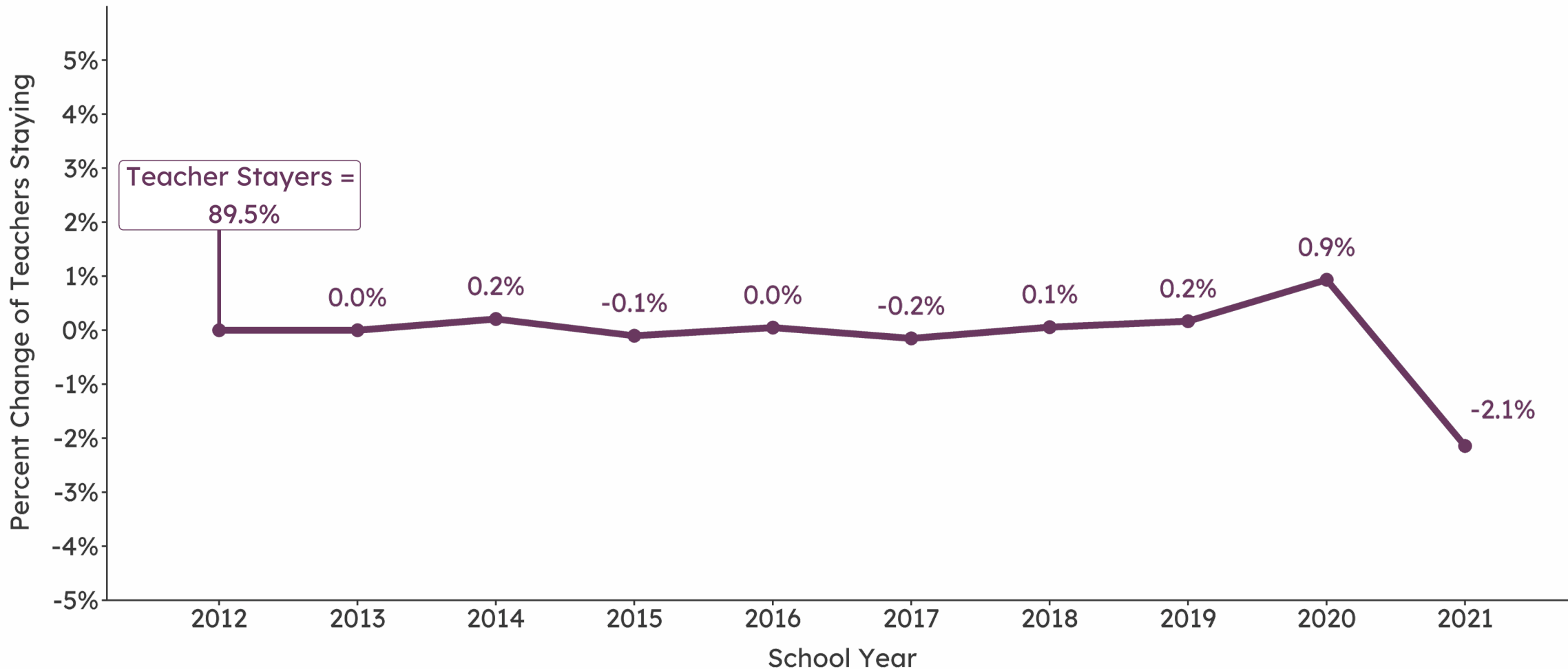
What other things do you think need to happen to maximize participation in FAST and increase dual credit outcomes?

- Reflect on a sticky note
- Talk and turn
- Share

Texas Teacher Retention Patterns

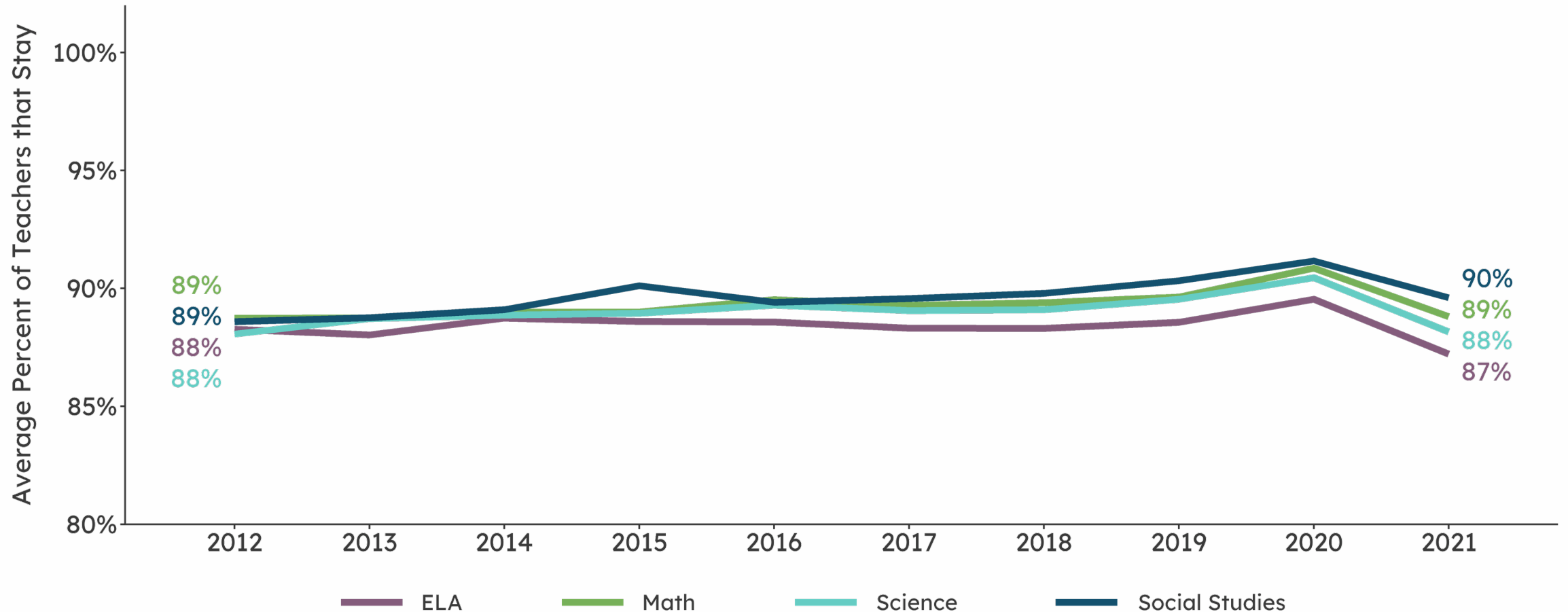
Percentage of Texas Teachers Staying in the Subsequent Year Decreased from 2020 to 2021

Year-to-Year Percent Change of Texas Teachers Staying in Subsequent Year, 2012-2021



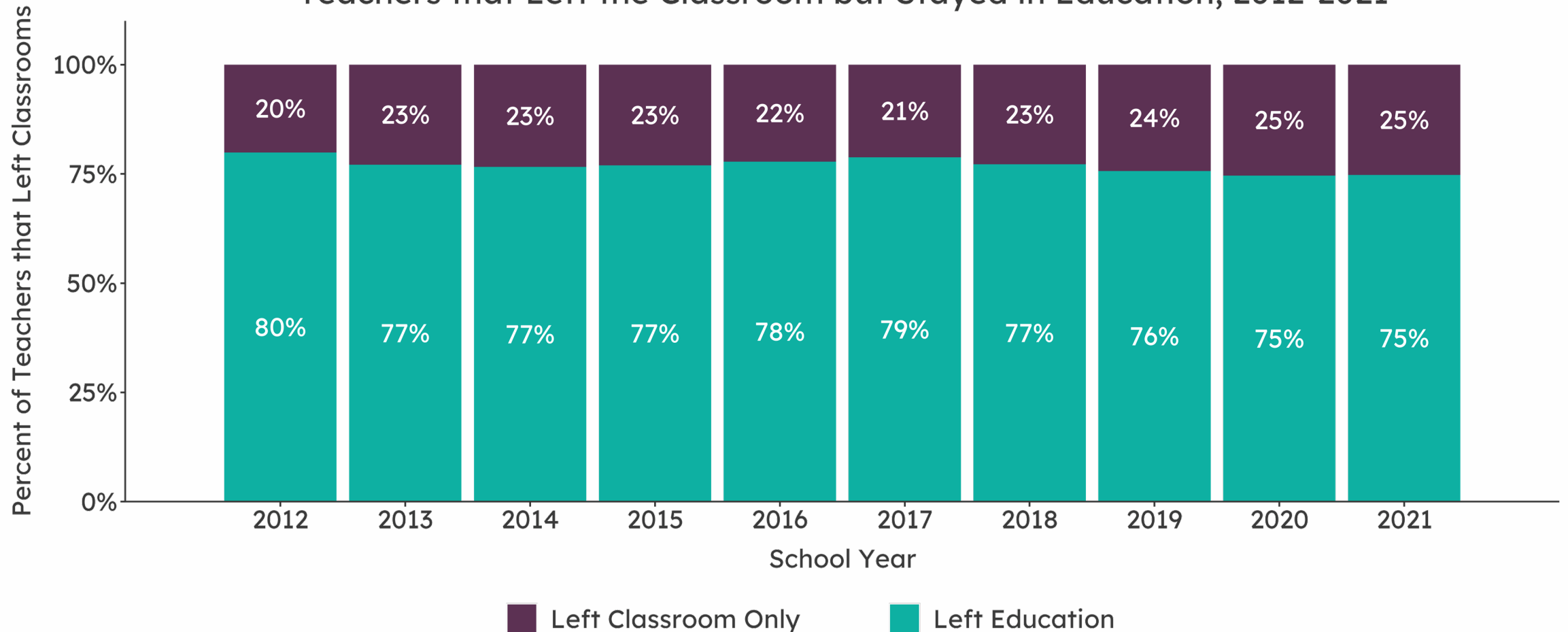
Average Percentage of Stayers Varies by Subject Area in Texas

Average Yearly Percent of Texas Teachers Staying Subsequent Year by Subject Area



More Texas Teachers are Leaving the Classroom to Pursue Different Roles outside of Education in Recent Years

Percent of Texas Teachers that Left Texas Public Schools Completely Compared to Teachers that Left the Classroom but Stayed in Education, 2012-2021

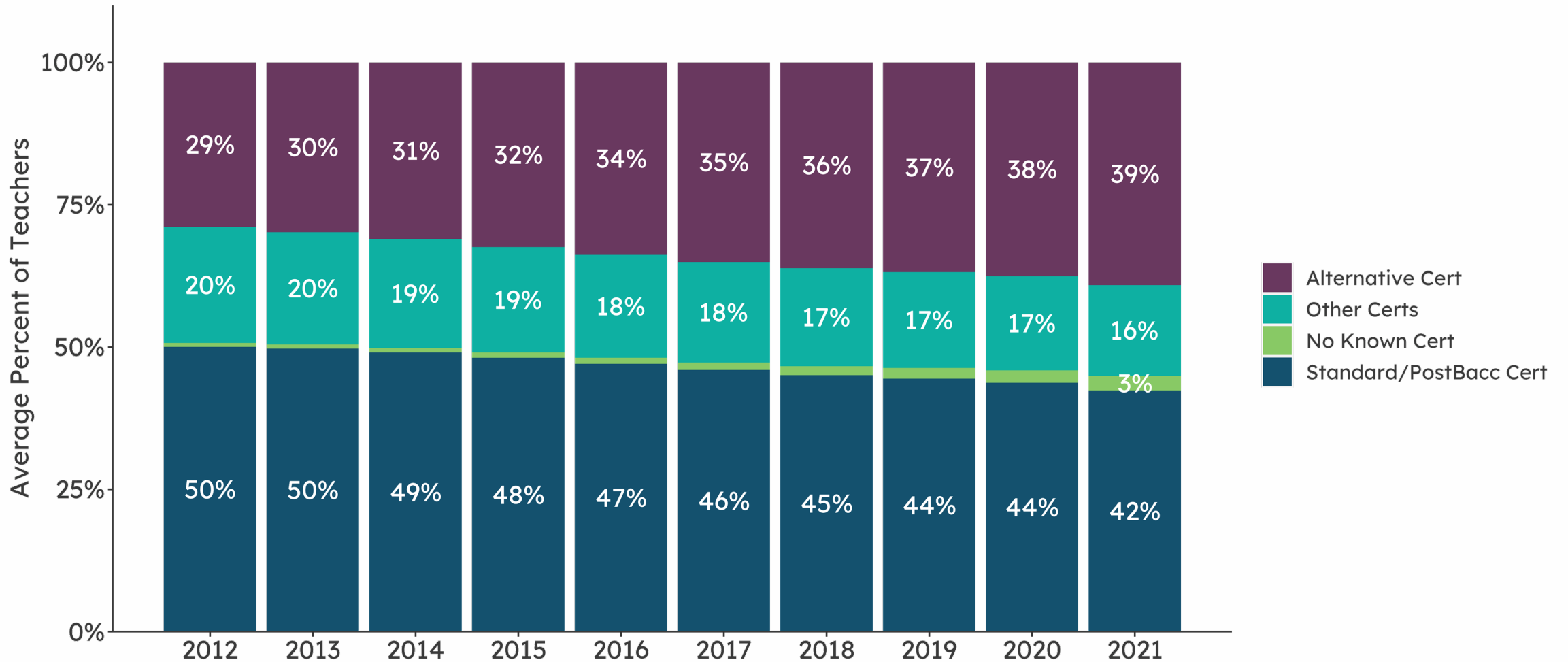


Teacher Retention Patterns

1. Teachers continue to leave the field at a steady rate
2. More teachers left in 2022 than previous years
3. Teachers staying in core areas are dropping

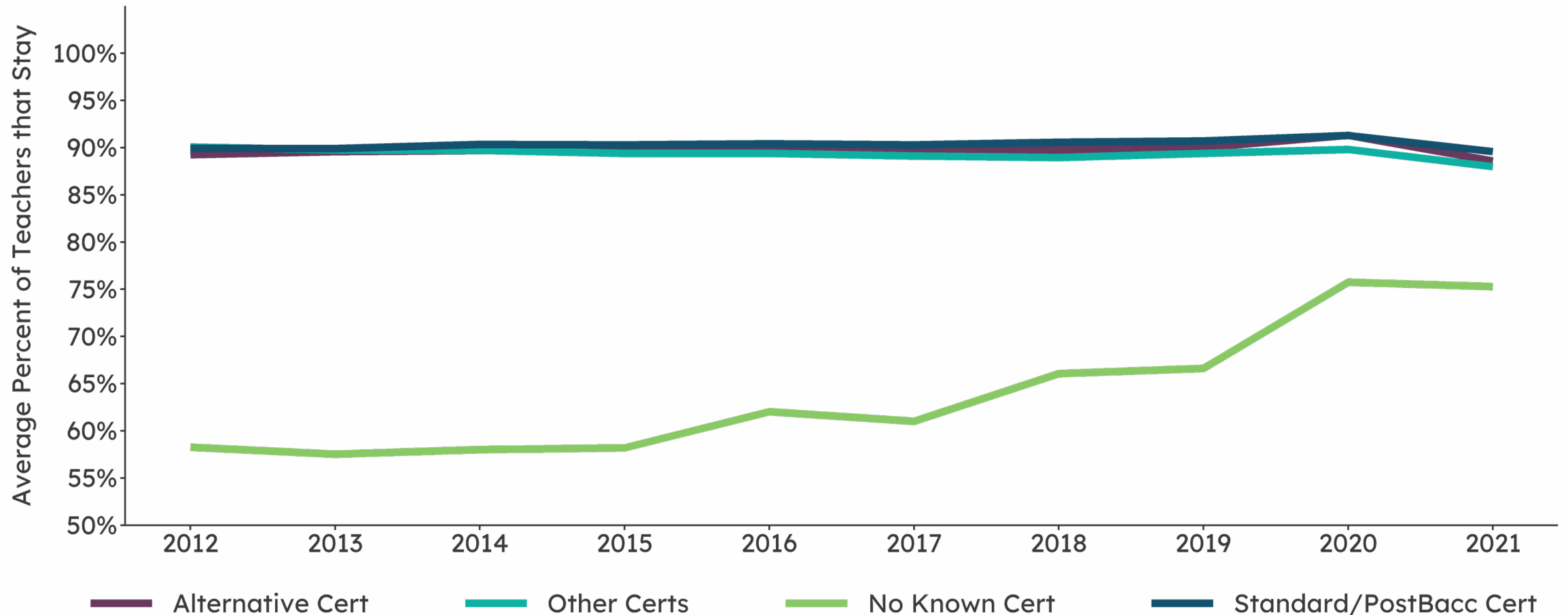
Percentage of Texas Teachers from Alternative Certification Pathways Increasing Over Time

Average Yearly Percent of Texas Teachers by Certification Pathway



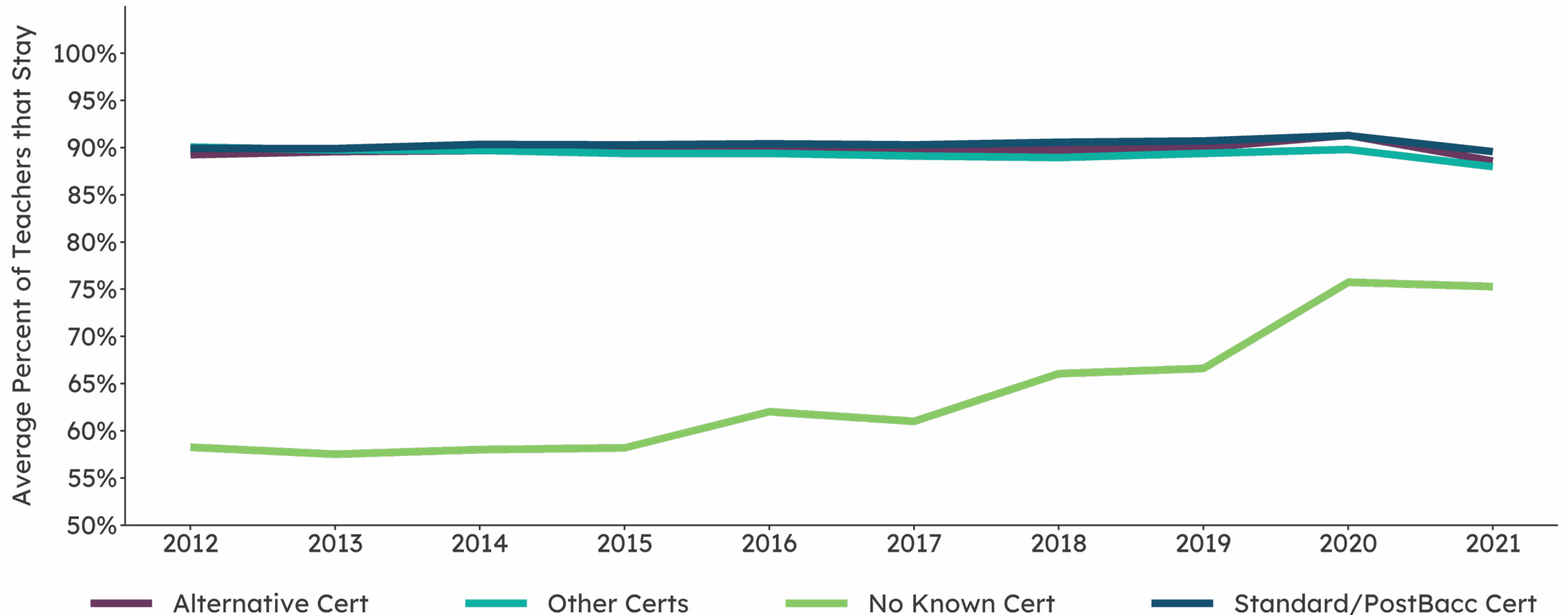
Lowest Percentage of Texas Teachers Staying is Teachers with No Known Teacher Certification

Average Yearly Percent of Texas Teachers Staying Subsequent Year by Certification Pathway



Lowest Percentage of Texas Teachers Staying is Teachers with No Known Teacher Certification

Average Yearly Percent of Texas Teachers Staying Subsequent Year by Certification Pathway



Discussion

What change in policy may change these outcomes?

- Talk and turn
- Share out



Looking Ahead

How can we support addressing current needs and implementing supportive policies, such as:

- increased compensation
- improved working conditions
- enhanced professional learning
- retain and attract skilled educators



E3Alliance.org / Data & Trends

Transforming education systems
through data and collaboration so
all students succeed.

E3 Alliance Education Profile

Search keywords districts campuses

E3 Alliance produces the E3 Alliance Education Profile, the most comprehensive regional view of education trends and outcomes in Texas. Expanding upon the Central Texas Education Profile published since 2007, the Profile offers a wide range of actionable and relevant data for Texas and regions across the state, connecting the dots between student achievement and economic prosperity for our communities.



Thank you.

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