E3 Alliance

HB3 and HB5: A Look Ahead, A Look Back

February 25, 2020
Agenda

• Welcome
• Setting the Context for HB5
• Preliminary Look at HB5 Impact
• What Happens after High School?
• What’s to Come with HB3?
Gaps in High School Graduation Rates Declined Significantly Over Past Decade

4-Year High School Graduation Rates, by Race/Ethnicity, 2008 Through 2017

Source: E3 Alliance analysis of high school graduation data at the UT Austin Education Research Center
Slow Gains in Graduation Rates for Low-Income Students

4-Year High School Graduation Rates, Classes of 2008 Through 2017

Source: E3 Alliance analysis of high school graduation data at the UT Austin Education Research Center
Higher Ed Enrollment Rates Declining

Percent of Central Texas High School Graduates Enrolled in Texas Higher Education Institutions Within One Year, by Income Status

Source: E3 Alliance analysis of high school graduation and higher education enrollment data at the UT Austin ERC
HB5 Overview

• Foundation High School Program
  • Earn 22 core credits to graduate
  • Lowered requirements for math course taking and end-of-course exams

• Endorsements
  • Related series of courses that are grouped together by interest or skill, 4 additional credits
  • Students must select endorsement upon entry to 9th grade
First HB5 Cohort Graduated in 2018!
To meet the needs of our region in a globally competitive economy, how might HB5 influence student outcomes?
Changes to Math Course Taking in HB5

• Prior Cohorts Required to Take 4 Years of Math and Science

• Foundation High School Program Changed Math Requirements

• Changes to End-of-Course Exams
Number of Students Taking 4+ Years of Math Increased in 2011 and Remained Constant

Number of Students Taking 0-4 Years of Math During High School, Central Texas Cohorts

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center
Increase in Math Advanced Course Offerings in Students’ 4th Year

Senior Year Math Course Completion, Central Texas Cohorts

% of Students

College Aligned
AQR/Stats/College Prep
PreCalc
Algebra 2
Before Algebra 2
Other
No Y4 Math

Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center
What surprised you the most regarding the data?
Analyzing the Data

How might we impact this topic?
## HB5 Endorsements

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>A Coherent Sequence or Series of Courses Selected from One of the Following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>• STEM Career Cluster • Computer Science • Mathematics • Science</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>Agriculture, Food, &amp; Natural Resources; Architecture &amp; Construction; Arts, Audio/Video, Technology &amp; Communications; Business Management &amp; Administration; Finance; Hospitality &amp; Tourism; Information</td>
</tr>
<tr>
<td>Public Services</td>
<td>Education &amp; Training; Government &amp; Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security Career Cluster • JROTC</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>• Social Studies • Two levels in each of Two Languages in Languages Other Than English • American Sign Language (ASL) • (Art, Dance, Music, and Theater) in Fine Arts</td>
</tr>
<tr>
<td>Multidisciplinary Studies</td>
<td>4 credits in each of the 4 Foundation Subject • 4 credits in AP, IB, or Dual Credit Selected from Core Credits</td>
</tr>
</tbody>
</table>
Multidisciplinary, Arts & Humanities, STEM are Most Common

Endorsement Completion, Central Texas HS Grads, Class of 2018

- Multidisciplinary Only: 23%
- Arts and Humanities: 15%
- STEM and Arts and Humanities: 11%
- Other Combinations: 13%
- Public Service: 6%
- Business and Industry: 9%
- No Endorsement: 12%
- Other Combinations: 13%

Source: E3 Alliance analysis of high school graduation data at the UT Austin Education Research Center
Few Differences in Endorsement Completion by Race/Ethnicity

Endorsement Completion by Race, Central Texas Class of 2018

Source: E3 Alliance analysis of high school graduation data at the UT Austin Education Research Center
STEM, Arts/Humanities and Multidisciplinary More Common Among Non-Low-Income Students, Public Service and No Endorsement Among Low-Income Students

Endorsement Completion by Income, Central Texas Class of 2018

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Low Income</th>
<th>Non-Low Income</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>32%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Public Service</td>
<td>55%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Arts/Humanities</td>
<td>37%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Multidisciplinary</td>
<td>41%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>No Endorsement</td>
<td>67%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: E3 Alliance analysis of high school graduation data at the UT Austin Education Research Center
Rates of College Enrollment are Highest Among STEM and Lowest Among Business/Industry Endorsements

College Enrollment by Endorsement, Central Texas Class of 2018

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Percent of Graduates Enrolled in Post-Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM (N=6632)</td>
<td>37%</td>
</tr>
<tr>
<td>Business/Industry (N=3752)</td>
<td>51%</td>
</tr>
<tr>
<td>Public Service (N=2707)</td>
<td>43%</td>
</tr>
<tr>
<td>Arts/Humanities (N=6993)</td>
<td>44%</td>
</tr>
<tr>
<td>Multidisciplinary (N=15836)</td>
<td>46%</td>
</tr>
<tr>
<td>No Endorsement (N=2397)</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: E3 Alliance analysis of high school graduation and higher education enrollment data at the UT Austin ERC
Enrollment Rates for Both Low-Income and Non-Low-Income High School Grads Decreasing

Percent of Central Texas High School Graduates Enrolled in Texas Higher Education Institutions Within One Year, by Income Status

- Low Income
- Non-Low Income

Source: E3 Alliance analysis of high school graduation and higher education enrollment data at the UT Austin ERC
Among Low-Income Students, STEM, Public Service, Arts/Humanities have Higher than Average College Enrollment

College Enrollment by Endorsement Among Low Income Students, Central Texas Class of 2018

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Enrolled in PS</th>
<th>Did Not Enroll in PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM (N=2132)</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Business/Industry (N=1892)</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Public Service (N=1492)</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Arts/Humanities (N=2604)</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Multidisciplinary (N=6419)</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>No Endorsement (N=1607)</td>
<td>13%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Source: E3 Alliance analysis of high school graduation and higher education enrollment data at the UT Austin ERC
Rates of Workforce Entry are Highest Among Business/Industry Endorsements

Post-High School Outcomes by Endorsement, Central Texas Class of 2018

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Enrolled in College</th>
<th>Direct To Work</th>
<th>Opportunity Youth/Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM (N=6632)</td>
<td>63%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Business/Industry (N=3752)</td>
<td>49%</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>Public Service (N=2707)</td>
<td>57%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>Arts/Humanities (N=6993)</td>
<td>56%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Multidisciplinary (N=15836)</td>
<td>54%</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Source: E3 Alliance analysis of high school graduation, higher education enrollment, and workforce data at the UT Austin ERC
Analyzing the Data

How have endorsements changed student outcomes?
12%
Young adults without a postsecondary credential within six years of leaving high school have just a 12% chance of earning a living wage.
HB3 Overview

- $6.5B of New Funding for Public Education
- Funding Tied to Student Outcomes
- Aligned to 60X30 Plan
HB3 Overview

• Funding Equity
• Teacher Incentive Allotment
• College, Career, Military Readiness (CCMR) Outcomes
• Early Education Allotment
• Extended Year Allotment
College Enrollment and Simultaneous Employment Most Common after Graduation

Central Texas, 9th Grade Cohort, 2006-2007

- Graduated, Not Enrolled, Not Employed: 8%
- Graduated, Not Enrolled, Employed: 16%
- Graduated, Enrolled, Not Employed: 14%
- Graduated, Enrolled, Employed: 34%
- Non-Graduates, Employed: 7%
- Non-Graduates, Not Employed: 16%
- Graduated, Enrolled Out of State: 5%
- Graduated, Not Enrolled, Not Employed: 8%
Analyzing the Data

In order for us to say HB3 was impactful, what will the data need to show?
• Each Group Assigned a Data Topic
• Use E3’s Data Portal (data.e3alliance.org) to Complete Your Data Topic
• Assign One Member of Group to Record Findings on the Worksheet Provided
• Assign a Member to Share Findings
Thank you!
data.e3alliance.org

The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.