



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

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Mission: to transform education systems through data and collaboration so all students succeed.

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POLICY BRIEF: PATHWAY TO POSTSECONDARY SUCCESS, PART 1

WHO WE ARE

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 fulfill every student's potential.

WHAT WE DO

Students completing one year of math beyond Algebra II in high school are twice as likely to achieve a college degree or certificate. In fact, the last math course a student completes in high school is a key predictor of postsecondary persistence and completion.

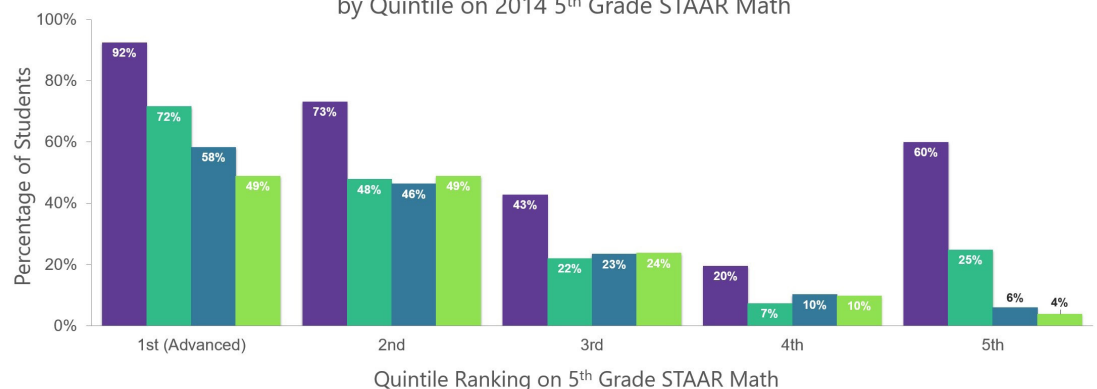
THE PROBLEM

- In Texas, for the class of 2020, about two in 10 students from low-income households completed Algebra I in middle school.
- HB 5 affected math course-taking; there was a decline in students taking math courses in their senior year.
- Only one in three students in Central Texas and across the state complete college within six years of finishing high school.

WHY IT IS IMPORTANT

- Ensuring students take Algebra I from an early stage closes the opportunity gap and increases future income potential.
- Builds problem-solving and critical-thinking skills from an early age.
- Taking more advanced math courses in high school highly correlates with students enrolling in a higher education institution, persisting in their studies, and ultimately completing a postsecondary credential.

Percentage of Texas Students Enrolled in Algebra 1 by 8th Grade by Quintile on 2014 5th Grade STAAR Math



THE SOLUTION

Opt-out Policy. For high-performing students, require districts to establish an opt-out policy to enroll these students into accelerated math in 6th grade with improved chances of gaining access to Algebra I in 8th grade.

Systems change in math acceleration practices can positively influence student outcomes and equity. For instance, by implementing an opt-out or open enrollment policy for middle school advanced math, districts reduced the Black-White opportunity gap for 8th-grade Algebra I completion by 75%.