



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

To transform education systems through data and collaboration so all students succeed.

Susan Dawson
President &
Executive Director

Jennifer Cavazos Saenz
Senior Director of
Strategic Initiatives
& Continuous
Improvement

e3alliance.org
data.e3alliance.org



POLICY BRIEF: PATHWAY TO POSTSECONDARY SUCCESS, PART 3

WHO WE ARE

E3 Alliance is a data-driven education collaborative based in Central Texas and expanding work across the state. Our 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 KNOW

Postsecondary success closely correlates with Advanced Placement (AP), Dual Credit, and International Baccalaureate (IB) high school courses. Students placed on an advanced math pathway in 6th grade are more likely to successfully complete a college-aligned math course in high school and be better prepared for postsecondary education.

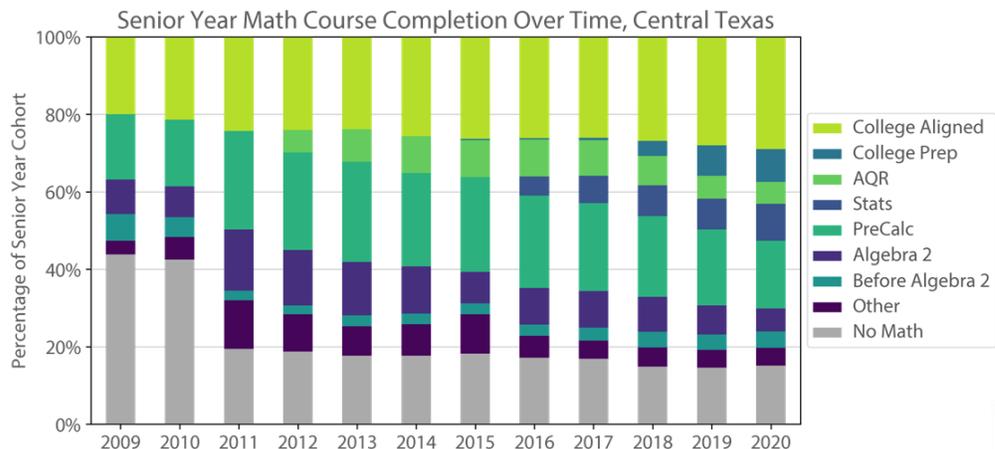
THE PROBLEM

- High school college-aligned math completion rates in 2021 varied; only 9% of our black male students from low-income households completed a college-aligned math course.
- There are no clear math pathways that lead students toward high-valued credentials.
- Teacher shortages are high, especially in math and advanced-level math.

WHY IT IS IMPORTANT

- More than 60% of students in community college need some kind of remedial class, most often in math.
- Texas spends an estimated \$88 million a year to provide remediation education for high school graduates.
- Advising students towards the math pathway that aligns with their postsecondary goals increases their economic mobility.

Senior Year Math Course Types Changed Dramatically Over the Last 10 Years



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



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Click on the graph to enlarge.



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THE SOLUTION

Paths to Success

- **Multiple Measures:** Allow institutions of higher education (IHEs) to use multiple measures as permanent state policy to assess a student's college readiness in math, rather than single high-stakes tests.
- **Aligned Advising:** Require IHEs to offer and advise that students access math gateway courses aligned to their career aspirations, including courses taken for dual credit in high school.
- **Professional Development:** Invest in teacher training centered on math instruction effectiveness so all students, regardless of demographics, approach math with a positive and eager mindset.



DATA DESIGNED FOR THE 88TH LEGISLATIVE SESSION

CATALYST TO CREDENTIAL:

The Role of Dual Credit in Postsecondary Success for Texas Students

Wednesday, October 5, 2022

8:30-9:30 a.m. (9:30-10:00 a.m. Time with Experts)



New E3 Alliance data analysis from the class of 2020 indicates completing seven dual credit hours is a strong predictor of postsecondary enrollment in Texas.

As the 88th Legislature prepares to discuss community college funding, join us to explore what our data analysis is revealing on dual credit. You will hear from community college educators for a practical perspective and speak with E3 Alliance experts on dual credit-taking patterns in your region, disaggregated by race, ethnicity, gender, and household income.

This one-hour investment empowers you with the latest research on dual credit. You'll learn about these data points and more:

- About 30% of Texas students received dual credit for at least one course.
- Dual credit courses are important catalysts for rural students.
- Access to and the supports needed to successfully complete these courses are highly inequitable.

Wednesday | October 5, 2022

Texas Capitol | Legislative Conference Center
Capitol Extension | Room E2.002

8:30 – 9:30 a.m. Presentation | Data Dig

9:30 – 10:00 a.m. Time with Experts

Bring your laptop or tablet for a hands-on experience.

Coffee and breakfast provided.

Register Now

<https://CatalystToCredential.eventbrite.com>

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