



E³ ALLIANCE

Driving Systemic Change in Central Texas Education

CAN Community Council - Sept 15, 2008

Susan Dawson www.e3alliance.org

Pop Quiz: Cost of Drop Outs

A conservative estimate of the cost to Central Texas of a single class year of drop outs is:

A: A decked-out Mercedes

B: Total gross of Celine Dion's Las Vegas Show

C: The cost of the Long Center

D: Annual budget of the UT Athletic Dept.

A conservative estimate of the cost to Central Texas of a single class year of drop outs is: ***\$425 million***

Answer B. is correct

Celine grossed \$400M over the life of her Vegas Show.

We could buy almost FIVE Long Centers for the cost of one year's worth of drop outs.

Economic Benefits to “Closing the Gaps” are Huge

- **Cumulative Additional Output = \$1.897 trillion by 2030**
- **Over 1,000,000 new jobs for the State**
- **Central Texas MSA:**
 - \$41B in increased spending
 - \$9.7B increase in personal income
 - 85,250 permanent new jobs



**EDUCATION
EQUALS
ECONOMICS**

E³ ALLIANCE



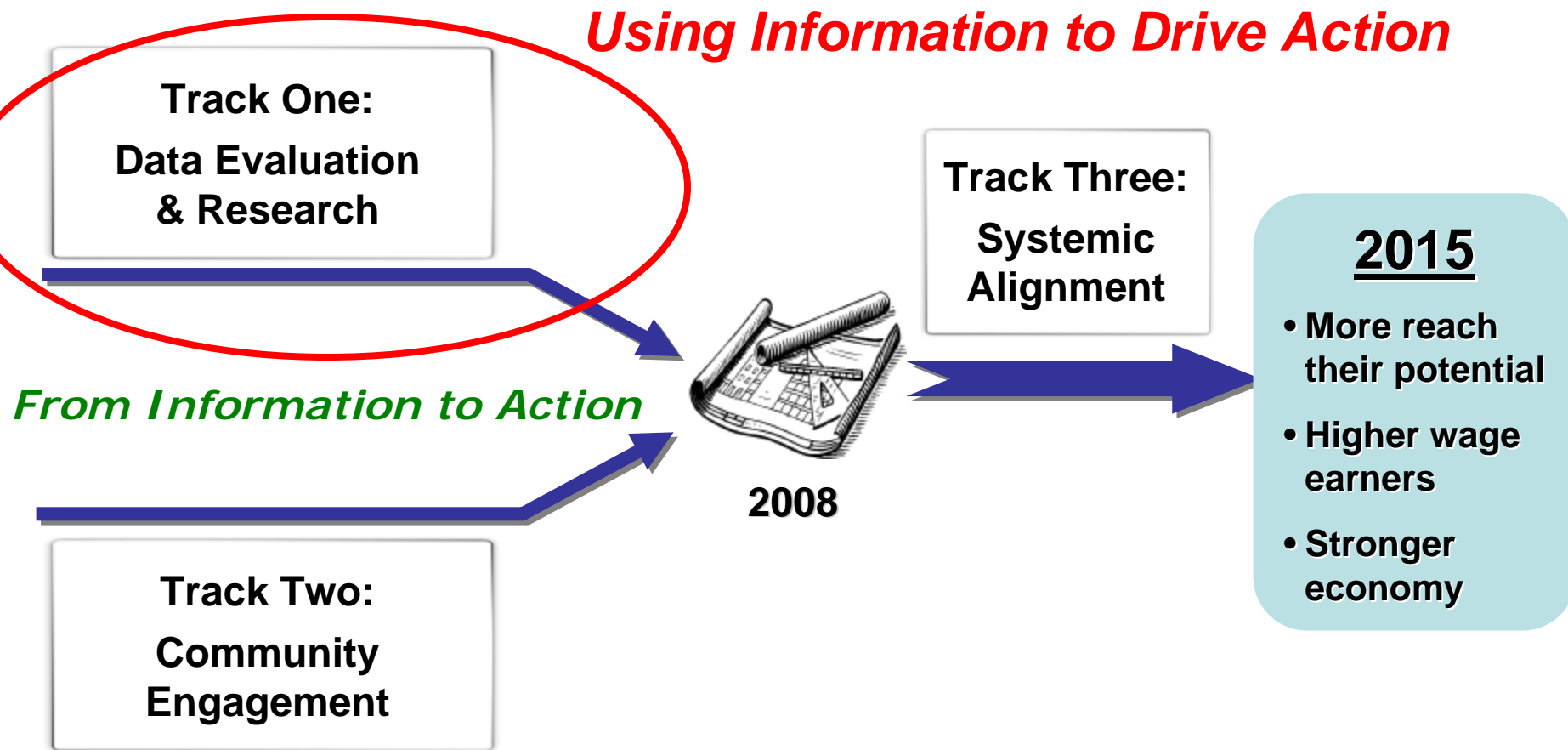
What is the E³ Alliance?

A regional collaborative to increase economic outcomes by aligning our education systems to better fulfill the potential of every citizen.

- The P-16 Council of Central Texas
- A catalyst for *systemic change* in the region



E³ Alliance Model for Change



Pop Quiz: Population Changes

The English Language Learner (ELL) student population is growing at about _____ the rate of the overall student population.

A: the same

B: twice

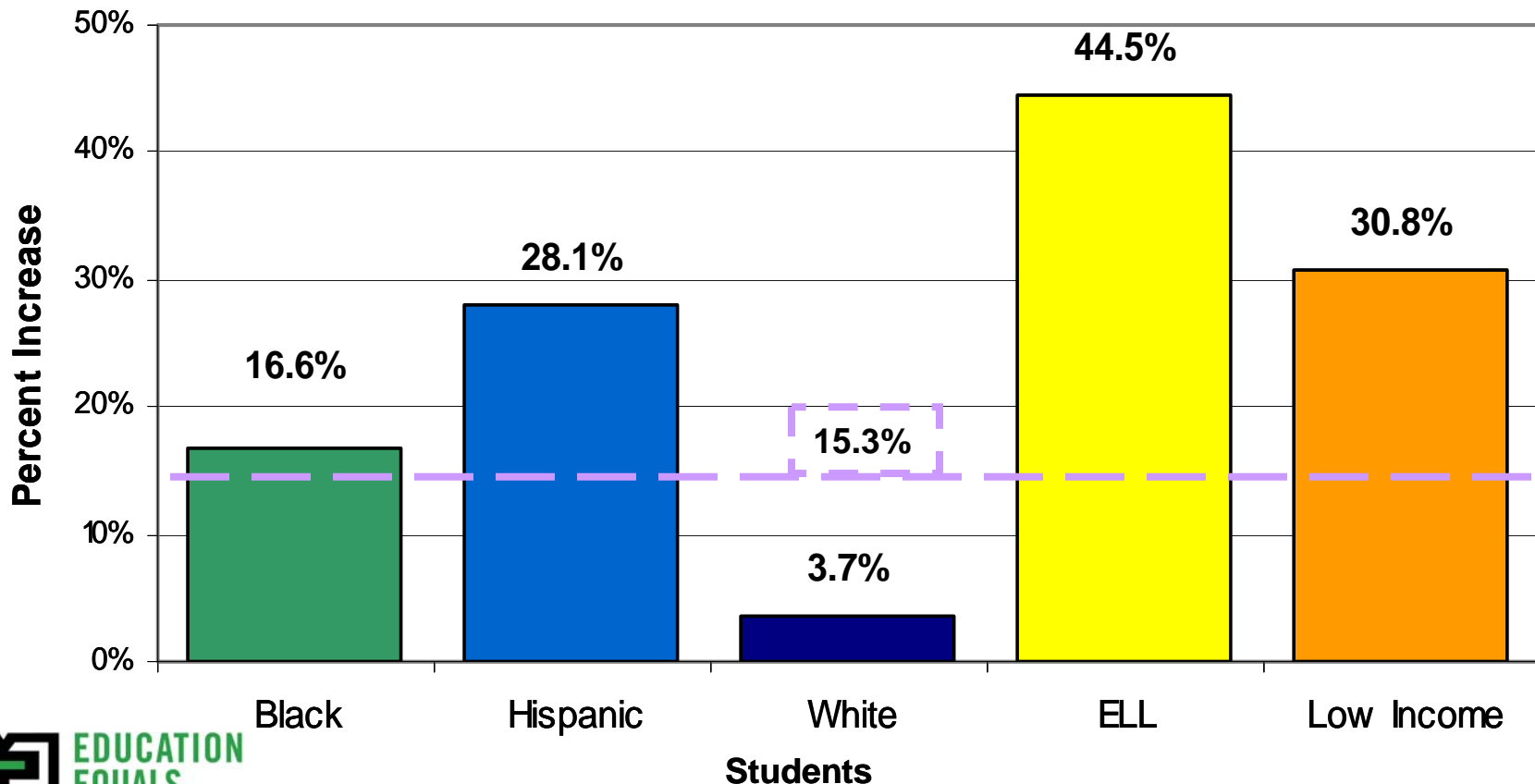
C: three times

D: a gazillion times

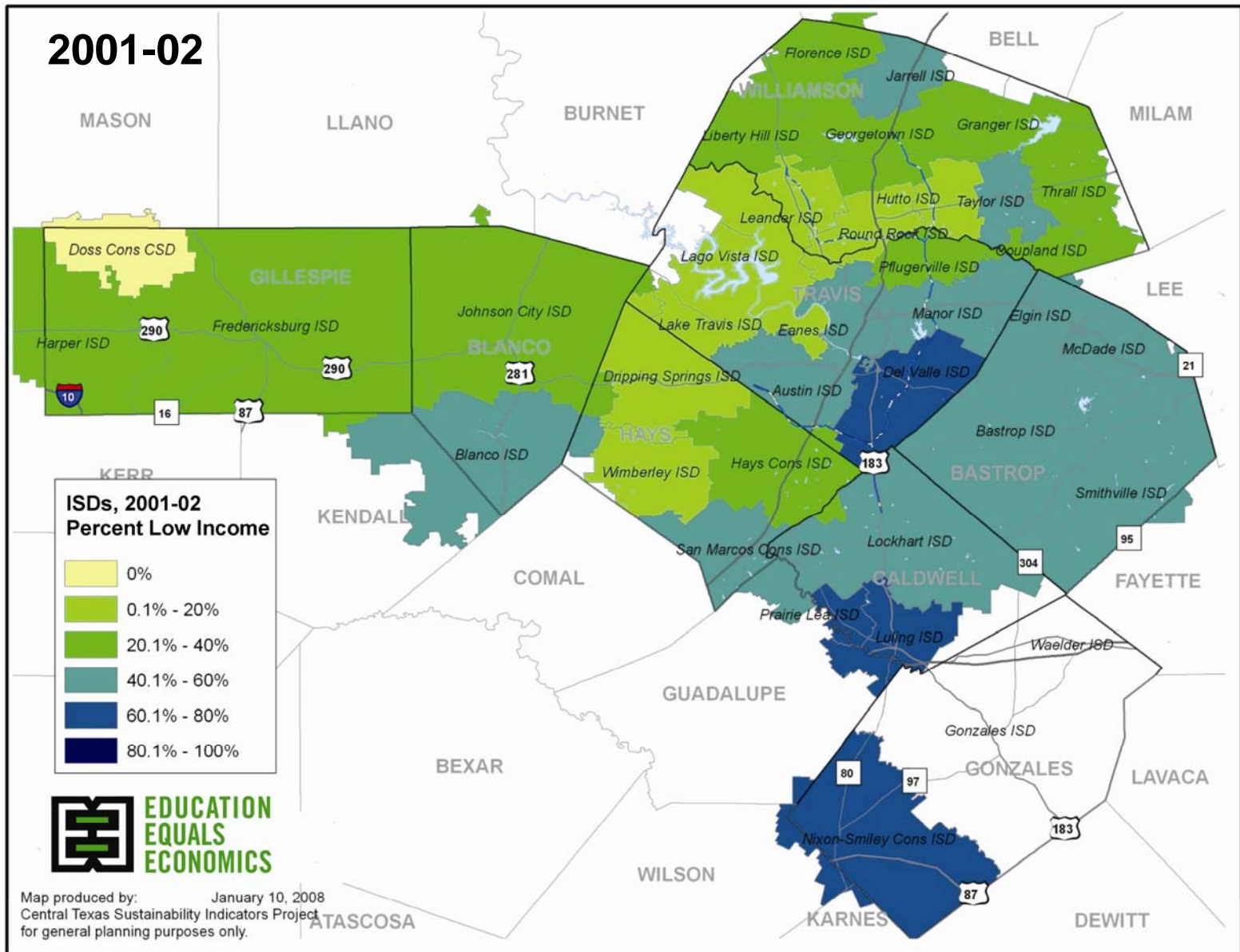
The English Language Learner (ELL) student population is growing at about 3X the rate of the overall student population.

Answer C. is correct

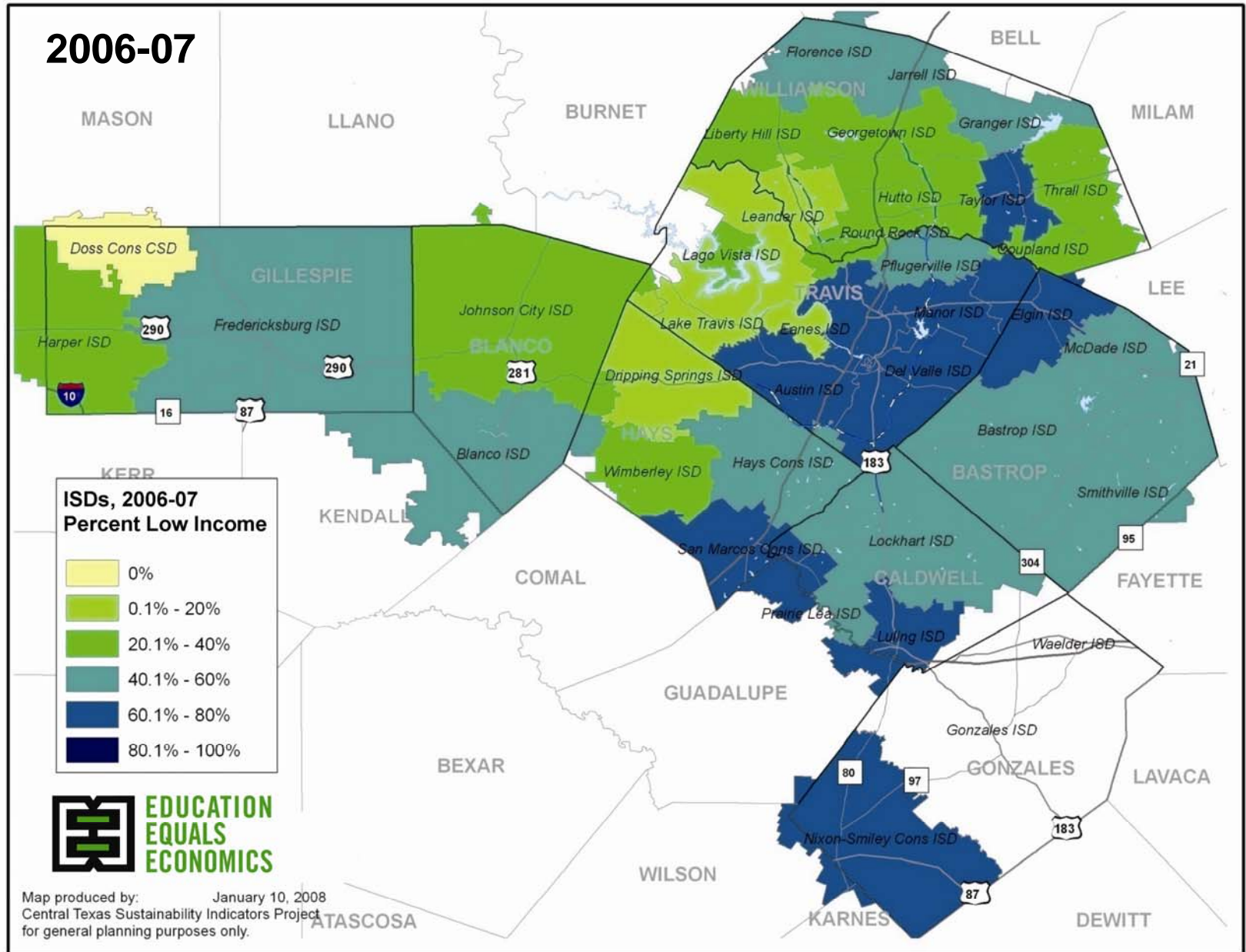
Central Texas Student Enrollment Growth, 2002-03 to 2006-07



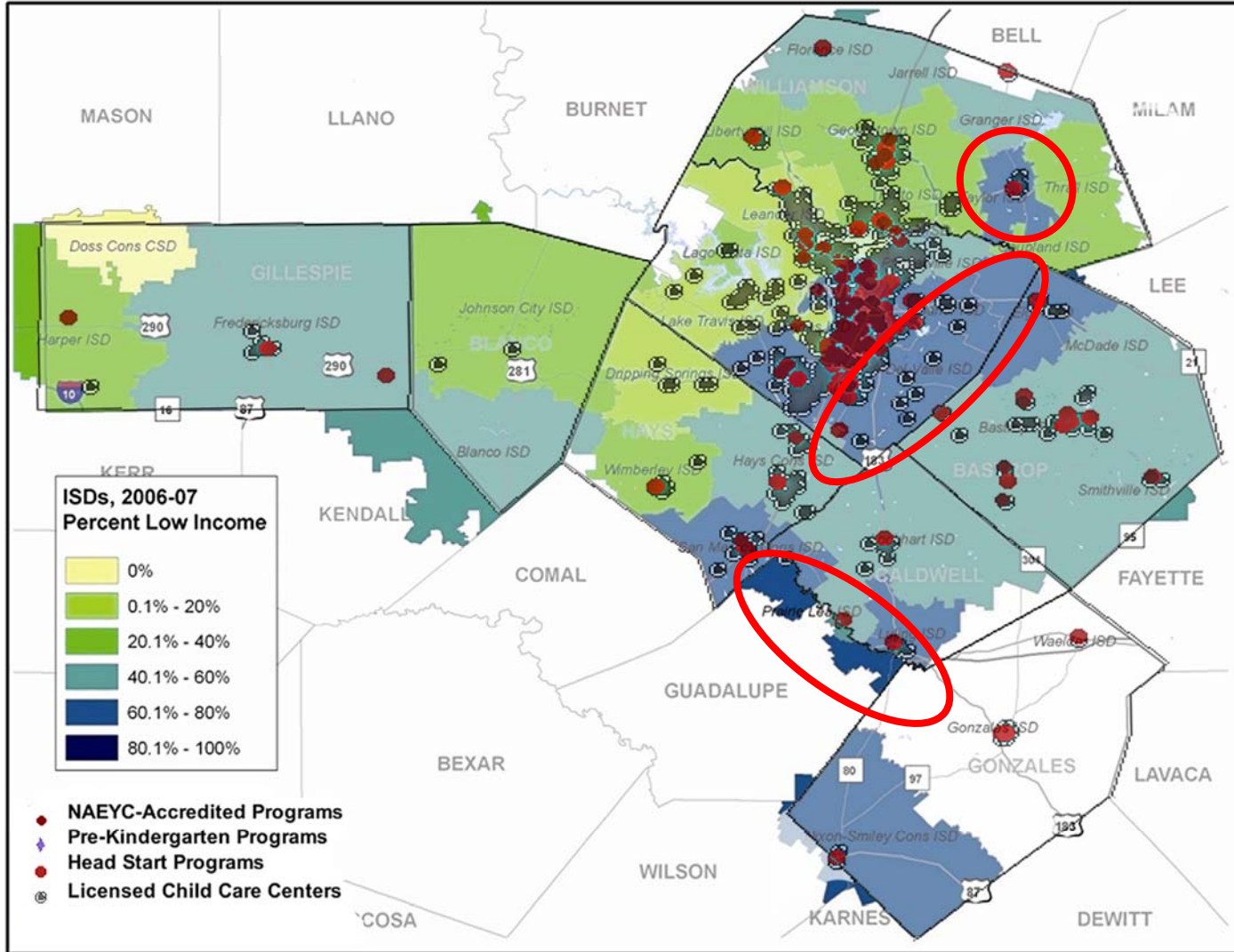
Central Texas Income Distribution: Where We've Been...



...And Where We Are Now



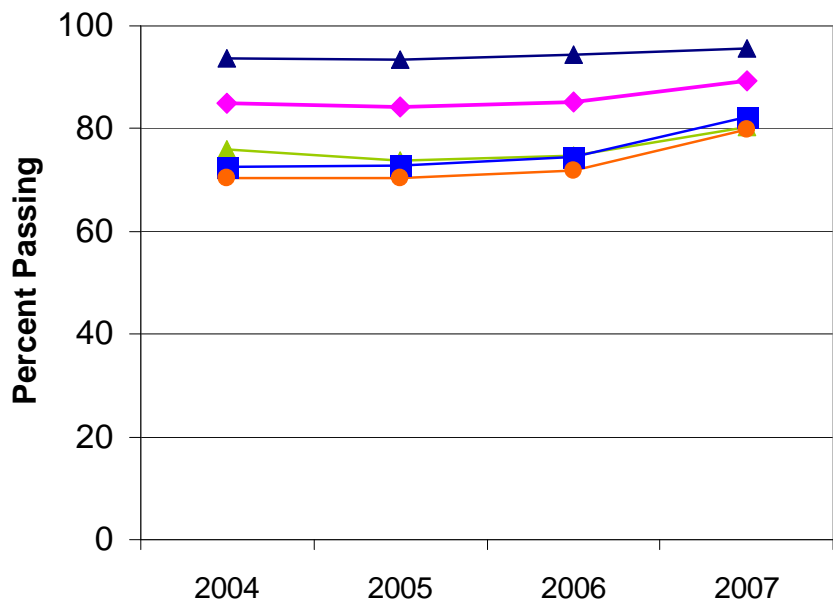
Areas with High Concentrations of Poverty Lack Accredited ECE Centers



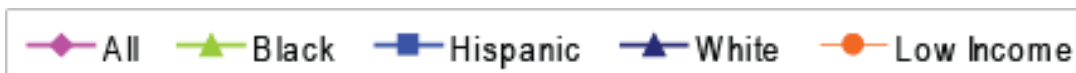
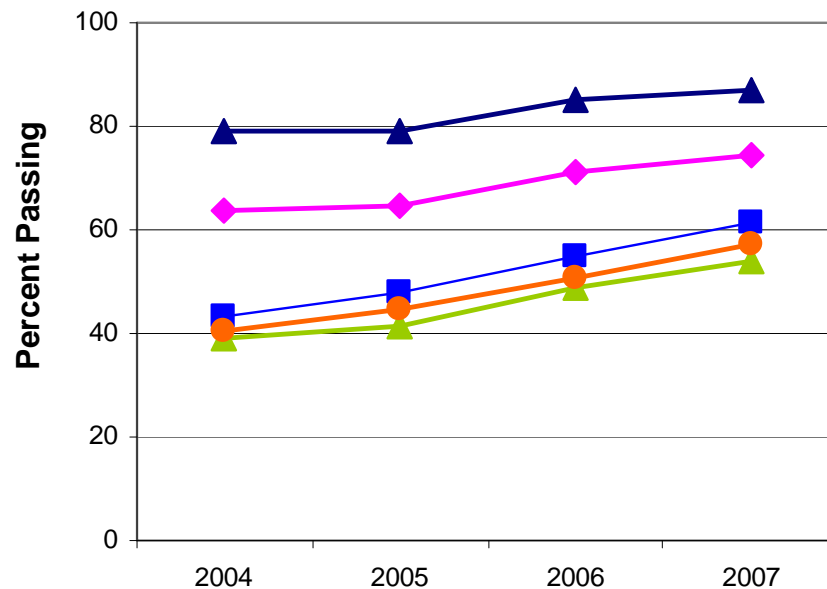
Source: <http://www.cares.missouri.edu/>

Improvement in 8th Grade Reading and Math, but Math Gaps Remain Large

Student Performance on 8th Grade Reading TAKS
All CT Districts & Charters, 2004-07

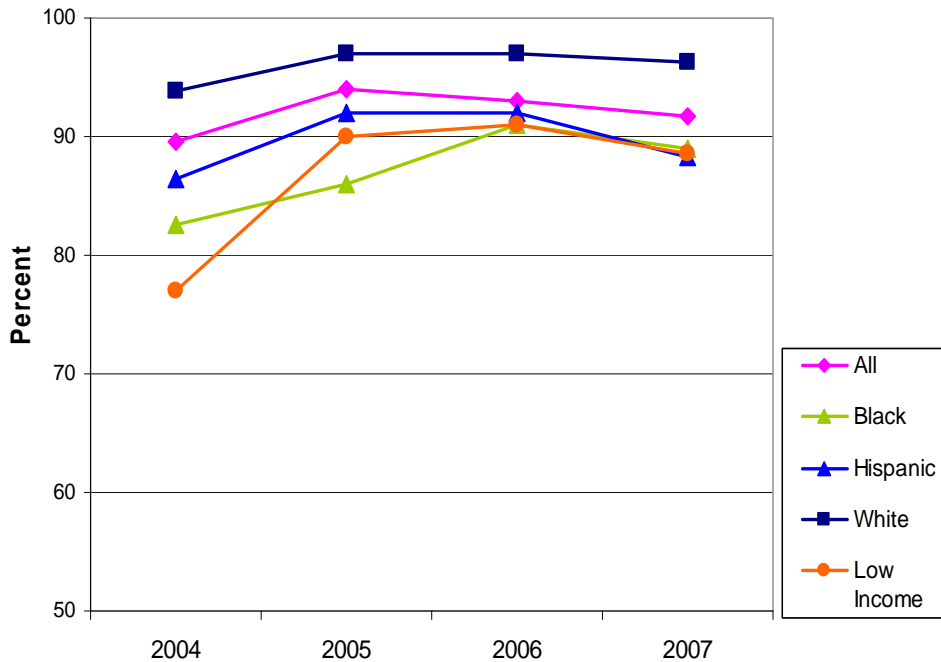


Student Performance on 8th Grade Math TAKS
All CT Districts & Charters, 2004-07

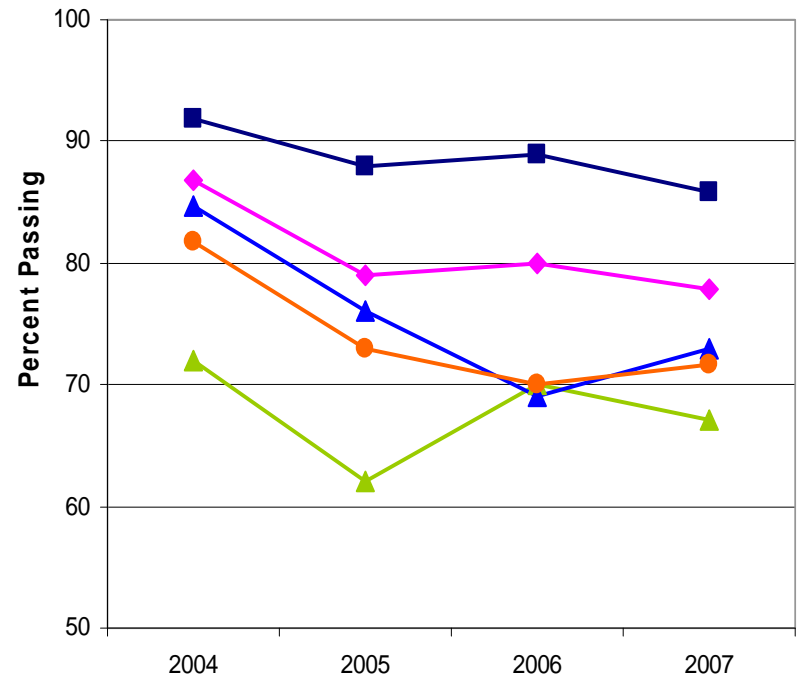


3rd Grade Reading & Math TAKS Rates Mostly Decline

3rd Grade Reading SSI - Percent Passing 1st or 2nd TAKS
Administration, All Districts and Charters



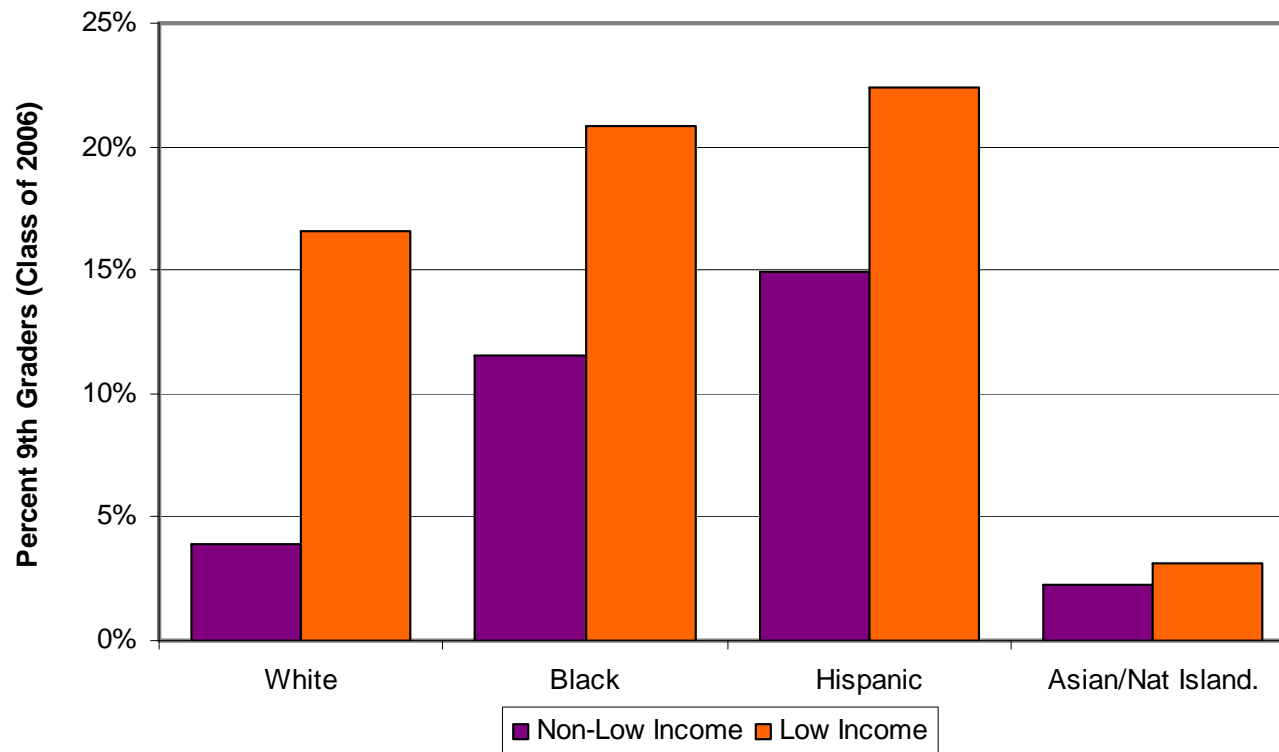
Student Performance on 3rd Grade Math TAKS
All Districts and Charters, 2004-07



While the results for CT 3rd graders are unsatisfactory, they mirror 3rd grade performance trends statewide

Low Income Students Repeat 9th Grade at Greater Rates than More Affluent Peers

9th Graders Entering High School in 2002-03 (Class of 2006)
Repeating 9th Grade in 2003-04, Partner School Districts

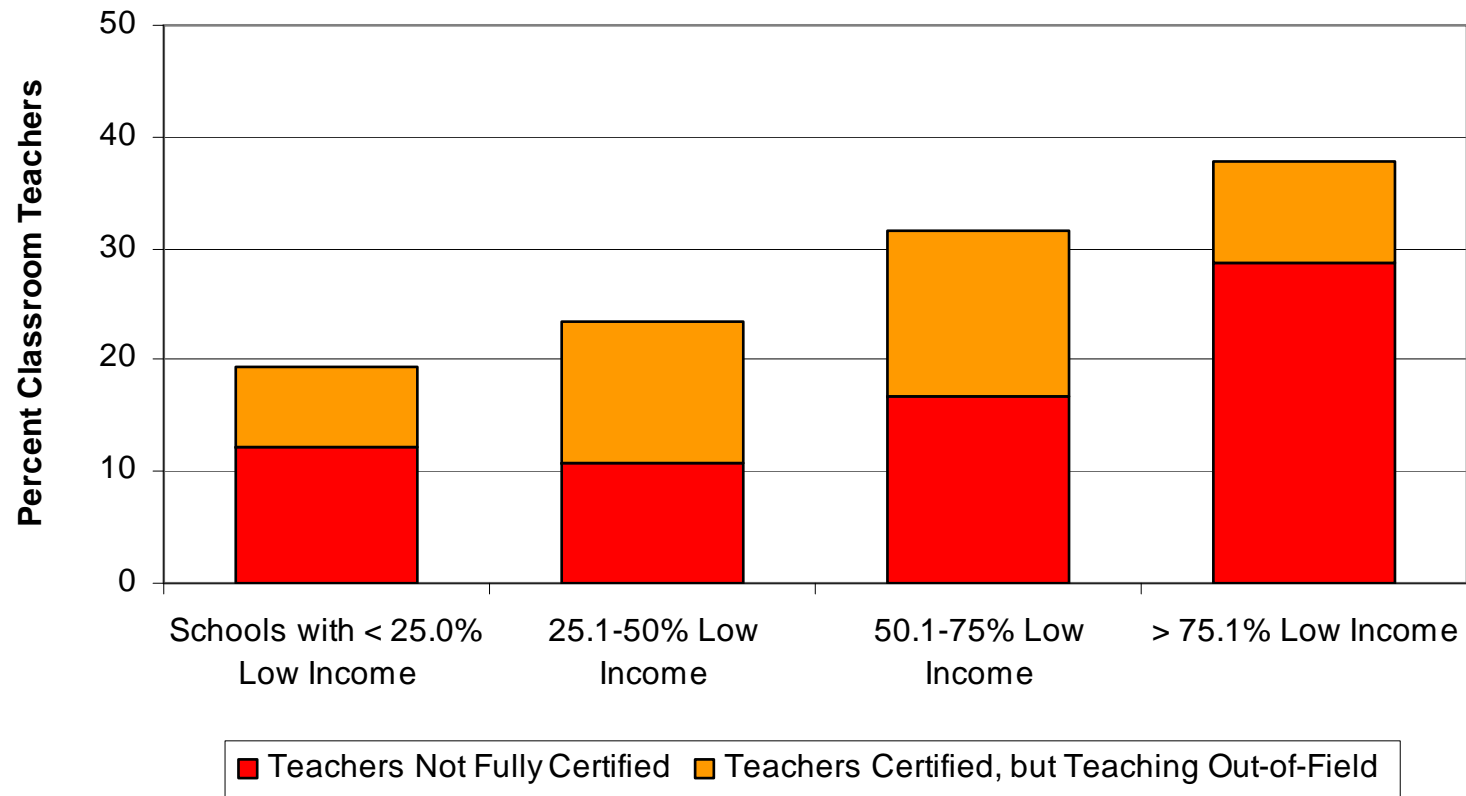


**Low income White students are retained at 4 times their more affluent peers.
Low income Black students and Hispanic students are retained at 1½ times their more affluent peers.**

Source: Ed Fuller, College of Education, University of Texas at Austin

High-Needs Schools Have Less Qualified Math Teachers

Distribution of Math Teachers
Not Certified or Teaching Out-of-Field
Central Texas Secondary Schools, 2006-07



Central Texas Class of 2006 Dropout and Graduation Rates

Texas Accountability Indicators*			
Indicator	Central Texas	All Texas	Definition
Annual Dropout Rate (9 th -12 th)	2.8%	3.7%	Portion of enrolled students who dropped out during 2005-06 ➤ Does not include students going to alternative or GED programs
Completion Rate	90.2%	88.9%	Portion of 9 th grade class of 2002-03 who graduated by Summer 2006 or continued in Fall 2006-07
Graduated Students	81.5%	80.4%	Portion of 9 th grade class of 2002-03 who graduated by Summer 2006 ➤ Does not include GEDs earned by Summer 2006
Other Measures			
Cumulative Promotion Index**	60%	Unknown [§]	Probability of a 2002-03 9 th grader graduating in 2005-06 using Census projections
Attrition Rate***	33.1%	35.3%	Difference in public school cohort size between 9 th grade (2002-03) and graduation (Summer 2006) ➤ Includes students leaving Texas, students enrolling in private school, etc. and students coming into the system

*Source: TEA, AEIS Reports & Ad-hoc Data Requests, 2007

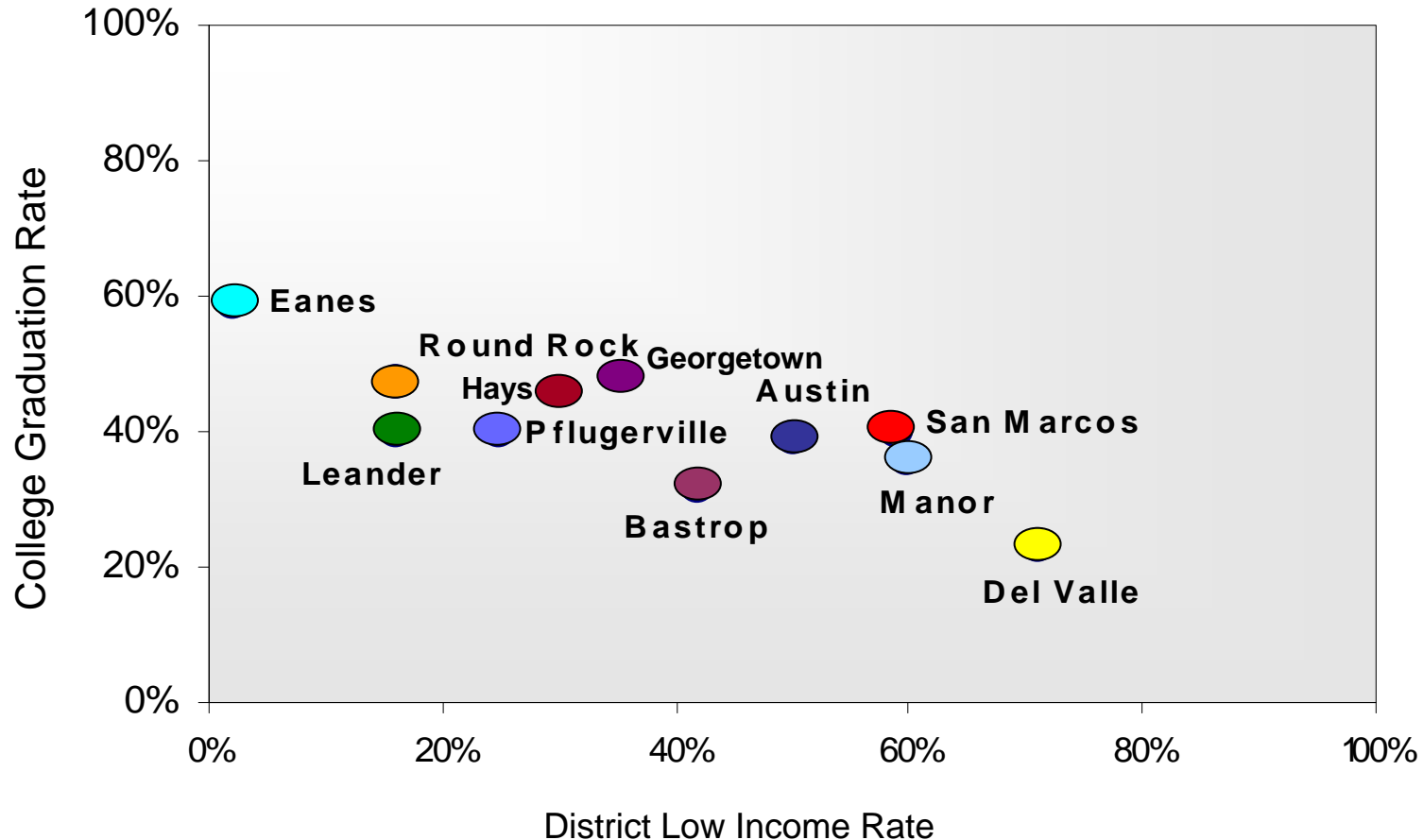
** Source: Gary Orfield, *et al. Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*, Cambridge, MA: The Civil Rights Project at Harvard University, 2004.

***Source: TEA, AEIS Reports using graduate counts from class of 05-06 and 9th grade enrollment counts 02-03

§The source for Cumulative Promotion Index did not publish measures for the State of Texas

Districts with More Low-Income Students Show Lower College Graduation Rates

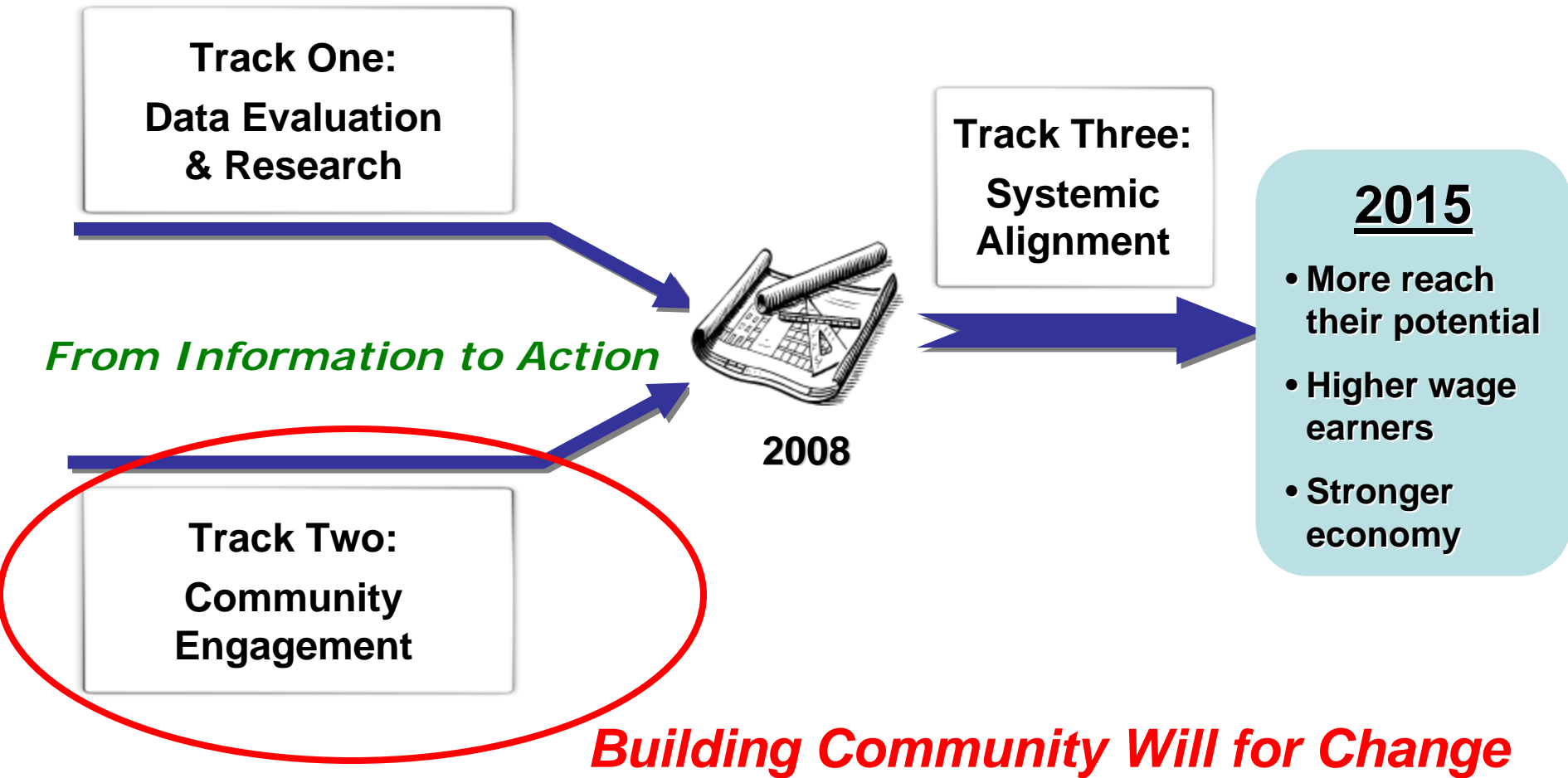
6-Year Texas Higher Ed Graduation Rate
for 2001 CT High School Graduates



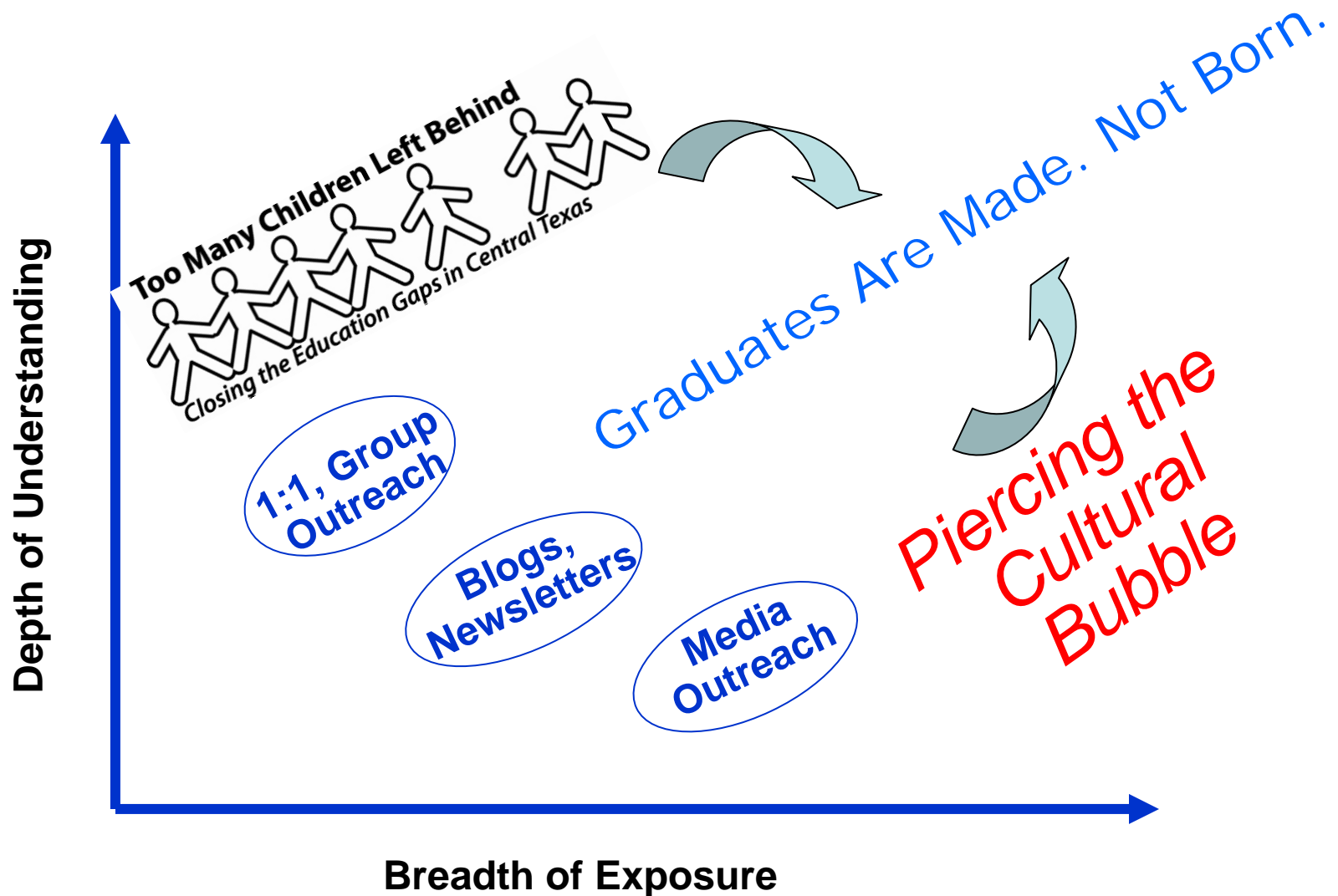
Bottom Line

- We have more and better data about education trends and outcomes in Central Texas than any region has ever had
- We have information that can drive action
- Many barriers remain: timeliness, access, bureaucracies, structural issues, etc.
- We've made huge progress but are a long way from where we need to be

E³ Alliance Model for Change



Community Engagement Strategies



Dialogues By the Numbers

- 6 communities: **Austin, Bastrop, Eanes, Manor, Round Rock, San Marcos**
- ~120 moderators, each trained for 5 hours
- 35 planning and organizing meetings
- Over 600 total participants
- 17 dialogues sessions, ~3875 volunteer community participant hours

What We've Heard...

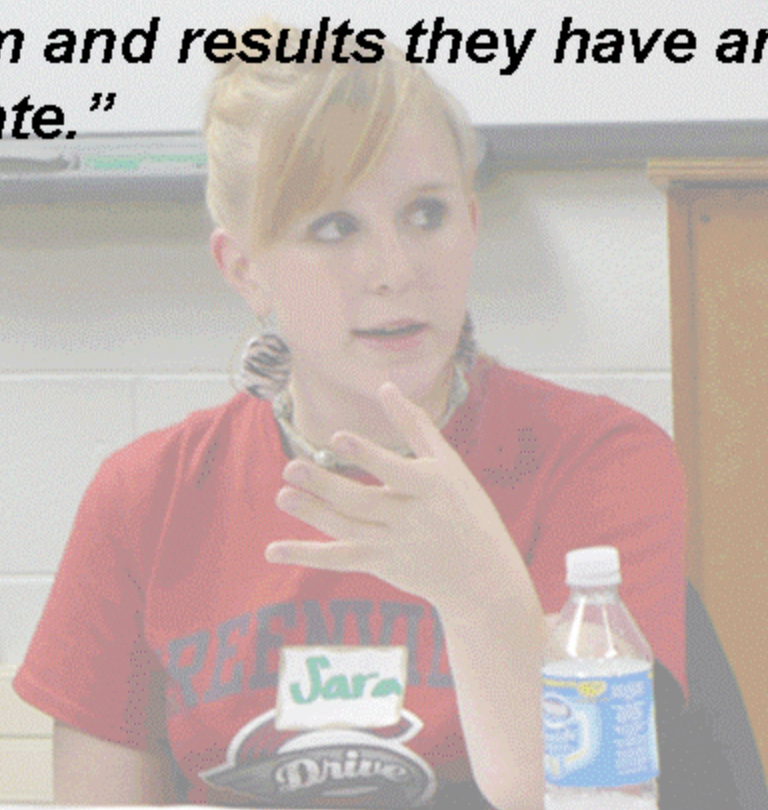
"We are not trying to build another program; we are trying to build a culture."

"I've been in this district and this community for 30 years, and never seen excitement like this. I think we finally have the opportunity to make the changes we need to make."

"The excitement in the room is amazing. I've never seen broad segments of the community and educators working together like this before."

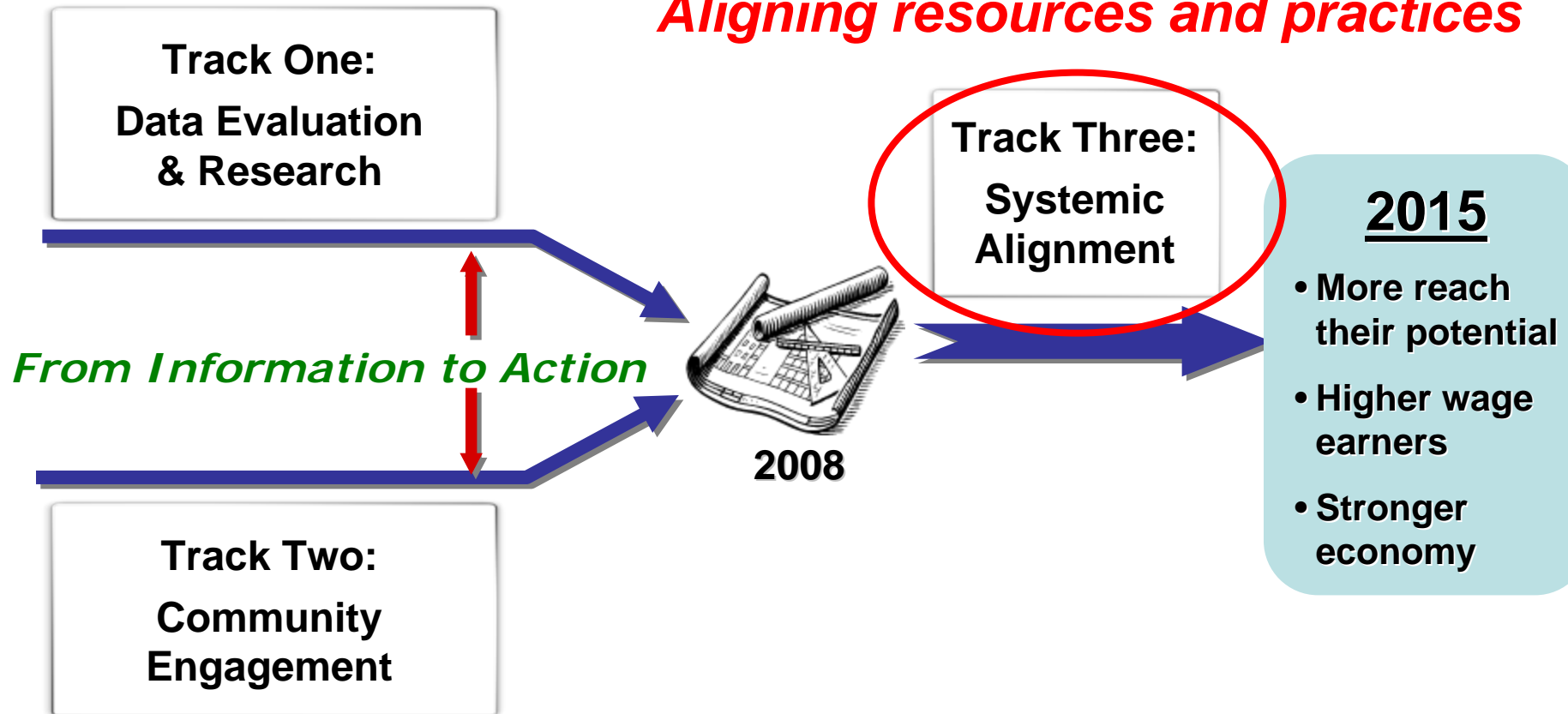
Kettering Foundation Feedback

*“The Central Texas Achievement Gap Dialogues are some of the finest examples of public deliberation **leading to action** in the nation. The Kettering Foundation continues to be impressed with the energy, momentum and results they have and continue to generate.”*



E³ Alliance Model for Change

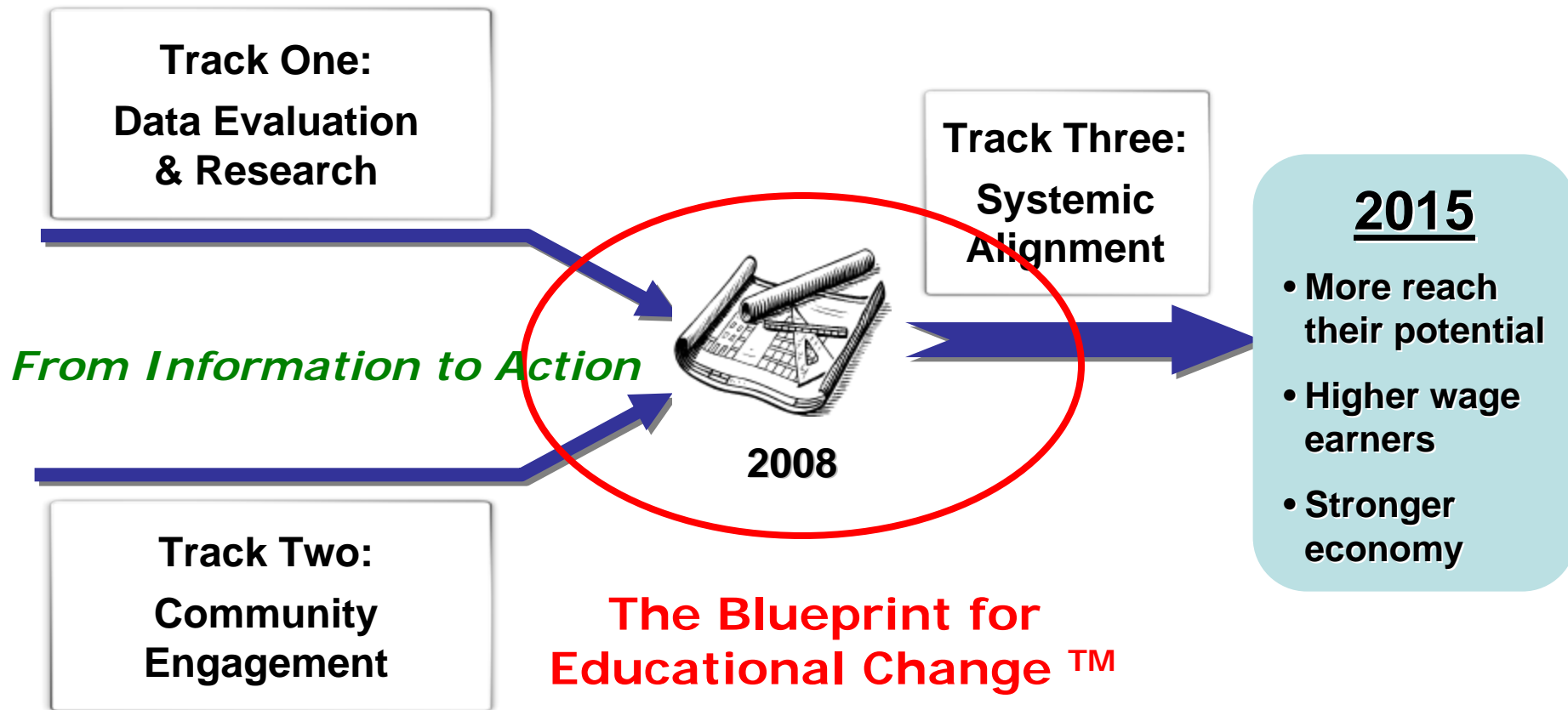
*Bridging disconnects;
Overcoming barriers;
Aligning resources and practices*



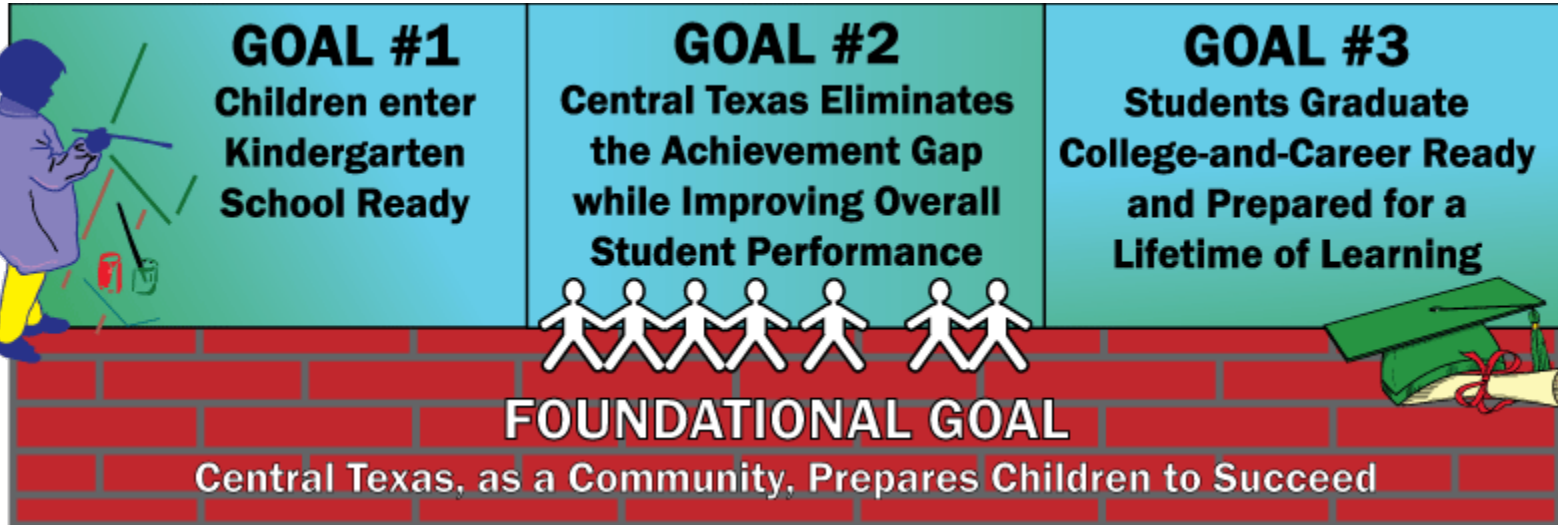
Alignment at Work: Engineering/STEM

- #2 highest demand occupation
- Limited student success in STEM
- 13 HS's in 10 Districts with Project Lead the Way programs – 1302 students
- No student incentives – 4x4 or college
- College credit to ACC, Texas State, Texas Tech Fall '08 (Working on UT, UTSA)
- Expanding business support
- **NSF grant:** business mentoring, engineering program support, teachers prof dev, career fair, etc.

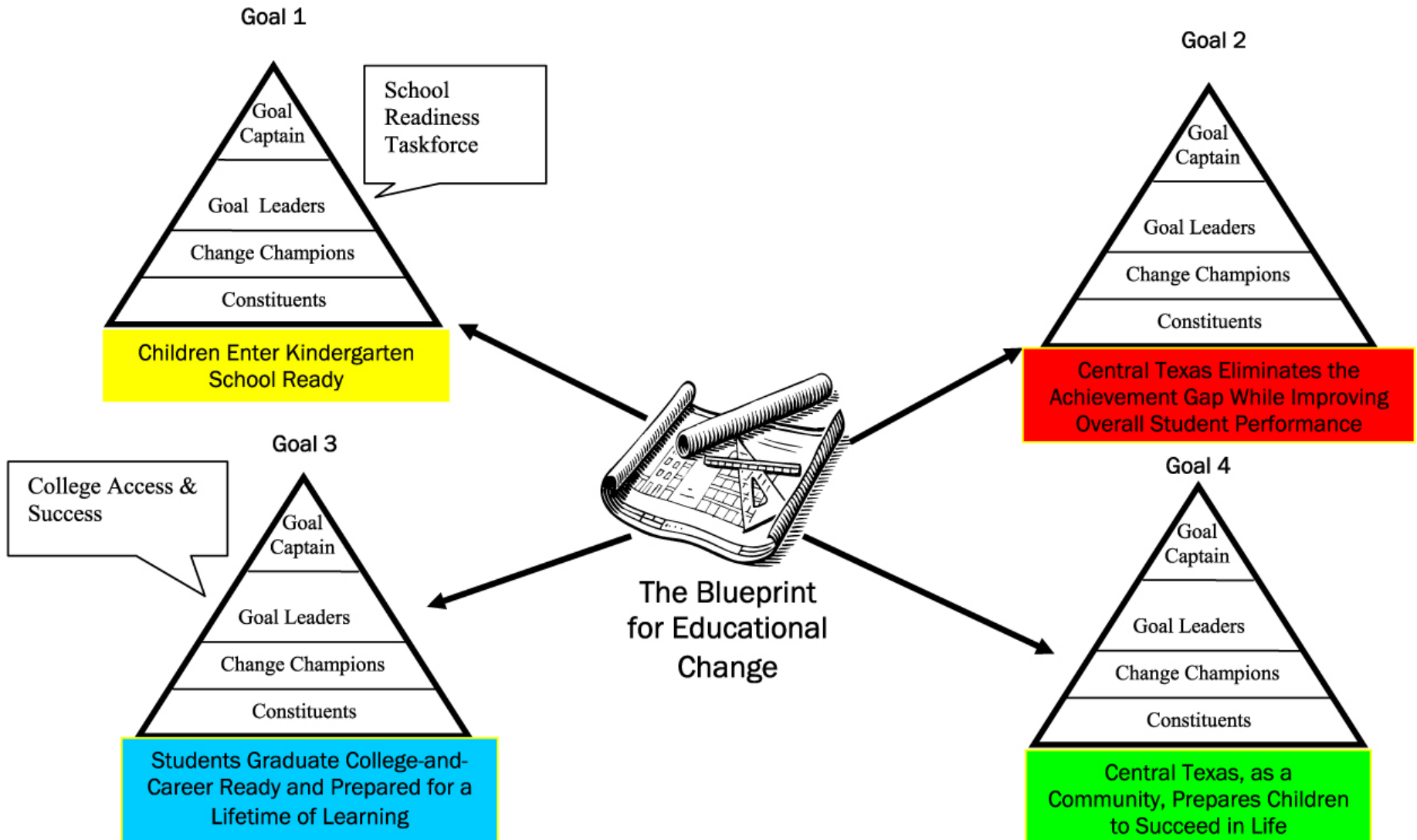
E³ Alliance Model for Change



Blueprint Goals



Change Champion Teams



Keys to Success

1. Persistence

2. Replicability

- Multiple requests from other regions
- THECB funding E3 to develop common indicators
- Gates funding E3 to advise state data investments

3. Scalability

- 0 -> 1300 -> 6500 Engineering student pathways
- Funds/programs gap analysis
- Region-wide school readiness standards

4. Objectivity

- No bias in data, programs, recommendations
- Foundation buy-in to Blueprint

What can CAN Do?

- Support Common Data Indicators, Measureable Results
 - Ready by 21, UWCA using consistently
- Work with E3 to develop Goal 4 Indicators
- Support Youth Service Mapping Effort
- Involvement of Local Governance?
- Get People Out to Dialogues 2008
 - Hutto, Manor, Leander, Pflugerville, Bastrop
 - Austin? In flux –