



Austin ISD Board Monitoring Report

GPM 3.2: College Credit

Board Meeting Date: January 16, 2025

Reporting Period: September-January, 2024

GOAL 3

College Career Military
Readiness (CCMR)

The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least one of the following items: earning an associate's degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from 43.7% for the class of 2022 to 54.6% in class of 2027.

GPM 3.2

College Credit

The percentage of 11th-12th grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 48.2% in June 2024 to 53.8% by June 2029.

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	<i>Organizational Culture, Accountability, Communication, Outreach</i>	
Early Learning	<i>Enrollment, Literary, Outreach, Partnerships, Expansion</i>	
Middle Years	<i>Engagement, Staffing, Funding, Scheduling and Support</i>	
Post Secondary Success	<i>College-Readiness, Equity, Enrollment, CTE and Graduation</i>	
Special Education	<i>Inclusiveness, Compliance, Sustainability</i>	



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EXECUTIVE SUMMARY

Austin ISD is committed to preparing students for success in college, career, and life. We believe that earning college credit while still in high school equips students with the knowledge, skills, and confidence they need to thrive after graduation.

The Austin ISD Board Monitoring Report for Goal Progress Measure (GPM) 3.2 focuses on increasing access to and success in college-credit opportunities for 11th and 12th-grade students. This goal is a key component of the district's mission to enhance College, Career, and Military Readiness (CCMR) and ensure equitable access to postsecondary pathways for all students. By fostering participation in advanced academic programs, such as Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, and UT OnRamps, the district aims to equip students with the knowledge, skills, and credentials needed for future success.

Over the past year, enrollment in college-credit courses has shown positive growth across the district. Many campuses are making notable progress, with some achieving high levels of participation and completion. Schools with strong instructional support systems, stable teaching staff, and well-established college-going cultures are particularly excelling. Encouragingly, underserved student groups, including Emergent Bilingual and Special Education students, are demonstrating growth in participation. However, disparities in access and outcomes remain, particularly for economically disadvantaged students and campuses with limited resources.

Austin ISD has implemented several strategies to address these challenges and sustain momentum. A unified planning framework integrates Secondary Counseling, Career and Technical Education (CTE), Advanced Academics, and other departments to align efforts and resources. Professional development for teachers has been prioritized, with a focus on equipping instructors with the tools needed to deliver rigorous coursework and support students effectively. Resources such as the CCMR Dashboard and frequent campus advisory meetings provide data-driven insights to guide interventions and monitor progress. Additionally, the district has expanded outreach to families, increasing awareness of college-credit opportunities and their long-term benefits.

Despite these successes, certain campuses face persistent challenges. Schools serving higher numbers of economically disadvantaged students often experience high teacher turnover and inconsistent access to certified instructors for advanced courses. At some campuses, low enrollment in college-credit courses highlights the need for targeted outreach and additional academic supports. Emergent Bilingual and Special Education students, while making progress, still require tailored interventions to address unique barriers such as language proficiency, accessibility needs, and differentiated instruction.

Austin ISD remains committed to addressing these inequities and ensuring that all students have the opportunity to succeed in advanced coursework. The district's next steps include expanding teacher training, increasing access to academic supports, and strengthening family engagement efforts. Specific initiatives include improving teacher resources for advanced courses, enhancing professional learning communities, and ensuring collaboration between academic departments to align curricula and interventions.



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By continuing to address these challenges with equity and inclusivity at the forefront, Austin ISD aims to create a system where every student—regardless of background—can graduate ready to succeed in college, career, and beyond. The district’s ongoing focus on data-driven strategies, collaborative planning, and targeted resource allocation will be instrumental in meeting these goals and sustaining long-term progress.

Theory of Change

When we provide more equitable access and systems of support for college-credit-bearing courses, we will better equip students for postsecondary success.

- Research supporting progress measure 3.2 is directly connected to the research supporting constraint progress measure 3.1. Young adults in Central Texas who do not earn a postsecondary credential (Industry-based certification, Level 1 or 2 Certificate, Associate’s Degree or Bachelor’s Degree) within six years of leaving high school have a 12% chance of earning a living wage ([E3 Alliance, 2023](#)) pointing to the need for students to be academically challenged while in high school.
- Research also emphasizes that taking college credit courses in high school can help smooth the transition between K-12 and postsecondary and reduce the time and cost required to obtain a postsecondary degree ([Xu et al., 2021](#)).
- As we progress monitor this goal, our key performance indicators (KPI) for GPM 3.2 are:
 - College-credit-bearing course enrollment
 - Academic Support Opportunities
 - Semester grades in College-credit-bearing courses
 - AP Exam Registrations
 - Interim progress report summaries

Root Causes

To identify and address underlying issues, we have initiated a comprehensive root-cause analysis. We are partnering with E3 Alliance for a more research-based root cause analysis grounded in local, regional, and state data. The beginning stages of our collaboration are below; this will evolve as we collect and review available regional and local data.

- **College Readiness:** Lack of systematic student support needed after enrolling in college credit courses, leading to incomplete courses or missed opportunities. Many students are not academically prepared to meet the Texas Success Initiative (TSI), which exposes existing gaps in foundational skills necessary for college readiness thereby limiting a student’s ability to access postsecondary opportunities.
- **Instructor Training:** Requirements for teaching college credit courses vary across campuses, including requirements for dual credit, OnRamps, and AP classes. Professors who teach dual credit courses to high school students may need additional support in developmentally appropriate differentiation practices. There is limited time for instructor training and support to educators who teach dual credit and AP classes.



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- **Standardized Course Sequences:** Academic pathways lack clear, consistent course sequences across campuses, which prevents students from easily enrolling in and earning college credit.
- **Language and Learning Barriers:** Lack of necessary targeted support for Emergent Bilingual students and students receiving Special Education services impacts participation and achievement.



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DATA FINDINGS

- There is substantial variation in performance across campuses, with some demonstrating high levels of enrollment in college-credit courses, while others show significantly lower participation. This highlights the need for targeted support to ensure consistent access to advanced coursework across all campuses.
- Enrollment in college-credit courses is trending upward across all campuses, showcasing the district's collective efforts to expand access to advanced coursework. The positive momentum across all bands reflects the growing opportunities for students to engage in rigorous academic programs.
- Emergent Bilingual and Special Education students are showing encouraging growth in participation and enrollment in college-credit courses. This progress highlights the impact of targeted interventions and emphasizes the importance of continuing to provide tailored resources to sustain and accelerate their success.



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District-Level

Update information has been provided to showcase current progress on completion of one or more college-eligible credits. The **focus student group** is **within range** to meet the 2024-25 target as previous completion to current enrollment ranges between 39.0-64.0.

	Past Data				Fall 2024		Yearly Targets					Status
Group	20-21	21-22	22-23	23-24	% 24-25 11th & 12th Prior CC Credit	% 24-25 11th & 12th Active Enroll CC Course	24-25	25-26	26-27	27-28	28-29	Positive = Green Caution = Yellow Negative = Orange
All Students	50.7	47.8	48.3	48.2	39.0	64.0	49.3	50.4	51.5	52.6	53.8	On Track
American Indian	36.8	30.0	40.0	42.9	31.3	50.0	38.0	38.0	38.0	38.0	38.0	On Track
Asian	77.1	77.1	78.7	77.9	69.3	84.4	78.0	78.0	78.0	78.0	78.0	On Track
African American	32.0	30.3	26.6	23.5	15.6	42.6	24.5	25.5	26.6	27.7	28.8	On Track
Hispanic/LatinX	41.3	37.5	37.4	35.6	26.8	54.5	36.7	37.8	38.9	40.1	41.4	On Track
Pacific Islander	*	*	58.3	56.3	30.0	70.0	43.0	43.0	43.0	43.0	43.0	On Track
Two or More	62.6	60.2	61.7	64.0	55.0	76.5	64.6	65.2	65.8	66.5	67.2	On Track
White	65.8	62.4	64.6	67.5	56.3	78.8	68.2	69.0	69.8	70.6	71.4	On Track
Economic Disadvantage	35.8	31.1	32.2	29.4	21.1	49.0	30.2	31.0	31.8	32.6	33.4	On Track
Emergent Bilingual	19.5	19.1	24.5	22.9	14.6	45.7	23.4	23.9	24.4	25.0	25.6	On Track
Special Education	7.8	7.1	9.7	9.0	6.7	21.5	9.2	9.5	9.8	10.1	10.4	On Track



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Data pulled 12/16/2024.

Data for 2024-25 will be finalized in July 2025. Until that time we are looking at a cluster of enrollment variables to triangulate progress. Data for past years includes the percent of students in grades 11-12 who have earned one or more course credit that is eligible for college credit at a higher education institution. Specifics include earning a passing score in any dual credit course (ACC, OnRamps), earning a 3-5 on an AP end of year test, or earning a 4-7 on an end of year IB test. As this information is incomplete for the current school year we pulled two variables which may help leaders understand current status and opportunity. The first yellow column represents the **percent of all current 11-12 grade students who earned a college-eligible credit on or before the end of 2023-24**. This helps us to identify where we are already meeting the target and how much farther we need to push in specific areas. The **second yellow column represents the percentage of current 11-12 grade students who are enrolled in a course aligned with college-eligible credit (dual credit, OnRamps, AP, IB)**. This helps us to understand the current opportunity should all students meet rigorous end-of-course requirements. **The green column shows the difference between current college credit enrollment and the 2024-25 target for each group.**



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Key Takeaways - District Level Data

- *What do we know about this data?*
 - For the 2024-25 school year, 64% of students are enrolled in an eligible college-credit-bearing course. This is up 11.8% in one year (check my math there) from our baseline of 48.2%.
 - The overall projected positive increase shows a steady improvement trend.
- *Where are we on track? Which groups?*
 - The average projected growth of +15.6 percentage points from meeting yearly targets includes Pacific Islander, Emergent Bilingual, Economically Disadvantaged, African American and Hispanic/Latinx groups.
- *Where are we not on track? Which groups?*
 - Emergent Bilingual and Special Education students: Both groups show lower participation rates in prior credit and active enrollment. Though projected growth is positive, the starting points are below the district average.
 - African American and Economically Disadvantaged students are making progress but remain below their peers in both current and projected performance.
- *Focus on Emergent Bilingual and Special Education data*
 - While projected growth is substantial (+22.3 points), our Emergent Bilingual group has a starting point of 14.6% of 11th and 12th graders earning college credit previously. Current college credit-bearing enrollment data (45.7%) indicates there is a need for additional professional learning around instructional supports for emergent bilingual students. . Additional resources, language support, culturally responsive instruction, and family engagement will be critical to meeting targets.
 - Students receiving Special Education services face the most significant challenges, with students that already earned college credit at **6.7%** and active enrollment at **21.5%**. The projected increase of 12.3% indicates progress, but it highlights the need for students to receive more increased access to advanced course work opportunities with targeted instruction that includes necessary and required accommodations and tailored interventions targeted instruction, and increased access to advanced coursework opportunities.



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Campus-Level

Campus breakdowns show previous course completion and current enrollment in courses eligible for college credit. A breakdown of current enrollment is also provided by student groups. Campuses are arranged by the [Support and Resource Index \(SRI\)](#) to help identify context and supports.

Campus	SRI	# 24-25 All 11th & 12th Enroll	% 11th and 12th Grades with Previous CC	% of 24-25 11th and 12th Grades Enrolled in College Credit (CC) Course										
				% All CC Enroll	% AI	% A	% AA	% H/L	% P	% 2+	% W	%EcD	% EB	% Spd
Eastside ECHS	1	312	9%	39%	*	20%	30%	41%	*	*	50%	38%	45%	18%
LBJ ECHS	1	378	10%	44%	*	38%	43%	46%	*	50%	*	44%	40%	13%
Northeast ECHS	1	452	25%	47%	*	55%	30%	49%	*	*	38%	46%	45%	16%
Travis ECHS	1	497	17%	49%	*	35%	38%	50%	*	33%	54%	47%	47%	24%
Akins ECHS	2	1229	22%	48%	*	90%	37%	46%	*	25%	62%	42%	41%	13%
Alternative Learning Center	2	14	0%	21%	*	*	*	30%	*	*	*	25%	*	0%
Crockett ECHS	2	733	25%	64%	*	82%	59%	61%	*	84%	76%	60%	55%	29%
Garza Independence	2	165	9%	20%	*	*	20%	10%	*	0%	31%	10%	0%	5%
Navarro ECHS	2	713	26%	62%	*	54%	57%	63%	*	*	50%	61%	60%	24%
Anderson High School	3	1089	51%	73%	*	88%	48%	54%	*	81%	83%	46%	30%	28%
Ann Richards YWLA	3	216	85%	100%	*	100%	100%	100%	*	100%	100%	100%	100%	100%
McCallum High School	3	876	49%	71%	*	67%	43%	59%	*	69%	81%	42%	33%	29%
Austin High School	4	1109	47%	72%	*	79%	57%	53%	*	75%	85%	45%	27%	28%



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Campus	SRI	# 24-25 All 11th & 12th Enroll	% 11th and 12th Grades with Previous CC	% of 24-25 11th and 12th Grades Enrolled in College Credit (CC) Course										
				% All CC Enroll	% AI	% A	% AA	% H/L	% P	% 2+	% W	% EcD	% EB	% Spd
Bowie High School	4	1398	43%	71%	40%	85%	45%	63%	*	84%	74%	45%	37%	26%
LASA	4	785	93%	100%	*	100%	100%	100%	*	100%	100%	100%	100%	100%
Total		10144	39%	64%	50%	84%	43%	54%	70%	76%	79%	49%	46%	22%

Data pulled 12/16/2024, Data is masked with an asterisk* where group size is below 5.

Key Takeaways - Campus Level Data

- What do we know about the data mentioned in the report?
 - Data for each campus is shown to understand progress. A column is provided to show current 11-12 grades enrollment. Mirroring the district totals, data is provided for both previous attainment and current enrollment in a college-eligible credit. A breakdown of student group information is provided based on the number of each group currently enrolled in a course.
- Where are we on track for College Credit Course Enrollment?
 - Traditional Campuses
 - Above 60% enrolled in college credit courses
 - Crockett -64% enrolled in college credit courses
 - Above 70% enrolled in college credit courses
 - Anderson High- 73% enrolled in college credit course
 - Austin High- 72% enrolled in college credit course
 - Bowie High- 71% enrolled in college credit course
 - Special Campuses



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- *LASA and Ann Richard YWLA have higher rates than other campuses based on their unique structures.*
- *Where are we not on track? Which campuses?*
 - Eastside has a lower percentage of students enrolled in a college credit course (39%). They are offering new college credit courses this year such as AP English Language and AP US History.
- *Focus on Emergent Bilingual and Special Education data*
 - Emergent Bilingual students at Crockett (55%) and Navarro (60%) are enrolled in college credit courses at higher rates.
 - Students receiving special education services are enrolled in college credit courses at lower rates than other student groups.



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IMPLEMENTATION PROGRESS

Strategies

- **Unified Planning and Collaboration**
 - Secondary Outcomes restructure aligns Secondary Counseling, CCMR, CTE, Early College Programs, and Advanced Academics which streamlines support for students and staff.
 - With an increased need for vertical alignment, we are exploring the implementation of 4-year and 7-year planning frameworks with input from leadership across academics, athletics, fine arts, and multilingual education.
 - The framework will help us develop a plan for progress monitoring:
 - Potential Enrollment (helps forecast FTEs)
 - Enrollment in the Current Year
 - Monitoring persistence in the advanced pathways
 - Completion of college-credit-bearing courses
 - In the first year of implementation of the CCMR Dashboard, all designated district and campus staff have been trained on how to effectively progress monitor student data to maximize pathways of opportunity for students.
 - Regular CCMR Campus Advisory meetings provide opportunities for campus-specific support to ensure optimal outcomes for each student.
- **Teacher Support and Instructional Quality**
 - Provide high-quality training for college-credit course instructors, focusing on TSI resources, AP tools, AVID strategies, and interventions for TSIA2 retakes.
 - In collaboration with Secondary Academics and Professional Learning, we will launch district-wide PLCs and professional learning for Dual Credit, OnRamps, and AP/IB teachers to maintain rigorous, aligned instruction.
 - Simplify processes with a unified drop form for program transitions while emphasizing completion support over enrollment tracking.
- **Student and Family Engagement**
 - Expand family outreach to promote awareness of college-credit options (ECHS, PTECH, Dual Credit, OnRamps, AP, and IB).
 - Equip campus staff to provide comprehensive support on credit transferability, tutoring, and advising.
 - Increase AP Exam participation beyond the current 85% and focus on supporting students to complete college-credit courses successfully.

Outliers

Here's an in-depth analysis of outlier campuses and contributors to their performance in this GPM:

Exemplary Outlier Campuses for Growth

- **Crockett Early College High School (ECHS)**



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- **Context:** Crockett ECHS demonstrates strong progress, with 64% of 11th-12th grade students currently enrolled in college-credit eligible courses. The campus serves a diverse student population and has prioritized equitable access to advanced academic opportunities.
- **Key Practices:** The campus leverages dual credit partnerships with local colleges and ensures that teachers receive regular professional development to deliver rigorous coursework. Students benefit from structured academic advising and targeted interventions, such as AVID, tutoring, and test preparation programs.
- **Success Factors:** Crockett ECHS is on the journey to becoming a National Demonstration School for AVID. The AVID College and Career Readiness Framework is embedded in all campus goals, initiatives, and professional learning. The ACC South Austin campus is directly across the street from the Crockett campus, allowing for easy transition to classes. Strong collaboration between counselors, teachers, and CCMR coordinators has been instrumental in helping students succeed. The campus also maintains a positive school climate that fosters high expectations and encourages participation in college-credit courses.
- **Bowie High School**
 - **Context:** Bowie High School has achieved a participation rate of 71% in college-credit eligible courses among 11th-12th grade students. The campus benefits from a strong academic reputation and well-supported teaching staff.
 - **Key Practices:** Bowie prioritizes offering a wide variety of advanced coursework, including AP, OnRamps, and Dual Credit options, ensuring students have multiple pathways to success. The campus also promotes a college-going culture through regular communication with families and workshops on the benefits of earning college credit.
 - **Success Factors:** Professional development for teachers, a dedicated focus on college readiness, and strong partnerships with higher education institutions have enabled Bowie to see consistent growth. Teachers are enthusiastic about teaching college credit courses, attending professional learning, and are dedicated to preparing students to pass their exams. Bowie has an 80% AP passing rate. Specific strategies include: teachers planning and collaborating, teachers attending College Board training and seminars (beyond the minimum expectation), and teacher regularly utilize AP Classroom.

Outlier Campus Facing Challenges

- **Eastside Early College High School (ECHS)**
 - **Context:** Eastside ECHS has one of the lowest participation rates, with 39% of 11th-12th graders enrolled in college-credit eligible courses. The campus serves a high percentage of economically disadvantaged and emergent bilingual students.
 - **Key Challenges:** Some challenges include: gaps in family engagement, instability in school leadership, student academic preparedness for TSI, and teacher professional development to support college credit courses.
 - **Potential Solutions:** Strengthening teacher training for advanced courses, increasing academic supports for students, and expanding outreach to families about college-credit opportunities could help improve outcomes. Eastside administration is working collaboratively



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with Secondary Outcomes and partners such as Breakthrough Central Texas to promote a college-going culture through regular communication with families and their vertical team.

The Plan Forward

- **New Secondary Outcomes Structure:** Uniting Secondary Counseling, CCMR, and CTE with frequent touchpoints with Advanced Academics for stronger collaboration.
 - Pursue Student 7-Year Planning and Review Platforms to Support: Collaborate with Secondary Counseling, Academics, Advanced Academics, Career and Technical Education, Athletics, Early College Programs, Fine Arts, Special Education, Multilingual Education, and Secondary Leadership to build frameworks to support 4-year and 7-year planning for all students.
 - Intentional collaboration with Special Education to ensure student graduation requirements are met and can pursue and persist in advanced coursework.
 - Unified drop form across all program changes (Dual Credit, AP, Advanced, and OnRamps)
 - OnRamps College Credit acceptance upon eligibility
 - Encouraging AP Exam participation- currently at around 85% AP Exam participation rate
- **TSI Resources and Support:** Provide Instructional support and resources (including AP Classroom and AVID strategies training) for teachers of college-credit courses, especially new teachers or new to college-credit courses.
 - Collaborative cross-departmental action based research group for Emergent bilinguals
 - Ensuring college-credit-bearing course teachers have access and participate in high quality professional learning to ensure rigorous and aligned curriculum implementation
 - Intervention strategies for students who need to retake the TSIA2 exam.
- **Strategic Campus-Specific Approach:**
 - Training campus staff to provide academic student support available including but not limited to ACC/CollegeBoard/OnRamps/AP resources, academic advising, credit transferability, tutoring, etc.
 - District-wide PLCs for college credit course instructors.
 - Training for all college credit course instructors to best support students in the classroom for successful completion of the course. Showcasing AP teachers in order to provide professional development for novice AP teachers.
 - Use of the CCMR Dashboard and consistent CCMR Campus Advisory meetings will improve campus specific, strategic initiatives to target GPM 3 goals.
 - Moving from only enrollment monitoring to completion support for students and teachers
- **Family Outreach:** Outreach to ensure families know about college credit options in high school including ECHS, PTECH, Dual Credit, OnRamps, Advanced Placement, and IB



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APPENDIX

A1: Defining the Progress Measure

- Post-secondary readiness is a critical indicator of student success and long-term economic stability. Research demonstrates that students who engage in advanced coursework—such as dual credit, OnRamps, Advanced Placement (AP), or International Baccalaureate (IB)—are significantly more likely to pursue and complete postsecondary credentials.
- Currently, significant disparities exist in access to and success in advanced coursework, particularly for historically underserved student populations. These gaps limit opportunities for students to gain college credit while in high school, which can reduce the time and financial burden of earning a postsecondary degree. To address these challenges, the district has prioritized equitable access to rigorous academic opportunities through this GPM.
- The GPM serves as a key indicator of progress toward the district’s overarching goal of increasing postsecondary readiness. By focusing on multiple pathways to earning college credit, this measure ensures that all students—regardless of background—have access to advanced learning opportunities. Specifically, the GPM supports the goal by:
 - **Identifying Barriers:** Highlighting gaps in participation and achievement among student groups allows for targeted interventions to address inequities.
 - **Improving Access:** Expanding access to dual credit, OnRamps, AP, and IB programs ensures students have opportunities to engage in rigorous coursework.
 - **Monitoring Success:** Tracking performance across multiple measures provides a comprehensive understanding of student readiness and allows for data-driven decisions to improve outcomes.
- **Data Timeline for Current 11th and 12th Grade Students:** This data reflects the current status of Austin ISD 11th and 12th grade students.
 - The first yellow column represents the 11th and 12th grade students who began the 2024-25 academic year having already earned college credit.
 - The second yellow column represents the number of 11th and 12th grade students who are currently enrolled in a course that is eligible for college credit (AP, OnRamps, IB, dual credit).
 - Due to the timeline in which college credit is awarded and reported, the information below reflects only students who earned college credit prior to the 2024-25 academic year (first yellow column). More specifically:
 - AP: Students must pass the course and earn a 3, 4, or 5 on the AP exam at the end of the school year. Data for the 2024-25 academic year is expected in July 2025.
 - OnRamps: Students must pass the course and accept the college credit in order to earn college credit. Data for the 2024-25 academic year is expected in June 2025.
 - IB: Students must pass the course and earn a 4, 5, 6, or 7 on the IB exam at the end of the school year. Data for the 2024-25 academic year is expected in July 2025.



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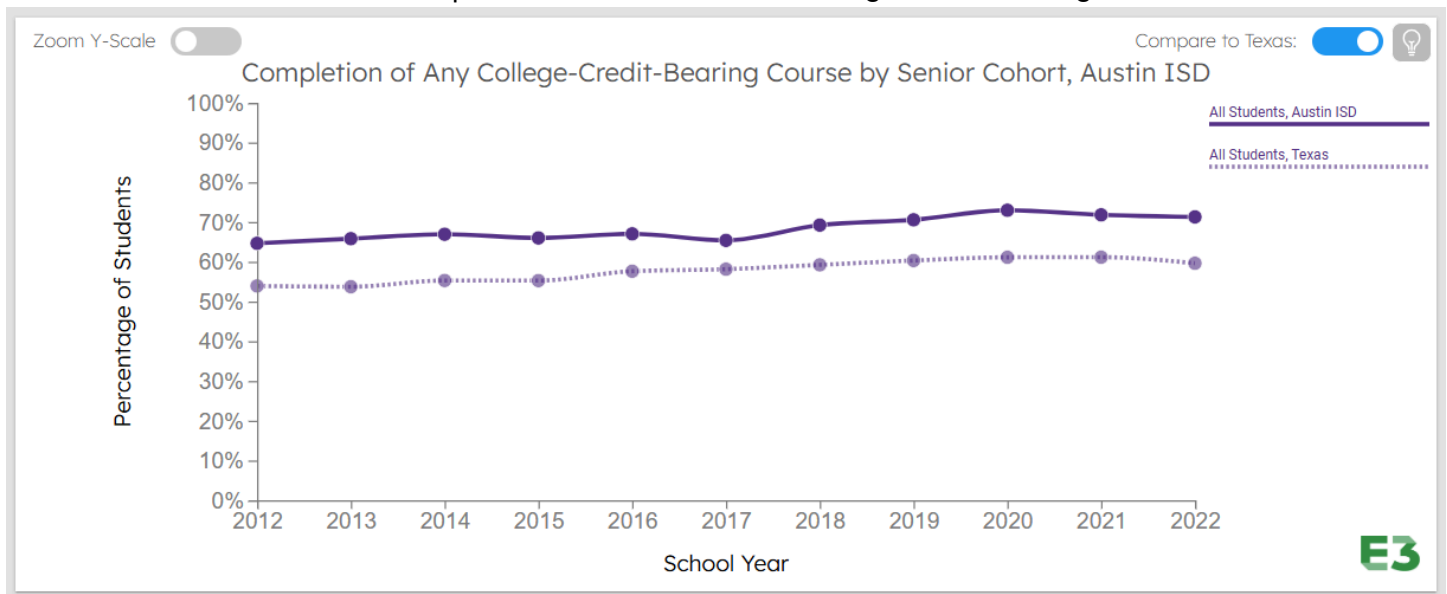
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- Dual Credit: Students must pass the course to earn credit. This can be completed in the Fall, Spring or Summer.
 - It is important to note that many students could have earned college credit in Fall 2024; however, this data is not finalized and reported to Austin ISD until late January or early February.

A2: Glossary

A3: Supporting Context Data

Data below shows Austin ISD compared to Texas for data on college-credit-bearing courses

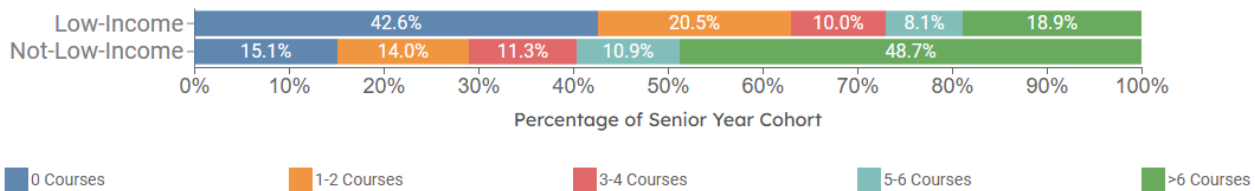




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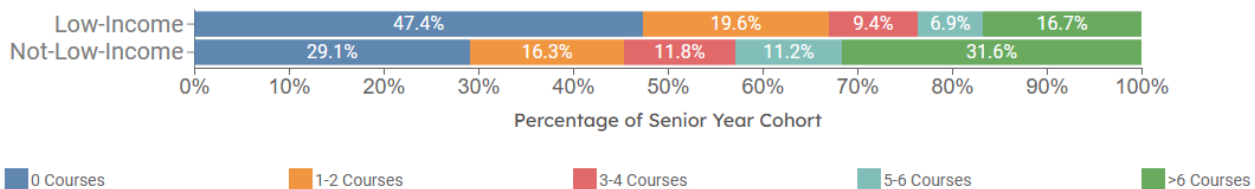
Number of College-Credit-Bearing Courses Completed by Income, Senior Year Cohorts, 2022, Austin ISD



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

E3

Number of College-Credit-Bearing Courses Completed by Income, Senior Year Cohorts, 2022, Texas



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

E3

Data in this area represents information we use to inform our understandings around the goal

- Data (tables, graphs, paragraph format) that supports the planned changes to improve outcomes, data that provides context (e.g., E3 data, national comparisons, etc.) . Can be another document and link to it as the appendix. Make sure with any tables/graphs you include a title and explanation of data source.

A3: Supporting Implementation Data

Data in this area represent deep dives and/or examples of progress

- Data to substantiate the root cause analysis (e.g. other KPIs, walkthrough data/examples, etc.)
- Additional information supporting Research for Theory of Change, Initiatives, etc. Can be another document and link to it as the appendix.