



# OVERVIEW

## Texas Pathways Project

Good educational policy is shaped by good educational data. Texas' approach is simple: use robust, comprehensive data to identify problems, develop solutions, evaluate implementation, and monitor progress. The Texas Pathways Project is a data-driven effort to answer critical questions about student preparation and achievement at the local level. Through this project, local educational partnerships between secondary and postsecondary institutions collaborate to identify course-taking patterns that predict success, identify specific campuses or classes where the level of academic rigor may not be preparing students for college-level work, to work together on curriculum alignment between high school and postsecondary institutions, and to develop and evaluate the effectiveness of academic interventions to improve student success.

The Texas Pathways projects are comprised of three main components:

**Data Collection:** The first component is a large scale data collection and research effort. Local Pathways partners share student-level data including enrollment, course (including grades), and graduation data, while assuring student privacy. To make this possible, school districts share their data with their partners at higher education institutes. This data-sharing agreement is especially important in Texas, where classroom link data are collected by the state for postsecondary systems, but not for secondary schools. The data are received and stored at the Texas Higher Education Coordinating Board (THECB) where reports are generated.

**Data-driven Curriculum Alignment:** An abundance of data is of little value if it is not used effectively. The second Pathways component is the comprehensive review of student data, conducted by local vertical alignment teams comprised of administrators and/or faculty from each partner. Data reports are sent to local vertical alignment teams to inform discussions that identify patterns at student transition points, including predictors of student academic success. When the team discovers evidence that suggests curriculum misalignment, they are charged with the task of creating interventions to correct the misalignments.

**Feedback Loop:** The third component is evaluation. Local vertical alignment teams and THECB collaborate to monitor project goals. After interventions are developed, THECB staff members use their evaluation and data expertise to provide support, inform improvements, and provide feedback on interventions. Sites are also encouraged to use locally available data and primary data to identify intervention successes. This model creates an endless loop of data report generation, intervention creation and implementation, and evaluation.

## Current Projects

### **San Antonio**

**Institutional Leader:** Alamo Community College District

**Regional Coordinator:** Tripp Presley, Pathways Regional Coordinator, Alamo Community College District

Independent School Districts (ISDs)	Edgewood ISD Harlandale ISD Judson ISD North East ISD
Community Colleges	Alamo Community College District including: St. Phillips College Palo Alto College San Antonio College Northwest Vista College Northeast Lakeview College
University	University of Texas at San Antonio

### **El Paso**

**Institutional Leader:** El Paso Community College

**Regional Coordinator:** Cynthia Aguilar, Director of College Readiness, El Paso Community College

Independent School Districts (ISDs)	Canutillo ISD El Paso ISD Socorro ISD Ysleta ISD
Community College	El Paso Community College
University	University of Texas at El Paso

### **Houston-Houston**

**Institutional Leader:** Houston Community College System

**Regional Coordinator:** Dr. Juan Carlos Reina, Director of Academic Resources & Development, Houston Community College System

Independent School Districts (ISDs)	Houston ISD Spring Branch ISD
Community College	Houston Community College System
Universities	University of Houston University of Houston-Clear Lake University of Houston-Downtown University of Houston-Victoria

### **Rio Grande Valley**

**Institutional Leader:** University of Texas-Pan American

**Regional Coordinator:** Dr. Laura Saenz, Associate Vice Provost for Curriculum, Teaching, and Assessment, University of Texas-Pan American

Independent School Districts (ISDs)	Edinburg ISD La Joya ISD McAllen ISD Mission ISD Pharr-San Juan-Alamo ISD Sharyland ISD South Texas ISD Weslaco ISD
Community College	South Texas College
University	University of Texas-Pan American
Other Partner	Region 1 Educational Service Center

### **Houston-San Jacinto**

**Institutional Leader:** San Jacinto Community College District

**Regional Coordinator(s):** Dr. Catherine O'Brien, Associate Vice Chancellor for Learning, San Jacinto Community College District, and Pamela Campbell, Assistant Vice Chancellor for Educational Partnerships, San Jacinto Community College District

Independent School Districts (ISDs)	Clear Lake ISD Deer Park ISD Galena Park ISD La Porte ISD Pasadena ISD
Community Colleges	San Jacinto Community College District: San Jacinto College North San Jacinto College South San Jacinto College Central
Universities	University of Houston University of Houston-Clear Lake

### **Texas Pathways Planning and Expansion**

It is clear foundational work on Pathways has benefitted sites, as well as other Coordinating Board initiatives. Pathways groups are fertile mechanisms for piloting and informing other state and local initiatives. The THECB would like to expand use of the Pathways model to every urban-suburban area in the state. This will require an investment of time and resources from THECB, local colleges and universities, as well as investment from ISDs. Expansion of Pathways will provide staff at secondary schools and their postsecondary partners with the knowledge and skills needed to make effective use of data designed to improve educational outcomes.

**For more information:** Office of External Relations  
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