Our first webinar
“Communities Defining Quality Collective Impact”
will begin shortly.
Welcome from the
Collective Impact Forum

Paul Schmitz
Senior Advisor,
Collective Impact Forum
Communities Defining

Quality

Collective

Impact
Communities Defining Quality Collective Impact

Panelists

Jim Shelton
Deputy Secretary, U.S. Dept. of Education

Jeff Edmondson
Managing Director, StriveTogether

Ben Hecht
CEO, Living Cities

Dan Ryan
CEO, All Hands Raised (Portland, OR)

Todd Williams
Executive Director, The Commit! Partnership (Dallas, TX)

Join the conversation!
#collectiveimpact
How can we ensure Education Success?

Jim Shelton
Deputy Secretary, U.S. Dept. of Education
What does Success look like?

Kindergarten Readiness  Early Grade Reading  Middle Grade Math  High School Graduation  Post-Secondary Enrollment  Post-Secondary Degree Completion
Put the Child at the center

- Community Orgs
- Govt
- K-12
- Higher Ed
- Business
- Investors
The StriveTogether Theory of Action

The StriveTogether Theory of Action: Creating Cradle to Career Proof Points

**Building**

**Exploring**
- Establish cross-sector partnership with common vision and geographic scope
- Convene a leadership table with a documented accountability structure
- Formalize partnership messages for multiple audiences

**Emerging**
- Release baseline report with disaggregated data

**Sustaining**
- Operate with roles and responsibilities defined in the accountability structure
- Communicate consistent messages across partners
- Inform community of progress to build momentum

**Systems Change**
- Create partnership that continues even after changes in leadership at partner organizations
- Demonstrate shared accountability for improving outcomes
- Communicate attribution of success and recognition of challenges

**Proof Point**
- Share data appropriately in a timely manner to enable continuous improvement to improve outcomes

For a more complete version of this table visit www.strivetogether.org
The StriveTogether Theory of Action

Four Key Principles

1. Eliminate Disparities
2. Build a Culture of Continuous Improvement
3. Leverage Existing Assets
4. Engage Community Expertise and Voice
In Action

1. Eliminate disparities

2. Build a culture of continuous improvement
Quality collective impact

In Action

3. Leverage existing assets

4. Engage community expertise and voice

Todd Williams
Executive Director
Using High Level Data to Concisely Explain Achievement Challenges

Lack of K Readiness Leads to Poor Literacy Rates; 14% College Ready vs. 84% Grad Rate

Kindergarten Readiness and Early Literacy Are Limiting Subsequent Achievement

Children Learn to Read (PreK thru 3rd)

- Pre-K Access Gap
- 82% (76% of eligible low income students)
- Pre-K Quality Gap (Enrolled but not Prepared)
- 49%
- K Ready
- 3rd Reading: 35%
- 4th Math: 29%
- 8th Science: 32%
- Algebra I: 30%
- College Ready: 14%
- HS Grad %: 84%

Children Must be Able to Read in Order to Learn

Achievement levels represent percentage of students achieving Level 2 Recommended standard (3rd thru Algebra 1) on 2013 STAAR exams

Source: Texas Education Agency (TAPR) and Commit! Partner Districts (districts providing Kindergarten Readiness data include: Coppell ISD, Dallas ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Richardson ISD, and Uplift Ed)
Using existing data to highlight where the achievement gap truly starts and drive collective action toward that “leak” in our pipeline.

<table>
<thead>
<tr>
<th>Area Districts with Low Economically Disadvantaged Population (&lt;50%)</th>
<th>Area Districts with Medium Economically Disadvantaged Population (50%-70%)</th>
<th>Area Districts with High Economically Disadvantaged Population (&gt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% achieving Level 2 Recommended in 3rd/4th</td>
<td>% achieving Level 2 Recommended in 3rd/4th</td>
<td>% achieving Level 2 Recommended in 3rd/4th</td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>88%</td>
<td>Kindergarten Readiness</td>
</tr>
<tr>
<td>3rd Grade Reading</td>
<td>67%</td>
<td>3rd Grade Reading</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>55%</td>
<td>4th Grade Math</td>
</tr>
</tbody>
</table>

Source: Texas Education Agency (TAPR) and Commit! Partner Districts (Note that Kindergarten Readiness data is only included in the analysis for those districts that provided it, namely: Coppell ISD, Dallas ISD, Grand Prairie ISD, Highland Park ISD, Irving ISD, Lancaster ISD, and Richardson ISD)

Total district enrollment of ~19,000 students

Total district enrollment of ~137,000 students

Total district enrollment of ~276,000 students
Analyzing our existing data helped us find and engage the voice of community expertise…

What are the effective practices happening here from people on the ground …

...that can be spread and scaled to these schools?

Community voice highlighted five areas related to literacy achievement to address first, much involving existing assets.

- Literacy Instructional Support and Adequate Resources
- Data-Driven Decisions to Differentiate Instruction
- School Culture
- Parent Engagement
- Pre-K Access

Data captured in each area indicate areas of impact for the partnership and provide guidance for continuous improvement going forward.
Partnership Publications to Inform, Create Urgency, Inspire with the Possible and Potentially Redirect Data Driven Action/Focus

Stories of Impact & Effective Practice Guides

2013 Community Achievement Scorecard

Overview of Educational Giving and Alignment with Needs
Strong voice re: shifting adult incentives within elementary schools

*Can altering state accountability incent a more solid foundation?*

<table>
<thead>
<tr>
<th>71% of Child’s Time with School (5 grades out of 7)</th>
<th>75% of School Accountability (6 tests out of 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>4th</td>
</tr>
<tr>
<td>K</td>
<td>5th</td>
</tr>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Reading</td>
</tr>
<tr>
<td>4th</td>
<td>Reading</td>
</tr>
<tr>
<td>5th</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>8 Assessments in Total</td>
</tr>
</tbody>
</table>

Common Outcomes Currently Cited by Educators in the Field Based on Current State Incentives:

- Principals often place their best teachers in Grades 3 through 5
- Pre-K access not universally marketed/creatively addressed (62% gap between actual enrollment and eligibility in Dallas County)
- Inadequate facilities funding to sufficiently house eligible pre-K enrollment (as well as students who should be retained in K-2) by boards/taxpayers
- Less effective teachers placed within (or seek) pre-K to 2nd grade assignments
- Less professional development directed toward early grades
- After having students for 5 years (50% of their life), 41% of 3rd grade students across County don’t take their state test in English, with 1 in 4 still considered ELL in 6th grade
Does it Work?

- Prepared for school
- Supported in and out of school
- Succeeds academically
- Enrolls in college
- Graduates and enters career

Cincinnati, OH / Northern Kentucky
Does it Work?

Portland, OR

2 out of 4 indicators* maintained or improving 2012-2013

High School Graduation | Postsecondary Enrollment

Dallas, TX

3 out of 6 indicators* maintained or improving 2012-2013

Early Grade Reading | HS Graduation | Degree/Certification Completion

Seattle, WA

3 out of 3 indicators* maintained or improving 2012-2013

Early Grade Reading | Middle Grade Math | College Enrollment

*Includes indicators within the six cradle to career outcome areas (Kindergarten Readiness, Early Grade Reading, Middle Grade Math, High School Graduation, Post-Secondary Enrollment, and Certificate/Degree Attainment) that have not changed due to local, state, or federal policy shifts.
How is collective impact changing

The System?

Jim Shelton
Deputy Secretary, U.S.
Dept. of Education
Please join our panelists for Q&A

Jim Shelton  
Deputy Secretary, U.S. Dept. of Education

Jeff Edmondson  
Managing Director, StriveTogether

Ben Hecht  
CEO, Living Cities

Dan Ryan  
CEO, All Hands Raised (Portland, OR)

Todd Williams  
Executive Director, The Commit! Partnership (Dallas, TX)

Join the conversation!  
#collectiveimpact
Communities Defining
Quality
Collective Impact

Strive Together
Every child. Cradle to career.

LIVING CITIES
INNOVATE • INVEST • LEAD

all hands raised
Education, Equity and Excellence from Cradle to Career

commit!
Our Kids. Our Tomorrow
Please Join Us On These Upcoming Webinars!

Too Much Collective, Too Little Impact  
– November 5, 2014

It's About the Community: Why Community Engagement and Process Matter in Collective Impact  
– January 20th, 2015
The Collective Impact Forum would like to thank you for joining!

Paul Schmitz
Senior Advisor,
Collective Impact Forum