

LEARNING AUCKLAND

Ako Tāmaki Makaurau



Workshop: Measurements & tools for collaboration

**Susan Warren & Alison Sutton
COMET Auckland**

**COLLECTIVE IMPACT Auckland
October 2014**



Collective Impact model

Common agenda

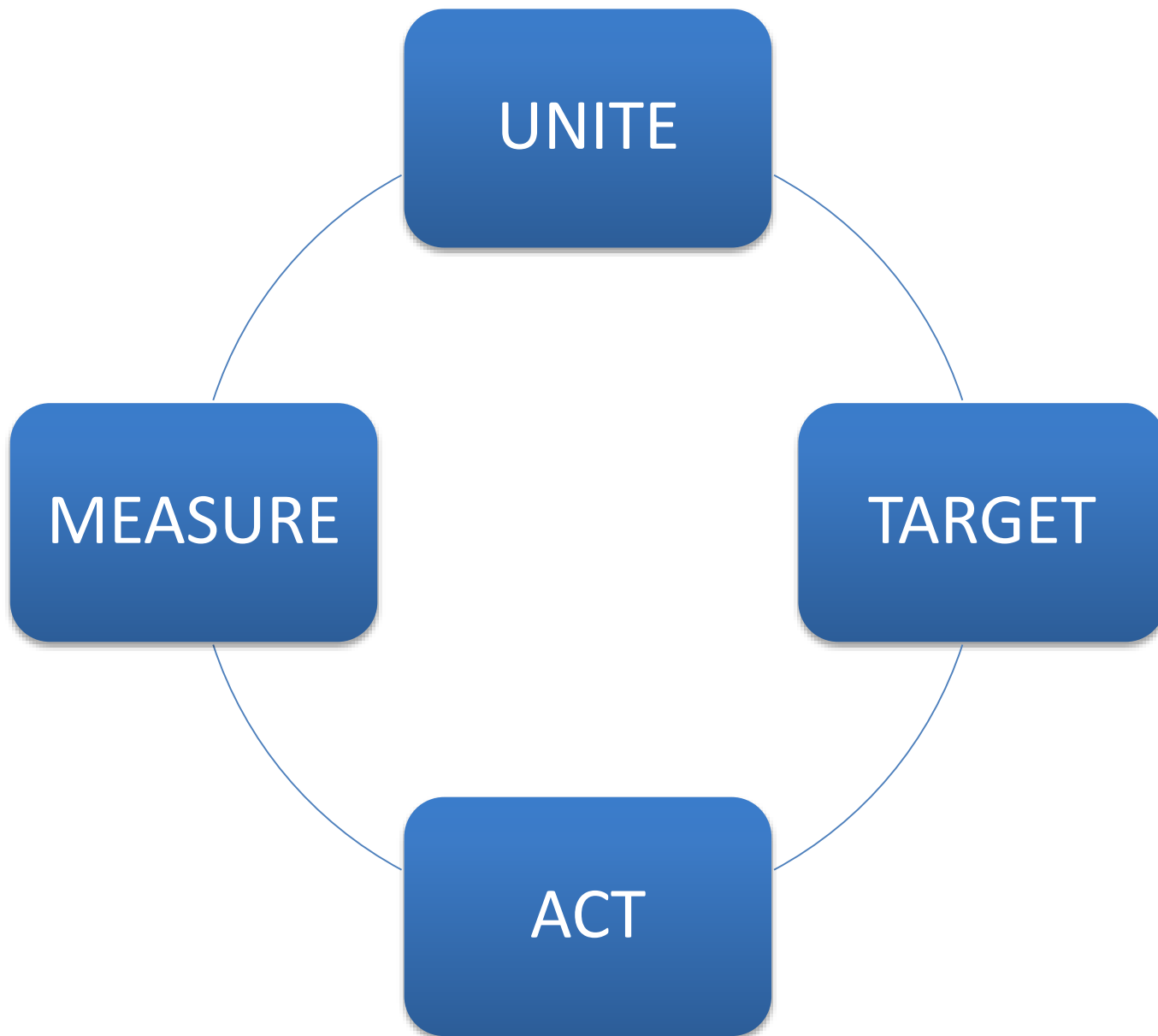


Shared measurement and evidence-based decision making

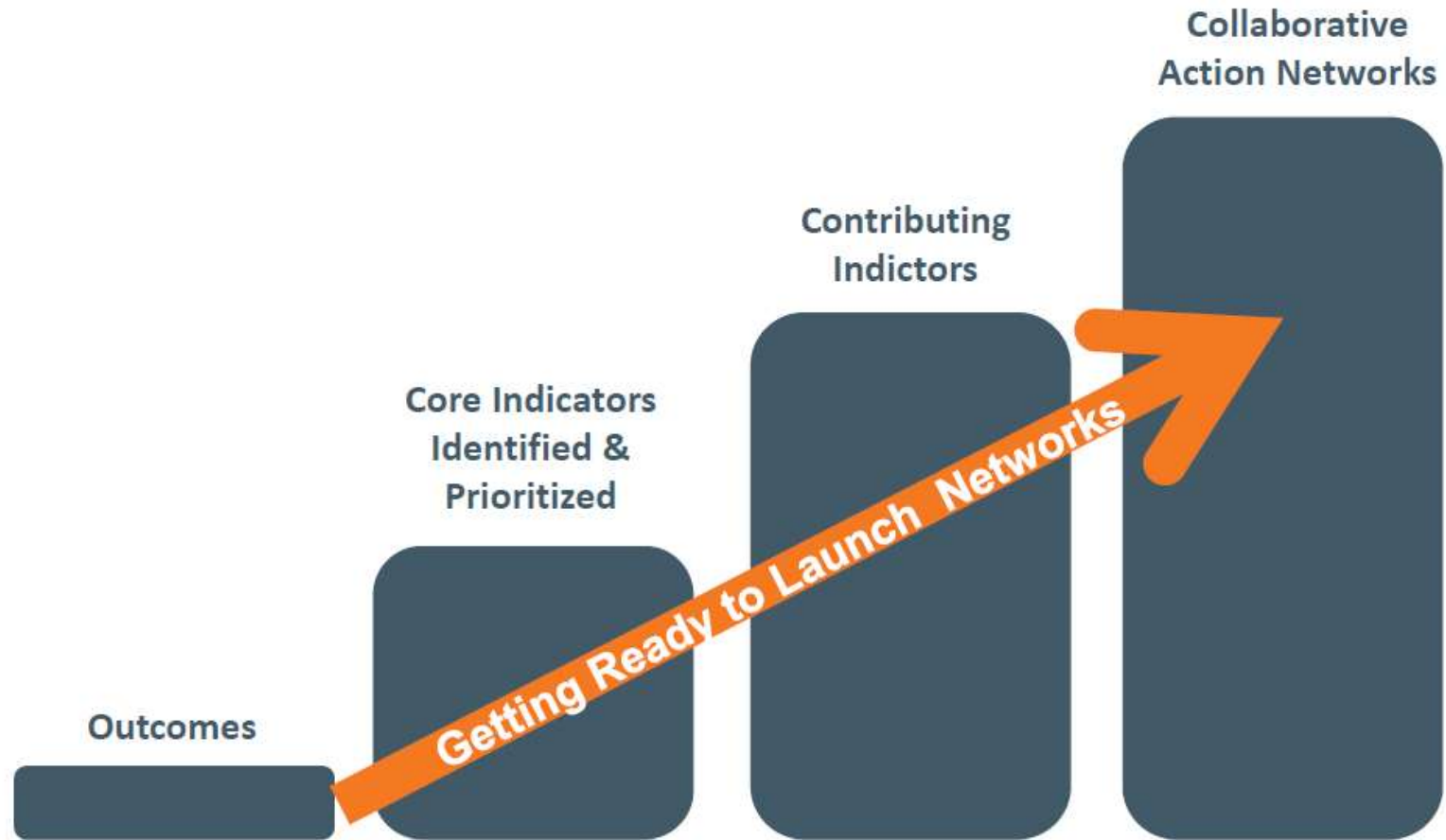
Collaborative action that is mutually reinforcing (based on continuous improvement)

Continuous communication

A backbone organisation



Actions Needed



Pathway to success for Aucklanders

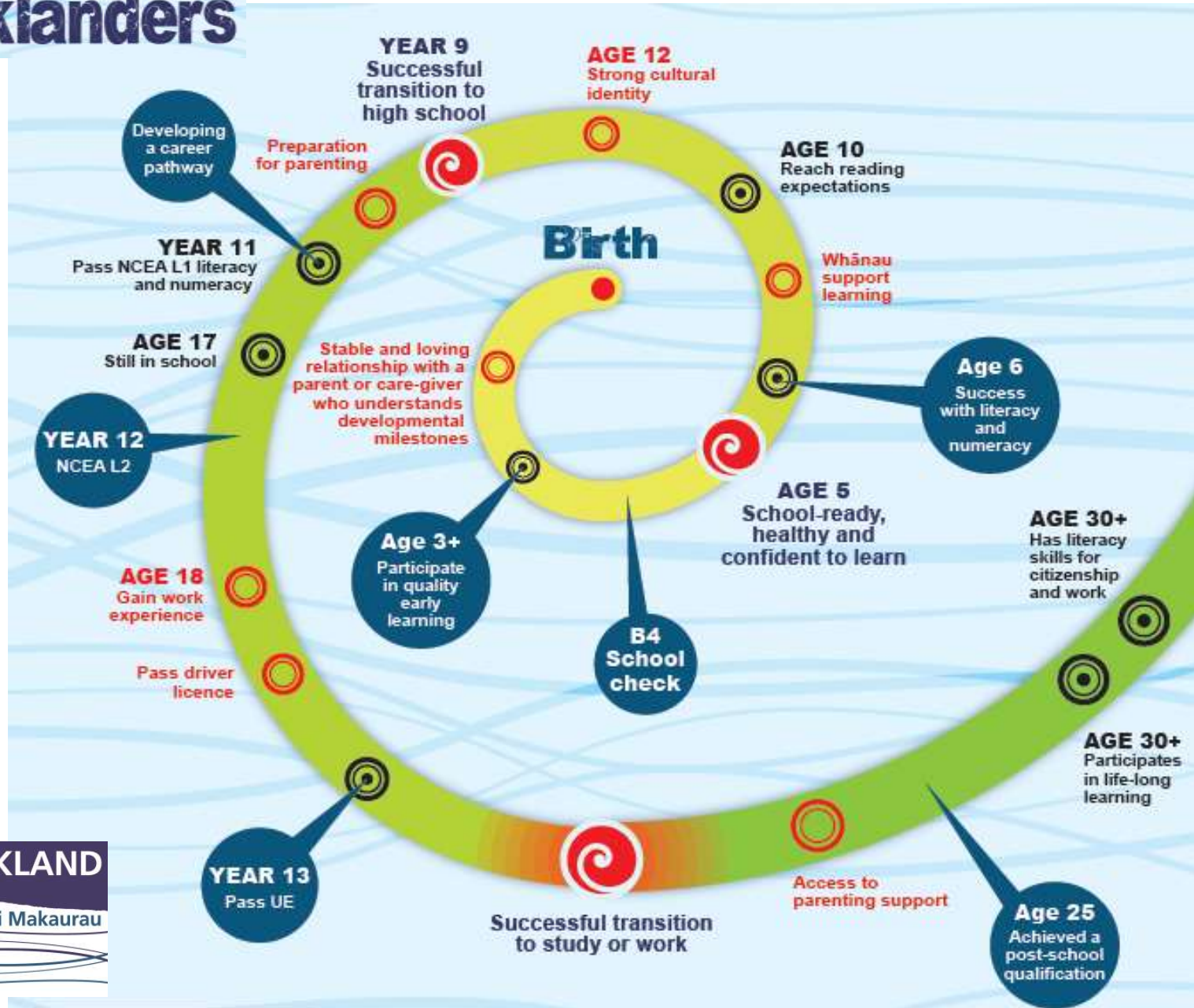
Auckland Plan Target

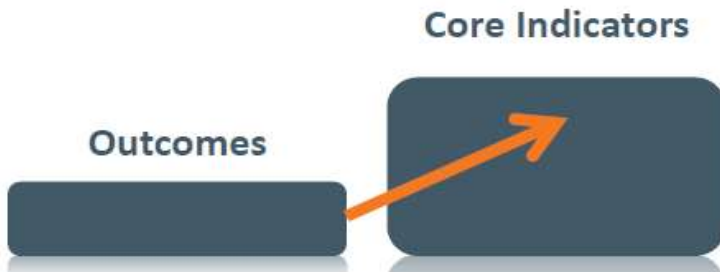
Key transition points

Social and emotional factors

Academic Factors

LEARNING AUCKLAND
Ako Tāmaki Makaurau





Example:

Early Grade Reading = Percent of 3rd grade students assessed as proficient

What we are tracking.

Kindergarten
Readiness

3rd Grade
Reading Scores

8th Grade
Math Scores

High School
Graduation

College
Enrollment

College
Completion

What we are prioritizing.

Selecting Priority Indicators

- **Sample criteria**

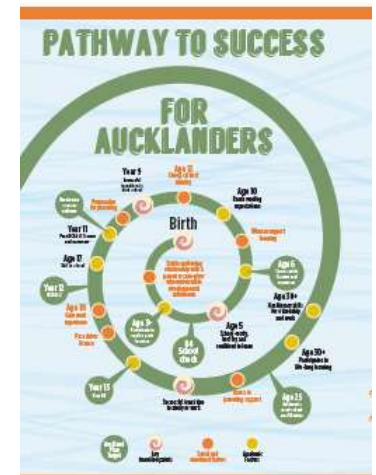
- **Data exists:** Data is readily available and can be collected as needed
- **Need exists:** Using best available data, there is a significant need to improve the outcome
- **Momentum exists:** Resources or appropriate partners are engaged & poised to benefit from the partnership support
- Lastly, the **selected priority outcomes are not concentrated** at one section of the continuum

Camden Education Alliance Final

Vision	Community where all children graduate highly trained and enter into a globally competitive workforce.					
Mission	To serve all children with high quality education and training.					
Community Level Outcomes	Kindergarten Readiness	Early Grade Reading	Middle Grade Math	High School Graduation	Post-secondary Enrollment	Post-Secondary Completion
Core Indicators (Measures)	<ul style="list-style-type: none"> Percent of students assessed as ready for school at Kindergarten 	<ul style="list-style-type: none"> Percent of students proficient at third grade reading 	<ul style="list-style-type: none"> Percent of students proficient in fifth grade math Percent of students proficient in eight grade math 	<ul style="list-style-type: none"> Percent of students who graduate from high school 	<ul style="list-style-type: none"> Percent of students who enroll in a post-secondary institution within six months of graduation 	<ul style="list-style-type: none"> Percent of students who graduate from a local post-secondary institution Percent of students who earn a certification
Contributing Indicators	<ul style="list-style-type: none"> Percent of children enrolled into a quality pre-school program Percent of students assessed as socially/emotionally ready 	<ul style="list-style-type: none"> Percent of students who are chronically absent Percent of ELL / ESL students Percent of students literacy proficient in 2nd grade 	<ul style="list-style-type: none"> Percent of students who are chronically absent Percent of students enrolled into Algebra or an after-school enrichment program 	<ul style="list-style-type: none"> Percent of students credit deficient by 10th grade Percent of students dropping out Percent of students with disciplinary issues 	<ul style="list-style-type: none"> Percent of students scoring "college ready" on ACT/SAT Percent of students completing FAFSA Percent of students applying to college 	<ul style="list-style-type: none"> Percent of students still enrolled after 1 year Percent of students needing 2 or more remedial courses Percent of students still enrolled 2nd year

Your turn

- Pick one data point
- Get with others in an 'action group'
- What emerges as the priority indicator?



Resources

- » Auckland data update 2014
- » Collective knowledge & expertise

Sourcing the data



Continuous improvement frameworks

- **RBA** www.familyservices.govt.nz/documents/working-with-us/funding-and-contracting/rba/
- **Six Sigma** <http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/>
- **Getting to Outcomes** <http://www.rand.org/health/projects/getting-to-outcomes.html>

Measuring progress

In your action group

- **Who needs to be at the table to move the indicator?**
- **How will you measure progress ?**
 - Long-term change
 - Fine-grained progress towards the change (ideally monthly)

Measurement and data examples

FSG

<http://www.fsg.org/tabid/191/ArticleId/974/Default.aspx?srpsh=true>

Strive Together Network

<http://www.strivetogether.org/>

MoE Public achievement data

Visuals on national achievement Maori, Pasifika, ECE etc
<http://www.educationcounts.govt.nz/topics/education-overview>

Visuals for iwi, region and Territorial Authority/Local Board levels: ECE participation, participation, national standards at primary schools, school leavers with NCEA and 18 year olds with NCEA <http://www.educationcounts.govt.nz/topics/education-visuals/pai>

Analysis comparing regional and national performance on a range of variables. <http://www.educationcounts.govt.nz/know-your-region>

TLA level data is available on the same page – see the drop down menu on the top right hand corner. <http://www.educationcounts.govt.nz/know-your-region>

School Information <http://www.educationcounts.govt.nz/find-school/school?school=1216&district=7615®ion=2>

Banners at the top of the page will take you to data on changes in the school population, for achievement against national standards etc.