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Executive Summary

Seeding Success seeks to ensure every child has the support and resources they need to succeed cradle to career. As a leader of systems-level change, Seeding Success encourages collaboration among diverse partners, by building their capacity to make data-informed decisions that put children at the center; advocates for equity-based policies and funding to remove barriers and sustain improvements; and helps design systems to address disparities.

As education reforms continue in Shelby County, the alignment and capacity of
community support agencies has received little attention as a part of the reform agenda. The slow progress of change around student outcomes, and both quantitative and qualitative evidence suggests that more levers of support, outside of the school environment for students and families, need to be in place. This is especially true for students facing adverse experiences, as the majority do in Shelby County. Out of school time organizations are often best positioned to provide this support, but many of these organizations are often limited by resources, staff capacity, and staff capabilities.

As a backbone organization for the community Seeding Success provides a common framework and conduit to coordinate efforts and provide direct support to out-of-school time organizations. Beyond the Classroom serves as a mechanism to deliver resources. In this year’s iteration of Beyond the Classroom, Seeding Success added four new organizations to the intervention: Memphis Athletic Ministries, Girls Inc. of Memphis, BRIDGES, and the Emmanuel Center. The four diverse partners collaborated and participated in improvement cycles to bolster student outcomes. Notable changes from year one to year two include:

1. Maintaining performance monitoring and analysis
2. Enhancing the role of Coach on the Seeding Success staff (more hours per org)
3. Creating improvement teams within and across Beyond the Classroom partners: leadership through front-line staff. Year 1 was too dependent on Executive Director
4. Providing more intentional data infrastructure set up upon entry into Beyond the Classroom cohort leveraging Seeding Success Lead Information Manager and Data Quality Associate
5. Universal exposure to a full day of White Belt Lean Six Sigma training

Third Grade Reading Proficiency and College and Career Readiness were the two outcome areas of interest for the four partner organizations. Some highlights from Beyond the Classroom year include:

- 58 percent of students attending at least 60 days of Memphis Athletic Ministries programming met their NWEA MAP Reading/English Language Arts growth goal administered by Shelby County Schools, compared to 43 percent of those students who attended fewer than 60 days. This represents a 15 percentage point difference between students who met the dosage goal of Memphis Athletic Ministries and those who did not.
- 42 percent of Emmanuel Center students who met the attendance goal of attending programming at least 70 percent of days meet their NWEA MAP Reading/English
Language Arts growth goal on the Spring assessment administered by Shelby County Schools

- 50 percent of Girls Inc. of Memphis girls who met the dosage goal of at least 50 hours of programming had satisfactory attendance school attendance.
- On their CONNECT post-test, students who participated in the CONNECT pilot at Crosstown and Humes reported stronger school culture compared to their pre-test. 75% of students at Crosstown had satisfactory attendance and 92% had satisfactory behavior.

**Introduction**

Four organizations participated in year two of Beyond the Classroom. These organizations (Memphis Athletic Ministries, Emmanuel Center, BRIDGES USA, and Girls Inc. of Memphis) were selected for this year’s cohort because of their participation in the Seeding Success Partnership and a demonstrated commitment to improving practice and accelerating outcomes for students.

The second year of the Beyond the Classroom work centered on standardizing structure, increasing opportunities for organizations to learn from each other, and making the work practical for implementation. Seeding Success integrated learnings from year one into the design of year two’s work. Results Based Leadership and Continuous Quality Improvement were maintained as foundational skills. In particular, these skills supported partners in identifying results, developing improvement plans, and monitoring and measuring results. Partners were on-boarded with an explanation of these two skills and received constant reinforcement over the course of the year.

Seeding Success modified several design components of the program in the second year to allow for a more integrated curriculum. Some of these modifications included increased partner-to-partner learning and more efficient use of Seeding Success staff time. Specifically, Seeding Success used a cohort model for partner engagement. Instead of meeting with each partner individually every other month, Seeding Success hosted half day sessions with all teams together every other month. Each organization was required to assemble a team that included a director level member, a frontline staff member, and a data member. Diverse team makeups allowed knowledge to spread diffusely across organizations and provided multiple perspectives on the work.
Organizations met for a total of seven sessions, amounting to 28 hours of hands-on learning per organization. The bimonthly sessions allowed organizations to learn new concepts, share and gain knowledge from partner organizations, and provide status updates on their work. Each session required both pre-work and homework and opened with an opportunity for partners to display their homework and progress to date. This revised structure created a learning environment where partners were both teachers and students.

Additional Partner Support

In addition to the support partners received during in person-sessions, Seeding Success provided organizations with the opportunity to participate in Nonviolent Communication, White Belt Training, Results Based Facilitation training, and team building activities using the Myers-Briggs Type Indicator. Seeding Success also offered on-site technical support to each participating organization.

Nonviolent Communication

In response to partners requesting assistance with internal communication, Seeding Success provided teams with four Nonviolent Communication sessions. Nonviolent Communication is a tool that encourages individuals to consider how language is used with the focus on creating common ground. It involves the integration of four factors: (1) Consciousness: a set of principles that support living a life of compassion, collaboration, courage, and authenticity; (2) Language: understanding how words contribute to connection or distance; (3) Communication: knowing how to ask for what we want, how to hear others even in disagreement, and how to move toward solutions that work for all and; (4) Means of influence: sharing "power with others" rather than using "power over others" (Rosenberg, Nonviolent Communication 2015).

White Belt Training

The White Belt training offered by International Paper provided each organization with exposure to the concepts of waste reduction in processes, basic problem solving, understanding charts and graphs, and how to engage in continuous improvement efforts
and sustain the improvements. The White Belt training is intended to build participant awareness of LEAN and Continuous Improvement concepts, language, and tools.

Results Based Facilitation

Results Based Facilitation provides individuals with the skills needed to design, facilitate, and manage meetings toward results and action items. Representatives from each organization participated in a 2-day session to gain these skills. Participants were encouraged to use these skills during in-person sessions and organization meetings.

Myers-Briggs Type Indicator

The Myers Briggs Type Indicator (MBTI) helps individuals identify their preferences and differences that can be a source of misunderstanding and miscommunication. In these workshops, Seeding Success supported teams in exploring their individual MBTI preferences, self-reported type, and verified type preference. Teams learned how to leverage insights from the assessment to advance their mission and work. Organizations built action plans to hold themselves accountable for implementing improvements discussed during the workshops.

On-Site Technical Support

Lastly, Seeding Success provided on-site technical support to partners between in-person sessions. This support included, but was not limited to: data entry, data collection, data analysis, meeting design, and meeting facilitation.

With additional training opportunities this year’s cohort organizations were exposed to additional professional content. These opportunities extended beyond the core Beyond the Classroom offerings; several of the training sessions allowed for additional staff from Beyond the Classroom organizations to engage. In year two, there was increased learning and engagement shared across partner organizations. Teams reached out to each other for support outside of
sessions and partners voiced feeling a sense of community from the communal learning experience.

**Beyond the Classroom Partners**

**Memphis Athletic Ministries**

Memphis Athletic Ministries (MAM) exists to coach, grow, and lead the youth of Memphis by helping them discover their identity in Christ and their purpose in the community. MAM’s vision is to see identity found, hope restored, and lives changed. With seven locations, MAM serves over 500 young people through in-school, after-school, and summer programming. Leveraging the attraction of sports, MAM draws youth to its mentoring programming and neighborhood centers.

**Aligned Outcome**

MAM selected Third Grade Reading Proficiency as its organizational outcome. Research shows students not reading on grade level by third grade are more likely to leave high school without a high school diploma, so targeting third grade reading can be seen as an early intervention (AECF, 2012).

MAM provides literacy-focused summer and afterschool programming to students at seven gyms. Each gym has a combination of gym directors, coaches, and part-time teachers. MAM experienced staff turnover with their part-time teachers and wanted to expand their program with fidelity to their model. Together, Seeding Success and MAM decided to explore strengthening teacher fidelity in an effort to improve student performance after school and, in turn, impact student performance on in-school literacy assessments.

In particular, MAM planned to examine its participants’ school attendance, participants’ Reading A to Z scores, and internal teacher observation scores. Reading A to Z (RAZ) is an online platform that provides literacy instruction and assessments. RAZ scores can be analyzed and compared to NWEA MAP Reading/English Language Arts scores.
Outcome Statement

Goal #1 - 75% of students who take a Fall RAZ Pre-Assessment and Spring RAZ Post-Assessment will attend more than 60 days of MAM literacy programming this year.

Goal #2 - 60% of those students who meet the attendance goal will meet or exceed the average growth on the March NWEA MAP Reading/English Language Arts assessment.

Goal #3 - 100% of MAM teachers will receive at least a “meeting expectations” rating on classroom environment assessment, and 50% of teachers will have an “exceeding expectations” rating on the final assessment. This teacher evaluation assessment is created and administered by MAM and evaluated by the education director. This goal was created with the aim of improving program fidelity and ensuring consistent quality across MAM classrooms.

Indicators

In order to monitor progress towards their goals, MAM tracked the following indicators:

- School attendance
- In-school behavior
- In-school course completion
- RAZ growth scores
- Percentage of students meeting MAM dosage targets
- Percent of MAM teachers scoring proficient on observations

MAM leveraged Shelby County Schools’ data to monitor student progress on in-school literacy instruction. Student dosage allowed MAM to monitor the impact of program exposure on student performance on RAZ assessments. Seeding Success led a 2.5 day training with all of MAM’s program staff on data use for continuous improvement. Teachers and coaches learned about FERPA, continuous improvement, and information about chronic absenteeism. Lastly, teacher observations coupled with RAZ assessments and dosage help to monitor fidelity across MAM sites and classrooms.

Process:

Enhance teacher quality and fidelity to meet instructional goals across all sites to ensure all students receive quality literacy programming.
Strategy

To improve student reading proficiency MAM concentrated its efforts around three research supported areas:

**Improve the quality of teacher training**

In order to maintain a successful, high-quality afterschool program, there must exist a competent and skilled frontline staff to implement the programming and instruction. As Metz et al note, “given the links between skilled staff, high-quality programs, and better youth outcomes, staff training has become an essential part of program implementation.” (Metz 2009). To this end, MAM concentrated efforts on improving the quality of its staff via higher quality staff development and coaching.

Prior to participation in Beyond the Classroom, MAM trained their teachers only once a year. The annual training timeframe proved challenging when MAM lost team members throughout the year and hired replacements. During Beyond the Classroom, MAM developed a year-long teacher training plan. Through this, they discovered the need for a standardized training plan and a teacher evaluation immediately following the first training. MAM created quizzes to assess teachers and used them as baselines for new teacher performance. MAM tracked each step of the training process in Salesforce.

**Increase frequency of teacher observations**

In addition to the presentation of information and demonstration of new practices that come with traditional professional development workshops, offering teachers opportunities for observation, practice, and feedback is critical to improving the quality of out-of-school time programs. A one-time training alone rarely leads to demonstrable changes in instructional practices, but a coaching component that incorporates observation, constructive feedback, and ongoing training is much more likely to yield measurable changes in instructional practice (Metz, 2009). In this way, MAM aimed to
sustain improvements in staff quality by increasing frequency of observations and feedback.

After implementing the aforementioned new training process, MAM identified the need for additional steps for fidelity. One of these additional steps was a teacher observation process for new EYCs (Elementary Youth Coordinator). The teacher observations assessed engagement, read alouds, small groups, word walls, classroom management, and teacher preparation. In addition to teacher observations, MAM realized improving the training program would need to be iterative. MAM committed to testing the quizzes, observation timelines, and data tracking to prepare for the 2019-2020 school year.

Based on observation results, MAM completed a 5S process to standardize the materials in classrooms at one of their locations. When each classroom has proper materials and standardized literacy supplies, teachers waste less time looking for supplies there is more program fidelity.

Increase teacher retention

The disruptive effects of frequent teacher turnover have been found to have a negative impact on student achievement, with that negative impact disproportionately impacting low-performing students and black students. When staff turnover disrupts relational trust or reduces teacher quality, student achievement suffers (Ronfeldt, Loeb, & Wyckoff, 2012).

Prior to participation in Beyond the Classroom, MAM experienced turnover with its program teachers. This was in part due to the pay associated with the position. Bearing the previous research in mind, MAM sought to increase teacher retention as a means of improving program quality and student achievement. In an effort to combat the turnover issue, MAM instituted multiple teacher training opportunities over the course of the year. This allowed for new teachers to engage in more than one learning opportunity throughout the year and also allowed for continuity in quality when a teacher left the organization. MAM tailored the training to the needs identified through their new teacher observation system. By tracking the observation results for all teachers, they knew which areas would be the most beneficial to cover together.
In addition to the small team that led the Beyond the Classroom effort, MAM engaged site directors, coaches, teachers, and volunteers around this strategy. The team also leveraged a volunteer from the Community Foundation Board to support the efforts of this work.

Indicator Monitoring

Goal #1 Result: 183 Students had a Fall RAZ Pre-Assessment and Spring RAZ Post-Assessment. 34% (63 of 183) of those students attended 60 or more literacy programming days.

Goal #2 Result: The data available on the students who attended 60+ days of literacy Programming shows 57% of those students meet their growth goal.

Goal #3 Result: 100% (16 of 16) teachers have at least a “meeting expectations” rating on classroom environment assessment. 44% (7 of 16) of teachers would have an “exceeding expectations” rating on the final assessment.
Students who attended at least 60 days of MAM programming in the 2018 - 2019 school year performed better on the Spring NWEA MAP Reading/Language Arts Assessment. This chart shows the results of 3rd - 5th grade students on the Spring 2019 NWEA MAP Reading/Language Arts Assessment. The two bars on the left reflect the performance of students with at least 60 days of program attendance, and the two on the right reflect students with less than 60 days. 58% of students attending at least 60 days met their growth goal, compared to 43% who did not attend at least 60 days. In other words, students who consistently attended MAM programming performed 35% better on the MAP assessment.
Lessons Learned

Due to staff turnover, MAM was using a lot of staff time hiring and training staff in the middle of the year and summer. Implementing a teacher evaluation process allowed them to spend time supporting staff in the classroom and they used the evaluation data to provide more strategic training.

MAM developed feedback loops both with their team and with their teachers. Staff working on the Beyond the Classroom project began to meet regularly, allowing work to spread across the team. This also helped integrate a volunteer into their project. With work spread to more staff, MAM was able to provide teachers with more personalized coaching and feedback based on their
observations. While an increase in teacher pay may help combat turnover, creating a culture of feedback, fidelity, and full staff buy-in will support the organization long term.

Emmanuel Center

The Emmanuel Center serves more than 2,000 people each year through programs that inspire spiritual, physical, and educational growth. The Emmanuel Center provides recreational activities and continued learning and development programs that include spiritual direction, social service programs, educational enrichment, and organized sports.

Emmanuel Center’s clients are residents of the 38126 ZIP Code in South Memphis. Through its vision of “hope, education, and success for all children,” Emmanuel Center serves the community through job placement, summer camp opportunities, after school tutoring, organized sports, and a weekly chapel service.

Aligned Outcome

Emmanuel Center aligned its organizational result to improve third grade reading proficiency.

Before involvement with Beyond the Classroom, Emmanuel Center used Literacy Mid-South’s reading intervention and tracked the intervention’s dosage through Seeding Success’ Memphis Reads online platform. Program attendance was tracked through paper logs and primarily kept for documentation purposes. With the increasing number of program providers in the area, Emmanuel Center began to pivot away from being an all-purpose neighborhood center to focusing on being a high-quality afterschool program.

With the increase in program providers in the neighborhood, Emmanuel Center’s prioritized focus area became better communication of their goals and mission. A focus on communication would allow Emmanuel Center to better articulate the benefits of the program to all stakeholders. They identified a need to communicate with parents about the value-add of the program and the importance of regular attendance in order to receive the full benefit of the program. Along with parent communication, Emmanuel Center saw a need for improved communication with staff and volunteers about student performance so they could better tailor interventions. Lastly, Emmanuel Center wanted to communicate their shift in programming to community stakeholders to further build their capacity and capability.
Outcome Statements

Goal #1: 50% of 1st-5th grade students who attend after-school literacy instruction at least 75% of program time will increase their RAZ score by two levels from August 2018 - May 2019. Two levels of growth in RAZ correlates approximately with a growth of one grade level (Learning A-Z 2019).

Goal #2: 26% of K-5th grade students who attend Emmanuel Center’s after-school literacy instruction will meet or exceed the average growth on the NWEA MAP Reading/Language Arts Assessment in Spring 2019.

Goal #3: Improved communication of data both internally and externally to improve participant attendance and RAZ scores.

Indicator

In order to assess progress toward the outcomes, Emmanuel Center monitored program dosage and attendance.

Process

Improve communication across stakeholders at every level including with families, program staff, and Board of Directors.

Strategy

Verb? Student Information System and Improved Data Tracking

Prior to the Beyond the Classroom work, Emmanuel Center had a manual process for data tracking. Attendance was tracked on paper and then entered into a spreadsheet. The paper tracking consumed a significant amount of staff time and storage space. Emmanuel Center started using a “Student Information System,” or SIS, provided by Literacy Mid-South. This system allowed for electronic collection of program attendance data. The SIS system tracked students who left the program early, and allowed Emmanuel Center to generate daily, weekly and monthly attendance reports.
Parent Engagement

Emmanuel Center recognized parent engagement as a key factor in increasing student performance. Initially, many parents treated the center like a drop-in facility and would pick their children up before the literacy program began. Emmanuel Center began to use parent nights as a way to communicate with parents the importance of regular and full attendance in the afterschool and summer programs. Additionally, they developed processes to communicate and engage with parents around student progress. This new strategy included creating a parent memorandum of understanding that explicitly discussed the attendance policy at Emmanuel Center and a process for weekly contact with parents regarding student absenteeism. A form was developed to share student monthly progress reports during parent nights, and, as a result, parents without progress reports began to inquire about how to receive academic performance information about their students. Finally, the site coordinator began asking parents the reason for early pickup and started tracking which students were consistently leaving early. Then in turn this information would be shared back with the parents along with their child’s progress.

Standardized Organizational Processes

Emmanuel Center wanted to improve staff communication to create better buy-in across the organization. Primarily, there was a need for staff to understand how individual roles were connected to the bigger picture. In order to address this need, the Beyond the Classroom team redesigned organizational staff meetings to include conversations about how day-to-day work connected to student outcomes. Along with reimagined staff meetings, Emmanuel Center developed some standardized process to support the team in maintaining new policies. Some of these processes included an attendance tracking policy, process for communicating with parents on absenteeism, and staff training on why attendance tracking is important. Lastly, a process was developed to communicate and receive staff feedback regularly through surveys. Emmanuel Center also surveyed volunteers, parents and students.
Indicator Monitoring

Using their SIS and a new attendance tracking system resulted in more accurate attendance tracking, and through conversations with families, increased program attendance.

During the 2017-2018 school year, 58% of Emmanuel Center’s K-5th graders attended at least 75% of program time. During the 2018-2019 school year, that figure improved to 70% of students meeting the same attendance threshold. This change represents a 21% improvement in attendance from one school year to the next.

Process Monitoring

Emmanuel Center completed surveys with parents. Additionally, staff began to communicate with parents about the program benefits and schedule when parents arrived to pick up students early.
Outcome

Emmanuel Center Students Meeting Growth Goal on 2019 Spring MAP Reading by Program Attendance

Students attending at least 70%  Students attending less than 70%

Met Target  Did Not Meet Target  Met Target  Did Not Meet Target

41% 59% 42% 58%

Students who attended at least 70% of Emmanuel Center programming in the 2018 - 2019 school year had MAP results comparable to students who attended less programming. This graph shows the results of 3rd-5th grade students on the Spring 2019 NWEA MAP Reading/Language Arts Assessment. The two bars on the left reflect students who attended at least 70% of program attendance, and the two on the right reflect students with less than 70% attendance.

Lessons Learned
Communication is a key lever of success and an integral part of any organization’s operations. When buy-in exists at every level, there is less confusion among team members and people can
take up their roles with confidence. Along with communication, standardized processes create more efficiency and can reduce the workload of employees. Emmanuel Center was looking for more ways to increase accountability with their staff and families. Emmanuel Center has learned that there is a need for standardized processes for classroom evaluations as well as a need for an annual staff training schedule. Emmanuel Center plans to continue refining its organizational processes developed through Beyond the Classroom and identify methods to sustain existing processes. Despite unforeseeable leadership challenges, Emmanuel Center was able to implement significant process changes, leading to improved program attendance for their students.

Emmanuel Center was able to improve their program attendance through improved processes and staff training. As, the subsequent gains in their achievement scores have not yet been realized, Seeding Success will continue to monitor their outcomes.

Emmanuel Center’s collaboration with peer Beyond the Classroom organizations improved their project outcome and allowed them to work more efficiently.

Because MAM does similar programming, the two organizations were able to share templates, best practices, and information related to their literacy interventions. The Beyond the Classroom cohort partners supported Emmanuel Center in implementing consequences and accountability with their parent agreements.

**BRIDGES**

BRIDGES provides students an opportunity to find their voice through unique experiential learning activities that are adventurous, relational and transformative. As a result, participants are empowered to reach across racial and socio-economic divides, are prepared for secondary educational opportunities and careers, and are engaged in civic affairs in their communities. BRIDGES unites and inspires diverse young people to become confident and courageous leaders committed to community transformation.

**Aligned Outcome**

For the purpose of Beyond the Classroom, BRIDGES aligned its organizational result to College and Career Readiness as measured by Attendance and Behavior outcomes.
Outcome Statement

Goal #1: 25% improvement in school culture through relationships and communication between student-to-student and student-to-teacher, evidenced in satisfactory attendance and behavior.

Indicator

BRIDGES data collected from pre and post surveys given to students for the indicators. In addition to their traditional survey questions, BRIDGES added questions from the US Department of Education School Climate Survey (EDSLCS). Students answered 27 questions before and after the series related to positive and negative indicators of school culture.

Process

Better align CONNECT program curriculum to current school and student needs as evidenced by student responses on post surveys.

Strategy

Establish MOU

Prior to Beyond the Classroom BRIDGES in-school programming faced difficulty gaining access to schools and training school staff on what to expect from the CONNECT program. Schools asked for in-school programming, but often were not prepared or held accountable for their associated tasks. In schools where access was obtained, miscommunication existed at the teacher and student level. This miscommunication often resulted in lack of space to lead workshops, lack of teacher awareness of workshops, and lack of teacher support in the classroom. Along with these issues, BRIDGES communication process was inconsistent across school partners. To combat this, BRIDGES developed a formal communication process and MOU for the CONNECT level program. Schools now complete an online assessment form. After review, BRIDGES reaches out to the school contact, dates are decided, and then the principal signs the MOU. A teacher and student presentation is required before the actual workshop can take place. The new communication process consists of a needs assessment
form, teacher presentation, and a student presentation. These adjustments helped BRIDGES address administration and teacher buy-in as well as teacher readiness.

**Increased Dosage at Schools**

BRIDGES had an interest in determining how to leverage the CONNECT program to impact school culture and climate. The original design of the program only involved BRIDGES conducting one-time workshops at schools. For Beyond the Classroom, BRIDGES decided to test what impact the program could have on school culture if dosage increased. BRIDGES decided to conduct multiple workshops weekly at two schools from February to April. Humes Preparatory School was selected because of a previous working relationship and strong rapport with school administration. Middle schools also have more flexible schedules than high schools. Crosstown High was selected because BRIDGES wanted to work with a high school in the pilot and as it is often hard to schedule CONNECT experiences with high schools due to student schedules and testing, but Crosstown High was able interested and able to accommodate. Additionally, BRIDGES had previously facilitated a Fall workshop experience at Crosstown High with all of the students that they planned on facilitating the follow up workshop with that January. The pilot work aligned well with the previous session and provided the opportunity to dive deeper into the conversation on school culture.

BRIDGES completed five sessions with 6th graders at Humes on topics including peer relationships, identity, and school issues. At Crosstown, BRIDGES held four sessions with 9th graders. Crosstown students participated in a data walk on their school culture. Additional sessions were held with the students related to identity and school culture.

Moreover, CONNECT program allowed BRIDGES to reach students not typically served by other BRIDGES programming.

**Process Monitoring**

Of the 61 6th graders served at Humes Preparatory Academy,
- 83% of students Strongly Agreed or Agreed that “Today’s workshop was relevant to my school.”
● 85% of students Strongly Agreed or Agreed that “Today’s workshop covered important topics.”

Of the 73 9th graders served at Crosstown High School,
● 72% of students Strongly Agreed or Agreed that “Today’s workshop was relevant to my school.”
● 73% of students Strongly Agreed or Agreed that “Today’s workshop covered important topics.”

147 student surveys collected pre/post program.

Before each workshop, BRIDGES meets with the school administration to learn what are current trends and issues at each school. BRIDGES then selects and customizes curriculum to ensure students get as much as possible from the experience. With the pilot series, BRIDGES wanted to better align CONNECT programming to school and student needs. Based on the responses from post surveys, students believed that the curriculum covered topics that were relevant and important at their school.

Indicator Monitoring

Results of Education School Climate Survey (EDSCLS)

Students responded to 25 questions before and after the BRIDGES series. On a scale from 1 to 4, students shared how much they agreed or disagreed with statements. Twenty of the questions reflected positive school behaviors, so an increase is expected for those questions. Five reflect negative school behaviors, so a decrease is expected between sessions.

Humes Preparatory Academy
Overall: 0.1355 average increase on positive indicators

In the post-test, students reported more of the positive indicators of school culture. This means that students saw an improvement in school culture.

Overall: 0.474 average increase on negative indicators
● 0.78 Students at my school are teased or picked on about their race or ethnicity.
● 0.76 Students at my school are teased or picked on about their real or perceived sexual orientation.
In the post-test, students reported more of the negative indicators of school culture as well. Based on how the sessions went, BRIDGES sees this potentially being a result of students having more awareness of what bullying looks like.

Crosstown High School
Overall: 0.03 average increase on positive indicators
  ● 0.11 I can talk to a teacher at my school about something that is bothering me.
  ● 1.06 Students at my school try to stop bullying.
In the post-test, students reported more of the positive indicators of school culture. This means that students at Crosstown saw their school culture improve.

Overall: 0.116 average decrease on negative indicators
  ● 0.20 Students at my school are teased or picked on about their race or ethnicity.
  ● -0.82 Students at my school are teased or picked on about their real or perceived sexual orientation.
In the post-test, students reported fewer of the negative indicators of school culture. This means that students at Crosstown saw their school culture improve.

On the culture survey, students on average reported stronger school culture in their post surveys.
Outcome

Students who participated in the high dosage pilot program at Crosstown High had better attendance than students who did not receive as much programming.

- All students at Crosstown High participated in 4 CONNECT sessions, versus students in traditional non-pilot schools who typically participated in one or two CONNECT sessions over the course of the year.
- 75% of students at Crosstown High involved in the pilot had satisfactory attendance (attending more than 95% of school days), versus 51% of students who were not involved in the pilot.
- Only 6% of Crosstown students were chronically absent (attending less than 90% of school days) versus 23% chronic absenteeism in the non-pilot schools.
A smaller percentage of students who participated in the high-dosage pilot CONNECT program at Crosstown High had behavior incidents compared to all students who participated in traditional amounts of CONNECT programming.

- Only 8% of students at Crosstown were issued behavior infractions in the 2018 - 2019 school year, compared to 31% of students who participated in traditional programming.

Lessons Learned

Changing school culture takes time and finding school partners willing and able to commit time is often difficult. Establishing strong relationships with schools, and with school administrators in particular, will help create trust and support effective implementation of CONNECT programming. Based on feedback received from teachers, introducing the CONNECT
curriculum earlier in the school year and having continuous exposure throughout the year may have greater impact on student outcomes versus engaging for a few sessions in one semester. In this way, a higher dosage can lead to a greater impact on program outcomes.

BRIDGES also learned it is useful to perform structured classroom observations of students and teachers prior to beginning CONNECT series in order to improve curriculum creation. In particular, these observations help with understanding different teacher-student dynamics relative to classroom culture. These observations, along with access to student behavior data, will support BRIDGES staff in setting goals. From there, working with teachers and students prior to workshops to review goals will create buy-in and communication at every level. Finally at the high school level, leveraging student leadership groups or grade councils may make developing relationships with school administration easier, especially if these groups have an impact on school decisions.

Girls Inc. of Memphis

Girls Inc. of Memphis inspires all girls to become strong, smart and bold. With programming that focuses on the development of the whole girl, Girls Inc. of Memphis serves more than 1000 girls ages 6-18 each year. Through a combination of long-lasting mentoring relationships, a pro-girl environment and research-based programming, girls are equipped to lead fulfilling and productive lives, break the cycle of poverty and become role models in their community.

Aligned Outcome

Girls Inc. aligned its organizational outcome to College and Career Readiness.

Outcome Statement

75% of girls with 50 hours of programming have satisfactory school attendance and behavior.

Indicator

The number of Girls Inc. participants who attended Girls Inc. programming for a total of at least 50 hours.

Process

Aligning and implementing a performance management system so staff can be supported through professional development and held accountable.
Strategy

Beyond the Classroom supported on-going work of Girls Inc. of Memphis. In seeking to improve staff retention, the organization was reviewing their approach to internal systems. In their business model, revenue, leadership, and systems are the three elements essential to healthy organizations. The organization saw a gap in how staff were evaluated and promoted internally. Beyond the Classroom presented an opportunity to create a staff performance framework. Girls Inc. believed that if staff were better coached, supervised, and held accountable, then frontline staff could be better providers, leading to better outcomes for youth.

Front-Line Staff Focus

The leadership team identified staff evaluation as an area that would benefit from an improved system. The emphasis on front line staff is also grounded in research about out of school time. Responsible for mentoring and coaching students, frontline staff are crucial to out of school time programs. In order for students to receive the best Girls Inc. experience, front-line staff need to be well trained and supported.

HRO Tool

Girls Inc. of Memphis initially thought a custom performance management tool was the last piece needed to address staff retention issues. A framework model aligned to Girls Inc.’s business and affiliate model would enable managers to provide staff with concrete steps to improve performance and take better advantage of the national model’s professional development resources. Seeding Success reached out to an organization called HRO, a firm that specializes in human resources, to support Girls Inc. of Memphis with developing a performance tool. HRO worked alongside Girls of Inc. Memphis to develop the tool, and other Beyond the Classroom partners offered feedback to make the tool fit a non-profit organization. Girls Inc. slowed down their rollout process, to ensure staff were given enough information about the system before their evaluation period started, and changed the language to be more aligned with a non-profit organization.
Increased Staff Engagement

As part of the Beyond the Classroom process, Girls Inc. of Memphis analyzed several of their internal systems, including their process for annual budget creation. Using feedback from their 360 evaluation, Girls Inc. established their annual budget for the year with input from center based staff to the administrative level. A new practice for the organization. In the past, Girls Inc. center directors asked for funding for prior to each event, and HR kept track of their spending and budget. Starting in the 2019 academic year, Girls Inc. implemented a new process. Center directors were provided with a calendar for the year and budgets for their sites. This transparency around expectations and funding allowed staff to feel more empowered and take more ownership of their work. The planned calendar before the start of the fiscal year also allowed staff to participate in event planning and in choosing professional development opportunities.

In an effort to address the organization’s retention issue, Girls Inc. updated job descriptions and became transparent about salary bands and opportunities for professional growth within the organization. Additionally, organization staff and stakeholders took part in surveys for members of the leadership team as part of a 360 process. The leadership team then received feedback on how they manage and lead.

Improved Systems

Looking to balance the Girls Inc. affiliate model with their new, local business model, they were pushed to think about what elements are necessary to a healthy organization. Leadership, revenue, and systems came up as the areas for organizational focus. Systems, and including the sometimes lack of systems, were a consistent issue for the organization.

Indicator Monitoring

71% of Girls Inc. participants attended at least 50 hours in 2018 - 2019.
Outcome

Girls Inc. Memphis Students with Behavior Referrals by Experience Type for 2018 - 2019

Students who attended at least 50 hours of Girls Inc. programming

Students who attended less than 50 hours of Girls Inc. programming

A smaller percentage of students who attended at least 50 hours of programming received a behavior referral in 2018 - 2019 compared to those who attended less than 50 hours. Girls Inc. considers 50 hours of programming necessary for girls to receive the Girls Inc. experience. 32% of girls who received the full Girls Inc. experience had behavior infractions, compared to 54% of girls who did not receive the full 50 hours experience.
A smaller percentage of students who attended Girls Inc. programming for at least 50 hours were chronically absent and less likely to be at risk for chronic absenteeism than those who attended less than 50 hours. 50% of students attending at least 50 hours had satisfactory attendance, compared to 31% who attended less than 50 hours.

**Lessons Learned**

Technical solutions must be accompanied by adaptive supports. After engaging in a year of work around their organizational goals and culture, Girls Inc. wanted to implement a new staff performance system to improve staff accountability. They initially viewed their Beyond the Classroom project as separate from their other culture improvement efforts. However, with
feedback from peer Beyond the Classroom organizations, they came to see the necessity of including staff in the process. Girls Inc. of Memphis aligned their new system not only to organizational goals but to their culture improvement work. Rather than imposing accountability top down, Girls Memphis ensured that their front-line staff were fully supported.

Reflections

Seeding Success and the Beyond the Classroom cohort learned a great deal over the course of year two. Most notably advancing this work requires structure, buy-in from all stakeholders, and constant communication. Seeding Success also saw that youth serving organizations are challenged with setting time aside to plan and reflect. And while brief, Beyond the Classroom sessions offered partners a space to reflect and assess work to date and a path forward. Furthermore, the space allowed partners to share pain points and progress in a community of peers and these peers could provide feedback, resources, and advice on how to advance work.

As with year one, year two was not without its challenges. Seeding Success, along with each partner organization experienced staff turnover. With small teams, the loss in staff often has an impact that lingers beyond the initial exit of a team member. Turnover means resources spent recruiting and training new employees or trying to reconfigure the existing staff’s workload. Despite these challenges, most partners remained motivated and engaged. They managed existing tasks and day-to-day workload while attempting to implement new programming.

In addition, establishing trust with partners was a small challenge for Seeding Success. While, Seeding Success held existing relationships with each organization, there was not always strong relationships at the individual level. Seeding Success needed to build solid relationships with partners so they could trust our interest in supporting student outcomes, versus using their data as a form of public shaming. Establishing trust with partner organizations is crucial to Seeding Success executing its functions as a backbone entity. With trust, there is a higher level of accountability and increased transparency around areas where partners need support.

Next Steps

Seeding Success is approaching the coordination, financing, and policy change necessary to fully initiate the Beyond the Classroom System along a similar path taken to launch First 8 Memphis (Seeding Success’s 0-8 Early Childhood System). Leveraging the proof of concept developed over the last 2-years, together we can:
- demonstrate the critical role that out-of-school (non-instructional) factors play in student success
- provide adequate capacity and training to participating partners
- track common performance measures and outcomes, and
- deliver population level impact at scale.
Glossary of Terms

**Chronic Absenteeism**: Students who miss 10% or more of days in school.

**Backbone support**: An independent, dedicated staff that guides an initiative’s vision and strategy, supports aligned activities, establishes shared measurement practices, builds public will, advances policy, and mobilizes resources.

**Results Based Leadership (RBL)**: an approach that provide leaders with skills to help them execute strategies and manage the challenges that come along with efforts to make lasting and effective changes to the systems and services.

**Results Based Facilitation (RBF)**: An approach which helps leaders design, lead and contribute in meetings that effectively move groups from talk to action and hold participants accountable for advancing the work.

**MemphisReads**: database for partners to upload their data and view student level information from the districts.

**Factor**: A factor is something that contributes to a result or outcome.

**Indicators**: Indicators are measures that help quantify the achievement of a result.

**Input**: An input is a resource put into a process to produce an output.

**Continuous Quality Improvement (CQI)**: Continuous quality improvement is an ongoing effort to improve services or processes. These efforts, most often, seek iterative improvement over time. Among the most widely used tools for continuous quality improvement is a four-step quality model—the plan-do-study-act (PDSA) cycle:

- **Plan**: Identify an opportunity and plan for change.
- **Do**: Implement the change on a small scale.
- **Study**: Use data to analyze the results of the change and determine whether it made a difference.
- **Act**: If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.
**Student Information System (SIS):** A computer software to collect and track student data. Literacy Mid-South piloted a Student Information System.

**5S:** A White Belt Lean Six Sigma system for organizing spaces so work can be performed efficiently, effectively, and safely. The process includes the following steps:

- Sort
- Set in Order
- Shine
- Standardize
- Sustain