



Tell Your School's Story by Measuring What Matters

Theda Sampson
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Agenda

1

Welcome and Introductions

2

Accountability Today

3

A-GAME Background

4

A-GAME Process

5

Create A-GAME Goals!

Who is in the room?

Who is in the Room?

- Charter School Authorizers?
- Charter School Leaders, Teachers, Administrators?
- Charter School Board Members?
- Supporting Organizations?
- Others?

A bit about A-GAME...

A bit about the Founders...

- A-GAME is a joint venture between Momentum Strategy & Research and the National Charter Schools Institute
- Jody Ernst is an expert in:
 - School evaluation
 - Measurement
 - Accountability
 - Alternative Education
- Naomi DeVeaux is:
 - Former Charter School Authorizer (DC Public Charter School Board)
 - Former Charter School Advocate (FOCUS in DC)
 - Former Charter and traditional school teacher
 - Current Charter school Board Member

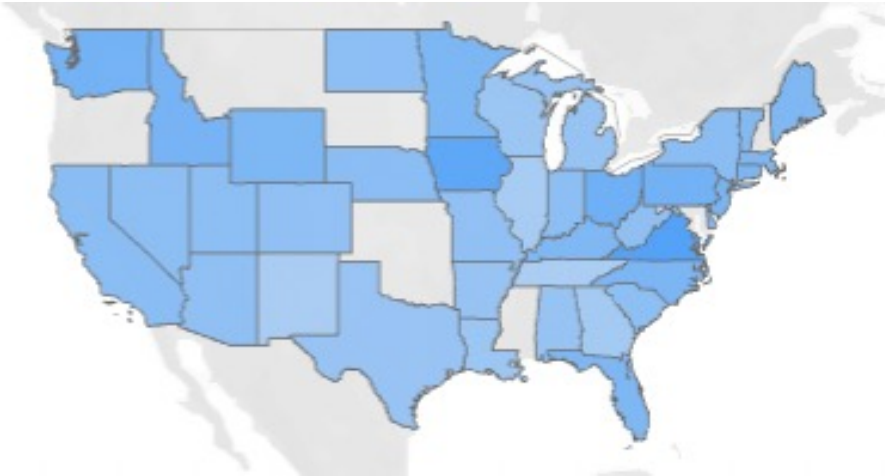


Thomas B Fordham Foundation

- Independent, Nonprofit Organization
- An Early Adopter of the Agame Alternative Framework
- Sponsoring Priorities - We are focused on sponsoring excellent new schools in Ohio communities that presently lack enough high-quality options for children who need them, particularly schools that can be expected to do an exemplary job of educating disadvantaged students.
- [DeAnna Sullivan](#), School Quality Analyst
- [Theda Sampson](#), Director of Applications and Contracts



National Rates in 2019



Tests Attendance ACT / SAT / AP Enrollment Dropouts Records

National Averages

Click on a category below to see a detailed analysis.

Year

2019

Graduation

82%

State Tests:
ELA

51%

Attendance

92%

ACT/SAT/AP

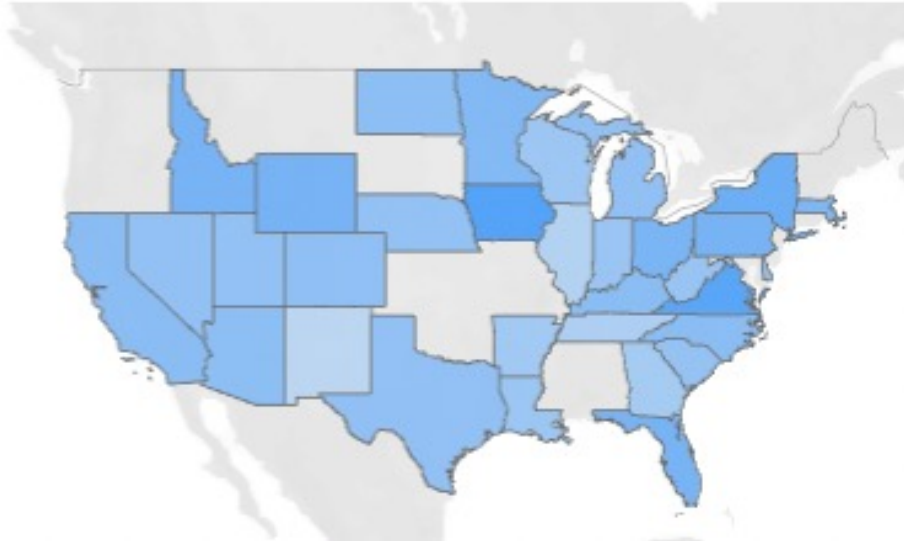
29%

Dropouts

6%



National Rates in 2021

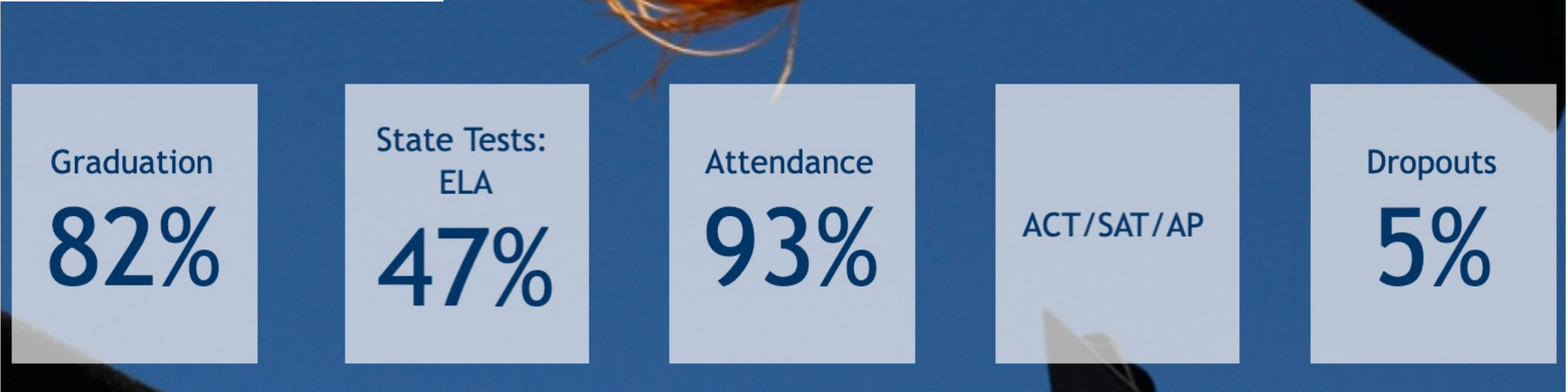


State Tests | Attendance | ACT / SAT / AP | Enrollment | Dropouts | Records

National Averages

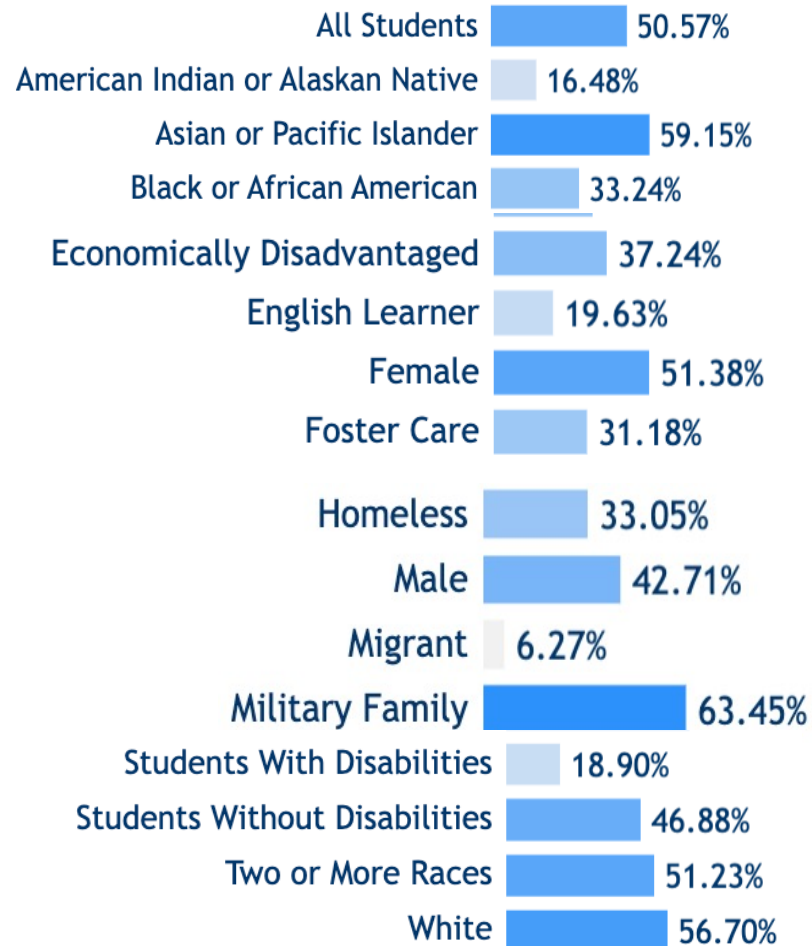
Click on a category below to see a detailed analysis.

Year



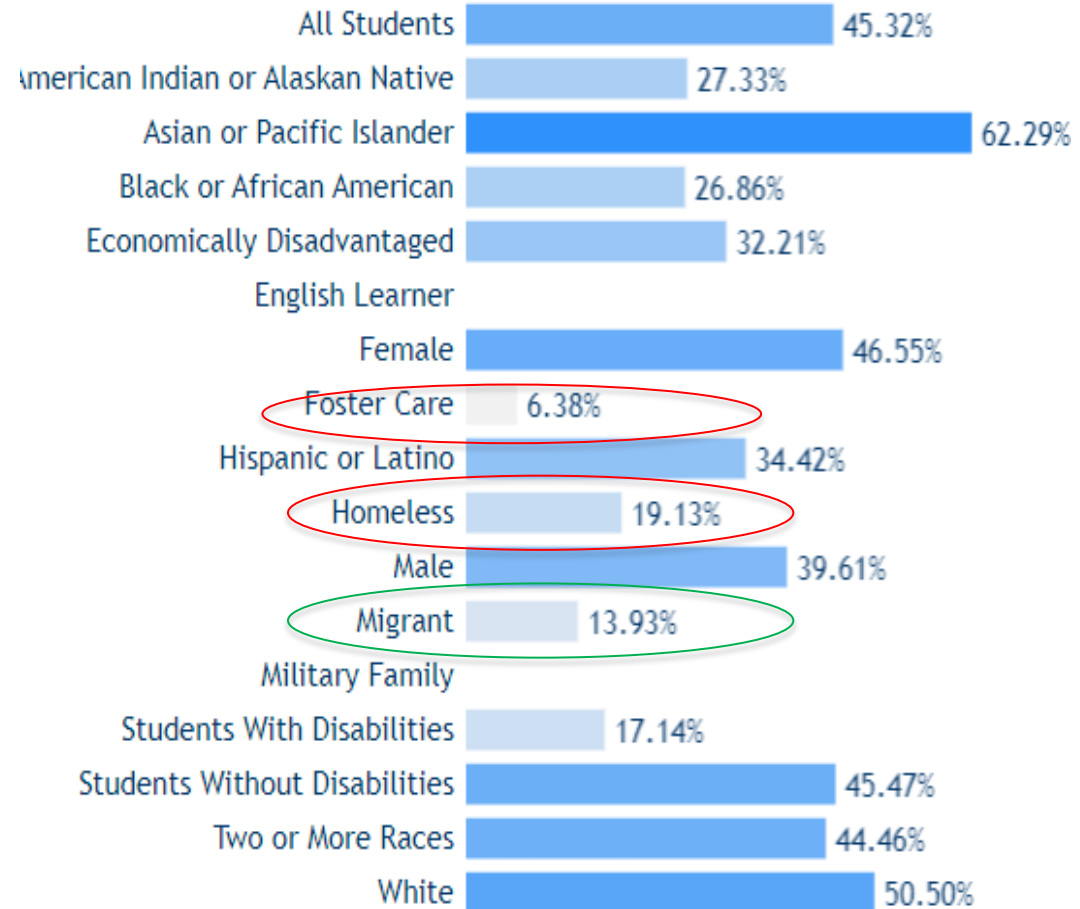
Student Groups over Time on ELA Proficiency

2019



2021

Hover over a state to see that state's average

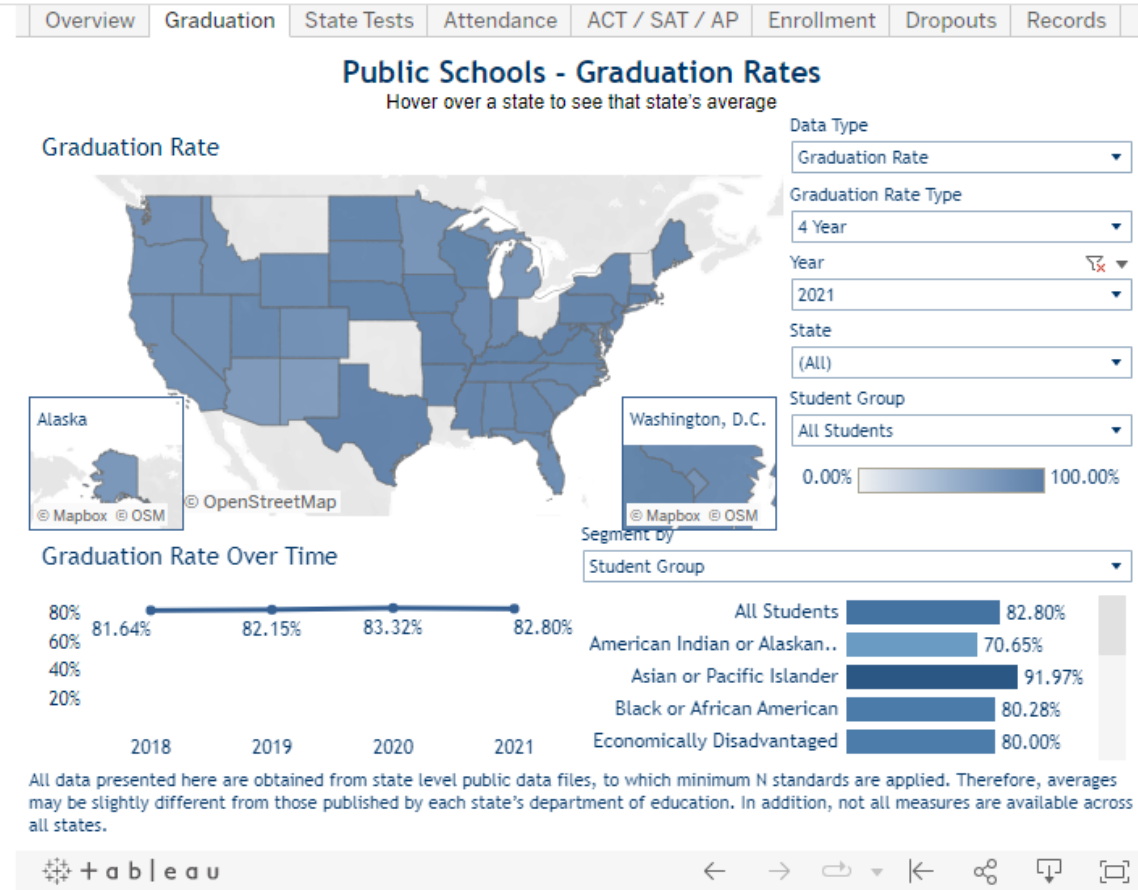


Partner Talk

1. What is your reaction to the national data?
2. How could you use national data when describing the impact of your school?
3. What are the limitations of these data points?



4-Year Cohort Graduation Rates, 2019 v 2021

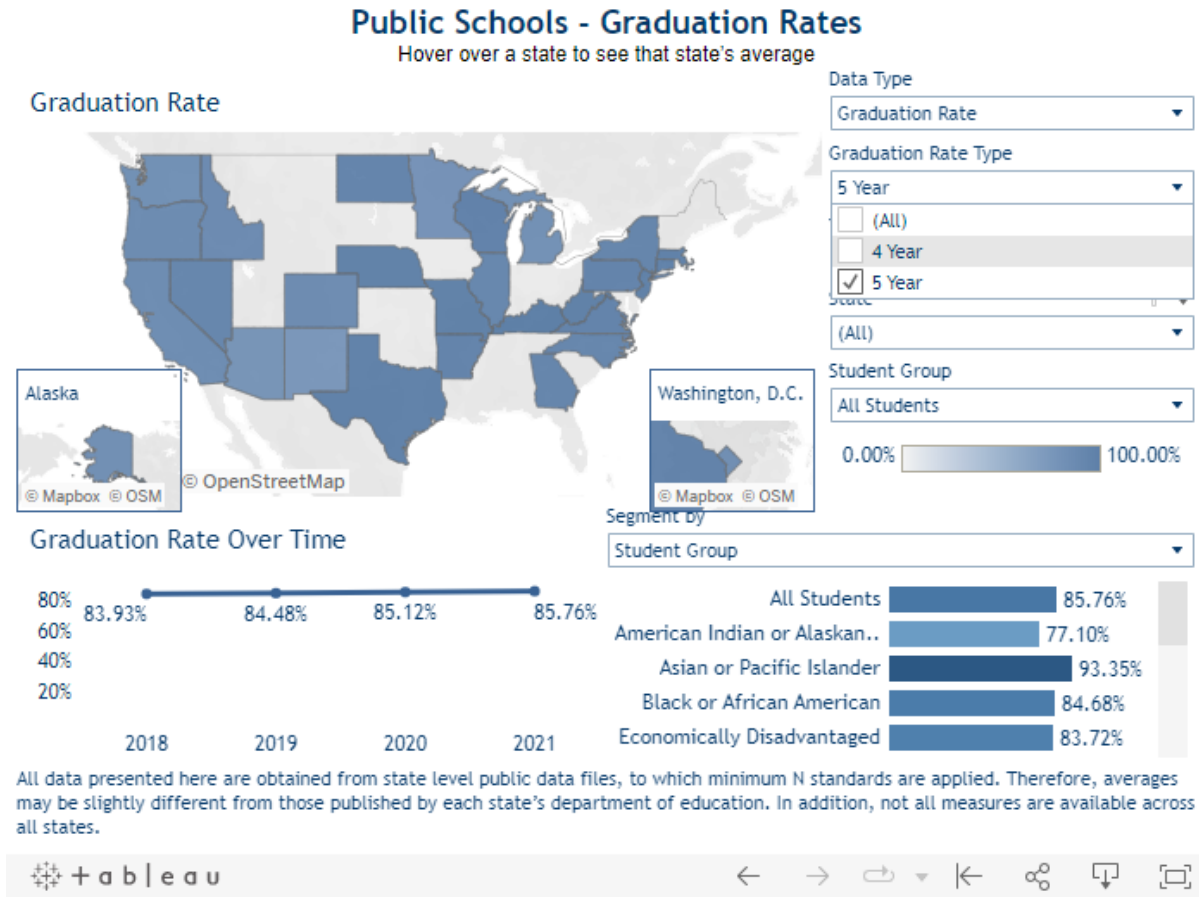


Subgroup	2019	2021	PP Diff
All Students	82%	83%+1 pp	
Am. Native	78%	71%-9 pp	
Asian	91%	93%+2 pp	
Black	81%	80%-1 pp	
Hispanic	80%	81%+1 pp	
White	86%	86%	
Students w/ disabilities	72%	73%+1 pp	
Econ. Disadvantaged	80%	80%	
Homeless	70%	68%-2 pp	
Foster	62%	51%-11 pp	
Migrant	81%	77%-4 pp	



pp= percentage point

5-Year Cohort Graduation Rates, 2021

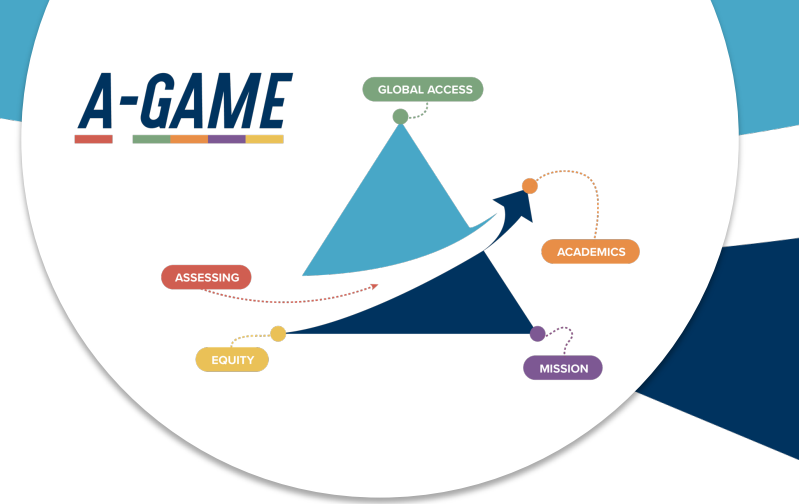


Subgroup	2021 5-Y	PP Change over 2021 4-Y
All Students	86%	+3 pp
Am. Native	77%	+6 pp
Asian	93%	
Black	85%	+5 pp
Hispanic	84%	+3 pp
White	88%	+2 pp
Students w/ disabilities	79%	+6 pp
Econ. Disadvantaged	84%	+4 pp
Homeless	75%	+7 pp
Foster	62%	+11 pp
Migrant	84%	+7 pp



pp= percentage point

Measure what Matters



ASSESSING--



GLOBAL ACCESS

Beyond Career and College Readiness, A-GAME goals ensure students have taken measurable steps into the real world.



ACADEMICS

Beyond growth and achievement on state assessments, A-GAME Goals include high school credit earning rates, GPA, internal benchmarks, portfolios, lexile growth, and more.



MISSION

A-GAME Goals measure the extent to which students embody the school's mission.

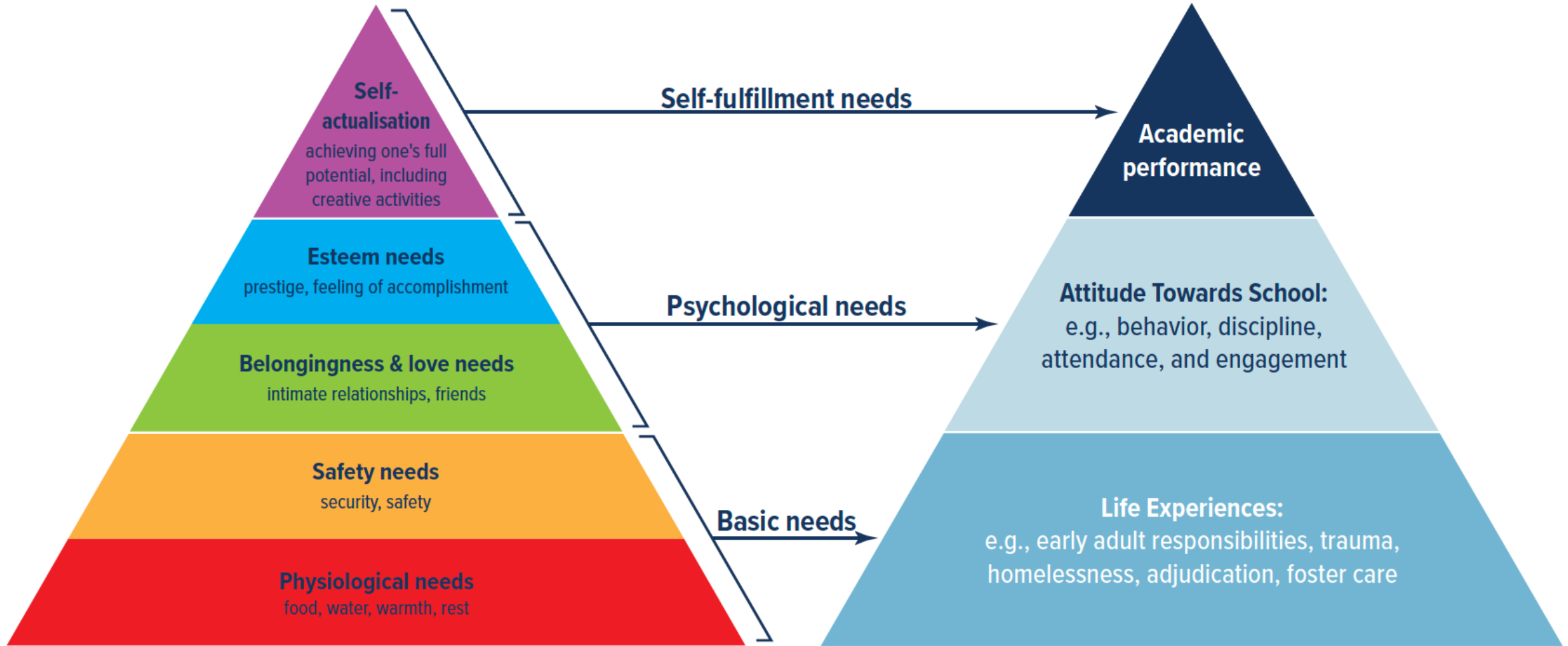


EQUITY

A-Game Goals start with the student and measure their growth and achievements. They include measures of school climate, student engagement, and social emotional development.



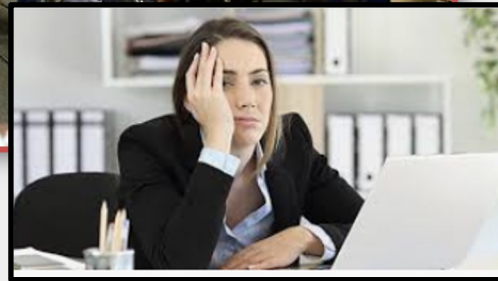
A-GAME Responsive Goals Capture ALL Students' Learning



Maslow's Hierarchy of Needs

A-GAME Responsive Goals

Accountability Disconnect



We can “see”
the difference.



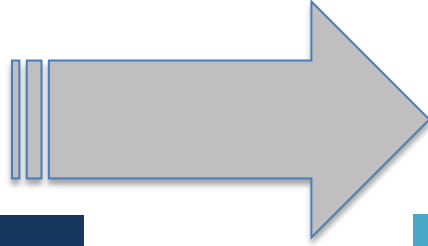
How can we
quantify the
difference?



Why Change how we Currently Measure Quality?

Traditional Accountability

- Allows many students to remain non-proficient while being "quality"
- Results disproportionately award schools serving more economically stable families and fewer BIPOC students
- Does not truly capture student progress
- Tests are external and irrelevant to students, teachers, families, and colleges/careers
- May create perverse incentives to "counsel out" students
- May result in schools needing to "tell their story" through anecdotes



Responsive Accountability

- Expects **all** students to show progress towards proficiency
- Awards schools for **engaging** students and meeting their needs
- Measures what matters to students, teachers, families, and colleges
- Replaces anecdotes with data
- Automatically adjusts for population differences across schools
- Captures a school's mission



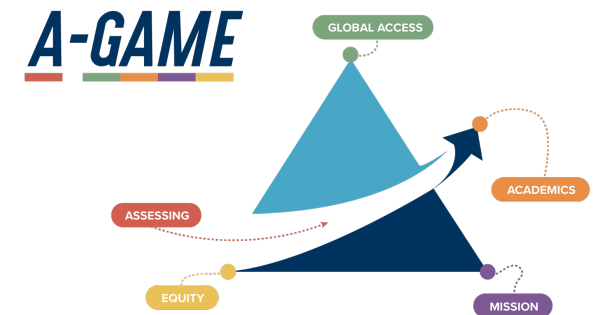
The A-GAME Process: Overview



Incorporate community voice



- Are you capturing what matters to families?
- Are you capturing what matters to the school's community?
- Are the measures easy to understand?



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Process



For every "RED" -- Create three GREENS

- Facilitated Discussions between authorizer, school, and board
- Generate A-GAME Responsive Goals
 - School's mission, educational programming
 - What matters most to families
 - Student population's needs



Measure what Matters

ASSESSING:



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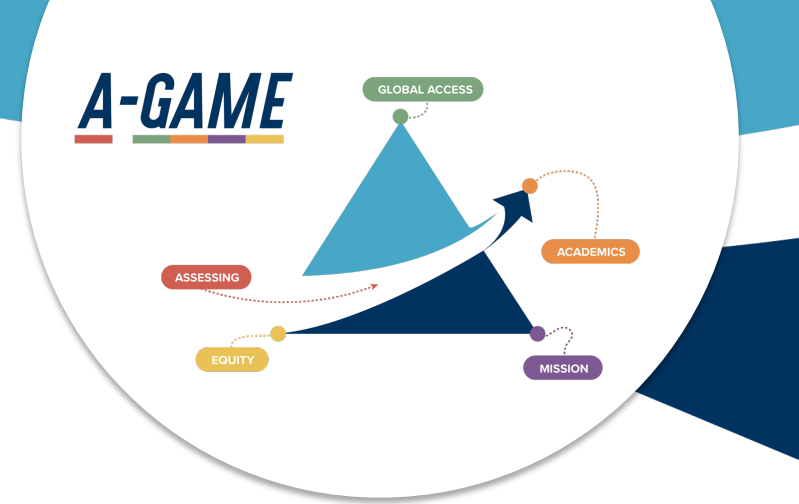
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Choose one area to practice together. What should we focus on today? Global access, Academics, Mission, and Equity.



GOAL CREATION

Directions:

As a room, choose one area of A-GAME to focus on: Global access, Academics, Mission, Equity

In pairs, one of you play the role of the district or charter school authorizer or funder and the other is the school leader.

The authorizer/district/funder, asks the schools questions on page 1

Together develop goals responding to questions on page 2.

Complete your goal using SMART goal template



Draft a Goal – Key Components

What Is Important About Your School that Isn't Measured?

1. Who are your students? (who)
2. What is UNIQUE and not measured about your school? (what)
3. How is your program experienced by students? (how)
4. Is anyone better off because of your program? (why)
5. How do you know? (data)



A Word About Global Access

Global access includes all knowledge, skills, opportunities students experience that prepare them for social and economic mobility when they matriculate from the school. For high schools, global access includes outcomes associated with the acceptance into two- and four-year colleges and universities, the military, and entry into the workforce. It can be measured through successful internships, work readiness rubrics, positive transitions to work, the military, college, or dual enrollment, and certification programs. In elementary and middle schools, global access can be measured through real-world experiences outside of the school through volunteer opportunities, visits to workplaces and colleges, and expeditions beyond school.



Global Access Goals – Grounding Questions

What does it mean to prepare students for the "real" world?

- What do you do with your students to prepare them to be citizens? Life-long learners? Active members of society?
- How do your students see the connection between what they learn in school and the world beyond?
- What opportunities do your students have to explore their interests and image themselves as professionals?



Global Access – Goal-creating Questions

- How does your school prepare students for the world outside? (The **WHAT**)
- What are all the ways that students are exposed to the world outside, including all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)



A Word about Academics

A school's academic program is more than a single test – it comprises all learning that occurs during a year and for ALL students and in all forms, not just a single grade level or single test.

Assessing academics involves looking at all ways students are evaluated from credits earned to grades, from portfolios to expeditions. It can also include student progress and improvement over time as measured by standardized assessments or other proxies.



Academic Goals – Grounding Questions

What does it mean to prepare students for academically?

- What courses, curriculum, instructional models are available to your students?
- How does the curriculum build student's academic knowledge and skills?
- What subject areas are most important to you and your students?



Academic – Goal Creating Questions

- How does your school prepare students academically, specifically in reading, writing, and math? (The **WHAT**)
- What are all the ways the students are encouraged to learn include all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working (e.g., portfolios, grades, NWEA-MAP, STAR), and by what data? (The **Assessment** and the **DATA**)



A Word About Mission

A school's mission is the heart and soul of the school. It contains what is **UNIQUELY TRANSFORMATIVE** about the school. The Mission answers the question of "Why This School?"



Mission Goals – Grounding Questions

What does it mean to have a mission?

- How do you build an infrastructure to capture the HEART of a school?
- What experience(s) for students at your school is/are uniquely transformative?



Mission Goals – Goal-Creation Questions

- What is the uniquely transformative aspect of your school? (The **WHAT**)
- What are all the ways that students are experiencing your mission, including all the activities, classes, certificates, credits, credentials? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- How is your approach uniquely transformative for your students? What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)



A Word About Equity

Every Child, Every Day

Educational equity means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day. By “thrive,” I mean *academically as well as social-emotionally*. Every child has a right to feel loved and cared for and to feel that they belong to a community. Emotional well-being is as important as academic success in this definition of educational equity.

Educational equity means there is no predictability of success or failure that correlates with any social or cultural factor—a child’s educational experience or outcomes is not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

Elena Aguilar, *Coaching for Equity*



Equity Goals – Grounding Questions

What does it mean to Engage and Support Students?

- How do you ensure that ALL students are learning and thriving?
- In what ways are your students encouraged to return to school each day?
- How are students supported to learn together, collaborate, and communicate?



Equity Goals – Goal-Creation Questions

- Why do ALL students come to school each day? (The **WHAT**)
- What occurs at school that supports students feeling connected, taking care of themselves and others, being kind? (The **HOW**)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The **WHO**)
- What skills do your students gain? Is anyone better off? (The **WHY**)
- How do you know it is working? (The **Outcome** and the **DATA**)



SMART Goal

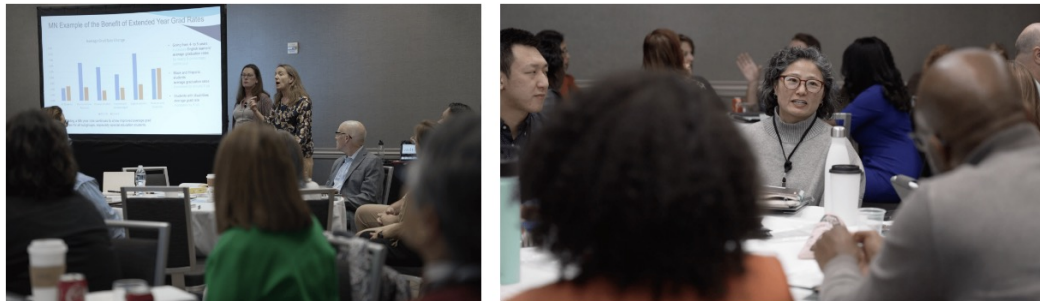
Initial Goal	Write your goal here.
S Specific	Your goal should be well defined, detailed and clear.
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.
A Achievable	Can you reach the goal, taking into account your available time, skills, and financial status?
R Realistic	Is your goal realistically achievable within the given time frame and with the available resources?
T Timely	Set a start and finish date for your goal. Start Date: _____ Finish Date _____
SMART Goal	Revise your goal based on the answers to the questions above.



SHARE!



Join the A-GAME



The A-GAME

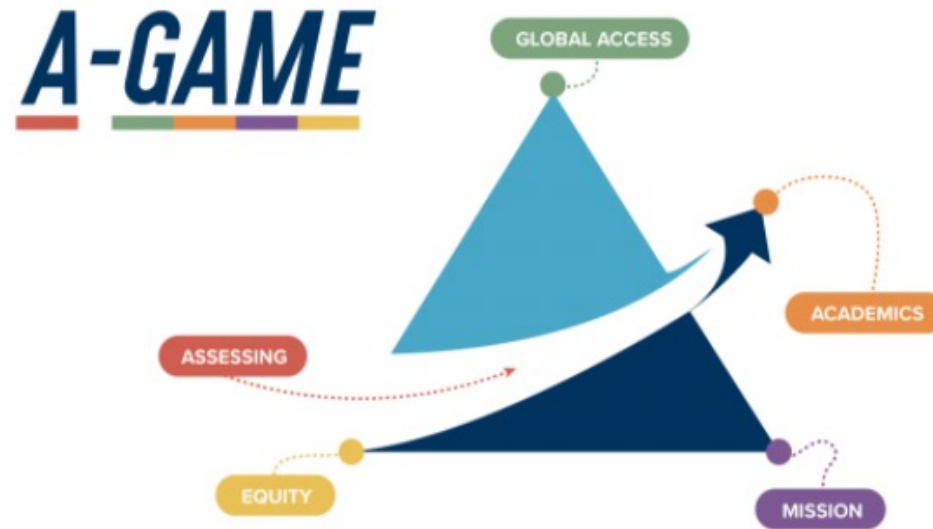
Creating Better Ways To Measure Student Success!

A-GAME creates Responsive Goals that are designed to capture *all* student learning, especially the learning that is not captured by state assessments and traditional measurements. Join the A-GAME!

A-GAME Goals

A-GAME Goals is not a one-size-fits-all framework but a process for creating goals that measure what matters. Working with schools, boards, and authorizers, often together, the A-GAME Goals creation process ensures that schools are held to high standards based on what families value most.

The goals are reliable and valid. The authorizer or school board no longer seeks externally valid assessments but becomes the external validator of the school's educational program.



A-GAME: Measure What Matters

ONE

For Authorizers | Designing Frameworks

Be one of the 15 authorizing agencies that work with A-GAME facilitators one-on-one to revise your current framework and/or renewal process to incorporate A-GAME's Responsive Goals. By partnering with families and schools and using examples from other authorizers and national data, we support you in creating the oversight atmosphere that will result in schools that are responsive to your families and schools' needs.



TWO

For Schools | Unique Goals

Be one of the 9 schools (either independently or in partnership with your authorizer) that works with A-GAME facilitators to create charter-specific goals outside of state or authorizing frameworks to monitor continuous improvement or oversight related to authorizing, funding, or board governance.



THREE

For Agencies | Goals to Identify Distressed Schools

Join a cohort of 6 authorizing agencies that will work together and with WestEd facilitators to create customized Indicators of Distress that can help you identify schools that are struggling prior to them falling into Priority Status or have results that could lead to non-renewal.



A circular graphic overlay is centered on the image. The background shows a group of people, likely students, sitting at a wooden table. One person on the left is holding a pencil over an open book. Another person on the right is drawing on a piece of lined paper. The scene is brightly lit, suggesting an indoor setting like a classroom or library.

THANK YOU!

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