



# Measuring School Quality



# Welcome

**Objective:** By walking through a model goal-creation process, participants will be able to create their own goal, specific to their school's mission and vision using the A-GAME philosophy.

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- Agenda:**
- > Introduction to the **A-GAME**
  - > The **Problem**
  - > **Measuring** Quality
  - > **Responsive** Goals
  - > **Engagement** Phases
  - > Putting it All **Together**: Panel Discussion



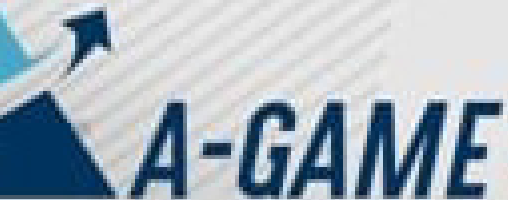
# Introduction to our Work



VIDEO:

<https://vimeo.com/499777860>





**Sean Stalling | School Leader**  
A-GAME Partner | DeLaSalle Education Center

# Project Leads



**Naomi**  
Rubin DeVeaux



## Vice President for Authorizing and Accountability

- + National expert in charter school authorizing
- + Former Deputy Director for DC PCSB and FOCUS
- + Former classroom teacher
- + Pahara – Aspen Institute Fellow
- + Fulbright Scholar
- + Coalition member of the National Center for Special Education in Charter Schools
- + Former board member of Education Board Partners
- + Board member of DC Bilingual PCS
- + Masters in Curriculum



**Jody**  
Ernst, Ph.D.



## Vice President of Research and Policy Analytics (and co-founder)

- + National expert in research, measurement, and accountability design
- + Former Research Director at Colorado League of Charter Schools
- + Develops accountability frameworks for schools, districts, authorizers, and states
- + Maintains national database of AECs
- + Former board member of RAPSA
- + Ph.D. in Differential Psychology



# Project Team Members



**Jim**

Goenner, Ph.D.

**President and CEO**



**Jim**

Griffin, J.D.

**President and Co-  
Founder**



**Nelson**

Smith

**Senior Advisor**



# Panelists



**Sara**

Asmussen, Ph.D.

Executive Director,  
New Dawn Charter  
Schools



**Santos**

Campos

Executive Director,  
Leadership Military  
Academy



**Sean**

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Executive Director,  
DeLaSalle Education  
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**David**

Frank

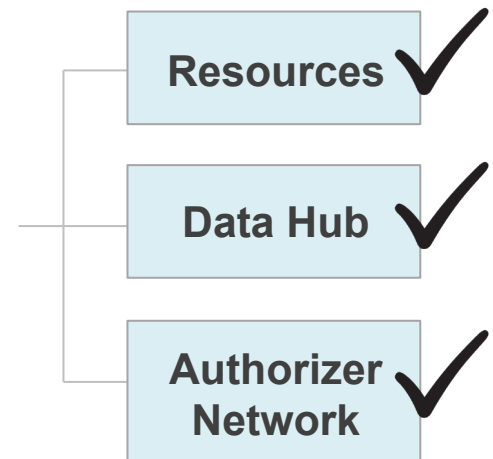
Executive Director,  
NYSED Charter  
School Office



# The “A-GAME”?

**Problem:** Charter school authorizers have difficulty measuring the quality and effectiveness of schools with higher percentages of disengaged students.

## Solution:





Schools,  
Boards, and  
Authorizers

**KIDS**



**Authorizers**

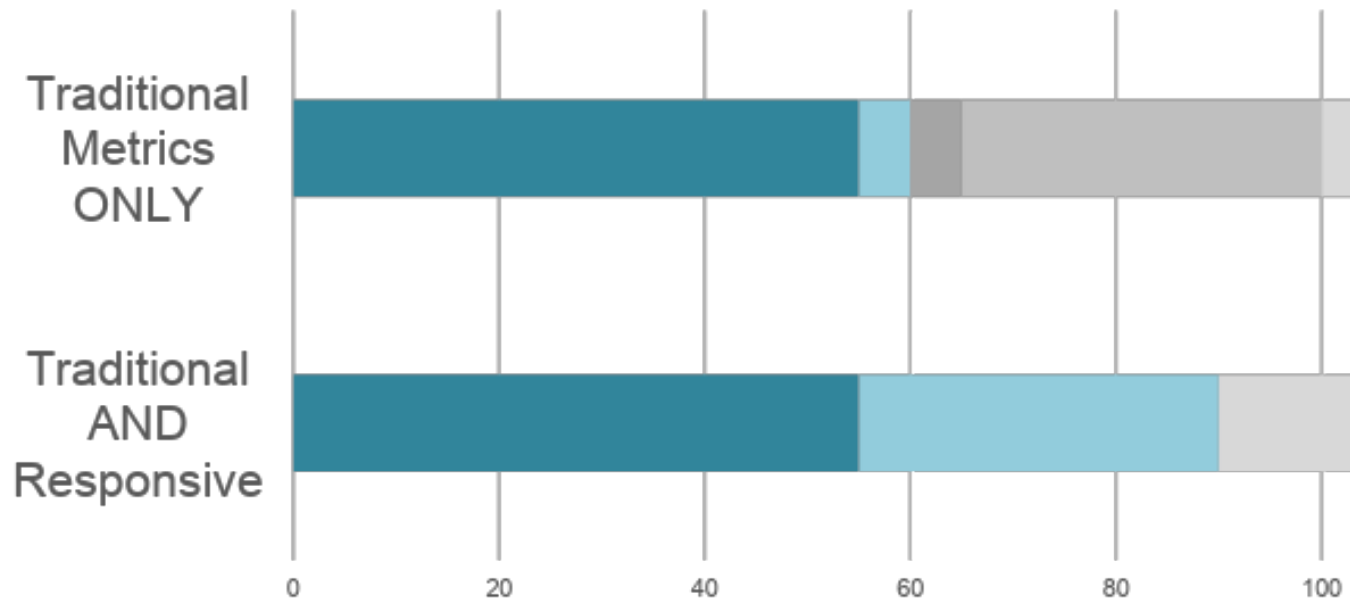
**Schools**

**Boards**



# Responsive Goals

- ✓ Close to **100% of students** measured
- ✓ Provide **better measures** for the work being done
- ✓ Capture the difference in **quality**



# Better Goals. More Learning.

## Four Principles for Measuring Quality

### 1.) Start with the student and work with the school

Accountability systems should recognize student starting points and ensure that all students are included in the accountability metrics.

### 2.) Measure what gets done

Any school that welcomes struggling students and gets them back on track should be recognized instead of penalized.

### 3.) Use best available data

Meets standards and use national comparisons. Avoid relying on comparisons to local averages that simply show half the schools, by definition, underperforming.

### 4.) Tell the whole story

Schools need reliable metrics for motivation, engagement, social-emotional well-being, and readiness for real-world work, in addition to valid measures of academic achievement and progress.



# Resources

## Videos, Guides, Templates, and Presentations

### Videos



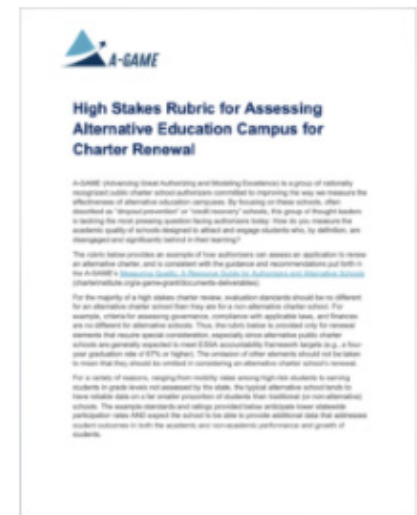
### Guides



### Templates



### Presentations



# Moving Beyond Alternative Education...



## BETTER GOALS. MORE LEARNING.

Using Student (re)Engagement Levels to  
Create Meaningful Goals and Measures

A-GAME FOR ALL | VERSION 1



# Data Hub

One place to find state-level data on school performance

## Alternative Education Campuses National Averages

SCHOOL YEAR 2018-2019



**26%**

PROFICIENCY RATE



**49%**

CHRONICALLY  
ABSENT RATE



**16%**

DROPOUT RATE



**45%**

GRADUATION RATE



**54%**

EXTENDED  
GRADUATION RATE

## Alternative Education Campuses (AECs) Graduation Rates

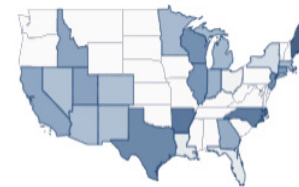
Once a measure is selected, the map will show the states for which data for that measure are reported. Hover over any shaded state with your cursor to view the average outcome in that state.

Non-Charter AECs - 2,078

Charter AECs - 528 N/A

Measure	State	Cohort Year	Grad Rate Type	Year Graduated	Student Group	Urbanicity
Graduation Ra...	(All)	(All)	4 Year	(All)	All Students	(All)

### AEC Graduation Rates

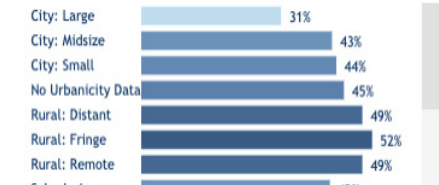


© 2020 Mapbox ©OpenStreetMap

### AEC Graduation Rates Over Time



Chart Type	View By
Bar Chart	Urbanicity



[Click here to learn more about A-GAME and NCSL...](#)

Definitions: Non-Charter School = Traditional Public School, AEC = Alternative Education Campus, Cohort = 4 Year Period After 9th Grade



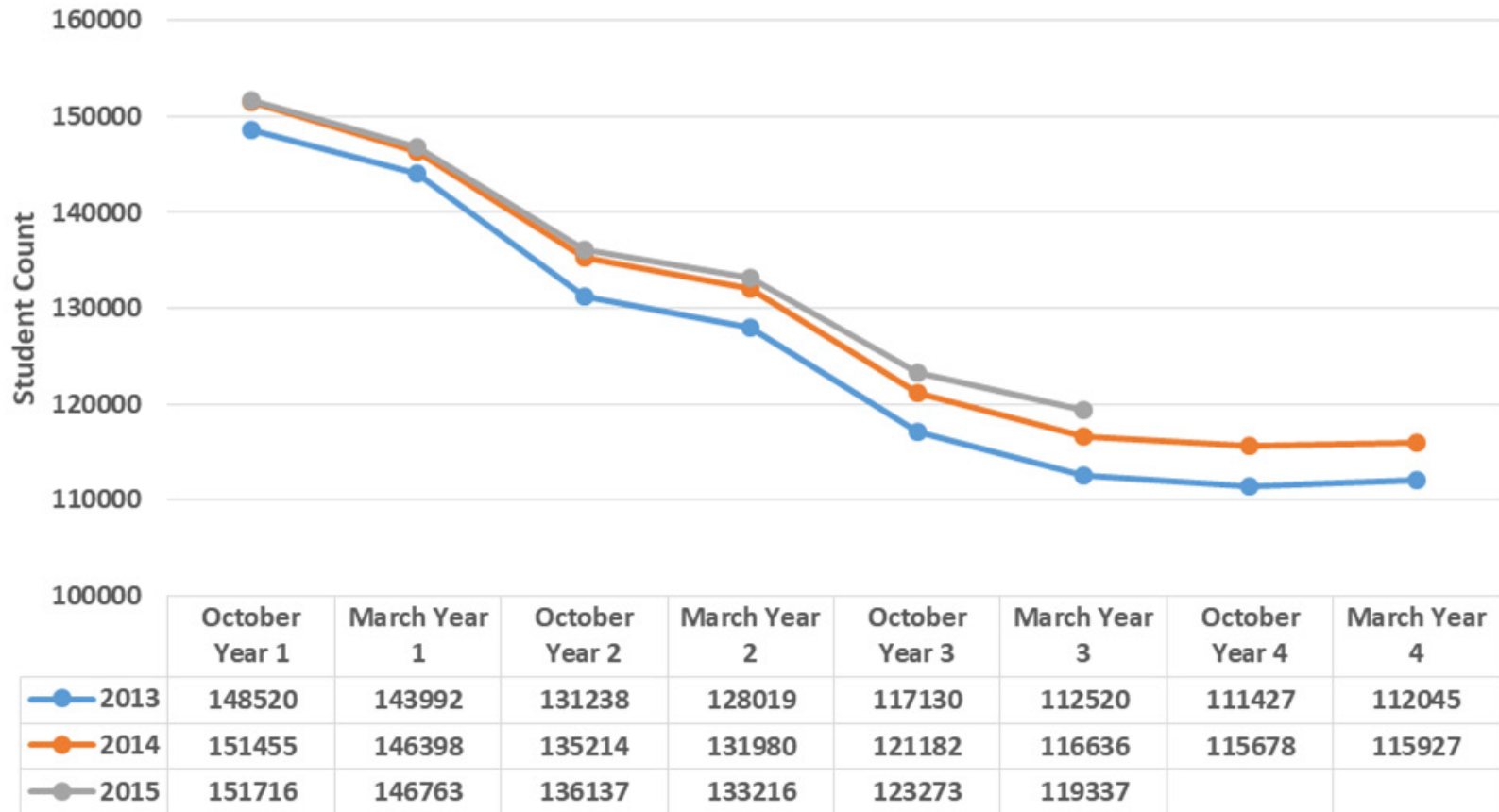
# Authorizer Network

50 Authorizers and Authorizer Associations



# The Problem

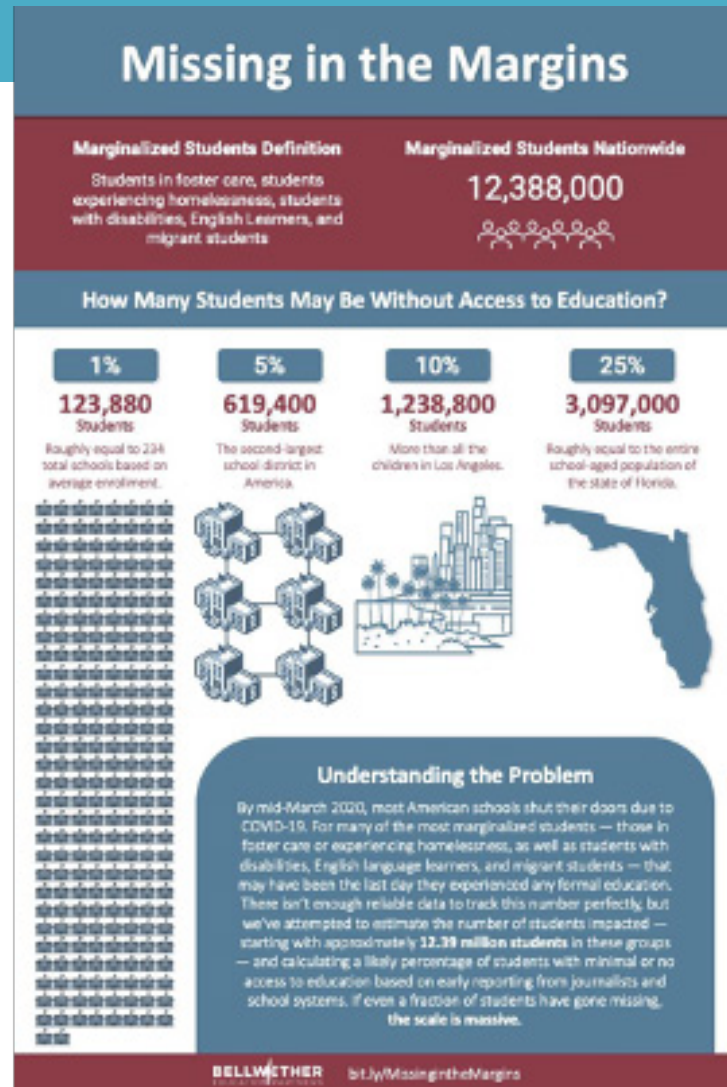
Disengaged Youth Leave Traditional Schools...





# COVID's Impact On Measuring School Quality

Missing in the Margins, a study by Bellwether Education, estimates **3 million students** are currently **disengaged** from school, with 1 in 4 being students with disabilities, English learners, or with complicating factors that require more support than Internet and a computer.



# Breakout Session #1

[https://jamboard.google.com/d/1JPY\\_COWVWEQ-s057EWzzKsuVX6tD0YODI3SYDYGiuw4/edit?usp=sharing](https://jamboard.google.com/d/1JPY_COWVWEQ-s057EWzzKsuVX6tD0YODI3SYDYGiuw4/edit?usp=sharing)

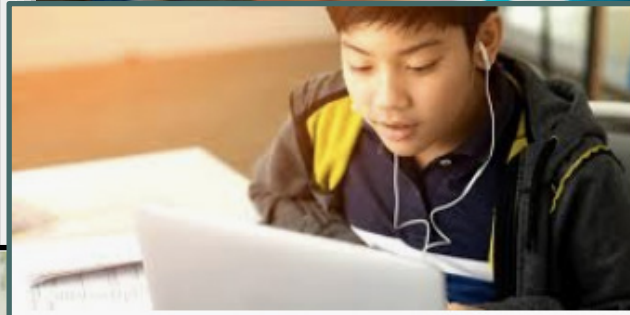
What changes to your school's programming, or that of schools you work with, have been made to engage or support students during the pandemic?

How, or are, those programmatic and support elements captured by the systems being used to evaluate the success of the school?



# Responsive Goals

We can “see” the difference.  
Can we **quantify** the difference?



# Measuring Quality

## Steps to Create Responsive Goals

1. **Partner** with schools when setting their goals.
2. **Identify** all currently used goals.
3. **Define** which goals are non-negotiable and why.
4. **Specify** what the current goals are meant to measure.
5. **Articulate** exactly what shortcomings the current goals have.
6. **Brainstorm** other ways of measuring the same goal.
7. **Identify** student populations by phases of engagement.
8. **Determine** what success looks like (set a target).
9. **Refine** the goal list.
10. **Gather and incorporate** community voice.
11. **Agree** to measure quality.



# Schools and Authorizers Partner

**Work together.**



# Identify Current Goals

Identify all currently used goals.



# Innovate

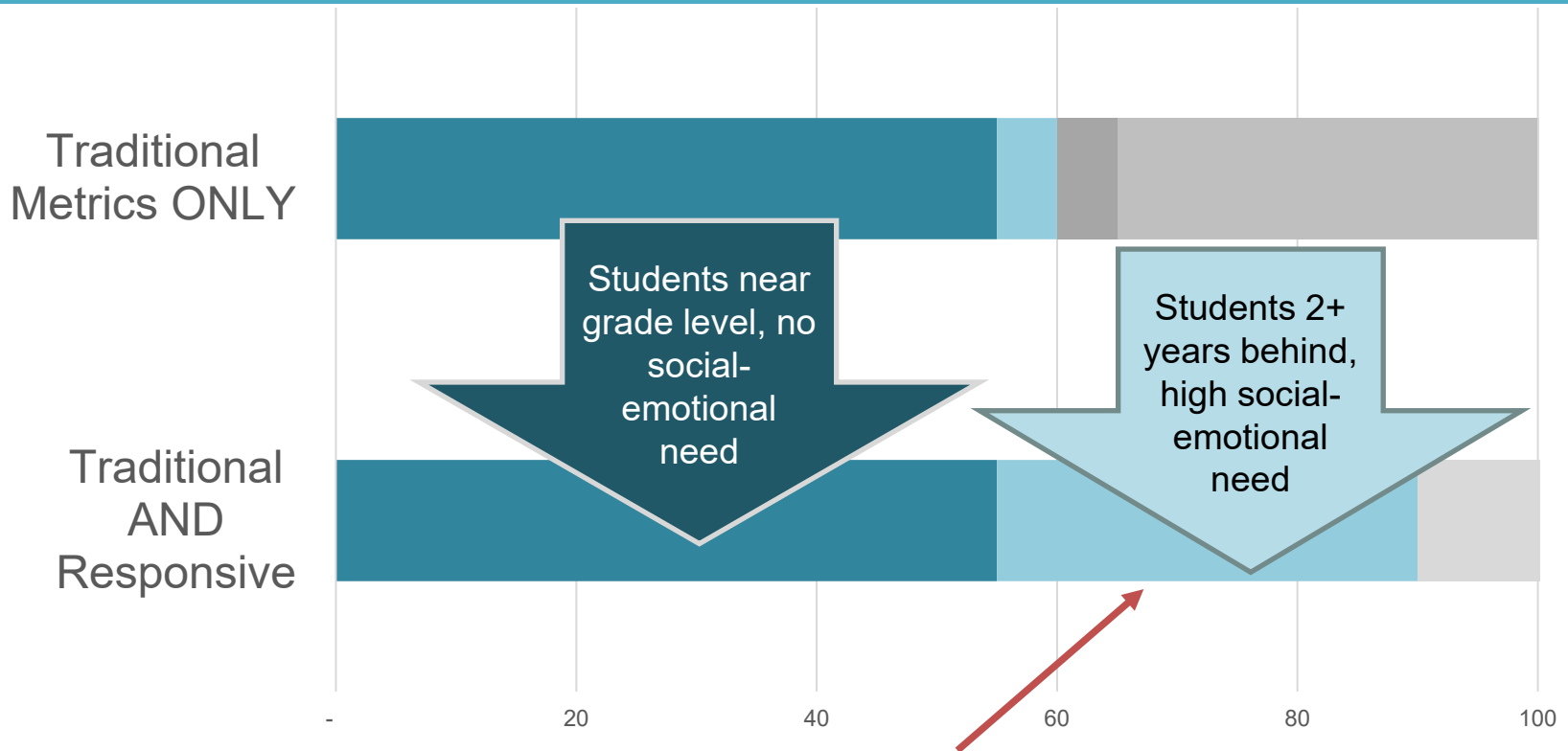


**Brainstorm** other ways of measuring the same goal.

**Traditional:** Proficiency rates on externally validated assessments  
**Innovative:** GPA with validation process



# Traditional and Responsive Goals



At schools providing quality education, the students who are academically far behind will show goal attainment when authorizers measure what is attainable.





# Breakout Session #2

<https://jamboard.google.com/d/1AXu7Eo9sg4o69iDoVIM2bp67CwxM2Xa-fe9rB4GDLwA/viewer>

- What is a traditional goal that you currently use but doesn't capture all students?
- What additional goal could you add (or what changes could you make to the original goal) to make it responsive to ALL students?

Brainstorm in small groups

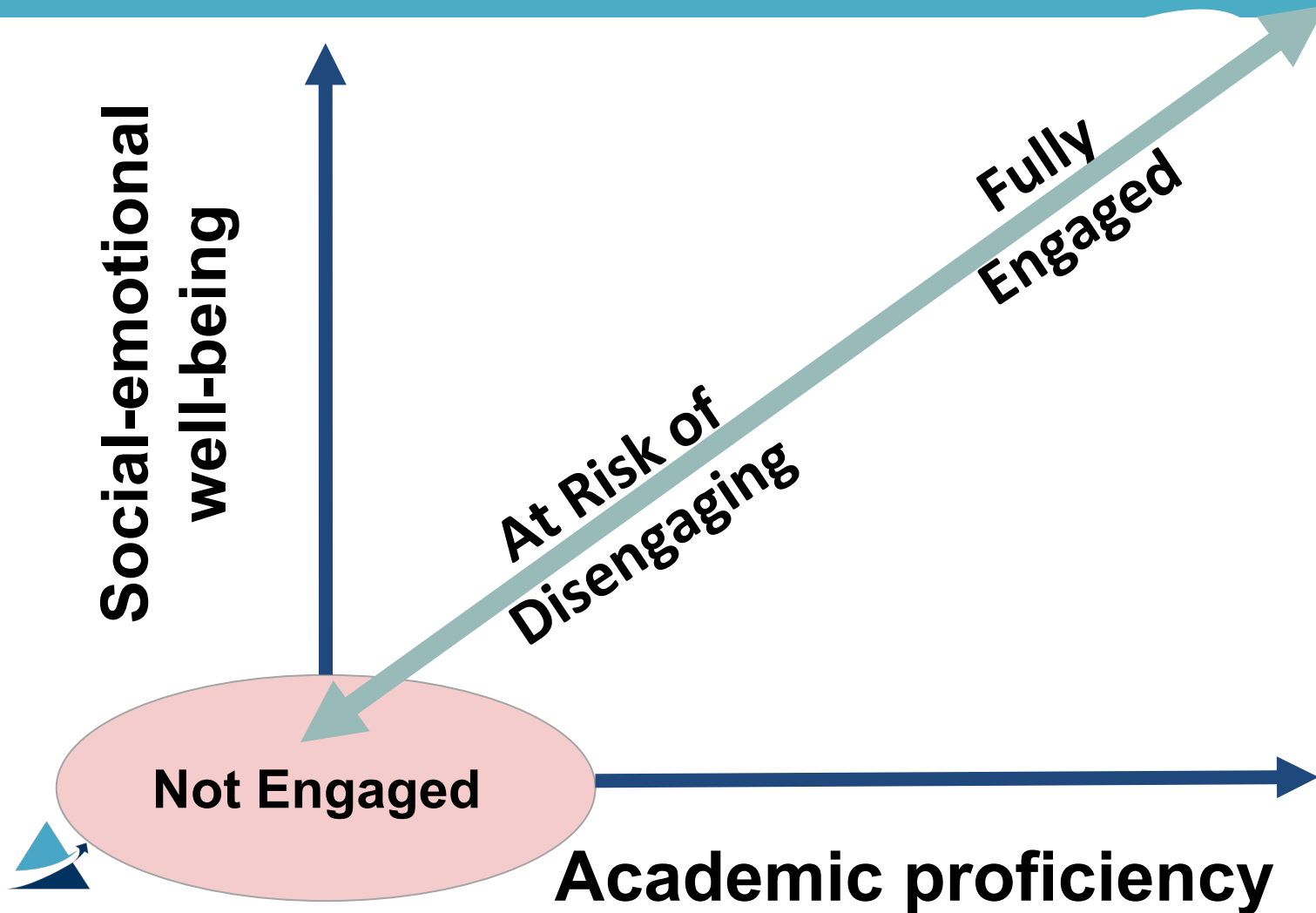
(either individual or choose one school to build together)



# (Re)Engagement Phases



# (Re)Engagement Phases



# (Re)Engagement Phases

## Description

Engagement Phase	General Description
<b>Fully Engaged</b>	Little support is needed. Student is able to focus on school work for large chunks of time and student is close to or at grade level.
<b>At Risk of Disengaging</b>	Substantial supports are needed. Student's focus in an educational setting or on assignments is minimal, and the student is behind grade level.
<b>Disengaged</b>	Student has high needs but never attends, will not respond to calls/visits, and no caregiver can be reached.



# Pandemic (Re)Engagement Phases

<b>(Re)Engagement Phase</b>	<b>COVID 19 (Re)Engagement Description</b>
<b>Fully Engaged</b>	Student shows full engagement as measured by student attending $\frac{3}{4}$ or more online sessions, completing $\frac{3}{4}$ or more assignments, passing $\frac{3}{4}$ or more competency-based assignments, and communicating with instructors and social workers/engagement specialists on an as-needed basis.
<b>At Risk of Disengaging</b>	Student has sporadic engagement as measured by attending some (but by no means all) online sessions, completing some (roughly half) of the assignments (per class), and often misses scheduled communications with instructors and social workers/engagement specialists.
<b>Disengaged</b>	Student has not engaged in school. The school has tracked evidence of multiple attempts to reach the family, friends, and the student.



# School Populations

By (Re)Engagement Phases

<b>Engagement Phase</b>	<b>“Typical” School</b>	<b>Post-Pandemic School</b>	<b>Alternative Education Campus</b>
Fully Engaged	80%	50-80%	20%
At Risk of Disengaging	15%	20-50%	60%
Disengaged	5%	5-20%	20%



# Breakout Session #3

Identify Students Phases for your School

<https://jamboard.google.com/d/1GF5kS6oFxIOtElkygb69a7CrrmZYVg6hERVctkrEDz4/edit?usp=sharing>

<b>(Re)Engagement Phase</b>	<b>(Re)Engagement Description</b>
<b>Fully Engaged</b>	
<b>At Risk of Disengaging</b>	
<b>Disengaged</b>	



# Responsive Goals Start with the Traditional Metric

**Example:**

**At least 75% of all students will earn six or more credits in one year.**

*(Students need 24 credits to graduate.)*





# Define Goals

## for Students by (Re)Engagement Phase

<b>Student Engagement Phase</b>	<b>Description</b>	<b>Goal</b>
<b>Fully Engaged</b>	Some support, close to grade level	Attend 6 courses successfully
<b>At Risk of Disengaging</b>	Substantial need, attending school, behind academically	Attend 3 courses successfully and attend some counseling in school and/or work/internship outside of school
<b>Disengaged</b>	High need, chronically absent, disengaged	Attend 1 or 2 courses successfully and attend counseling in short period of time



# Set a Higher Target

Once divided into **(Re)Engagement Phases**,  
**ALL** students can meet their appropriate target.



# Responsive Goal

Higher Target, Differentiated by Student

Phase	Goal (24 credits to graduate)
<b>Fully Engaged</b>	At least <b>95%</b> of students will earn six or more high school credits in one academic year (inclusive of summer school). (same as in a traditional HS)
<b>At Risk of Disengaging</b>	At least <b>95%</b> of students will earn at least three high school credits in one academic year (inclusive of summer school). (fewer credits, same time)
<b>Disengaged</b>	At least <b>95%</b> will earn one credit in one semester. (fewer credits, shorter time)



# Gather Feedback!

1. **Partner** with schools when setting their goals.
2. **Identify** all currently used goals.
3. **Define** which goals are non-negotiable and why.
4. **Specify** what the current goals are meant to measure.
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# Putting it All Together

## Participating School Leaders Discussion



**Sara**

Asmussen, Ph.D.

Executive Director,  
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Executive Director,  
NYSED Charter  
School Office



# Question?

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# Answer



# Contact Us!



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**[www.CharterInstitute.org/A-GAME](http://www.CharterInstitute.org/A-GAME)**

