Join the A-GAME Community

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Agenda

1. **Welcome and Introductions**
2. **Accountability Today**
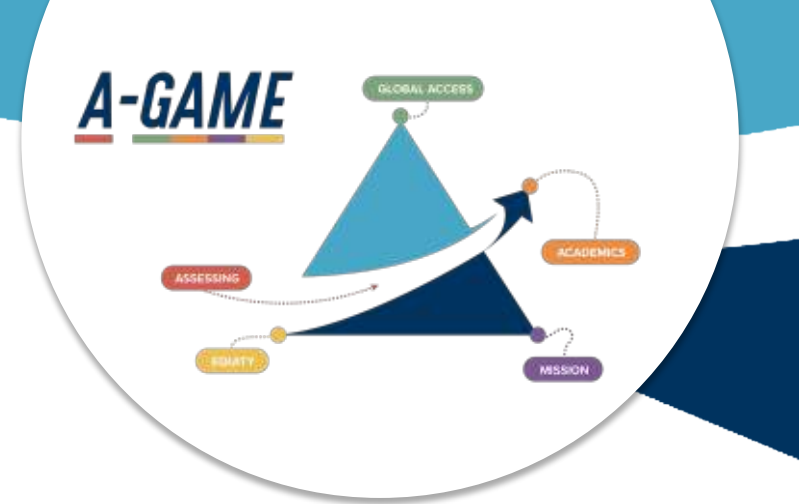3. **A-GAME Background**
4. **A-GAME Process**
5. **Create A-GAME Goals!**

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.

Why Goals are Important

- School Improvement Plans

- Board Oversight

- Authorizer Accountability

- Improvement Milestones

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.
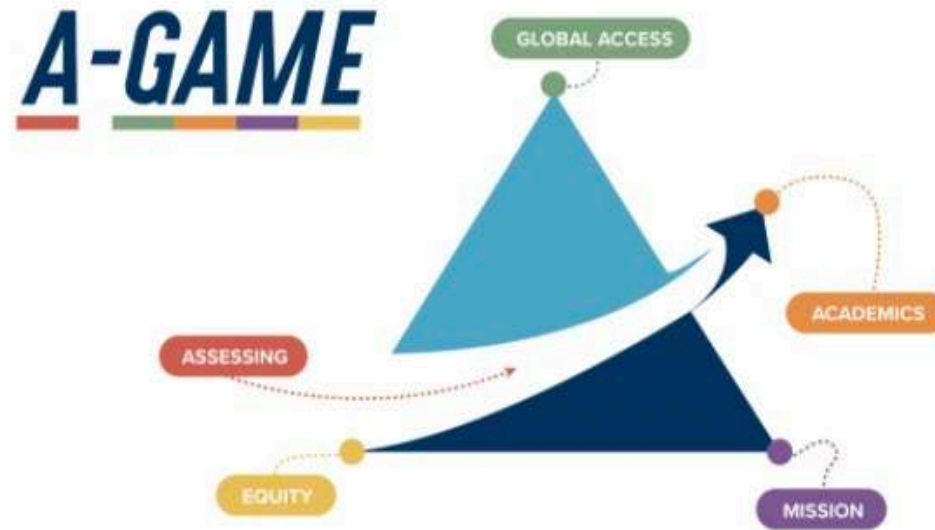
Accountability Today

- What is Florida Accountability like today? What is valued? What is not?

Accountability Disconnect

We can "**see**" the difference.

How can we **quantify** the difference?

Schools Today

Mich. lawmakers introduce bill to draw mental health professionals to schools

Student Mental Health Is Overwhelming Schools. Can Congress Help?

West Lafayette school district explains hiring of licensed mental health therapist for…

One in six U.S. youth aged 6-17 experience a mental health disorder each year, and **half** of all mental health conditions begin by age 14. Attention-deficit/hyperactivity disorder (ADHD), behavior problems,

Fox 11

Pandemic creates lasting impacts on teen mental health

WISCONSIN (WLUK) -- A recent CDC study shows more than 1 in 3 high school students experienced poor mental health during the pandemic.

13 hours ago

The Pew Charitable Trusts

As Teen Mental Health Worsens, Schools Learn How to Help

DC Policy Center

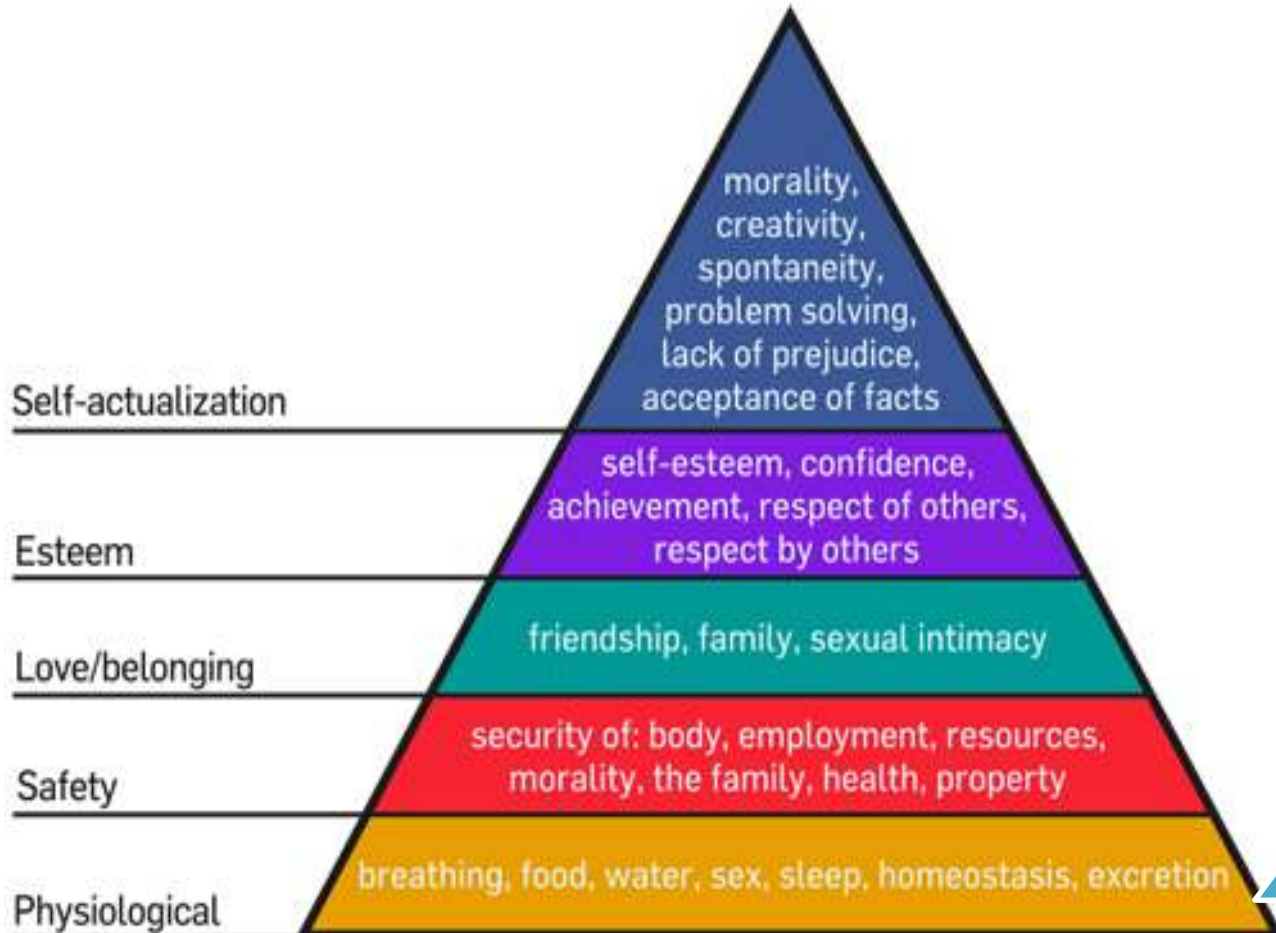DC Voices: DC schools ramped up mental health resources …

Mayor Bowser's recently-announced budget includes $3.8 million for additional student supports through school-based mental health programs.
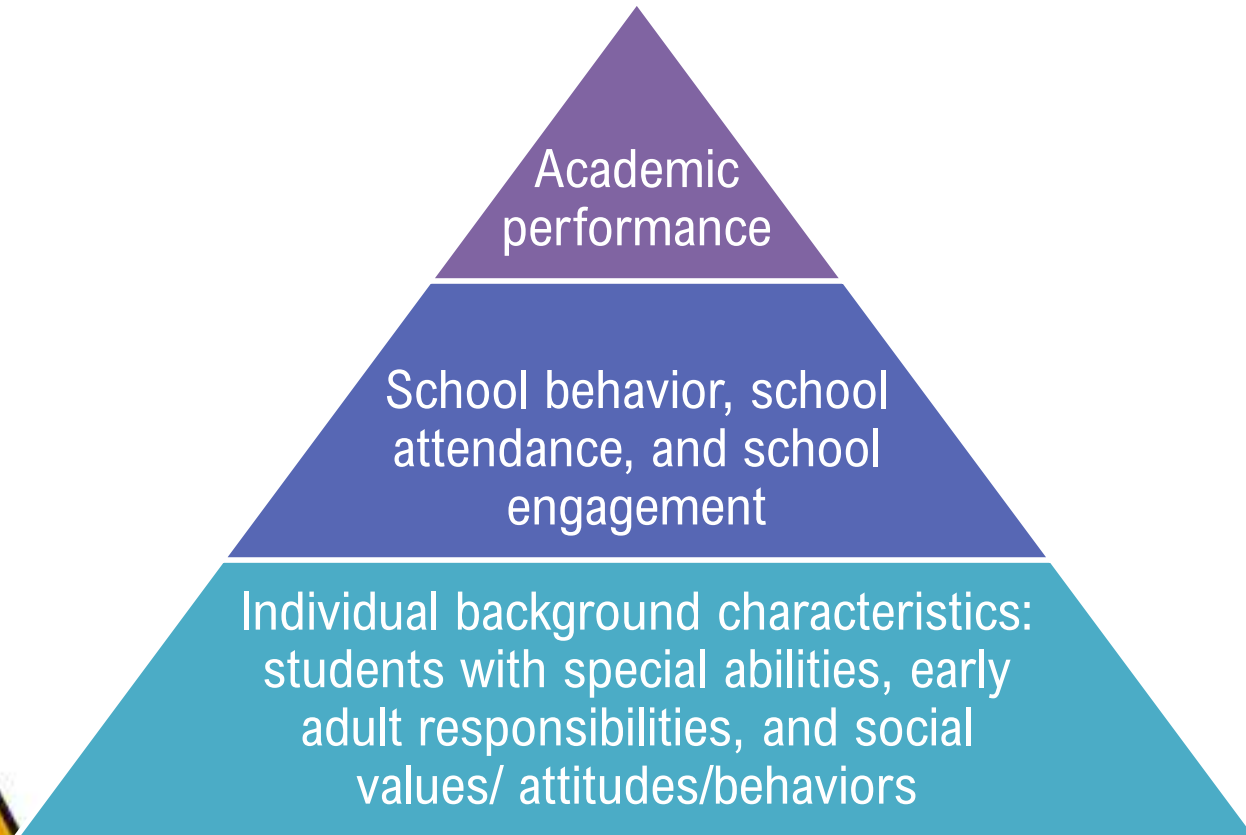
Students First = Needs First

Maslow's Hierarchy of Needs

Self-actualization — morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem — self-esteem, confidence, achievement, respect of others, respect by others

Love/belonging — friendship, family, sexual intimacy

Safety — security of: body, employment, resources, morality, the family, health, property

Physiological — breathing, food, water, sex, sleep, homeostasis, excretion

A-GAME Hierarchy of Needs

Academic performance

School behavior, school attendance, and school engagement

Individual background characteristics: students with special abilities, early adult responsibilities, and social values/ attitudes/behaviors

Describe the Struggling Student

Describe a student who is struggling and has many life-challenges

Social Emotional Need		Academic
Attendance/ Engagement	Behavior	School work & Assessment

Describe the Engaged Student

Describe a student who is engaged with few, if any, life-challenges

Attendance/ Engagement	Behavior	School work & Assessment

Responsive Accountability

- Measure uniformity at the student level for school-to-school comparisons
- Measure student progress and achievement in core academic content standards, engagement, and mission
- Uses multiple measures and assessments

- Expects ALL students to show progress towards proficiency
- Awards schools for engaging ALL students
- 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

Traditional Accountability

- Allows the majority of students to remain non-proficient
- 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

About the A-GAME

https://vimeo.com/688510374

The A-GAME Process: overview

Schools & Authorizers Partner

Establish Tiers of Engagement

Review Current Metrics

Gather input from Families

Identify the Accountability Disconnect

Brainstorm Alternative Metrics

Agree to Measure Quality

Partner with School(s)

Incorporate community voice

- Are you capturing what matters to families?

- Are you capturing what matters to the school's community?

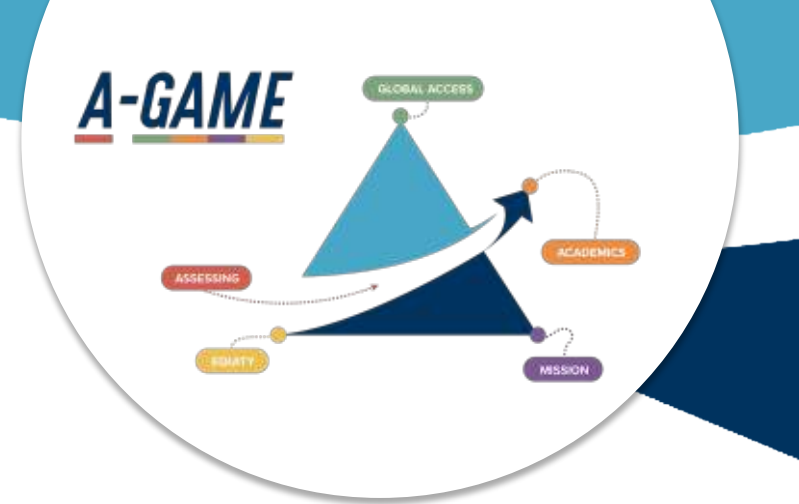- Are the measures easy to understand?

Analyze State Requirements

- What are the goals intended to measure?

- Do they tell the WHOLE story?

- Are the goals working (e.g.., can you "see" the difference? Do you have the data)

Measure what Matters

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Brainstorm New Goals

- What does "career ready" look like?

- What is a true college-going predictor?

- How do you measure a mission?

- How do you know when students are learning?

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Global Access Goals

What does it mean to prepare students for "career and college" and the workforce?

- 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 -- 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 **DATA**)

Academic Goals

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 -- Questions

- How does your school prepare students academically, specifically in reading, writing, and math? (The **WHAT**)

- What are all the ways are the students 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) do students take? (The **Assessment** and the **DATA**)

Mission Goals

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 -- 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 **DATA**)

Equity Goals

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?
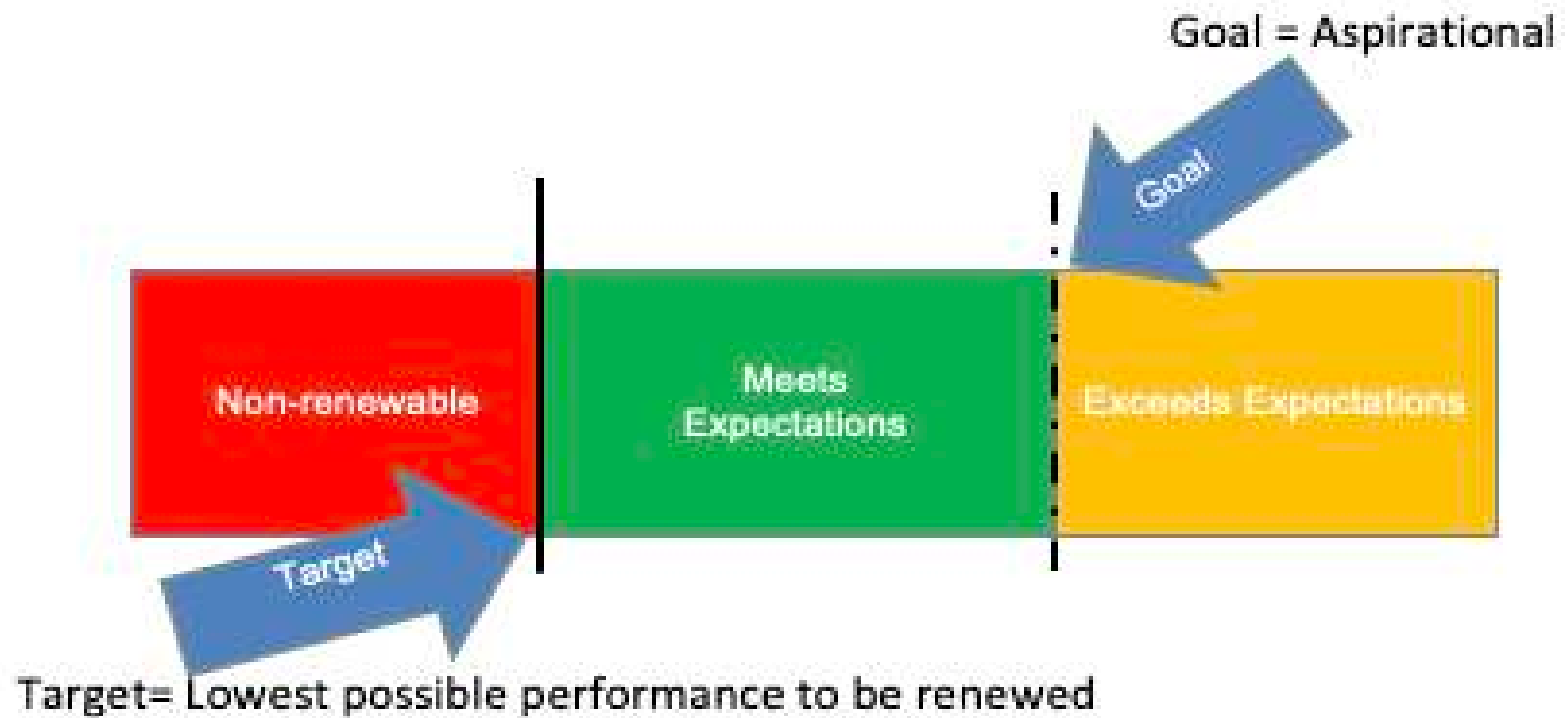
Equity Goals -- Questions

- Why do ALL students come to school each day? (The **WHAT**)

- What occurs at school that supports students collaborating, 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 **DATA**)

Define What is Good Enough

Goal = Aspirational

Goal

Non-renewable | Meets Expectations | Exceeds Expectations

Target

Target= Lowest possible performance to be renewed

Refine the list

- No more than 10 Goals (recommended)
- Add CHOICE when selecting goals
- Focus on what differentiates schools with similar test scores

Assessing:
- Global access (How do you know if students are ready?)
- Academics (What assessments will show student learning?)
- Mission (What promise is the school making to families?)
- Equity (Are ALL students learning and thriving?)

Meet ABCD Charter Academy

ABCD Charter Academy was founded in 2018 by a group of parent advocates who decided they wanted to see a school where their students could receive the supports they need in a welcoming and inclusive environment. ABCD Charter Academy has exceeded their enrollment goals each year since they opened by 25% and by 40% in 2021 due to the pod and hybrid schooling setup they established. ABCD Charter Academy struggles to meet their academic goals, which are based on state assessments. And due to this, they are "failing". Students and families report that they attend due to the inclusive environment, hybrid scheduling options, resources for families, and communities in school model. ABCD Charter Academy leaders have noticed that 80% of their student body faces 3 or more of the individual and family life challenges. All of their graduates complete and submit FAFSA forms, attend a two- or four-year college or join the military. In addition, more than 25% of their students earn a CTE while in school.

Quick Write

Directions: For the next 2 min, we are going to do an individual quick-write.

I will set a timer for 20 seconds.

During each 20 sec. segment, please write down 1 goal that could be used to measure the success of ABCD Charter Academy.

At the conclusion, you should have 6 goals.

SHARE!

THANK YOU!

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