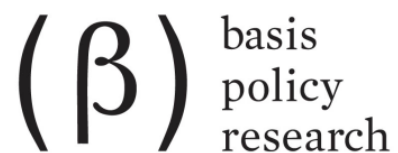


National Charter School Institute
Advancing Great Authorizing and Modeling Excellence (A-GAME)

AEC Pilot Project Report

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Introduction

The National Charter School Institute (NCSI), in partnership with Momentum Strategy & Research (Momentum), is leading a national initiative called *Advancing Great Authorizing and Modeling Excellence* (A-GAME) to identify, develop, and disseminate best practice resources focused on authorizers with alternative education campus (AEC) charter schools.

In Year 3 of the Charter Schools Program National Dissemination Grant, the A-GAME team provided one-on-one consultancy services to 11 different authorizers and 16 schools through AEC Pilot Project (pilot project) engagements. Each pilot project supported efforts to implement AEC measures, goal setting, or performance frameworks.

The A-GAME team conducted this work during the COVID-19 pandemic, which may have catalyzed an already latent desire across the education sector to look beyond traditional accountability measures to demonstrate different ways students are learning. The work was timely and unique. As one participant with prior experience as an AEC administrator noted, “This is important work that is not happening in the AEC world [...]”

Each pilot project was specific to the context of participants’ needs and involved collaboration with designated AECs or schools that were not formally considered AECs but serve a vulnerable, high needs student population. Pilot project engagements lasted approximately 12 weeks and project teams included representation from authorizing offices, schools, and the A-GAME team.

To help the A-GAME team better understand whether the pilot project was an effective strategy for encouraging authorizers to implement AEC policies and practices, researchers from Basis Policy Research (Basis) designed and administered a brief survey to explore the following questions:

1. What were participants’ objectives and motivations at the start of the pilot project?
2. How did participants perceive the implementation of the pilot project process?
3. How did participants perceive the overall impact of the pilot project?

Basis distributed 66 survey invitations to all authorizer and school representatives who participated in a pilot project engagement. Approximately 60 percent of invited participants (n=40) completed the survey.

Key Findings and Considerations

Using survey data, this report examines participants' perceptions of the pilot project process and is intended to provide the A-GAME team with meaningful insights that could guide future resource development and inform sustainability planning beyond the terms of the current grant. Key findings and considerations are below with detailed analysis and methodology to follow.

Key Findings

Participant Objectives

- Participants prioritized developing new or differentiating existing accountability goals, rather than changing existing contractual obligations
- Participants prioritized exploring academic growth measures and creating school accountability goals to support high-stakes authorization decisions

Implementation

- All participants were actively engaged and found value in the pilot project process
- The pilot project provided effective structure, tools, and expertise necessary for participants to meet their objectives

Overall Impact

- School participants were overwhelmingly satisfied with their engagement in and outcome of their participation in the pilot project
- Both authorizers and schools agreed that the goals developed through the pilot project will help them measure the actual impact schools have on their students
- A large majority of participants met the objectives they identified at the start of the pilot project
- Student (re)engagement phases were perceived as an effective strategy to highlight strengths and measure growth

Considerations

In response to the findings, the A-GAME team may consider the following questions to help build on the success of the pilot project work:

- How can the tools, templates, and customized expertise offered through the pilot project be scaled and disseminated so more authorizers with AEC charter schools are able to implement AEC policies and practices?
- How can the pilot project be expanded to provide ongoing support and resources for authorizers and schools after new accountability goals are established?
- What are the lessons that the A-GAME project team learned regarding the barriers to implementation of pilot project deliverables that will help support the broader audience of authorizers with AEC charter schools access and implement AEC policies?

Findings

1. What were participants' objectives at the start of the pilot project?

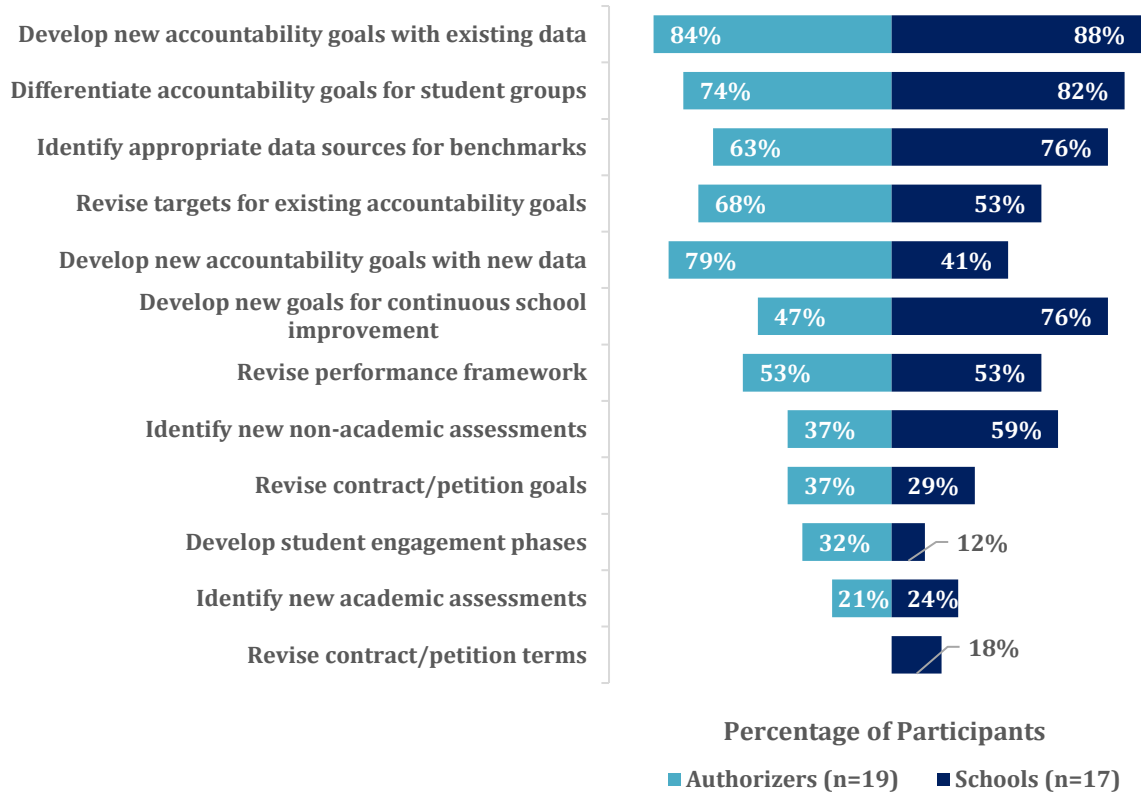
Participants prioritized developing new or differentiating existing accountability goals, rather than changing existing contractual obligations

Figure 1 summarizes authorizers' and schools' objectives at the start of the pilot project. The majority of authorizer and school participants leveraged the process to focus on accountability goals, with the vast majority (84 percent and 88 percent, respectively) focused on developing new accountability goals with existing data. Similarly, most authorizers and schools (74 percent and 82 percent, respectively) prioritized differentiating accountability goals for specific student groups, while others prioritized identifying appropriate data sources for performance benchmarks (63 percent and 76 percent, respectively).

However, some objectives were not prioritized similarly between participants. Far more authorizers (79 percent) prioritized developing new accountability goals with new data, where less than half of schools (41 percent) identified this as an objective. In addition, far more schools (76 percent) prioritized developing new goals for continuous school improvement than authorizers (47 percent). Schools were also more likely to identify new non-academic assessments than authorizers (59 percent versus 37 percent). The differences in stated objectives between school and authorizer participants at the start of the engagements affirm that the process, as designed by the A-GAME team, needs to include guided facilitation to provide schools and their authorizers the space to discuss priorities and come to consensus.

Notably, far fewer participants prioritized revisions to charters contracts/petitions. Only 37 percent of authorizers and 29 percent of schools identified a desire to revise charter contract goals, with even fewer schools (18 percent) aiming to revise actual contract/petition terms. These findings could be related to the potential administrative challenges of amending charter contracts, especially for schools that may be in the middle of a contract term. Perhaps impacted by the challenges of the COVID-19 pandemic, far fewer participants (22 percent overall across authorizers and schools) prioritized identifying new academic assessments.

Figure 1. Types of Initial Pilot Project Objectives Identified by Authorizer and School



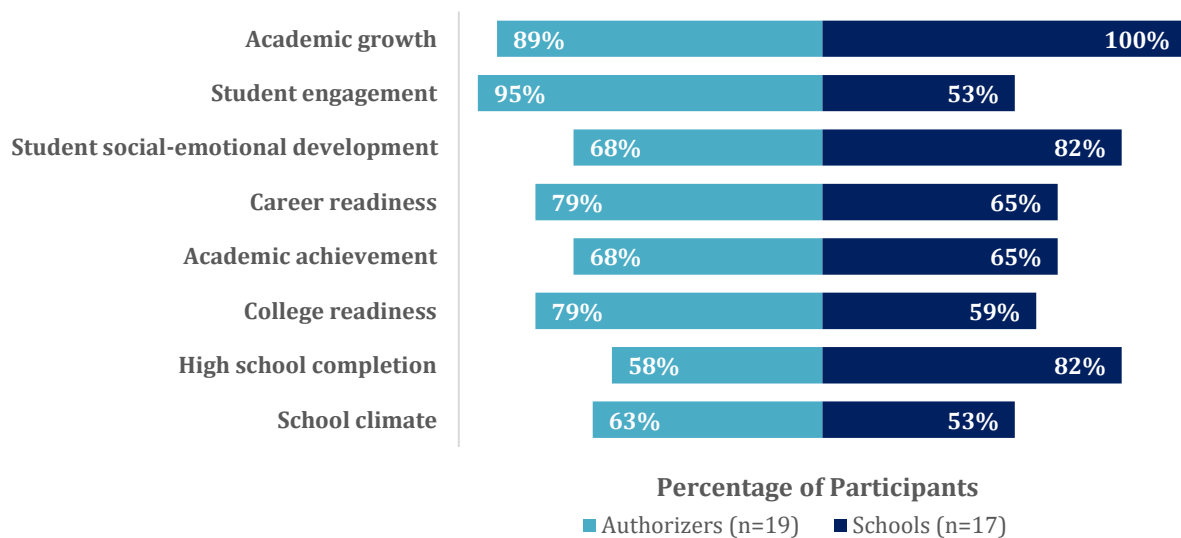
Participants prioritized exploring academic growth measures

Participants were interested in exploring a wide variety of outcome measures through the pilot project, as summarized in Figure 2. However, nearly all participants prioritized academic growth measures, with 100 percent of school participants and 89 percent of authorizer participants identifying this specific measure. Since all schools who participated in the pilot project serve vulnerable, high-need student populations, the focus on alternative academic growth measures is naturally aligned with participants' motivations to demonstrate learning beyond typical measures for their students who have not found success in traditional school settings.

Notably, authorizers and schools diverged on prioritizing student engagement measures. Nearly all authorizer participants (95 percent) prioritized this measure, while just over half of schools (53 percent) identified this as a priority measure. This finding could indicate the significant practical challenges schools are facing to encourage meaningful student engagement in virtual learning environments during COVID-19.

Authorizer and school participants also prioritized career readiness measures (79 percent and 65 percent, respectively), as well as measures related to student social emotional development (68 percent and 82 percent, respectively), perhaps catalyzed by the challenges of the COVID-19 pandemic and schools' renewed focus on student mental health needs.

Figure 2. Types of School Measures Identified by Authorizer and School Participants (n=36)

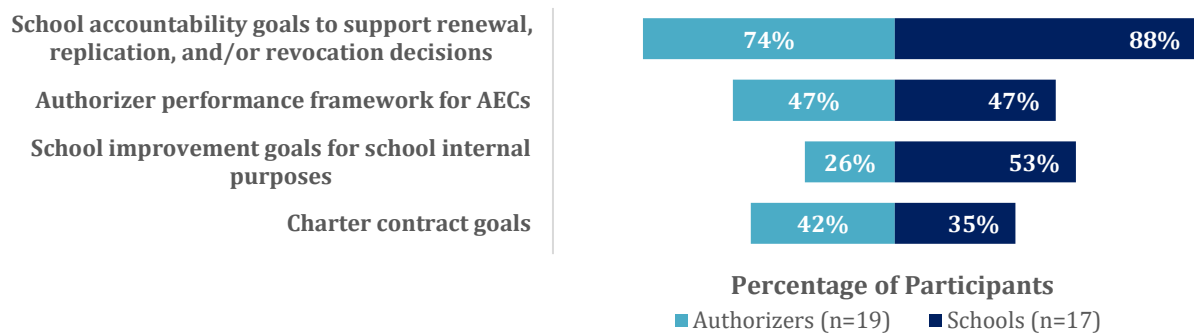


Participants focused on creating school accountability goals to support high-stakes authorization decisions

Figure 3 summarizes participants’ desired deliverables for the pilot project. The majority of authorizer and school participants (74 and 88 percent, respectively) identified a deliverable related to school accountability goals that would support high-stakes authorization decisions such as renewal, replication, or revocation. This finding suggests that both authorizers and schools were interested in strengthening critical decision-making by building out a body of evidence that includes additional, deeper context about school performance.

Far fewer participants (42 percent and 35 percent, respectively) envisioned a change to their charter contract goals, perhaps due to the bureaucratic challenges of contract amendment processes.

Figure 3. Types of Deliverables Identified by Authorizer and School Participants (n=36)



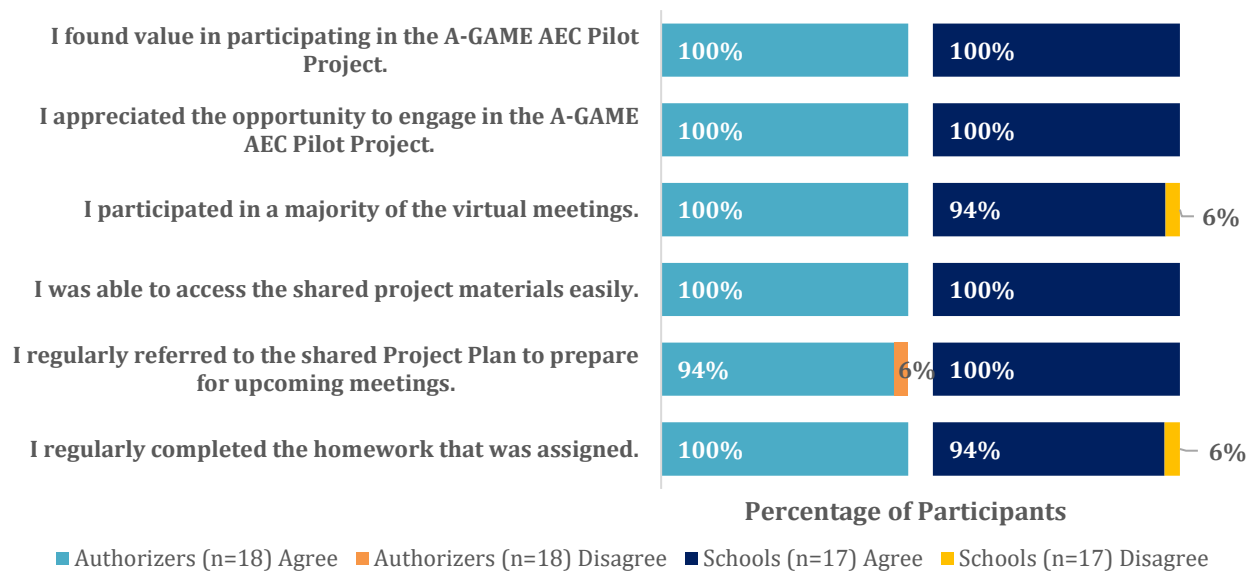
2. How did participants perceive the implementation of the pilot project process?

Participants were actively engaged and found value in the pilot project process

Figure 4 summarizes how participants perceived the implementation of the pilot project, including access to materials and opportunities for participation. The success of this type of collaborative work relies on the meaningful engagement of participants, not just the A-GAME facilitators. Results suggest that nearly all participants actively participated in project meetings and assignments and consistently accessed project templates and materials provided by the A-GAME team.

Notably, 100 percent of both authorizers and schools appreciated the opportunity to participate and found value in the pilot project process. As one authorizer participant shared, “The goals and metrics we created will be helpful in better determining the growth and success of the school, as well as where we can better partner with the school with extra support.”

Figure 4. Participants’ Perceptions of Their Engagement in the Pilot Project (n=35)



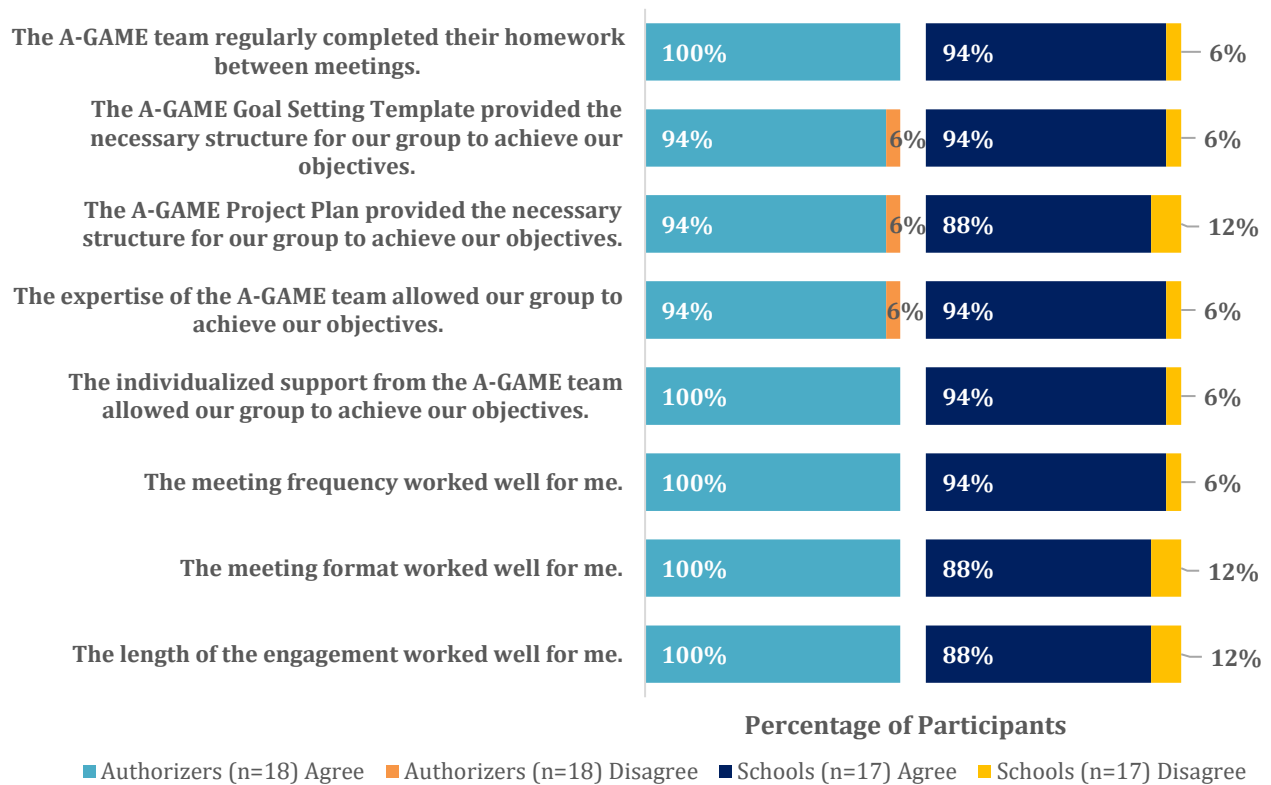
Note: “Agree” constitutes responses from participants who selected “agree” or “strongly agree.” “Disagree” constitutes responses from participants who selected “disagree” or “strongly disagree.”

The pilot project provided effective structure, tools, and expertise necessary for participants to meet their objectives

Figure 5 summarizes participants’ perceptions of pilot project implementation, specifically focused on the A-GAME team’s tools, templates, engagement, and meeting structure. Participants overwhelmingly perceived the pilot project to provide the necessary elements for a successful collaboration.

Specifically, participants were satisfied with the project management structure of the process, with the vast majority of both authorizers and schools reporting that the meeting frequency (100 percent and 97 percent, respectively), meeting format (100 percent and 88 percent, respectively), and length of engagement (100 percent and 88 percent, respectively) worked well. Overall, the A-GAME team’s individualized support and expertise allowed nearly all participants to meet their project goals.

Figure 5. Participants’ Perceptions of A-GAME Expertise and Tools (n=35)



Note: “Agree” constitutes responses from participants who selected “agree” or “strongly agree.” “Disagree” constitutes responses from participants who selected “disagree” or “strongly disagree.”

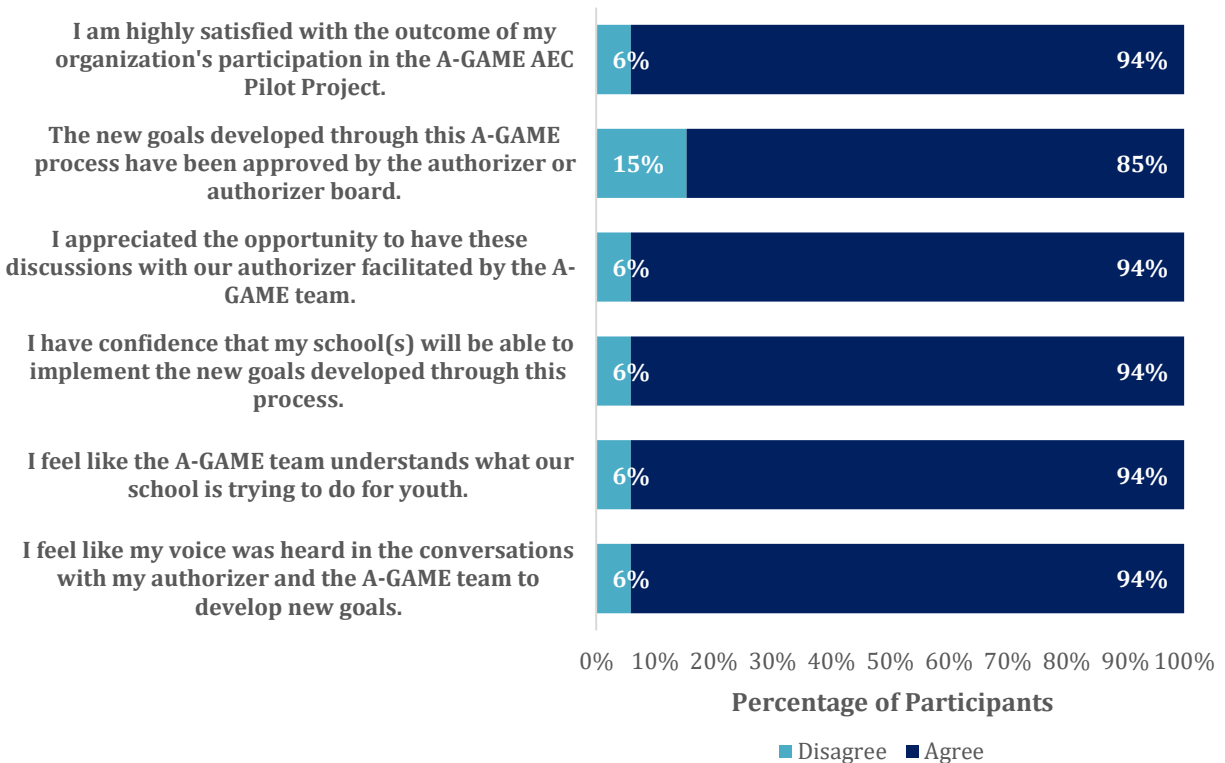
School participants are satisfied with their engagement in and outcome of their participation in the pilot project

Figure 6 highlights perceptions of school participants as it relates to engagement, implementation, and satisfaction with the pilot project. Overall, 94 percent of school participants were highly satisfied with the outcome of their organization’s participation in the pilot project.

In terms of engagement, nearly all school participants appreciated the opportunity to take part in facilitated, one-on-one discussions with their authorizer (94 percent), felt their voice was heard throughout the process (94 percent), and felt the A-GAME team understood their schools’ unique mission (94 percent). These results suggest that school participants perceived themselves as authentic and engaged partners in the outcome of the pilot project process.

In terms of implementation, nearly all school participants (94 percent) expressed confidence that their school will be able to implement the new goals developed through the pilot project. At the time the survey was administered, only 85 percent of school participants had goals that had been approved by their authorizer or authorizer board.

Figure 6. School Participants’ Perceptions of Pilot Project Engagement, Implementation, and Satisfaction (n=17)



Note: "Agree" constitutes responses from participants who selected "agree" or "strongly agree." "Disagree" constitutes responses from participants who selected "disagree" or "strongly disagree."

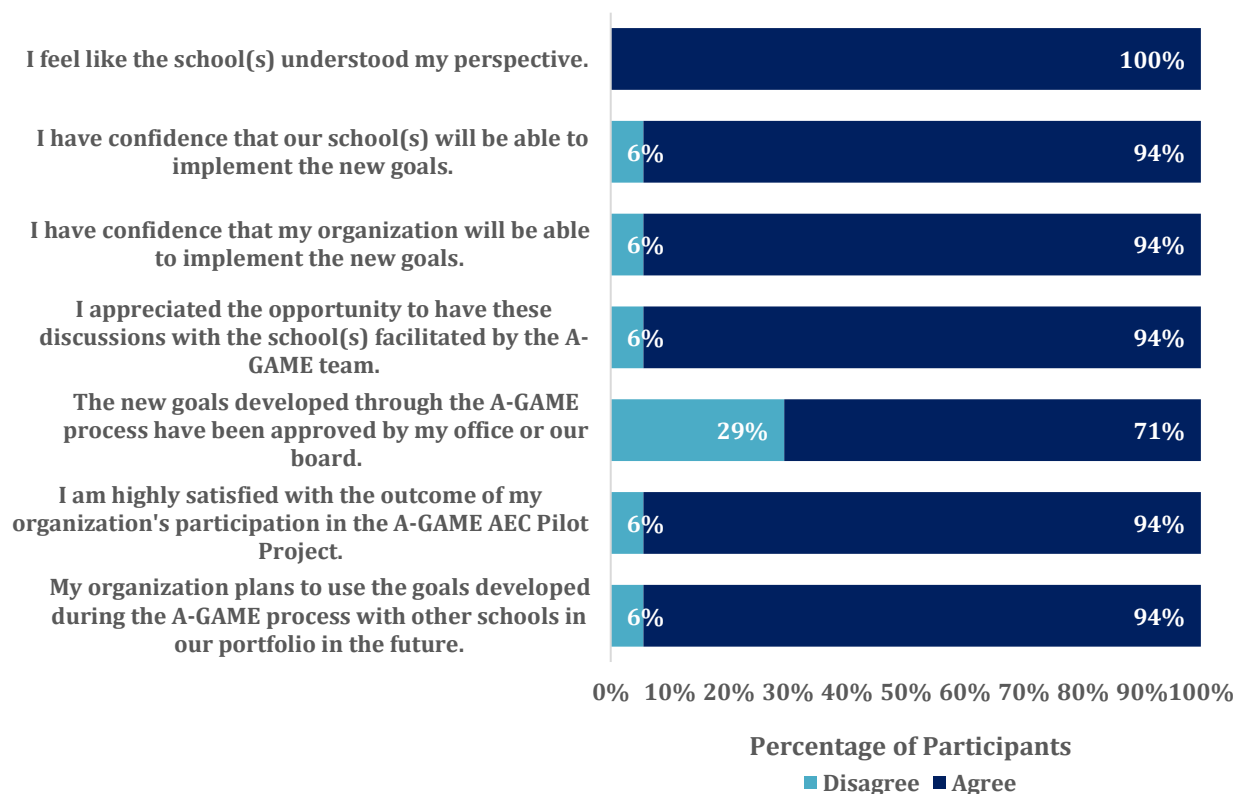
The vast majority of authorizer participants are confident that both authorizers and schools can implement their pilot project goals

Figure 7 summarizes authorizer participant perceptions as it relates to engagement, implementation, and satisfaction with the pilot project. Similar to school participants, nearly all (94 percent) authorizer participants were highly satisfied with the outcome of their participation in the pilot project and the vast majority (94 percent) plan to use the goals developed during the process with other schools in their portfolio.

In terms of implementation, nearly all (94 percent) authorizer participants expressed confidence that their schools will be able to implement the new goals developed as well as confidence that their own authorizing offices will be able to implement the new goals. At the time the survey was administered, 71 percent of authorizer participants reported that the new goals developed through the pilot project had been approved by their office or board.

Notably, 100 percent of authorizer participants felt like the school participants understood their perspective, which is critical to maintaining healthy collaboration and to the ongoing sustainability of the work beyond the conclusion of the pilot project. Overall, the process provided a unique opportunity for authorizers and schools to have open and deep conversations, which may help build relationships and understanding that will only benefit the charter sector.

Figure 7. Authorizer Participants’ Perceptions of AEC Pilot Project Engagement (n=18)



Note: “Agree” constitutes responses from participants who selected “agree” or “strongly agree.” “Disagree” constitutes responses from participants who selected “disagree” or “strongly disagree.”

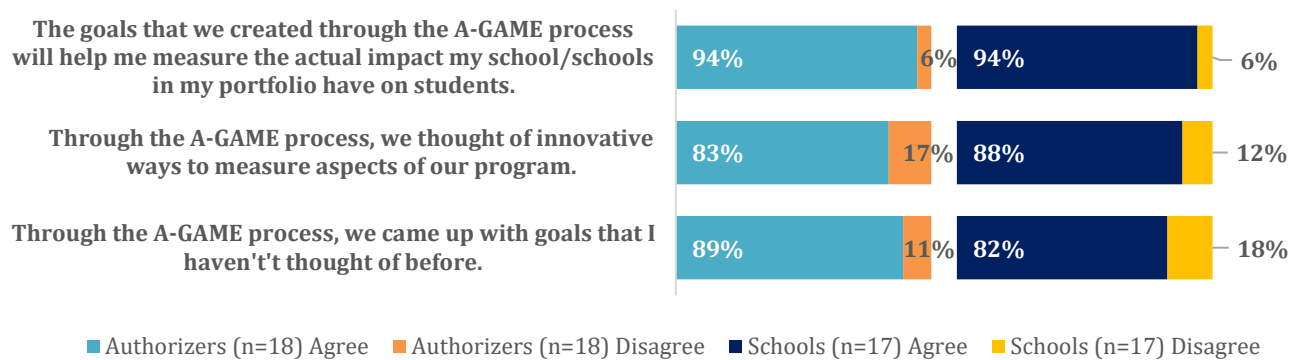
3. How did participants perceive the impact of the pilot project?

Both authorizers and schools overwhelmingly agreed that the goals developed through the pilot project will help them measure the actual impact schools have on their students

Figure 8 summarizes participants' perceptions of the impact of the pilot project. Overall, 94 percent of both authorizers and schools agreed that the goals they created will help both schools and authorizers better measure the actual impact schools have on students.

The pilot project also spurred innovation, with most authorizers and schools reporting that through the process they created goals they had not previously considered (89 percent and 82 percent, respectively). The vast majority also thought of new and innovative ways to measure aspects of school programming (83 percent and 88 percent, respectively).

Figure 8. Participants' Perceptions of AEC Pilot Project Impact (n=35)



Note: "Agree" constitutes responses from participants who selected "agree" or "strongly agree." "Disagree" constitutes responses from participants who selected "disagree" or "strongly disagree."

A large majority of participants met the objectives they identified at the start of the pilot project

Some participants identified explicit objectives at the start of the pilot project engagement, while other participants did not. Table 1 describes the objectives that were met upon completion of the engagement based on whether the objective had been identified at the start.

For participants who identified objectives at the start of the pilot project, the objectives most likely to be completed were developing new accountability goals with existing data (90 percent), identifying new academic assessments (88 percent), revising contract/petition goals (83 percent), and developing new goals for continuous school improvement (82 percent).

Notably, a large majority of participants identified (86 percent) and completed the objective (90 percent) of developing new accountability goals with existing data. Even a majority of the participants who had not identified this objective at the start of the pilot project completed it by the end (60 percent). These findings indicate that some participants’ needs may have evolved throughout the course of the engagement, which demonstrates the iterative nature of this work.

There were two objectives where fewer than half of the participants who had identified them at the start of the pilot project were able to complete them by the end: revise performance framework (47 percent) and revise contract/petition terms (33 percent). These deliverables involve contractual obligations that may require more substantive administrative processes or stakeholder engagement and could demand additional time, resources, and decision-making beyond the timeframe of the pilot project.

Table 1. Comparison of Objectives Identified and Met by End of Pilot Project (n = 36)

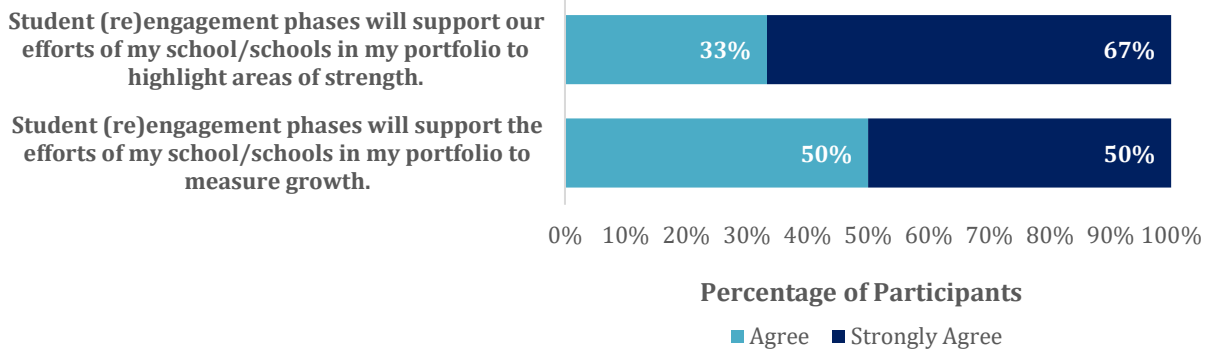
Pilot Project Objectives	Identified Objective at Start of Pilot Project	Met Objective by End of Pilot Project	
		Identified & Met	Did Not Identify, But Met
Develop new accountability goals with existing data	86%	90%	60%
Differentiate accountability goals for student groups	78%	71%	50%
Identify appropriate data sources for benchmarks	69%	80%	64%
Revise targets for existing accountability goals	61%	73%	57%
Develop new accountability goals with new data	61%	68%	36%
Develop new goals for continuous school improvement	61%	82%	21%
Revise performance framework	53%	47%	18%
Identify new non-academic assessments	47%	71%	37%
Revise contract/petition goals	33%	83%	8%
Develop student engagement phases	22%	75%	18%
Identify new academic assessments	22%	88%	18%
Revise contract/petition terms	8%	33%	6%

Student (re)engagement phases were perceived as an effective strategy to highlight strengths and measure growth

Figure 9 displays participants' perceptions related to student (re)engagement phases. Student (re)engagement phases is a specific A-GAME strategy that requires schools to categorize students by how engaged they are in their academic coursework (e.g. Fully Engaged, Engaged, At-Risk of Disengaging, Partially Disengaged, Fully Disengaged) and then create differentiated goals and/or metrics based on those phases.

For participants who prioritized this specific strategy, all participants either agreed or strongly agreed that the student (re)engagement phase strategy will help them to both highlight areas of strength and to measure student growth more effectively.

Figure 9. Participant Perceptions of Student (Re)Engagement Phases Strategy (n=6)



Discussion

This report sought to understand whether the A-GAME AEC pilot project was an effective strategy for encouraging authorizers to implement AEC policies and practices. Our findings explored priorities and objectives of pilot project participants, how participants perceived the implementation of the pilot project process, and perceptions of the overall impact of the work.

Overall, both authorizers and schools were overwhelmingly satisfied with their engagement in and outcome of their participation in the pilot project process. The deliverables created by participants were impactful and will help authorizers and schools better measure the actual impact schools have on their students. Specifically, the refinement of AEC accountability goals, either through creation, differentiation, or target-getting will help authorizers more effectively implement AEC practices, and more importantly, better evaluate AEC school performance.

Participants agreed that the pilot project process provided the effective structure, tools, and expertise necessary for participants to meet their goals. Student (re)engagement phases, in particular, were cited as an effective strategy that will highlight strengths and better measure student growth.

The A-GAME team may consider the following questions to help build on the success of the pilot project work:

- How can the tools, templates, and expertise offered through the pilot project be scaled so more authorizers with AEC charter schools are able to implement AEC policies and practices?
- How can the pilot project be expanded to provide ongoing support and resources for authorizers and schools after new accountability goals are established?
- What are the lessons that the A-GAME project team learned regarding the barriers to implementation of pilot project deliverables that will help support the broader audience of authorizers with AEC charter schools access and implement AEC policies?

Appendix A: AEC Pilot Project Process Description

The A-GAME team leveraged its website and the Regional Authorizer Network to invite authorizers to participate in a pilot project engagement. Once an authorizer confirmed interest in participation, the A-GAME team conducted an introductory call to better understand the relationship between the authorizer and the AEC schools in their portfolio, as well as to gauge where an authorizer might be in the process of revising existing accountability efforts to meet the needs of their AEC schools.

The A-GAME team then established a series of facilitated work sessions between the authorizer and the school(s) to set explicit goals, deeply understand the schools' student populations, evaluate data availability, explore data collection strategies, and develop meaningful metrics. Hour-long work sessions were typically held every two weeks. For several authorizer participants, the deliverable was coordinated with anticipated approval at a board meeting or in advance of a charter school renewal.

The A-GAME team provided the following customized tools and templates to each authorizer and their schools:

- Goal Identification Template – This template provided an organizational tool to help schools establish their need, determine their student population, and create responsive goals.
- Final Goals Template – This template organized the measures, goal types, goals, and business rules for final goals developed.

During the facilitated work sessions, the A-GAME team provided one-on-one support to help authorizers and their school(s) develop alternative accountability measures and goals based on their objectives. Work sessions typically involved the following elements:

- Reviewing current accountability measures
- Identifying the pros and cons of current measures
- Discussing gaps in alignment between current measures and the programming and/or special populations of students served by the school
- Assessing the data needed for new accountability measures
- Analyzing student populations in terms of student (re)engagement phases
- Collaborating with the A-GAME team to develop or refine measures and goals based on participants' priorities

Appendix B: AEC Pilot Project Engagements

Table B1 provides descriptions of each AEC Pilot Project engagement.

Table B1. Authorizer and School Participants

Authorizer	School(s)	Pilot Project Deliverables Listed in the MOU
Atlanta Public Schools	Purpose Built Schools	Create additional measures to include in contract for renewal
Colorado Charter School Institute	New Legacy Charter School	Create additional measures to include in charter contract for renewal
Delaware Public Schools	Gateway Lab School	Create additional measures using differentiated student groups to include in charter contract for renewal
Detroit Public Schools Community District	Pathways Academy	Create additional measures for transition success to include in charter contract for renewal
Hillsborough County Public Schools	Seminole Heights High School West University Charter High School	Create additional measures beyond math and ELA to be included in the charter contract for renewal
Los Angeles County Office of Education	Da Vinci RISE HS North Valley Military Institute	Create additional measures for the academic performance framework
Missouri Charter School Commission	DeLaSalle Learning Center	Create additional measures for the academic performance framework
New York State Education Department	New Dawn Charter School New Ventures Charter School	Create additional measures for accountability, with a focus on SEL and an employability profile
Pillsbury United Communities	The Minnesota Online High School	Create a performance framework with measures involving community contexts
Riverside County Office of Education	Gateway Leadership Military Academy	Create additional measures to supplement the California academic performance framework
Thomas B. Fordham Foundation	Dayton Leadership Academies Sciotoville Community Schools	Create additional measures with a focus on SEL to be included in the academic performance framework

Appendix C: Data & Methods

Data Sources: This report draws on data from a survey administered to all A-GAME pilot project participants for a six-week period between June and August 2021. Basis researchers developed the survey in consultation with the A-GAME team and administered the survey through Qualtrics. See Appendix D for a copy of the survey instrument.

Sample: Basis distributed 66 survey invitations to authorizer and school representatives who participated in the pilot project engagement. Approximately 60 percent of invited participants (n=40) completed the survey.

Analytic Strategy: Basis researchers conducted a series of descriptive analyses to answer the research questions: objectives and deliverables prioritized by participants, their perceptions of pilot project implementation, and the overall impact of the pilot project.

Table C1. Participant Demographics by Organizational Type

Pilot Project Organization	Type of Organization	Respondents	
		#	%
Charter Schools	Charter School	10	56%
	Charter School, AEC	7	39%
	Charter, Other	1	5%
	Total	18	
Authorizers	Independent Charter Board	1	5%
	Local Education Agency	10	53%
	Nonprofit Organization	4	21%
	Non-Educational Government Entity	1	5%
	State Education Agency	3	16%
	Total	19	

Table C2. Participant Demographics by Organizational Role

Pilot Project Organization	Role in Organization	Respondents	
		#	%
Charter Schools	Teacher	3	17%
	Leadership	15	83%
	Total	18	
Authorizers	Coordinator	3	16%
	Staff	4	21%
	Leadership or Executive	12	63%
	Total	19	

Appendix D: Survey Instrument

1. What is your current organization?
 - a. School (or CMO/EMO)
 - b. Authorizer

2. [BRANCH BASED ON Q1a - school] Please select all that apply to your school.
 - a. Charter school
 - b. Alternative education campus
 - c. Contract school
 - d. Other

3. [BRANCH BASED ON Q1a - school] What is your role at the school?

4. [BRANCH BASED ON Q1a - school] What is the lowest grade level served at your school?
 - a. Kindergarten
 - b. 1st grade
 - c. 2nd grade
 - d. 3rd grade
 - e. 4th grade
 - f. 5th grade
 - g. 6th grade
 - h. 7th grade
 - i. 8th grade
 - j. 9th grade
 - k. 10th grade
 - l. 11th grade
 - m. 12th grade
 - n. Beyond 12th grade (e.g., adult school program)

5. [BRANCH BASED ON Q1a - school] What is the highest grade level served at your school?
 - a. Kindergarten
 - b. 1st grade
 - c. 2nd grade
 - d. 3rd grade
 - e. 4th grade
 - f. 5th grade
 - g. 6th grade
 - h. 7th grade
 - i. 8th grade
 - j. 9th grade

- k. 10th grade
 - l. 11th grade
 - m. 12th grade
 - n. Beyond 12th grade (e.g., adult school program)
6. [BRANCH BASED ON Q1b - authorizer] What is your role at your organization?
-
7. [BRANCH BASED ON Q1b - authorizer] Please select your authorizer type.
- a. Local education agency
 - b. State education agency
 - c. Independent chartering board
 - d. Higher education institution
 - e. Nonprofit organization
 - f. Non-educational government entity
8. [BRANCH BASED ON Q1b - authorizer] Do you currently have at least one operating alternative education campus (AEC) charter school in your portfolio?
- a. Yes
 - b. No
9. Please think back to the start of your involvement in the A-GAME AEC Pilot Project. What was your objective for the engagement? Please select all that apply.
- a. Differentiate accountability goals for student groups
 - b. Develop student (re)engagement phases
 - c. Identify appropriate data sources for benchmarks
 - d. Identify new academic assessments
 - e. Identify new non-academic assessments
 - f. Revise targets for existing accountability goals
 - g. Develop new accountability goals with existing data
 - h. Develop new accountability goals with new data
 - i. Develop new goals for continuous school improvement
 - j. Revise performance framework
 - k. Revise contract/petition goals
 - l. Revise contract/petition terms
 - m. Other _____
10. Please think back to the start of your involvement in the A-GAME AEC Pilot Project. What types of school measures did you want to explore? Please select all that apply.
- a. Academic achievement
 - b. Academic growth
 - c. Student engagement
 - d. Student social-emotional development

- e. College readiness
- f. Career readiness
- g. High school completion
- h. School climate
- i. Other _____

11. Please think back to the start of your involvement in the A-GAME AEC Pilot Project. Was there a deliverable or final product that you wanted to revise or complete by the end of the engagement? Please select all that apply.

- a. Authorizer performance framework for AECs
- b. School accountability goals to support renewal, replication, and/or revocation decisions
- c. Charter contract goals
- d. School improvement goals for school internal purposes
- e. Other _____

12. Please indicate the extent to which you agree or disagree with the following statements about your experiences with the A-GAME AEC Pilot Project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I found value in participating in the A-GAME AEC Pilot Project.	1	2	3	4
I appreciated the opportunity to engage in the A-GAME AEC Pilot Project.	1	2	3	4
I participated in a majority of the virtual meetings.	1	2	3	4
I was able to access the shared project materials easily.	1	2	3	4
I regularly referred to the shared Project Plan to prepare for upcoming meetings.	1	2	3	4
I regularly completed the homework that was assigned.	1	2	3	4

13. How frequently did you meet with the A-GAME team?

- a. Once a week
- b. Every other week
- c. Varied--began every other week and changed to once a week
- d. Other _____

14. Please indicate the extent to which you agree or disagree with the following statements about your experiences with the A-GAME AEC Pilot Project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The A-GAME team regularly completed their homework between meetings.	1	2	3	4
The A-GAME Goal Setting Template provided the necessary structure for our group to achieve our objectives.	1	2	3	4
The A-GAME Project Plan provided the necessary structure for our group to achieve our objectives.	1	2	3	4
The expertise of the A-GAME team allowed our group to achieve our objectives.	1	2	3	4
The individualized support from the A-GAME team allowed our group to achieve our objectives.	1	2	3	4
The meeting frequency worked well for me.	1	2	3	4
The meeting format worked well for me.	1	2	3	4
The length of the engagement worked well for me.	1	2	3	4

15. [BRANCH BASED ON Q1a - school] Please indicate the extent to which you agree or disagree with the following statements about your experiences with the A-GAME AEC Pilot Project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel like my voice was heard in the conversations with my authorizer and the A-GAME team to develop new goals.	1	2	3	4
I feel like the A-GAME team understands what our school is trying to do for youth.	1	2	3	4
I have confidence that my school(s) will be able to implement the new goals developed through this process.	1	2	3	4
I appreciated the opportunity to have these discussions with our authorizer facilitated by the A-GAME team.	1	2	3	4
The new goals developed through this A-GAME process have been approved by the authorizer or authorizer board.	1	2	3	4

I am highly satisfied with the outcome of my organization's participation in the A-GAME AEC Pilot Project.	1	2	3	4
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16. [BRANCH BASED ON Q1b - authorizer] Please indicate the extent to which you agree or disagree with the following statements about your experiences with the A-GAME AEC Pilot Project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel like the school(s) understood my perspective.	1	2	3	4
I have confidence that our school(s) will be able to implement the new goals.	1	2	3	4
I have confidence that my organization will be able to implement the new goals.	1	2	3	4
I appreciated the opportunity to have these discussions with the school(s) facilitated by the A-GAME team.	1	2	3	4
The new goals developed through the A-GAME process have been approved by my office or our board.	1	2	3	4
I am highly satisfied with the outcome of my organization's participation in the A-GAME AEC Pilot Project.	1	2	3	4
My organization plans to use the goals developed during the A-GAME process with other schools in our portfolio in the future.	1	2	3	4

17. Please indicate the extent to which you agree or disagree with the following statements about your experiences with the A-GAME AEC Pilot Project.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Through the A-GAME process, we came up with goals that I had not thought of before.	1	2	3	4
Through the A-GAME process, we thought of innovative ways to measure aspects of our program.	1	2	3	4
The goals that we created through the A-GAME process will help me measure the actual impact my school/schools in my portfolio have on students.	1	2	3	4

18. Upon completion of the A-GAME AEC Pilot Project engagement, which of the following objectives were met? Please select all that apply.

- a. Differentiated accountability goals for student groups were developed
- b. Student (re)engagement phases were developed
- c. Appropriate data sources for benchmarks were identified
- d. New academic assessments were identified
- e. New non-academic assessments were identified
- f. Targets for existing accountability goals were revised
- g. New accountability goals with existing data were developed
- h. New accountability goals with new data were developed
- i. New goals for continuous school improvement were developed
- j. Our performance framework was revised
- k. Our contract/petition goals were revised
- l. Our contract/petition terms were revised
- m. Other _____

19. [BRANCH BASED ON ANSWER 9b OR Q18b SELECTED] Please indicate the extent to which you agree or disagree with the following statements about student (re)engagement phases.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Student (re)engagement phases will support the efforts of my school/schools in my portfolio to measure growth.	1	2	3	4
Student (re)engagement phases will support our efforts of my school/schools in my portfolio to highlight areas of strength.	1	2	3	4

20. Is there anything you would change about the A-GAME AEC Pilot Project goal setting process?

21. Is there any additional information you would like to share about your experience with the A-GAME AEC Pilot Project?
