



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award # (11 characters): U282T180014

**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

**1. Project Objective**     ☐ Check if this is a status update for the previous budget period.

Support authorizers of alternative schools with identifying, developing, and disseminating mission-related performance measures that are credible, relevant, and rigorous for schools that serve students who have special needs and/or are at extreme risk of failure. (Application, p. 25)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>1.a.</b> In Year 1, the A-GAME Project Team convenes the NALT three times to collect example AEC related documents, policies, and practices to develop 8 best practice resources.	<b>PROJECT</b>	<b>3</b>			<b>3</b>		
<b>1.b.</b> In Year 1, the A-GAME Project Directors conduct authorizer needs assessment with the 11 authorizers that are members of the National Authorizer Leadership Team.	<b>PROJECT</b>	<b>11</b>			<b>11</b>		
<b>1.c.</b> In Year 1, the A-GAME Project Team and NALT complete an AEC Model Framework Components resource.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>1.d.</b> In Year 1, the A-GAME Project team and NALT will complete an AEC Data Standards framework resource.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>1.e.</b> In Year 2, the A-GAME Project Team and National Authorizer Leadership Team complete a Rubrics for New AEC Applications and AEC Renewal Applications resource.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>1.f.</b> In Year 3, the A-GAME Project Team and evaluator completes a final report that describes the best practices resources developed through the project and how authorizers with AEC charter schools have implemented the resources.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		

## Explanation of Progress (Include Qualitative Data and Data Collection Information)

The A-GAME Project Team successfully completed all of the project work for the Objective 1 performance measures.

The A-GAME Project Team convened a diverse group of authorizers with AEC charter schools to serve as a National Authorizer Leadership Team (NALT) with the purpose of bringing together respected authorizers as thought leaders, pathfinders, resource builders, and dissemination agents for the A-GAME project.

In the first year of the project, NALT members helped the A-GAME Project Team develop A-GAME resources. NALT members also supported buy-in for the project among their authorizer peers by presenting on the A-GAME project at national and state conferences and meetings. The A-GAME Project Team convened NALT three times in the first year, with each event being hosted by a participating NALT member. Time at each meeting was spent sharing best practices, policies, and materials, and providing feedback on draft documents and tools being created for purposes of dissemination. In years two and three, the majority of NALT members joined the A-GAME Regional Authorizer Network to engage in the work of putting the A-GAME resources into practice. The following provides information about the NALT members.

State	Authorizer	Type	# of AEC Charter Schools (2018-19)
CA	Alameda County Office of Education	LEA	1
DC	DC Public Charter School Board	ICB	8
FL	Hillsborough County Schools	LEA	2
IL	Chicago Public Schools	LEA	16
MI	Central Michigan University	HEI	6
MI	Ferris State University	HEI	7
MN	Audubon Center of the North Woods	NFP	6
NV	Nevada State Public Charter School Authority*	ICB	1
NY	New York State Education Department	SEA	6
NY	SUNY Charter Schools Institute	HEI	3
OH	Buckeye Community Hope Foundation	NFP	7

Authorizer Type: HEI – Higher Education Institution; ICB – Independent Chartering Board; LEA – Local Education Agency; NFP – Nonprofit Organization; SEA – State Education Agency

\* Note: A representative from the Nevada State Public Charter Authority participated in the first NALT meeting; after a change in leadership, the Authority did not continue to participate in NALT.

The A-GAME Project Team turned best practices and recommendations from its work with the NALT members and additional project work into a suite of A-GAME resources and tools. The report, *Measuring Quality: A Resource Guide for Authorizers and Alternative Schools*, provides concrete recommendations for measuring outcomes for AEC charter schools. It includes data standards in the form of business rules and minimum sample sizes to consider when measuring AEC school quality. Supplemental resources aligned to the *Measuring Quality* report include:

- *Measuring Quality Walkthrough Guide*
- *Measuring Quality Packet*
- *Guide to Evaluating Alternative Education Campus Application to Operate a New School*
- *High-Stakes Rubric for Assessing Alternative Education Campus for Charter Renewal*

The report, *Minding the Gap: How State Policies Can Create Conditions for Innovation in Alternative Education Accountability*, identifies components of state accountability systems that, if in place, can ensure that AECs are held accountable appropriately. The report summarizes trends across states and provides individual assessments of AEC accountability policies and practices in 44 states and the District of Columbia with charter school laws.

The A-GAME Project Team developed the resource, *Better Goals. More Learning. Using Student (re)Engagement Levels to Create Meaningful Goals and Measures*, to provide guidance on developing measures for disengaged students. The report built on the A-GAME Project Team's tools presented during Regional Authorizer Network convenings: *Renewing Schools Using Engagement Phases and Non-Traditional Goals (Parts 1 and 2)*.

Through direct work with authorizers and AECs, the A-GAME Project Team developed the following resources:

- *Responsive Goals Directory*
- *Workforce Readiness Evaluation Rubric*
- *Career and College Readiness Flowchart*

Additionally, the A-GAME team created a suite of training videos from the perspective of school leaders along with talking points and areas of growth for authorizers to use to build their own accountability systems for alternative schools. The videos are available on our website.

- Innovative Measures
- Authorizer Mindset
- Higher Standards
- Social-Emotional Learning
- Why A-GAME and its Impact
- How A-GAME can Benefit All Schools

Finally, the A-GAME Project Team developed an interactive AEC data visualization tool presented on the A-GAME website: <https://nationalcharterschools.org/agame/data/>. The tool includes publicly available data that can be filtered, providing authorizers with comparison data for students attending AECs.

The A-GAME Project Team's grant evaluator, Basis Policy Research (Basis), completed a final summative report that describes the resources developed through the grant, examines the extent to which authorizers with AEC charter schools were provided with and accessed information from the grant, and analyzes the ways in which authorizers with AEC charter schools implemented the grant resources and changed practices, including a discussion of potential barriers to implementation. The report can be found on the A-GAME website: <https://nationalcharterschools.org/a-game-grant/documents-deliverables/>.



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**2. Project Objective**     ☐ Check if this is a status update for the previous budget period.

Encourage and assist authorizers in transforming their work from compliance-based, one-size-fits-all approaches to more rigorous and personalized approaches that harness the power of technology and focus on ensuring students are ultimately prepared for success in college, work, and life.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>2.a.</b> By Year 2, the A-GAME Project Team identifies 30 authorizers with AEC charter schools to participate in four sets of Regional Capacity Building Teams for three meetings each.	<b>PROJECT</b>	<b>30</b>			<b>47</b>		
<b>2.b.</b> In Year 2, the A-GAME Project Team develops a technical assistance and coaching plan for Regional Capacity Building Team meetings.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>2.c.</b> In Year 2, the A-GAME Project Team develops content for Regional Capacity Building Team meetings.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>2.d.</b> In Year 2, the A-GAME Project Team and authorizers from NALT conduct four sets of Regional Capacity Building Teams for three meetings each.	<b>PROJECT</b>	<b>12</b>			<b>16</b>		

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

The A-GAME Project Team successfully completed all of the project work for the Objective 2 performance measures. The work in this objective included identifying authorizers for Regional Authorizer Networks, conducting outreach to secure participation commitments from authorizers, developing materials for Regional Authorizer Network meetings, and organizing and conducting Regional Authorizer Network meetings.

In the grant application, the A-GAME Project Team identified 15 states that contain over 80% of the charter school authorizers with at least one AEC charter school (151 out of 188 authorizers in 2018-19) and over 90% of the total number of AEC charter schools in the country (558 out of 616 AEC charter schools in 2018-19). The team recruited authorizers from these states to have the largest impact through Regional Authorizer Networks. However, it was not a requirement for authorizers participating in the Regional Authorizer Networks to currently have operating AEC charter schools and many authorizers without officially designated AECs asked to join, partly because they wanted to learn how to create a viable definition of alternative education campuses and build the accountability support structures simultaneously. All authorizers were eligible for participation if they committed to the following criteria:

- Demonstrate organizational commitment to the A-GAME mission of increasing the number of quality AEC charter schools available to students across the country
- Demonstrate capacity to implement new policies and/or practices within organization

- Participate in three regional networking meetings in 2020

The A-GAME Project Team used a variety of outreach strategies to recruit authorizers to participate in Regional Authorizer Network activities, including reaching out to the professional networks of the A-GAME Project Team and NALT members, meeting in-person with authorizers at NACSA's October 2019 annual leadership conference, and using the A-GAME website as a tool to provide information about what participation in the Regional Authorizer Networks would entail. The A-GAME Project Team used a survey to gauge commitment and capacity among interested authorizers. In response to this outreach, the A-GAME team received completed interest surveys from 33 authorizers.

#### Authorizers Participating in the A-GAME Regional Authorizer Networks, by State

State	Authorizer	Type	# of AEC Charter Schools (2018-19)	Regional Authorizer Network Meetings				
				#1	#2	#3	#4	#5
AL	Alabama State Department of Education	ICB	0		●			●
AZ	Arizona State Board for Charter Schools	ICB	92	●	●		●	●
CA	Acton Agua Dulce Unified	LEA	3	●				●
CA	Alameda County Office of Education	LEA	1	●	●			
CA	California Department of Education	SEA	2	●	●	●	●	
CA	Chino Valley Unified School District	LEA	1	●				
CA	Contra Costa County Office of Education	LEA	1	●				
CA	East Side Union High School District	LEA	2	●	●	●	●	
CA	El Dorado County Office of Education	LEA	2	●			●	
CA	Fresno Unified School District	LEA	2	●	●	●	●	
CA	Inyo County Office of Education	LEA	3	●	●		●	
CA	Los Angeles County Office of Education	LEA	2	●	●	●	●	●
CA	Placer County Office of Education	LEA	1	●	●	●	●	●
CA	Riverside County Office of Education	LEA	3	●	●	●	●	●
CO	Colorado Charter School Institute	ICB	3	●	●	●	●	●
DC	DC Public Charter School Board	ICB	8	●	●	●	●	●
DE	Delaware State Board of Education	SEA	1	●	●	●	●	●
FL	Broward County Public Schools	LEA	5	●		●	●	
FL	Hillsborough County Schools	LEA	2	●	●	●		
FL	Pinellas County Schools	LEA	2			●	●	
GA	Atlanta Public Schools	LEA	0	●		●	●	
GA	Dekalb County School District	LEA	0		●	●	●	
GA	Georgia State Charter School Commission	ICB	2					●
HI	Hawaii State Public Charter School Commission	ICB	0	●				
ID	Idaho Public Charter School Commission	ICB	4	●	●	●		
IL	Chicago Public Schools	LEA	16					●
IN	Ball State University Office of Charter Schools	HEI	3	●	●		●	●
IN	Indianapolis Office of Education Innovation	NEG	1	●	●	●	●	●
MA	Massachusetts Department of Education	SEA	7	●	●	●	●	
ME	Maine Charter School Commission	ICB	1	●	●	●	●	●
MI	Bay Mills Community College	HEI	5					●
MI	Central Michigan University	HEI	6		●	●		●
MI	Detroit Public Schools Community District	LEA	4		●	●	●	●
MI	Ferris State University	HEI	7		●	●		●
MI	Grand Valley State University	HEI	6	●	●	●	●	●

State	Authorizer	Type	# of AEC Charter Schools (2018-19)	Regional Authorizer Network Meetings				
				#1	#2	#3	#4	#5
MN	Audubon Center of the North Woods	NFP	6	●	●	●	●	●
MN	Pillsbury United Communities	NFP	1	●	●	●	●	
MN	University of St. Thomas	HEI	0					●
MO	Missouri Charter Public School Commission	ICB	1	●	●	●	●	●
MO	University of Missouri – Columbia	HEI	2	●	●	●	●	
NH	New Hampshire Department of Education	SEA	0					●
NM	Albuquerque Public Schools	LEA	6	●	●	●	●	●
NV	Washoe County School District	LEA	0					●
NY	New York State Education Department	SEA	6	●	●	●	●	
NY	SUNY Charter Schools Institute	HEI	3	●				●
OH	Buckeye Community Hope Foundation	NFP	7	●	●			●
OH	Ohio Council of Community Schools	HEI	4	●				
OH	Thomas B. Fordham Foundation	NFP	0	●	●	●	●	●
OR	Portland Public Schools	LEA	0					●
PA	Philadelphia School District	LEA	3	●	●			
SC	South Carolina Public Charter School District	ICB	3	●	●	●		●
TX	Texas Education Agency	SEA	131	●	●	●	●	
UT	Utah State Charter School Board	ICB	2	●	●			●
WA	Washington State Charter School Commission	ICB	0	●	●	●	●	●
<b>Authorizer Associations</b>								
CA	California Charter Authorizing Professionals					●	●	●
CO	Colorado Association of Charter School Authorizers			●	●	●	●	●
FL	Florida Association of Charter School Authorizers			●	●	●	●	●
National	National Association of Charter School Authorizers			●	●		●	●
<b>Charter Support Organization</b>								
NJ	New Jersey Charter School Association							●

The table above provides information about the number of authorizers and AEC charter schools in the participating states. In total, representatives from 54 authorizers, three state authorizer associations, one national authorizer association, and one state charter support organization participated in at least one of the Regional Authorizer Network convenings.

Participants in the A-GAME Regional Authorizer Network came from 28 states, which included the original 15 targeted states plus 13 states from which authorizers expressed unanticipated interest. In addition, three regional authorizer associations and a charter state association and the country’s only national authorizer association participated. The 29 states included in the A-GAME Regional Authorizer Networks represented 23% (44 out of 189) of authorizers overseeing AECs (10 participating authorizers do not oversee charter schools that have the “alternative education” label, but all authorizers believed that some of their schools required alternative oversight consistent with A-GAME philosophy ). The authorizers collectively oversee 43% (373 out of 859) of AEC charter schools themselves.

The Regional Authorizer Network was designed to create networking and learning opportunities for authorizers willing to change their approach to measuring school quality and to do so using tools and thought leadership developed by the A-GAME project. The A-GAME Project Team facilitated Regional Authorizer Network meetings with deep dives into the A-GAME resources and tools, case study exercises, and opportunities to work with colleagues in the network to learn about and adopt best practices in the authorizing of AEC charter schools. To that end, at each convening, participants were introduced to the resources developed during the project, including a national data tool for AECs. This data set contains comparative data by state for AECs on graduation rates, achievement rates, and various attendance rates. Each participant provided feedback on the usefulness of the tool and the accuracy of their state’s data. Utilizing the tools created by the A-GAME Project Team and NALT members, authorizers then embarked on a journey of developing goals that are responsive to student populations and their experience in school. The process forced participants to think in different ways about measurement and goal setting for schools in a way that emphasizes individual students’ needs—a process we describe as student-centered accountability.

For the first Regional Authorizer Network meeting, the participating authorizers were assigned to one of four regions: California, Mid-Western/Western, Northeast, and Southeast. The A-GAME Project Team hosted the first set of in-person Regional Authorizer Network meetings in February 2020 in three locations: Columbus, Ohio; Atlanta, Georgia; and two in Alameda, California. Representatives from 41 authorizers attended the first in-person Regional Network meetings. A number of authorizers sent additional staff to the meeting (at their own expense), resulting in a total of 48 attendees across the four meetings. In addition to authorizers, the National Association of Charter School Authorizers (NACSA), the largest authorizer association, and representatives from the Tri-State Dissemination Grant, Colorado Association of Charter School Authorizers and Florida Association of Charter School Authorizers, attended convenings as invited guests. Inviting these members allowed the A-GAME to broaden its reach in Year 2. And continued partnerships with these organizations helped to expand the reach of both grantees' dissemination efforts.

After the first in-person Regional Network meeting, the A-GAME Project Team asked attendees to complete a session evaluation. Thirty-eight out of the 48 attendees responded to the survey (79% response rate). The respondents rated the usefulness of the convening for providing information about authorizing charter AECs an average of 4.5 on a scale from 1 to 5. Among the respondents, 97.4% indicated that they learned something new, 92.1% made a new connection, and 89.5% provided an example of a concrete way in which they planned to use the information about authorizing AEC charter schools in their work.

Due to COVID-19, the A-GAME Project Team hosted the second, third, and fourth Regional Network meetings as virtual meetings. The first virtual Regional Network meeting was held on April 30, 2020 with representatives from 37 authorizers, two state authorizer associations, and one national authorizer association. The second virtual meeting was held on May 21, 2020 with representatives from 32 authorizers and three state authorizer associations. The third virtual meeting was held on June 11, 2020 with representatives from 31 authorizers, three state authorizer associations, and one national authorizer association.

A final in-person Regional Authorizer Network convening was held in October 2021 in Denver with representatives from 32 authorizers, three state authorizer associations, one national authorizer association, and one state charter support organization.

After the completion of the virtual Regional Authorizer Network meetings, the A-GAME Project Team sought and received permission to reallocate funds designated for travel to the regional meetings, but not permitted because of COVID-19 restrictions, to in-depth, one-on-one work with a select group of authorizers from the Regional Authorizer Network. The work began in Year 2 and continued through the no-cost extension year. The A-GAME Project Team worked with 13 authorizers and AEC schools (or schools that have not been officially designated as AECs but serve a high percentage of vulnerable, high-needs students) in their portfolios. Each project was specific to the context of the authorizer and the needs of the school(s), including support for developing new measures and goals, differentiated contracts, and performance frameworks based on recommendations from A-GAME resources. Through these pilots, the A-GAME team implemented their tools and resources and codified a process for authorizers to create goals that are meaningful, valid, and reliable.

The table below outlines the participating authorizers and schools and the focus of the engagements. Note that the authorizers indicated with asterisks do not have charter schools in their portfolios designated as AECs by their respective states. Atlanta Public Schools is working with contract schools that are not charter schools but align with the A-GAME definition for AECs. The Missouri Charter School Commission and Pillsbury United Communities are engaging in this work with charter schools that align with the A-GAME definition for AECs, but are not designated by the state as AECs. The Thomas B. Fordham Foundation is working to pilot social emotional learning (SEL) measures and goals with traditional charter schools in its portfolio. In contracts with Massachusetts Department of Elementary and Secondary Education and Thomas B. Fordham Foundation, the contract went beyond the federal grant's purpose, in which case the client paid for the additional services.

Authorizer	School(s)	Proposed Project Deliverables
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

Authorizer	School(s)	Proposed Project Deliverables
Delaware Public Schools	Positive Outcomes Charter 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 High School North Valley Military Institute	Create additional measures for the academic performance framework
Massachusetts Department of Elementary and Secondary Education	Phoenix Charter Academy	Create alternative charter schools annual goals guidance document
Missouri Charter School Commission*	DeLaSalle Learning Center	Create contract goals
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 School	Create additional measures with a focus on SEL to be included in the academic performance framework
Utah State Charter School Board	Roots Charter High School	Create contract goals

The A-GAME Project Team treated this work as a pilot project to develop procedures and template materials to demonstrate how to develop and put into practice measures and goals for AEC charter schools. In the no-cost extension year, the A-GAME Project Team posted new tools and resources developed through the pilot project on the A-GAME website and disseminate through the project channels:

- *Responsive Goals Directory*
- *Workforce Readiness Evaluation Rubric*
- *Career and College Readiness Flowchart*

*After the pilots were completed, the A-GAME created a series of training videos describing the process from the perspective of school leaders, which was used as learning sessions at the final convening, sent to those who could not attend, along with published versions of our resources, and currently available on our website.*



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**3. Project Objective**     ☐ Check if this is a status update for the previous budget period.

Disseminate and encourage strategies and practices that support the art and science of authorizing, facilitate the replication and expansion of high-quality charter schools, improve the performance measures found in charter contracts, and share models of excellence with new and small authorizers, along with those that have a significant number of low performing schools. (Application, p 25)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>3.a.</b> In Year 1, the A-GAME Project Directors develop a website that will be used to provide information and access to best practices resources from the project.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>3.b.</b> In each year, the A-GAME Project Team disseminates information about updated Epicenter data and document management systems that incorporates best practices resources for AEC charter school authorizing.	<b>PROJECT</b>	<b>3</b>			<b>3</b>		
<b>3.c.</b> In Year 1, the A-GAME Project Team attends national conferences relevant to charter school authorizers and state charter school conferences to network and outreach with authorizers of AEC charter schools about the project.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>3.d.</b> In Years 2 and 3, the A-GAME Project Team disseminates best practice resources at a minimum of three national conferences relevant to charter school authorizers.	<b>PROJECT</b>	<b>3</b>			<b>9</b>		
<b>3.e.</b> In Years 2 and 3, the A-GAME Project Team disseminates best practice resources at a minimum of five state charter school conferences.	<b>PROJECT</b>	<b>5</b>			<b>12</b>		
<b>3.f.</b> In Year 2, the A-GAME Project Team disseminates best practice resources and tools through 4 webinar presentations.	<b>PROJECT</b>	<b>4</b>			<b>4</b>		
<b>3.g.</b> In Year 3, the A-GAME Project Directors develop a widespread dissemination plan to reach 95% of authorizers with AEC charter schools.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		

<b>3.h.</b> In Year 3, the A-GAME Project Team engages in concentrated outreach strategies for district authorizers with one to two AEC charter schools.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>3.i.</b> In Year 3, the A-GAME Project Team verifies NCES school contact information for mailing best practices resources from the project.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>3.j.</b> In Year 3, the A-GAME Project Team develops a plan for sustainability and ongoing dissemination of project resources to authorizers with AEC charter schools.	<b>PROJECT</b>	<b>1</b>			<b>1</b>		
<b>3.k.</b> By Year 3, the A-GAME Project Team disseminates best practice resources to 95% of authorizers with AEC charter schools through email, web content, Epicenter information, webinars, conference presentations, social media, and external partner networks.	<b>PROJECT</b>		<b>177 / 188</b>	<b>95%</b>		<b>177 / 188</b>	<b>95%</b>
<b>3.l.</b> By Year 3, 50% of AEC charter authorizers to whom A-GAME disseminated resources on best practices in authorizing AEC charter schools access the resources.	<b>PROJECT</b>		<b>89 / 177</b>	<b>50%</b>		<b>88 / 177</b>	<b>50%</b>
<b>3.m.</b> By Year 3, 80% of AEC charter authorizers that access resources on best practices in authorizing AEC charter schools agree that the resources are important and relevant to their work.	<b>PROJECT</b>		<b>71 / 89</b>	<b>80%</b>		<b>65 / 67</b>	<b>97%</b>
<b>3.n.</b> By Year 3, 60% of AEC charter school authorizers that access resources on best practices in authorizing AEC charter schools demonstrate knowledge of how to implement resources.	<b>PROJECT</b>		<b>53 / 89</b>	<b>60%</b>		<b>65 / 67</b>	<b>97%</b>
<b>3.o.</b> By Year 3, 80% of authorizers participating in the National Authorizer Leadership Team implement at least two of the AEC charter school resources or tools developed through the A-GAME project.	<b>PROJECT</b>		<b>9 / 11</b>	<b>80%</b>		<b>11 / 11</b>	<b>100%</b>
<b>3.p.</b> By Year 3, 80% of authorizers participating in the Regional Capacity Building Teams implement at least two of the AEC charter school resources or tools developed through the A-GAME project.	<b>PROJECT</b>		<b>24 / 30</b>	<b>80%</b>		<b>48 / 54</b>	<b>89%</b>

### Explanation of Progress (Include Qualitative Data and Data Collection Information)

The A-GAME Project Team successfully achieved the performance measures in Objective 3.

In Year 1, the primary purpose of the A-GAME Project Team's dissemination efforts was to provide information about the project to authorizers with AEC charter schools to encourage their participation in Regional Authorizer Networks and/or data sharing. In Year 1, the following dissemination activities were completed:

- The A-GAME Project Team created a website that went live in the fall of 2019: <https://nationalcharterschools.org/a-game-grant/> (performance measure 3.a.)
- The A-GAME Project Team developed an A-GAME group within Epicenter that allows AEC charter schools authorized by A-GAME participating authorizers (NALT and Regional Authorizer Network authorizers) to share aggregated data and documents to improve authorizing practices (performance measure 3.b.)

- The A-GAME Project Team and NALT members attended national and state conferences to provide authorizers with AEC charter schools with information about the project (performance measure 3.c.):
  - NACSA Annual Leadership Conference, October 2018
  - Alternative Accountability Policy Forum, November 2018
  - EdChoice National Alternative Measures of Success Conference, 2018 (SUNY)
  - CACS Performance Assessment webinar, April 2019 (Audubon)
  - National Charter Schools Conference, July 2019
  - Florida Association of Charter School Authorizers Board Retreat, July 2019 (Hillsborough County)
  - National Campaign for High Needs Students Index meeting at NYC Teacher Central, 2019 (SUNY)
  - Alternative Accountability “Town Hall” with NYS Board of Regents authorized charter schools, 2019 (NYSED)
  - Alternative school leader meeting to discuss A-GAME draft recommendations, August 2019 (DCPCSB)
  - Ohio Association of Charter School Authorizers meeting, 2019 (Buckeye)
  - Buckeye Community Hope Foundation Dropout Recovery and Prevention Network meeting, 2019 (Buckeye)

In Year 2, the A-GAME Project Team focused on disseminating resources developed through the project to authorizers with AEC charter schools. In Year 2, the following dissemination activities were completed:

- The A-GAME Project Team presented on A-GAME resources at the following national conferences (performance measure 3.d.):
  - NACSA Annual Leadership Conference, October 2019
  - Alternative Accountability Policy Forum, November 2019
- The A-GAME Project Team presented on A-GAME resources at the following state charter school conferences (performance measure 3.e.):
  - CARsNet Annual Charter School Authorizers Conference, September 2019
  - Florida Association of Charter School Authorizers, October 2019
  - Minnesota Association of Charter Schools, November 2019
  - Michigan Charter Authorizer Association, February 2020
  - Colorado League of Charter Schools Conference, March 2020 [note: this conference was cancelled due to COVID-19]
- The A-GAME Project Team developed the following webinars (performance measure 3.f.):
  - How will COVID-19 Impact How You Authorize Your Alternative Charters, March 2020

In Year 3 and the no-cost extension year, the A-GAME Project Team continued to disseminate resources developed through the project to authorizers with AEC charter schools, including the following activities:

- The A-GAME Project Team presented on A-GAME resources at the following national conferences (performance measure 3.d.):
  - NACSA Annual Leadership Conference, October 2020
  - Alternative Accountability Policy Forum, November 2020
  - Charter Schools Program National Leadership Meeting, February 2021
  - National Charter Schools Conference, June 2021
  - NACSA Annual Leadership Conference, October 2021
  - Alternative Accountability Policy Forum, November 2021
- The A-GAME Project Team presented on A-GAME resources at the following state charter school conferences (performance measure 3.e.):
  - New York Charter School Virtual Conference, October 2020
  - Nevada Public Charter Schools Virtual Conference, November 2020
  - Charter Support Unit, Building Hope, Florida, January 2021
  - California Charter Schools Virtual Conference, March 2021
  - New York Charter Schools Conference, October 2021
  - Charter Schools Development Center Leadership Conference, December 2021
  - California Charter Schools Conference, March 2022 (Note, while presentation occurred after the end of the grant, the presentation proposal and materials were made prior to December 2021, which is why we included it.)

- The A-GAME Project Team developed the following webinars (performance measure 3.f.):
  - Introducing the A-GAME: New Ways of Measuring Quality (<https://vimeo.com/470368250>)
  - How Will COVID-19 Impact How You Authorize Your Alternative Charters?
  - Strengthening a Non-Traditional Approach to Student Success (<https://share.vidyard.com/watch/zLmQiAhePMdUYjCWUoacXa?>)
  - Measuring School Quality (NCSI Third Thursday Series)
  - Series of A-GAME Training Videos:
    - Innovative Measures
    - Authorizer Mindset
    - Higher Standards
    - Social-Emotional Learning
    - Why A-GAME and its Impact
    - How A-GAME can Benefit All Schools

The A-GAME Project Team successfully met the goal of disseminating project resources to 95% (177 out of 188) of authorizers with AEC charter schools (performance measure 3.k.) through email blasts, Regional Authorizer Network convenings, presentations at national and state conferences, webinars, the A-GAME website, social media, and external partners. Fifty percent (88 out of 177) of authorizers disseminated to have accessed the A-GAME materials (performance measure 3.l.). The A-GAME Project Team developed a widespread dissemination plan (performance measure 3.g.) that included strategies for reaching authorizers with one or two AEC charter schools (performance measure 3.h.).

Basis surveyed authorizers that accessed A-GAME resources to (1) assess the relevancy of materials to the work of authorizers and (2) catalog whether authorizers plan to implement policies and/or practices from the A-GAME materials. 67 authorizers with AEC charter schools that accessed A-GAME resources completed surveys for a response rate of 76% (67 out of 88). Of surveyed authorizers, 97% (65 out of 67) agree that the materials are relevant to their work (performance measure 3.m.). Authorizers provided examples of how the A-GAME materials aligned to issues they needed to address in their organizations:

*“Our team is currently planning for an alternative school renewal in the coming school year. We hope to be prepared to utilize the A-GAME renewal guide to work with the school in creating a more authentic assessment of their successes or lack thereof. The A-GAME renewal guide aligns well to California's new legal requirements for renewal.”*

*“I'm currently developing professional development training and plan to implement A- GAME resources within our conversation on supporting AEC develop/update their goals.”*

*“I used the Measuring Quality resource guide to prepare myself for my first site visits to some of our charters. What was particularly helpful was the information on preparing for and conducting a site visit. It helped me to zero in on what to look for and I approached the visit, although it was informal, as if I was making a decision for renewal and came back with information so that I could go through an evaluative process that was guided by the Measuring Quality Resource Guide.”*

There was also evidence that authorizers find the A-GAME resources and tools relevant for working with all schools in their portfolio or district, not just AECs:

*“[We are] engaged in this work among all of the schools we authorize (none are alternative learning centers, but all could benefit from a more balanced assessment system).”*

*“My first of many goals will be to revisit the charter contract to consider alternative means of data collection to suffice renewal benchmarks. This will allow an increase in equitable standards for my struggling AEC schools and even our smaller enrollment schools.”*

*“[We are] thinking about how to make this type of work part of quality authorizing, not a special extra thing.”*

Likewise, 97% (65 out of 67) of authorizers surveyed indicate that they have or plan to implement policies and/or practices described in the A-GAME materials (performance measure 3.n.). The following are examples of A-GAME implementation that authorizers provided:

*“I have been working collaboratively with our AECs that we authorize in Michigan to 1) identify the metrics/data that matter most to our schools and 2) develop contract goals unique to our AECs that we can use for accountability and partnership purposes.”*

*“We have used the target setting concept as we think through the revamping of our high school level performance framework and as we develop new contract goals for our schools in renewal.”*

*“We have gathered our first round of data from our AECs related to engagement phases and are looking to analyze and share the data with our respective schools to inform strategic planning moving forward to drive continuous improvement.”*

*“Facilitating data conversations with schools to understand how each school measures its success, in order to develop a relationship with the school but also start thinking of how our agency can determine new performance measures.”*

Among the authorizers that the A-GAME Project Team has engaged with more extensively, 100% of the 11 NALT authorizers and 89% (48 out of 54) of the Regional Authorizer Network authorizers have demonstrated that they are implementing A-GAME best practices for AEC charter schools, successfully meeting the project goals (performance measures 3.o. and 3.n.).



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**SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**

**4. Project Objective**     ☐ Check if this is a status update for the previous budget period.

Provide authorizers with better compliance and performance data that they can use to monitor and evaluate the academic, financial, operational performance of schools and strengthen their decision making related to charter renewals, expansions, and closures.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
<b>4.a.</b> In each year, the A-GAME Project Team collects and analyzes publicly available performance data for AECs, from state department of education websites, to feed into data visualization tools.	<b>PROJECT</b>	<b>3</b>			<b>3</b>		
<b>4.b.</b> In each year, the A-GAME Project Team develops new visualization tools for disseminating national and local AEC performance outcomes through Epicenter.	<b>PROJECT</b>	<b>3</b>			<b>3</b>		

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

The A-GAME Project Team successfully completed the performance measures for Objective 4.

In Years 1, 2, and 3, the A-GAME Project Team collected and analyzed publicly available performance data for AECs and developed an online data visualization tool that can be found here: <https://nationalcharterschools.org/agame/data/>. The tool can be filtered, and the data are intended to provide authorizers with typical results for students attending AECs. Currently the available data includes graduation rates, proficiency rates, dropout rates, attendance rates, ACT scores, SAT scores, and AP exam counts. Additionally, the A-GAME Project Team facilitated a conversation for feedback on the online data visualization tool during the first Regional Authorizer Network meetings.

In addition to the publicly available performance data that has been summarized and displayed through the online data visualization tool, the A-GAME Project Team worked with AEC charter school leaders that are part of the portfolios of the NALT and the Regional Network members to collect student-level data, via Epicenter. The goal is to use this data to develop a broader range of performance measures than what are publicly available through state departments of education. The team worked with 20 AEC charters, collecting individual student data.





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**SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)**

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**SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)**