

AHSI Data & Evaluation Convening
 Hotel Providence, Providence, RI
 11/06/07

- I. Welcome & Introductions – David & Anh
- II. Common Core Data – David & Talmira
 - o Phase 1 Indicator List Scan Sheet – data ask will include these demographic areas of interest
 - o Intermediary Collection Capacity & Timelines – Small Group Activity
 - i. See Notes below for feedback from this piece of the session
 - o Common Core Data Report Discussion
 - i. In small groups, share & review sample of report brought by each intermediary
 - o Matching Data Collection Round Robin
 - i. 3 minutes per round, share tool brought with you, provide copy for listener

Intermediary Collection Capacity & Timelines

Common “Speed Bumps”	
Challenges	Comments/Notes
<ul style="list-style-type: none"> • Sites are autonomous • Different staff members are “point people” from year to year • Stressed with NCLB and state data demands/prioritize those as compared with AHSI requests • Some indicators for AHSI are unlike common indicators (e.g., graduation rate) • Competency based coursework is not well reported – how does this information translate into indicators state education agency recognizes 	
<ul style="list-style-type: none"> • Changing data requests and “asks” for charter authorizer and other federally flowing requests (NCLB, others) • Questions about who would be appropriate person to gather data • Timing [for AHSI data requests] may be affected by governmental and other “asks” • What are the data points the AHSI Network could help each AHSI Intermediary produce to tell the story more effectively? 	
<ul style="list-style-type: none"> • AHSI Intermediary knows the student, the circumstances, the story, but there is concern that once data are “out there” it might become disconnected from context; want to connect and ensure that the data are given full contextualized meaning • Difficult to look forward at new indicators to track as opposed to looking backward at data already in system • Data are cross-sectional (e.g., # of students with free/ reduced 	<ul style="list-style-type: none"> • Types of indicators • Contextualizing data/stories

<p>lunch) for CISGA – what is a meaningful and descriptive set of measures for the population served?</p> <ul style="list-style-type: none"> • Data sometimes must be requested from school from which a student has transferred to become an AHSI student, so delays in timing and getting data from school of origin are concerns. • Need additional rationale for understanding WHY specific data are being requested – for example, is “free and reduced lunch” a proxy for serving students who are economically disadvantaged? Deficit of student population or need? Are these accurate indicators? 	<ul style="list-style-type: none"> • NEED CLARITY ABOUT WHAT UNDERLYING ISSUES AHSI CONSIDERS TO BE CRITICAL
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Solutions & Strategies for Addressing Challenges	
<p>1. Identify common set of data to be reported for external parties (funders, state education agency, etc.), however, AHSI Intermediaries may be able to identify different data sets within their organizations that will meet those requirements.</p>	
<p>2. Need to track what happens with young people during high school and after graduation – requires a capacity beyond that of the AHSI Intermediary’s immediate setting to follow and gather information.</p>	
<p>3. Students may start school at times of year that differ from traditional school year; need to allow for enrollment/reenrollment (students coming in and leaving, then returning to programs) – AHSI needs to create sets of indicators that are not already reflected in traditional data sets.</p>	
<p>4. NASS – No access to district data as a private organization. Developed a data system and figured out problems – 2 years in development including “dreaming” or vision process. REM WEB allows NASS to design its own queries. Mass headquarters for data other than school data across network.</p>	<p>MOST CRITICAL INPUT DOCUMENT – STUDENT LEVEL DATA (intake process)</p> <p>INDIVIDUAL STUDENT DATA</p> <p>Used to develop student learning plans.</p>
<p>5. Maya AngelouPCS/See Forever – Staff and student attendance competitions (for example) to hold each other accountable for achieving success. Not technology – getting everyone engaged actively in understanding the value of data and acting upon it.</p>	<p>GETTING BUY-IN FROM STUDENTS</p> <p>DE-MYSTIFYING DATA and cultivating a healthy, consistent culture around data at all levels</p>
<p>6. KEY – Relationships with people at every site; living experience – not an “e-mail” in the ether but connected with people and issues important for students, learning, etc.</p>	<p>RELATIONSHIPS among people within AHSI networks are central to effectiveness.</p>

- III. Performance Reviews – Anh & Sam
 - Foundation wants to hear feedback on what reports might be helpful in data collection
 - What are top three things that people want to see at intermediary level and AHSI level
 - Annual Review is new for AHSI
 - i. About having a conversation, focus deeply on a few topics or specific questions between foundation and intermediary
 - ii. Sam has been developing draft protocol; feedback is desired
 - This is about using data we are already collecting
 - Raising awareness and understanding around the work we are all doing
 - Develop new Grantee-Funder dynamic
 - Cross Initiative Learning – improve ways we do that; bring in more tool shares, help folks work together
 - Annual Reports will continue to have same due date, January; Feb – reports reviewed; Reviews scheduled April – May, will be one day, perhaps include a site visit
 - i. Progress, Challenges, Successes over last year, Snapshot of where the organization is currently; Planning & Setting benchmarks for coming year, what are goals?
 - True desire to provide support throughout year without adding greater strain on capacity of organization
 - Leslie – JFF
 - i. Three Phases: Public Information; Student Information System; Intermediaries identified three topics that they had data on to share & discuss
- IV. AHSI Evaluation: Phase II – Victor
 - Plan to engage intermediaries in evaluation process over the next few months
 - Working to develop plan for next few years
- V. Evaluating AHSI 2003-2008 - Duane
 - Overview of last five years of evaluation by this third party
 - General Comments:
 - i. Not high profile grant in beginning
 - ii. Limited funding to grantees and for evaluation
 - iii. Goal was to track process for organizational learning and a few student outcomes
 - iv. Recognized in Year 3 that the scope of the initiative had outgrown the scope of the evaluation
 - Three Purposes:
 - i. Add to knowledge base of foundation
 - ii. Add to national database created by American Institute of research
 - iii. Provide formative feedback to grantees and schools
 - Questions:
 - i. Does a network come together?
 - ii. Are more students served?
 - iii. Are there some student outcomes we can track?
 - General Lessons Learned:
 - i. AHSI Network Development

- 1. Network was formed and has grown
- 2. Common language (distinguishers) and common work (policy) supported the network's formation
- 3. Multiple methods for networking which have been found valuable
- 4. Site visits were essential to networking and proved beneficial
- 5. Network is not yet self-sustainable
- ii. AHSI School Development
 - 1. Models were replicated and as a result number of students served has substantially increased
 - 2. College awareness becomes part of future focus
 - 3. Alternative education programs became school models
 - 4. Student surveys show positive trends
 - 5. Replication became more about improvement
- iii. Gates Program Development
 - 1. May be helpful to limit replication in year 1 of a multi-year grant
 - 2. Readiness must be determined to replicate even with good models
 - 3. Organizational capacity matters
- o Next step: How does the network move forward together?

VI. Reviewing AHSI Theory of Change – Charlie

- o Use of John Ward's Graphic Image of our work
- o Brief look at Who We Serve and What We Want to Achieve
- o 5 Distinguishers were the first things we as a network were able to agree upon; in future this may develop, change, and grow.
- o Goal to look more carefully at Distinguishers in small groups
 - i. Look at Distinguisher Objectives
 - ii. Choose which Distinguisher you are most interested in looking at and can make contribution to
 - 1. Read Objective for that Distinguisher
 - 2. Have discussion:
 - a. Do we think what is here is good?
 - b. Would we change any of these objectives?
 - c. Do we think there is an objective that is missing?

AHSI Network Distinguisher Categories	
1	Authentic Learning, Teaching and Performance Assessment
2	Personalized School Culture
3	Shared Leadership and Responsibility
4	Supportive Partnerships
5	Future Focus

Post-It Note Activity Notes on Theory Of Change Graphic from John Ward
 Green Post-Its = Rewording Purple Post-Its = New Ideas/Comments

For all distinguishers: Add relationships between strategies and objectives.

1. Authentic Learning, Teaching & Performance Assessment

Rewording

- Objective #3: Active inquiry, engaging, relevance, student-centered, adapted curriculum, criterion-reference

New Idea

- Objective #6: Define, Implement and promote effective alternative models and learning approaches for greater national, state and policy impact/change.
- Evaluation, Performance Assessment, utilize College & Work Readiness Assessment as growth model in development of Analytical, Communication, Problem-Solving skills and critical thinking skills www.cae.org

2. Personalized School Culture

Rewording

- 1. Develop & Engage student voice to engender a democratic learning process (negotiation, diplomacy, etc.) move to strategies
- Condense Objectives (simpler wording) 1. Opportunities for student voice
- 2. Provision of enriched student supports.
- 3. Are these the right objectives?
- 4. Ensure every element of the school experience is visibly connected to the mission; clarity: which mission?
- 2. Identify...services...help students become healthy, self-sufficient people (regardless of age)

New Idea

- Add self-expectation

3. Shared Leadership and Responsibility

Rewording

- 1. Youth voice/leadership engaged in every level of school: classroom, school, district, network/intermediary
- 3. Tweak to ensure coherent & collaborative innovations
- 5. Tweak to ensure accountability
- 6&7. Intermediary and principal(s) share responsibility for school quality & sustainability (drop scale)

4. Supportive Partnerships

Rewording

- Reword Description: The student and school are seen as an asset.
- Reword Description: Intentional cooperative relations are built between school, local district, local and state government, community agencies, and post secondary institutions...

New Idea

- Students are viewed as community asset

- Students feel connected to and responsible for the success of their school and fellow students (i.e. have a role in success)
- Objective Add #7: Long-term partnerships form between community, industry partners, city/state agencies, and school that lead to sustainability.
- Add to #5: city, state, and community partnerships (in addition to district and industry)
- Required Support, Add #5: Productive relationships with city government and agencies
- Evaluation: Add 1. Number and types of community service projects 2. Number and types of partnerships

5. Future Focus

Rewording

- 1. Students understand the range of post-secondary institutions (i.e. 2 year, 4 year, etc.)
- 2. Students attain...needed to access college (insert obj. 3)
- New 3 – students attain ... needed to SUCCEED in college
- 4. Students understand a range of career possibilities and link to academic planning & habits life long learning

New Idea

- How to address the gap in college readiness and high school graduation standards?
- Lots of post-secondary practice needs reforming. How can we support a post-secondary reform in pedagogy?

During debrief of activity:

Observations

- Greater understanding of distinguishers and how we meet them
- Student voice reflected
- Conversation of process will be important
- How do pieces (objectives & strategies) fit together?
- Need a forum to have conversation around strategies
- Focus of evaluation is likely to be on distinguisher objectives
- Each Organization will define how it is unique within the distinguishers
- Agreement on indicators will be helpful for evaluation process

Feedback from Victor & Sarita

- Need to develop right forum and group of people to bring together in future to continue this conversation
- Good previous experience with Early College around levels of specificity
- Many opportunities to learn what is being done well and what isn't working

VII. Wrap-Up & Conclusion

- Common Core Data Work
 - i. Database & Contact list will be put together
 - ii. Materials shared today will be made available via post-convening email, locate materials under link on AHSI website
 - iii. Evaluation – we will be taking responses and learnings from Theory of Change and continuing the conversation
 - iv. Advisory Group development around Evaluation and Common Core Data
 - v. Will be in touch regarding calendars and scheduling future calls and meetings
 - vi. Survey Monkey Evaluation – emailed link out to everyone. Please take a few moments to complete this survey. Link included here for those who have yet to fill the survey out.
http://www.surveymonkey.com/s.aspx?sm=JR8LuCXn3r2BJj04jRB2wQ_3d_3d