

Alternative High School Initiative

Year 5 Final Evaluation Up-date

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Goal of Presentation

- ◆ Explain the purpose and scope of the present third-party evaluation
- ◆ Highlight quantitative findings in the final initiative report (Year 5)
- ◆ Highlight qualitative findings in the final initiative report (Year 5)
- ◆ AHSI in perspective – from the peanut gallery

General Comments on the Evaluation Plan

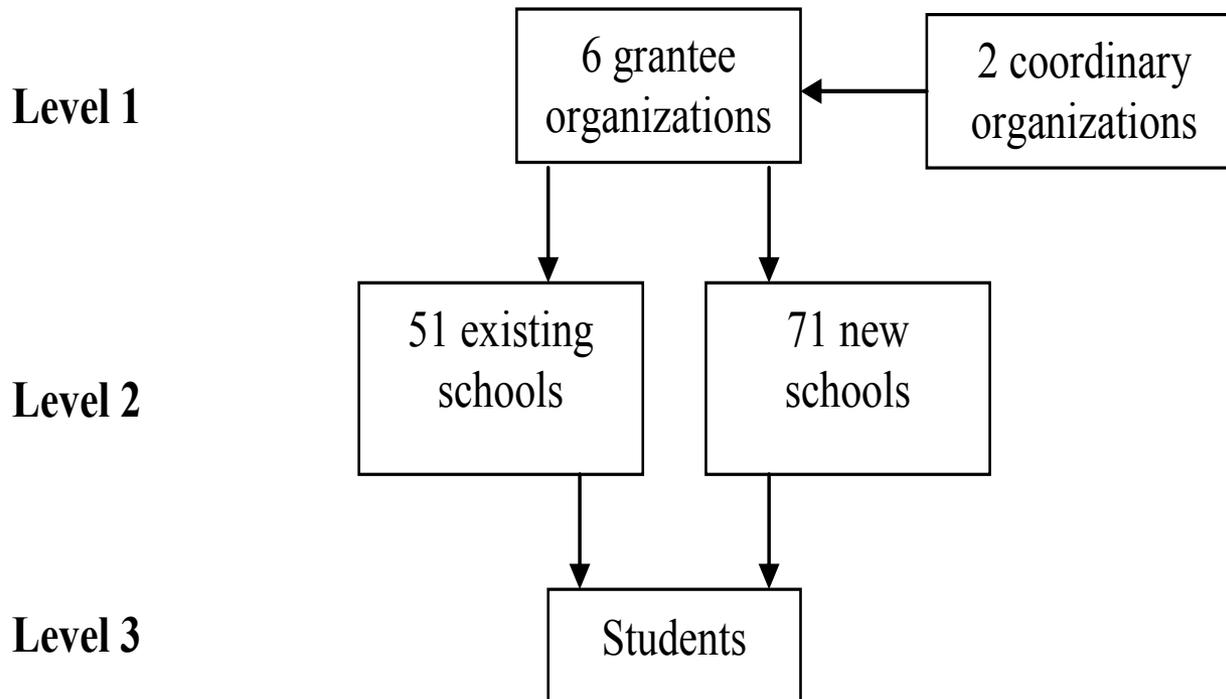
- ◆ Not a high profile grant in the beginning
- ◆ Limited funding to grantees and for evaluation
- ◆ Goal was to track process for organizational learning and a few student outcomes
- ◆ Recognized in Year 3 that the scope of the initiative had outgrown the scope of the evaluation

Three Evaluation Purposes

- To add to the knowledge base of the foundation and the profession about the unique nature of these schools and how best to improve and expand them
- To add to the national evaluation database being created by the American Institutes of Research and SRI International
- To provide formative feedback to the grantees and their schools and to allow the foundation to monitor grantee activities

Evaluation Model

Figure 1. A Multi-level Evaluation Approach



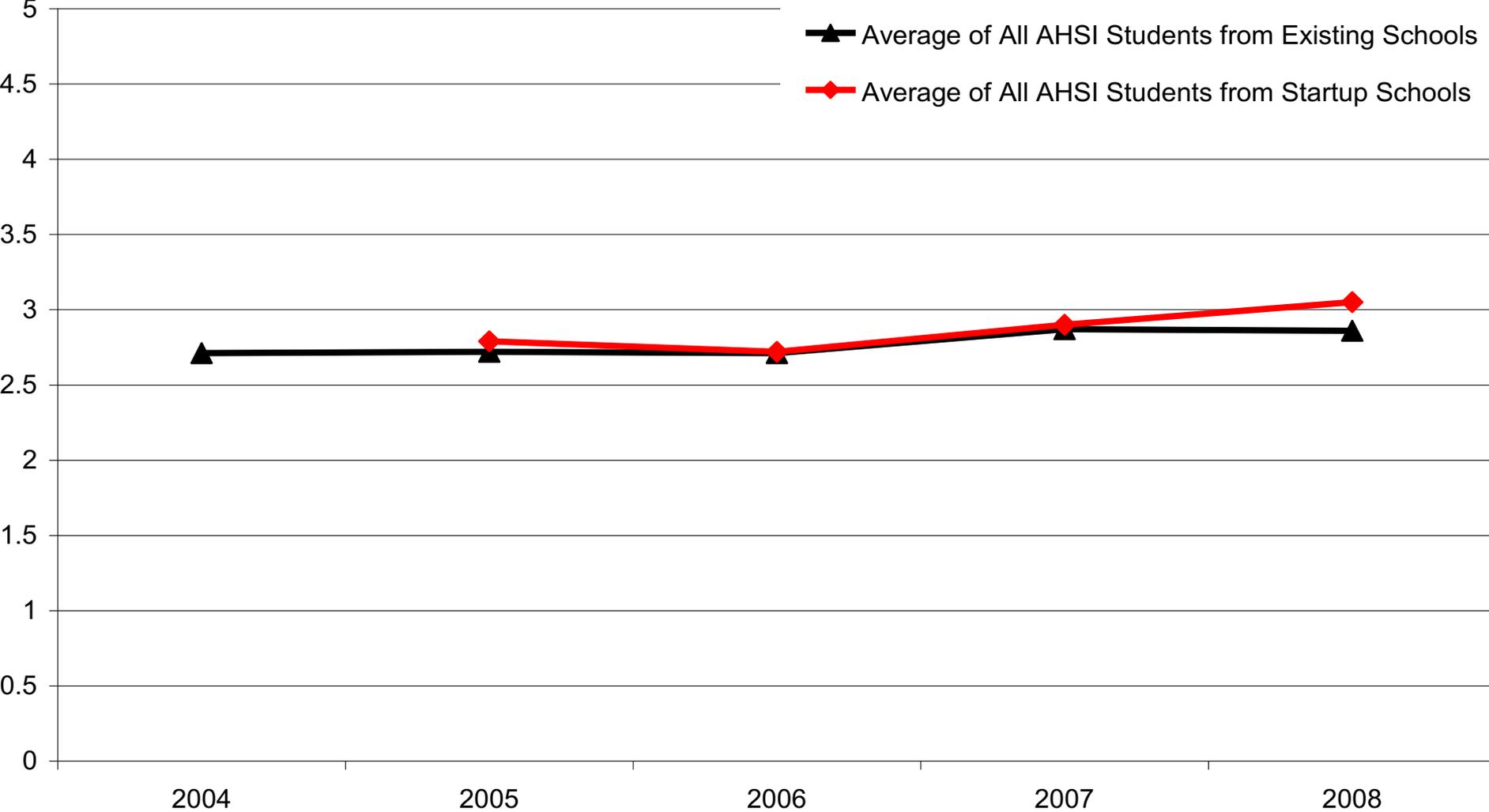
Dive into Data

- **Climate/Personalization**
- **Classroom Experience**
- **College Interest**
- **College Attendance/Persistence**

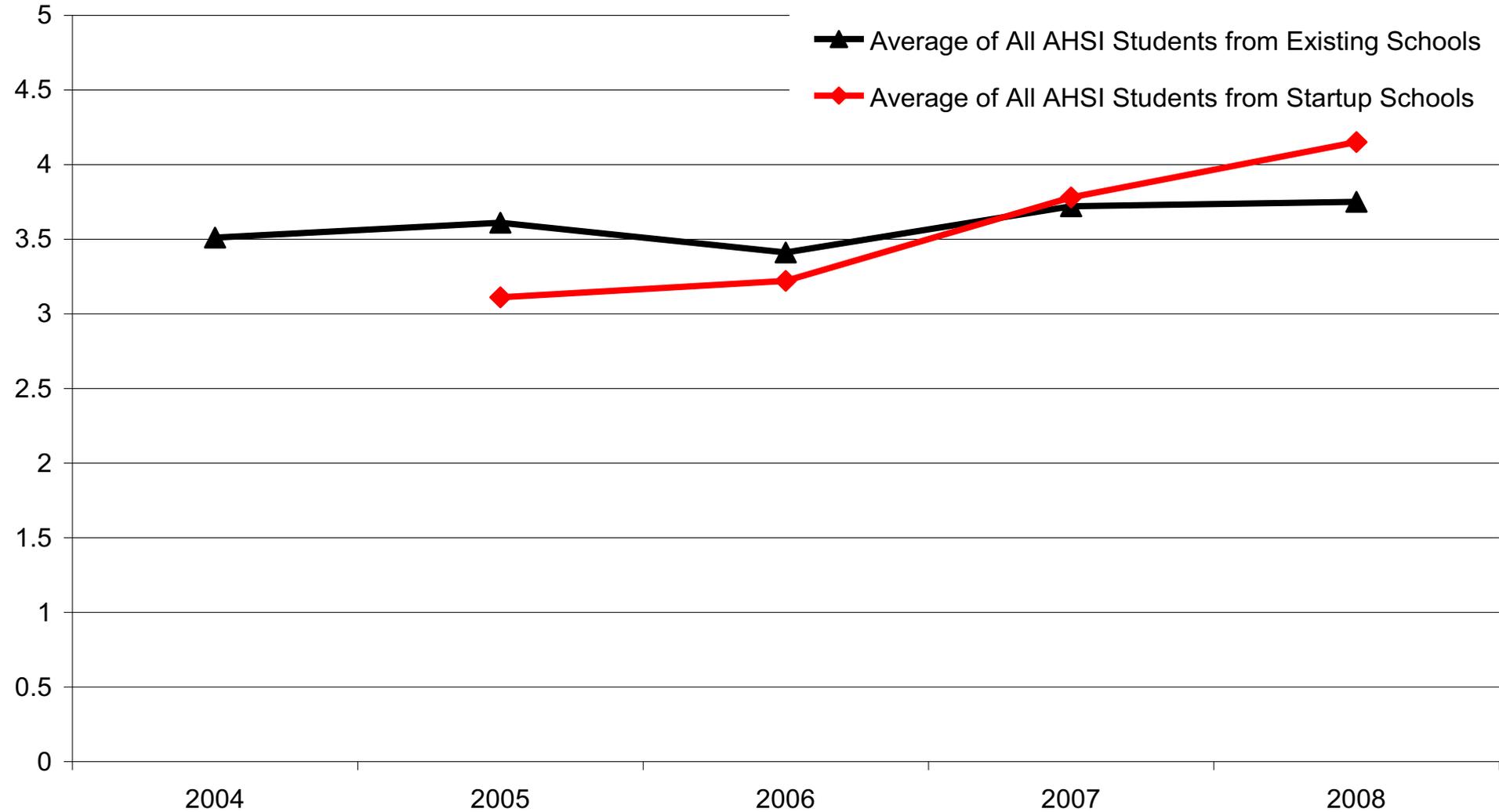
Climate/Personalization

- **Sense of Belonging**
- **Personalization**
- **Respect and Responsibility**
- **School Climate Orderly**

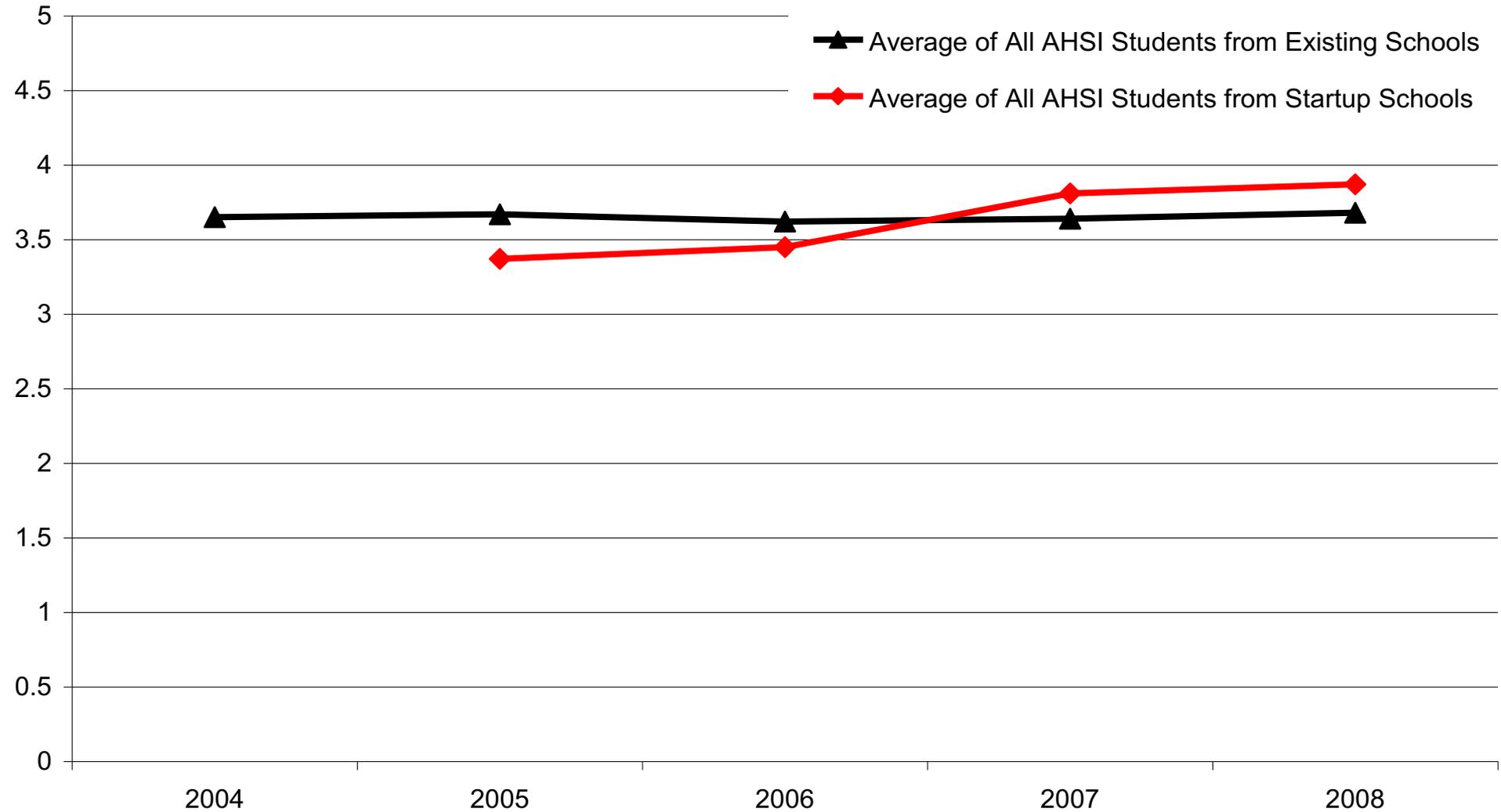
**Alternative High Schools Initiative
Gates Educational Initiative Survey
Sense of Belonging**



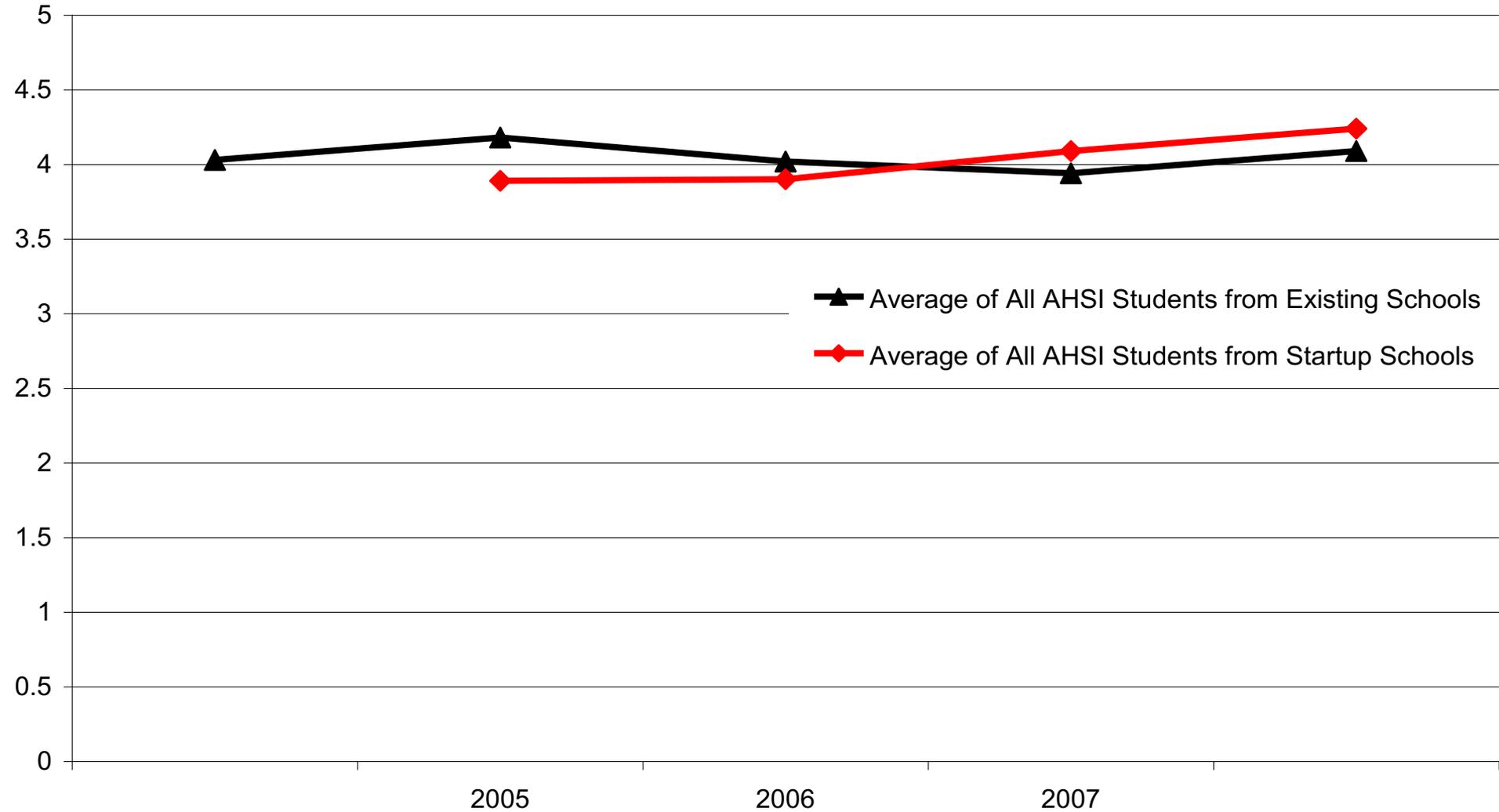
Alternative High Schools Initiative Gates Educational Initiative Survey Personalized



Alternative High Schools Initiative Gates Educational Initiative Survey Respect and Responsibility



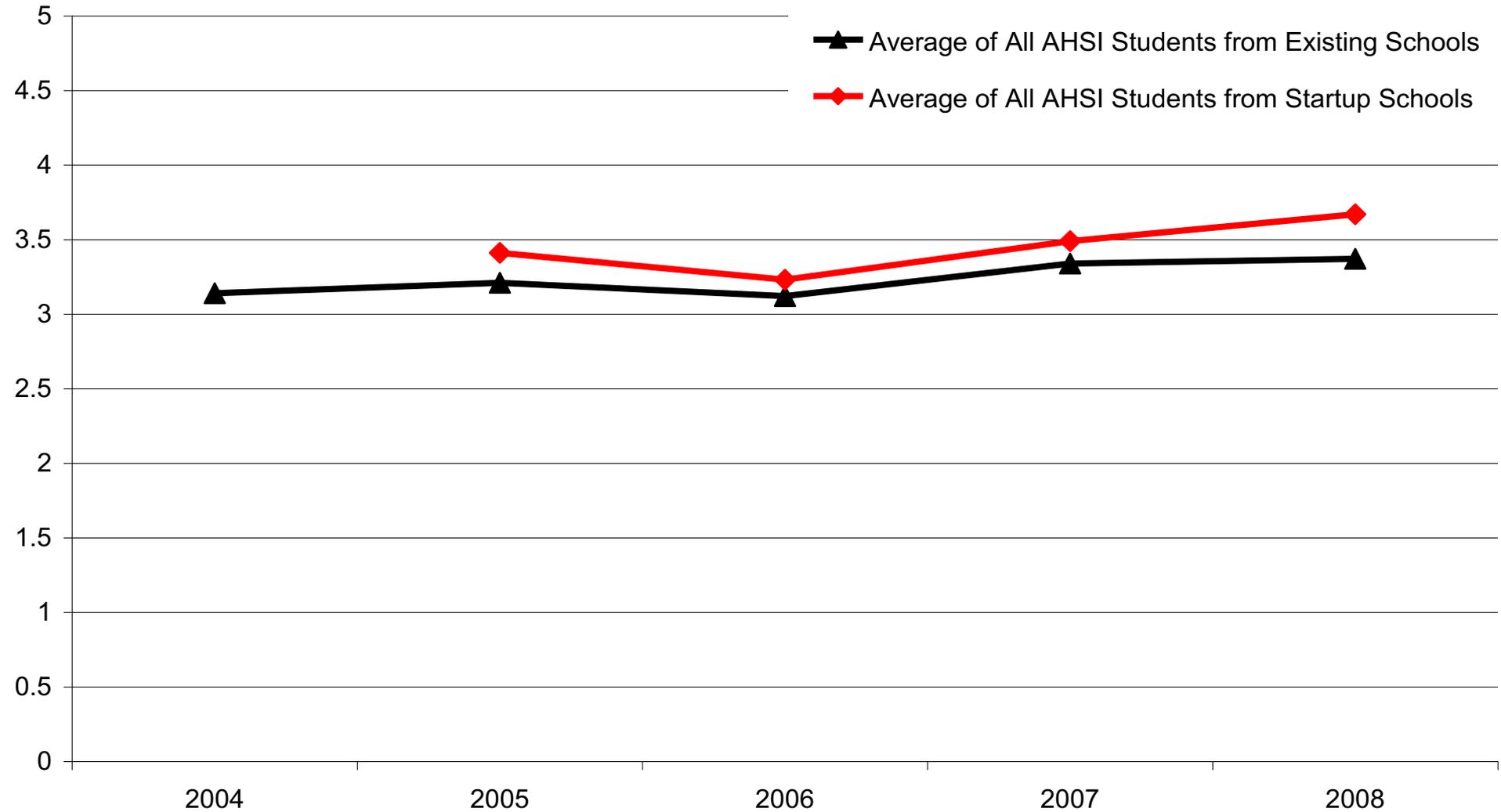
**Alternative High Schools Initiative
Gates Educational Initiative Survey
School Climate-Orderly**



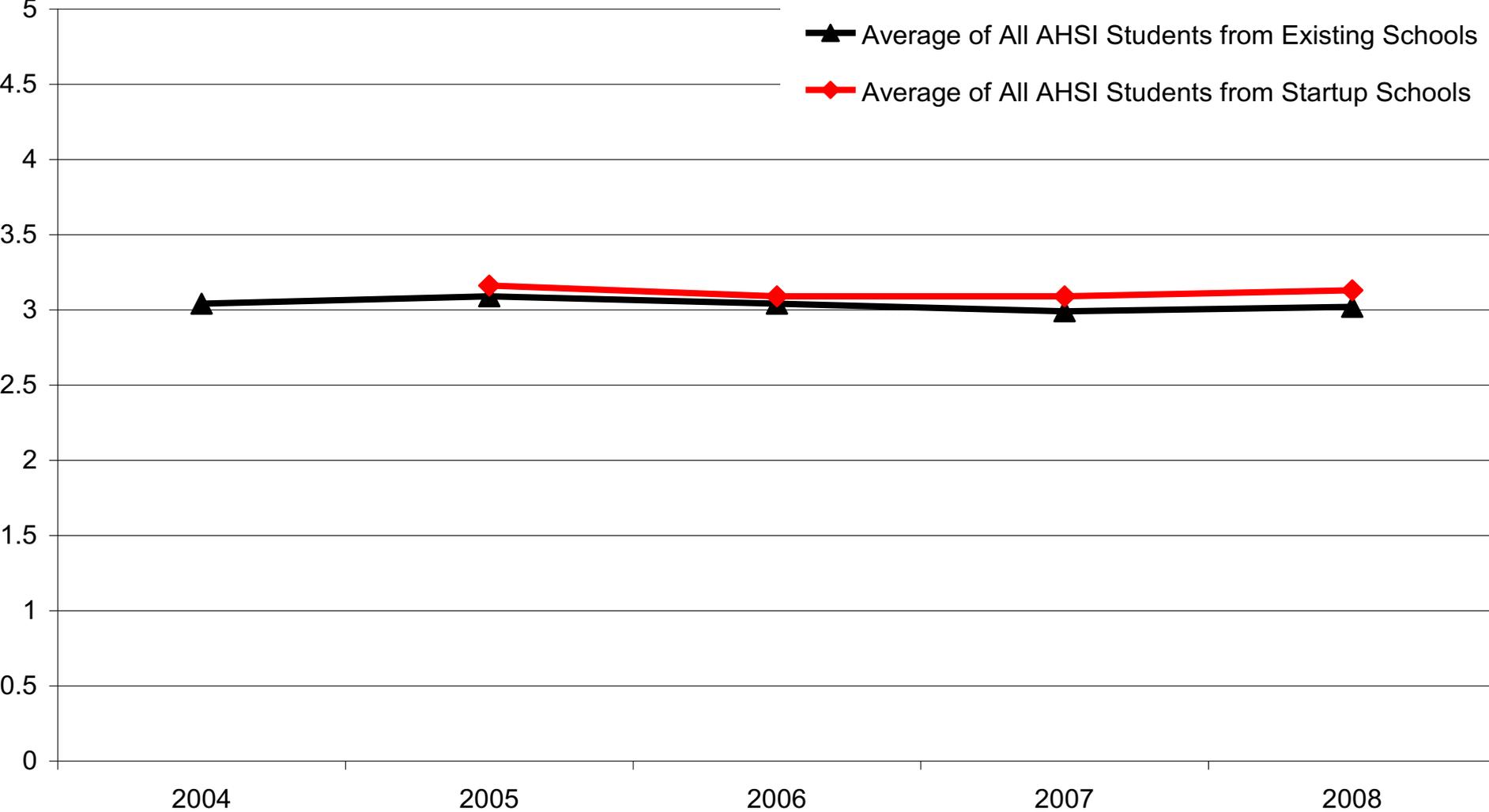
Classroom Experience

- **Active Inquiry**
- **In-depth Learning**
- **Performance Assessment**
- **High Expectations**

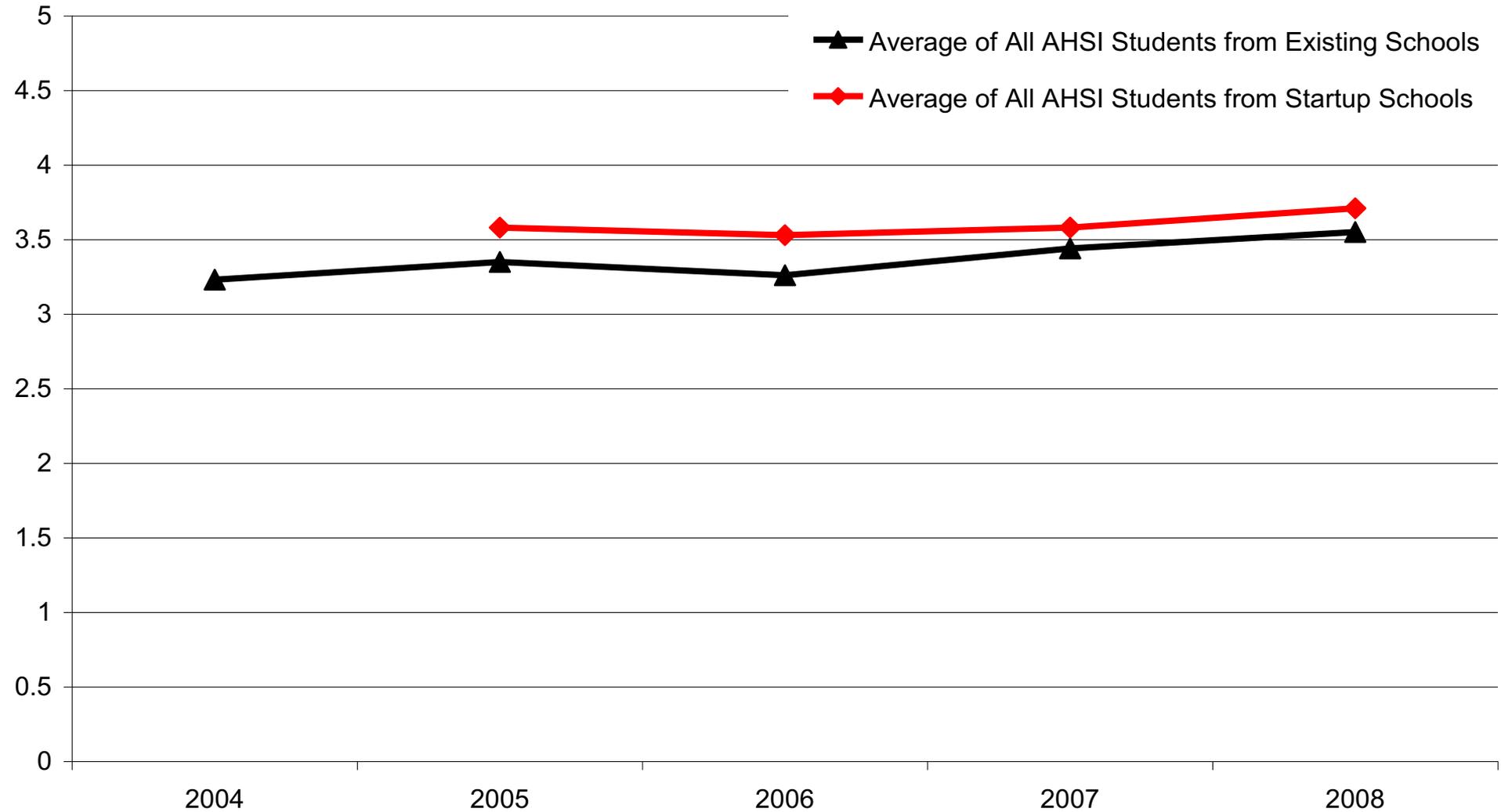
Alternative High Schools Initiative Gates Educational Initiative Survey Active Inquiry



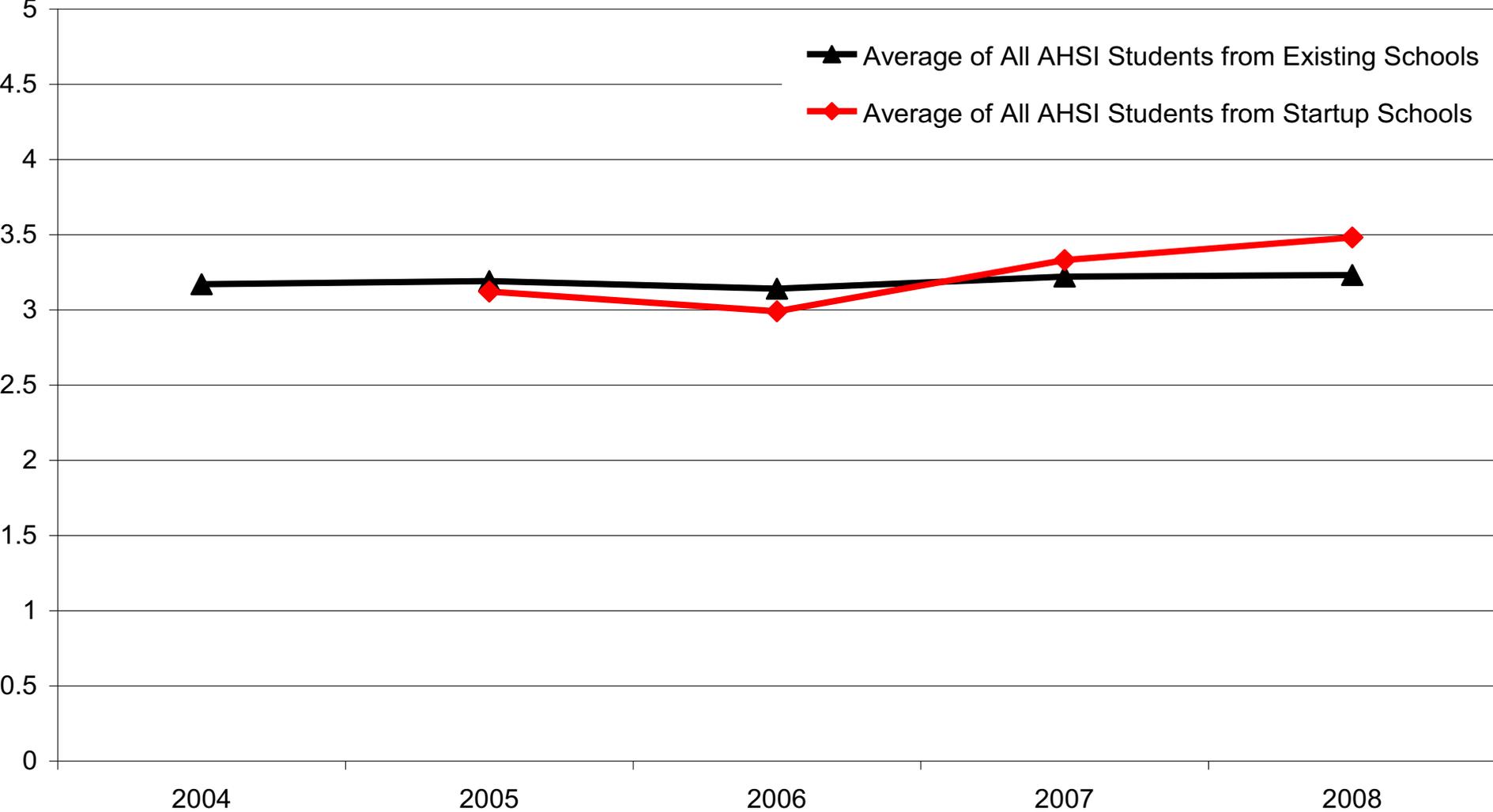
Alternative High Schools Initiative Gates Educational Initiative Survey In Depth Learning



Alternative High Schools Initiative Gates Educational Initiative Survey Performance Assessment



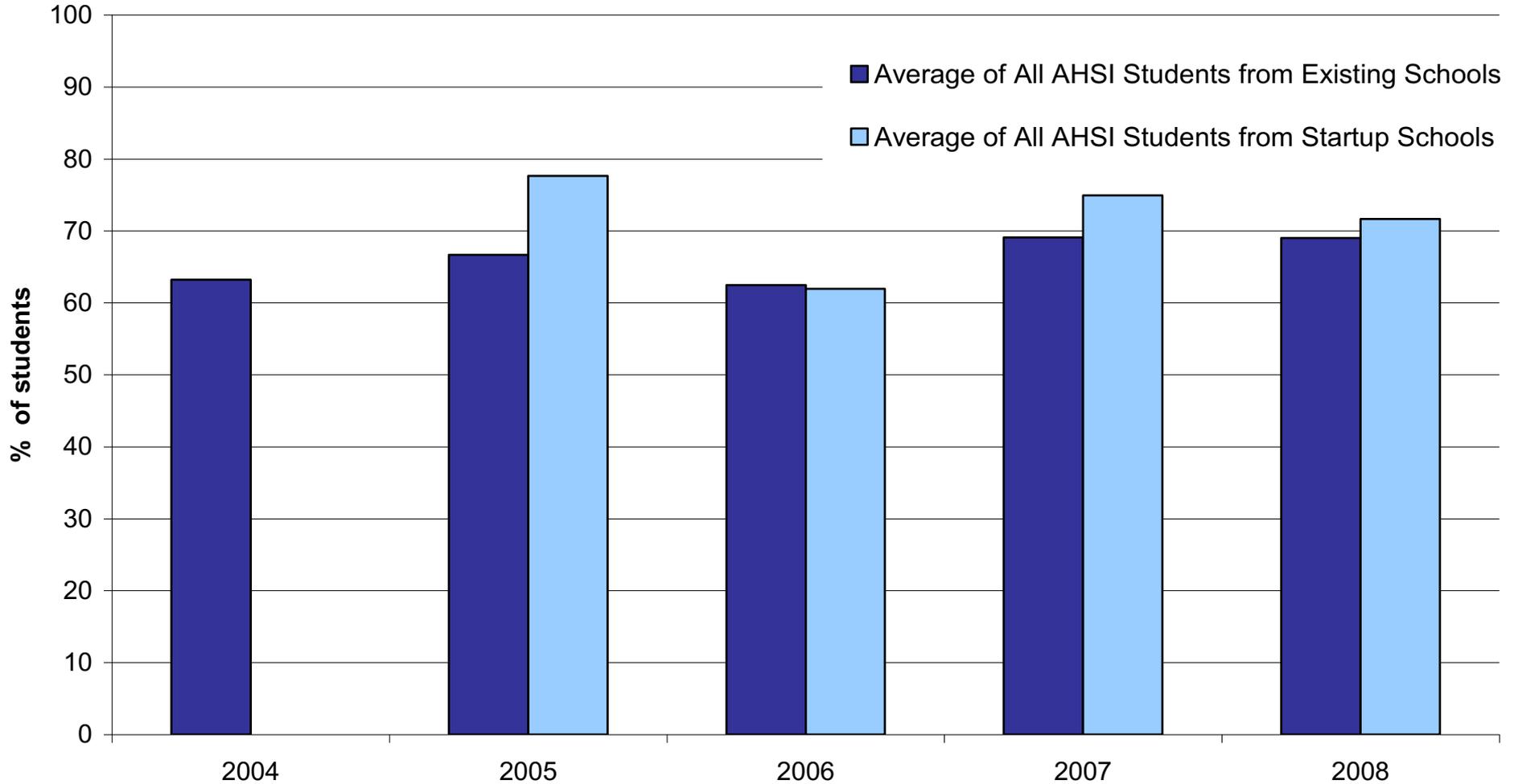
**Alternative High Schools Initiative
Gates Educational Initiative Survey
High Expectations**



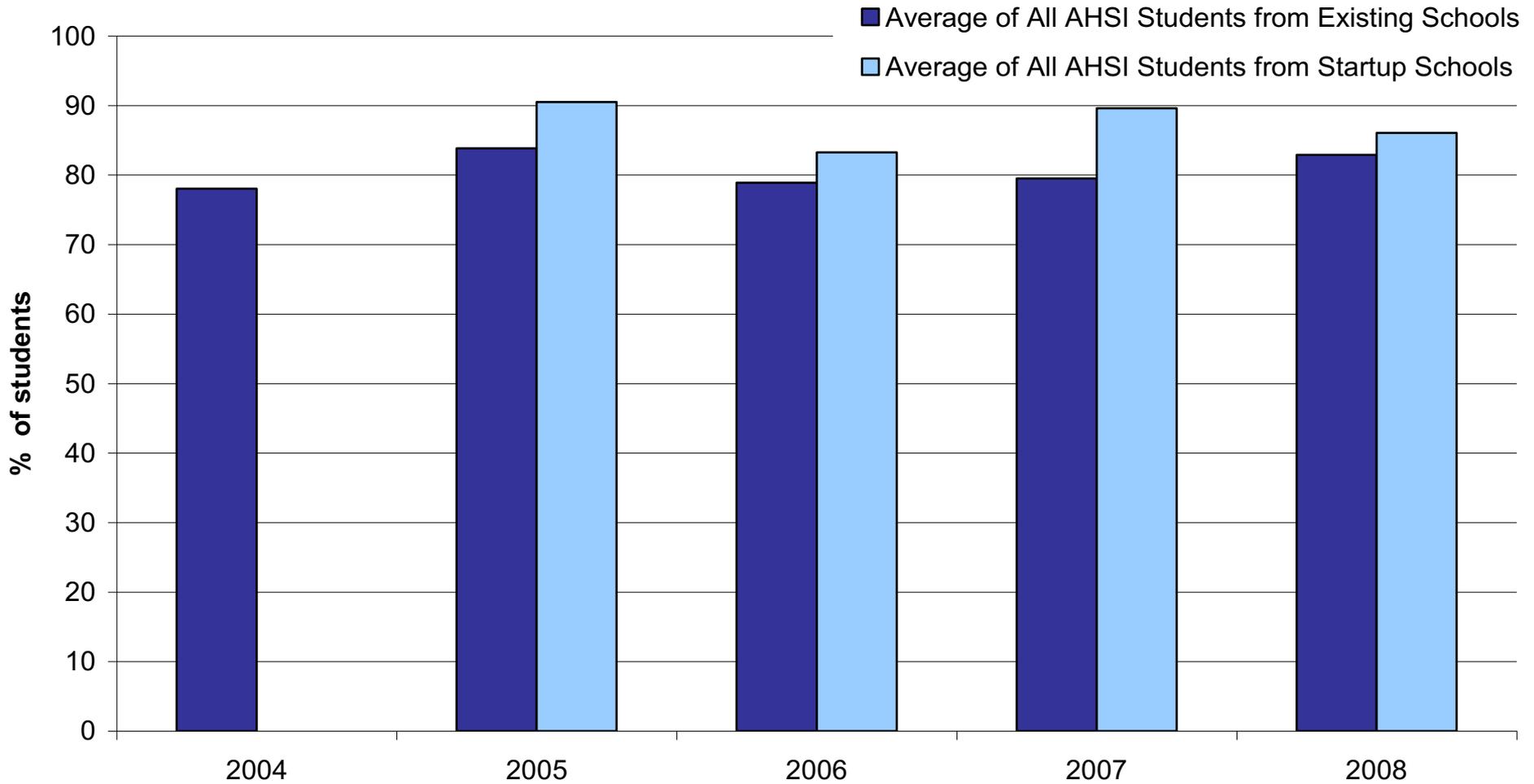
College Interest

- **Student Plans to Attend College**
- **College is important for a Successful Job**
- **Future Career Depends on College**
- **High School Has Prepared Me for College**

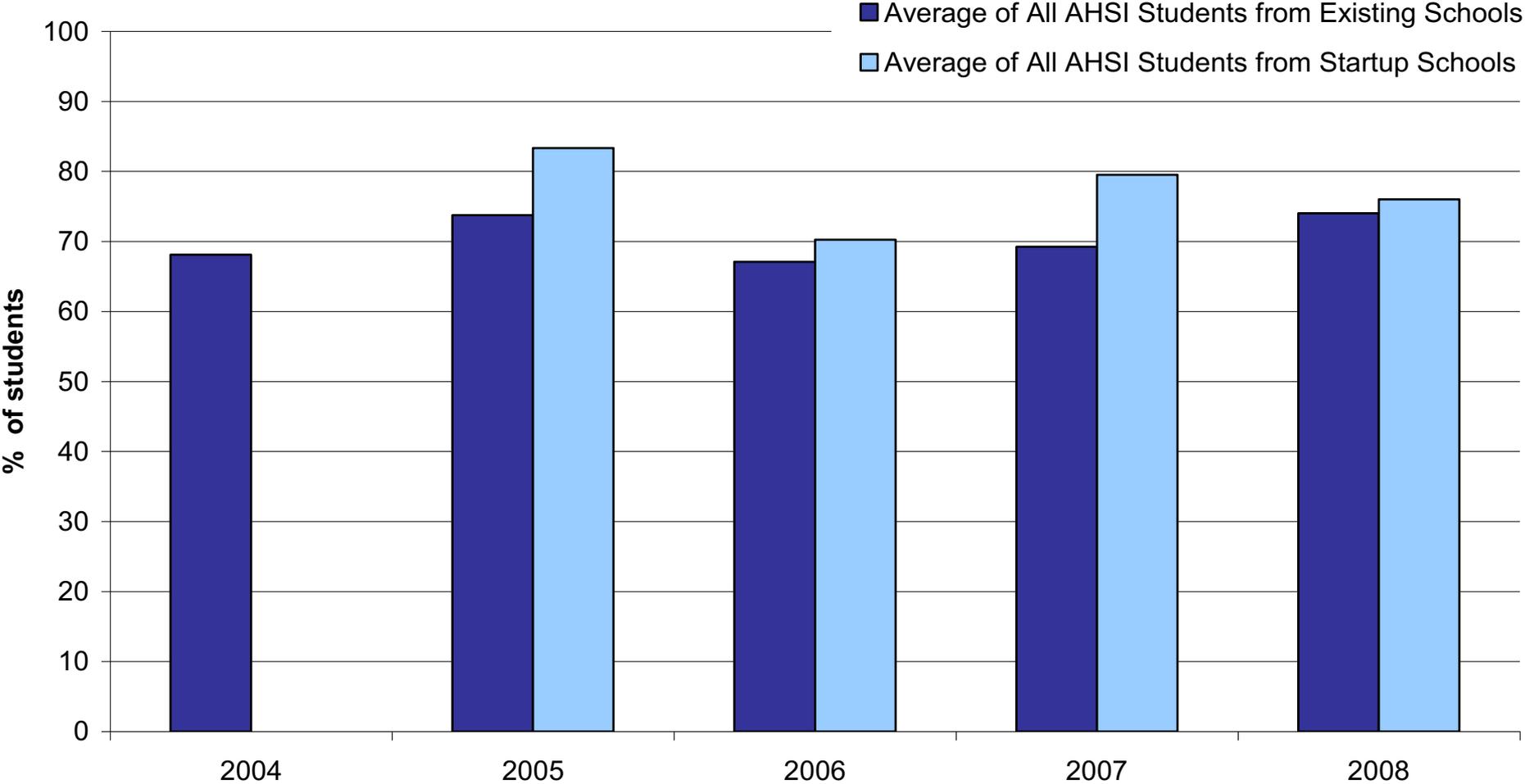
Alternative High Schools Initiative Gates Educational Initiative Survey Students' Plans for College Attendance



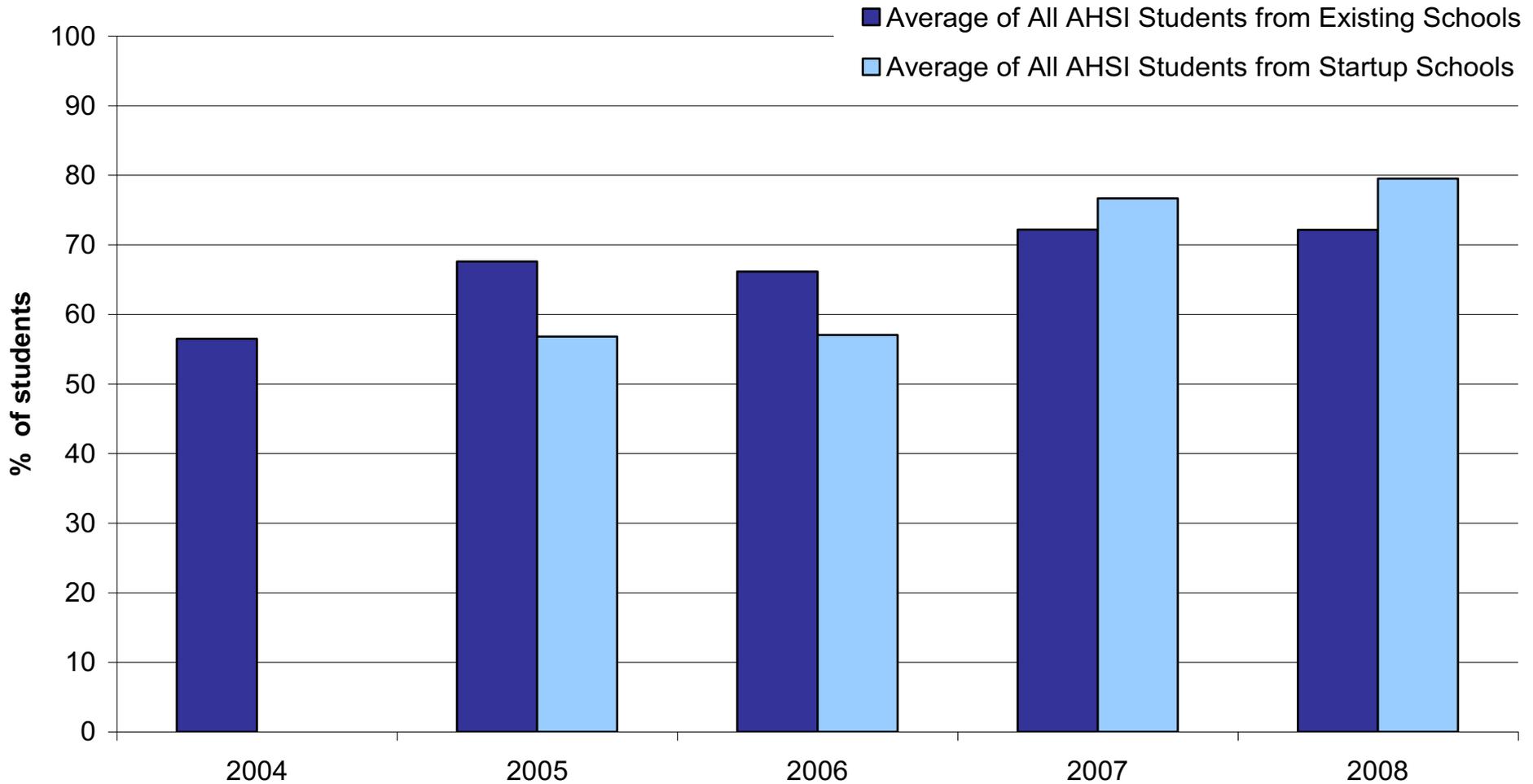
Alternative High Schools Initiative Gates Educational Initiative Survey College is Important for a Successful Job



**Alternative High Schools Initiative
Gates Educational Initiative Survey
Future Career Depends on College**



Alternative High Schools Initiative Gates Educational Initiative Survey High School Has Prepared Student for College

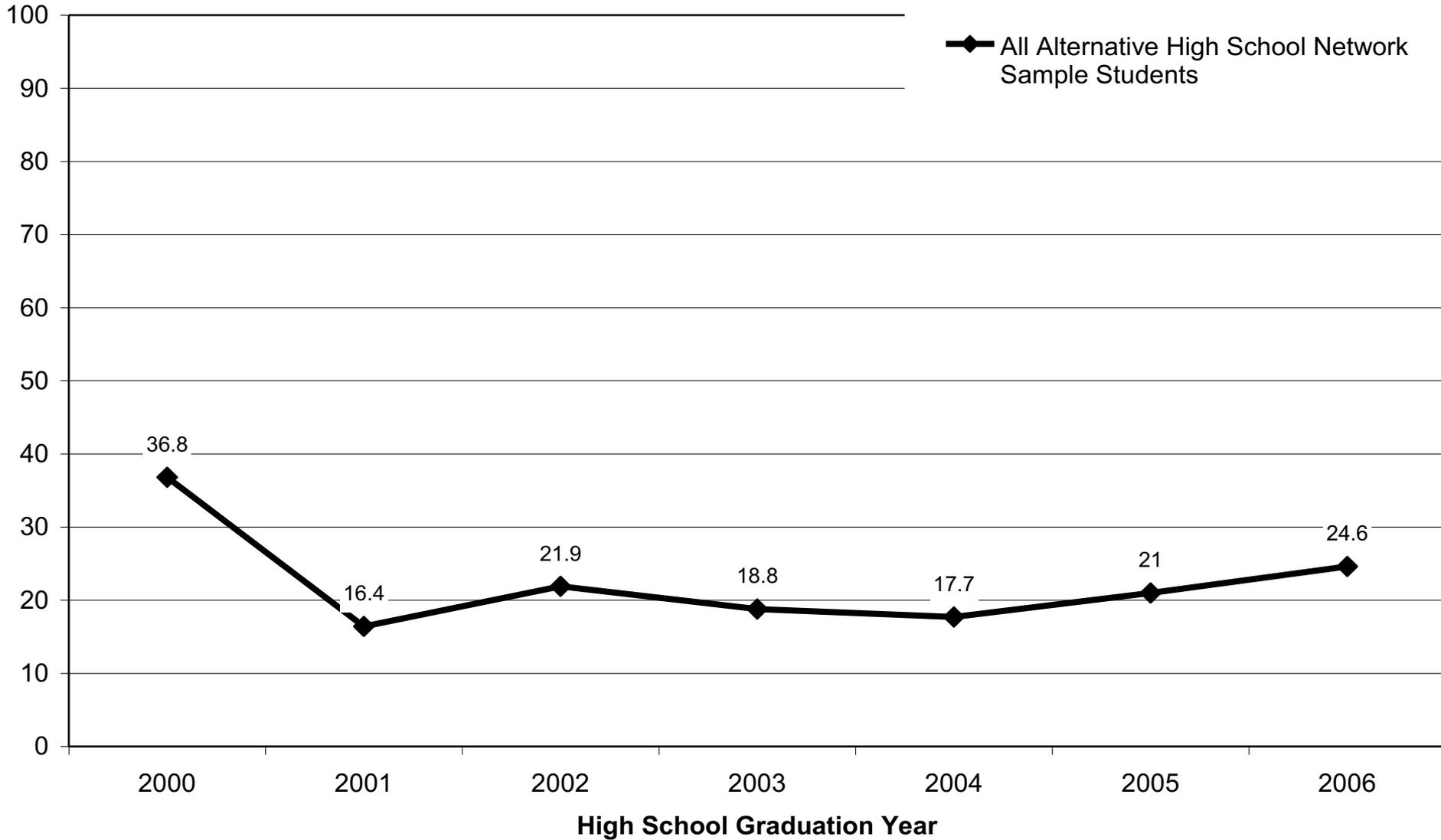


College Attendance/Persistence

- **College Direct**
- **2-Year / 4-Year Enrollment**
- **Enrollment by Ethnicity**
- **Persistence**

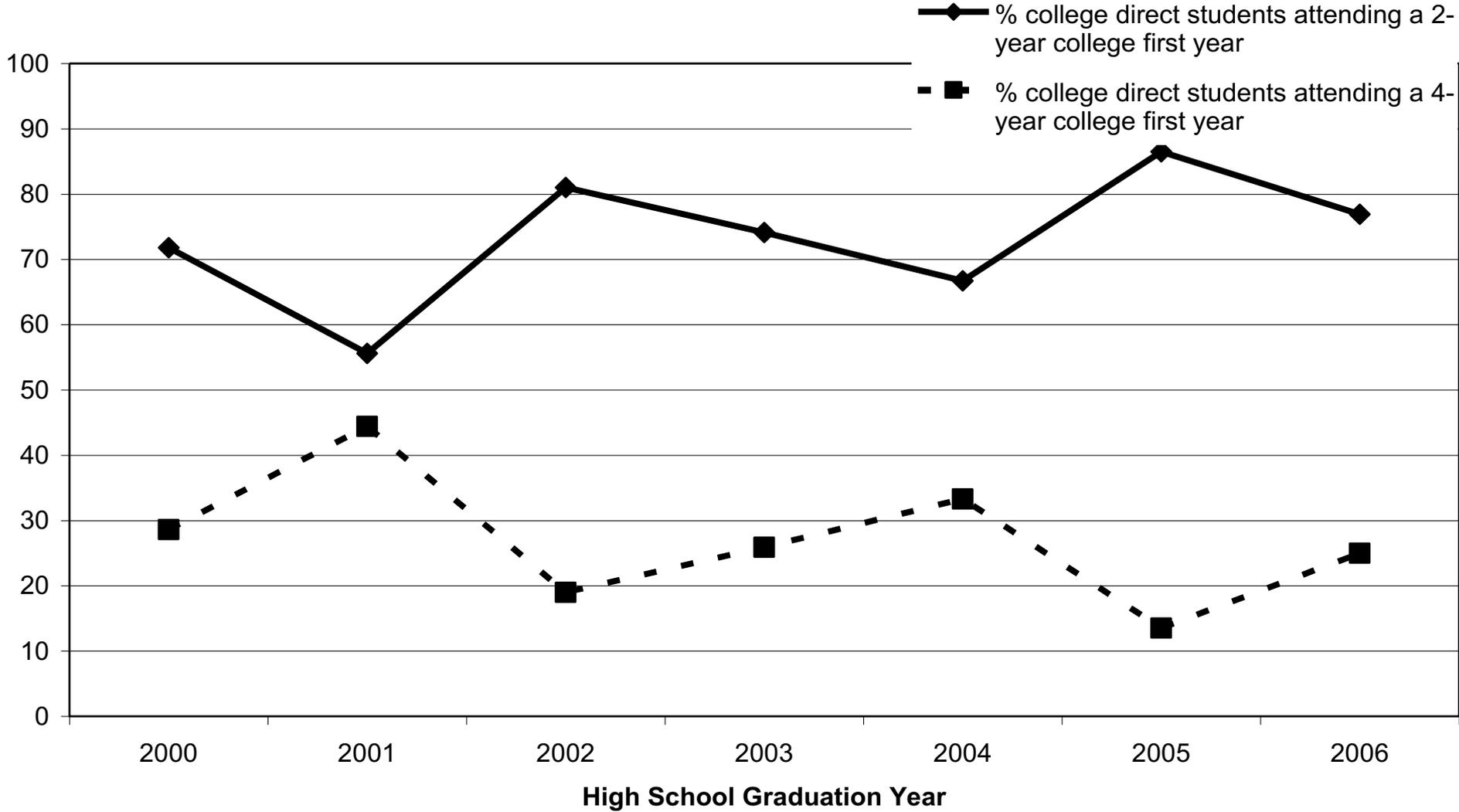
ALTERNATIVE NETWORK GRANTEES

% of students attending college first year after graduating high school



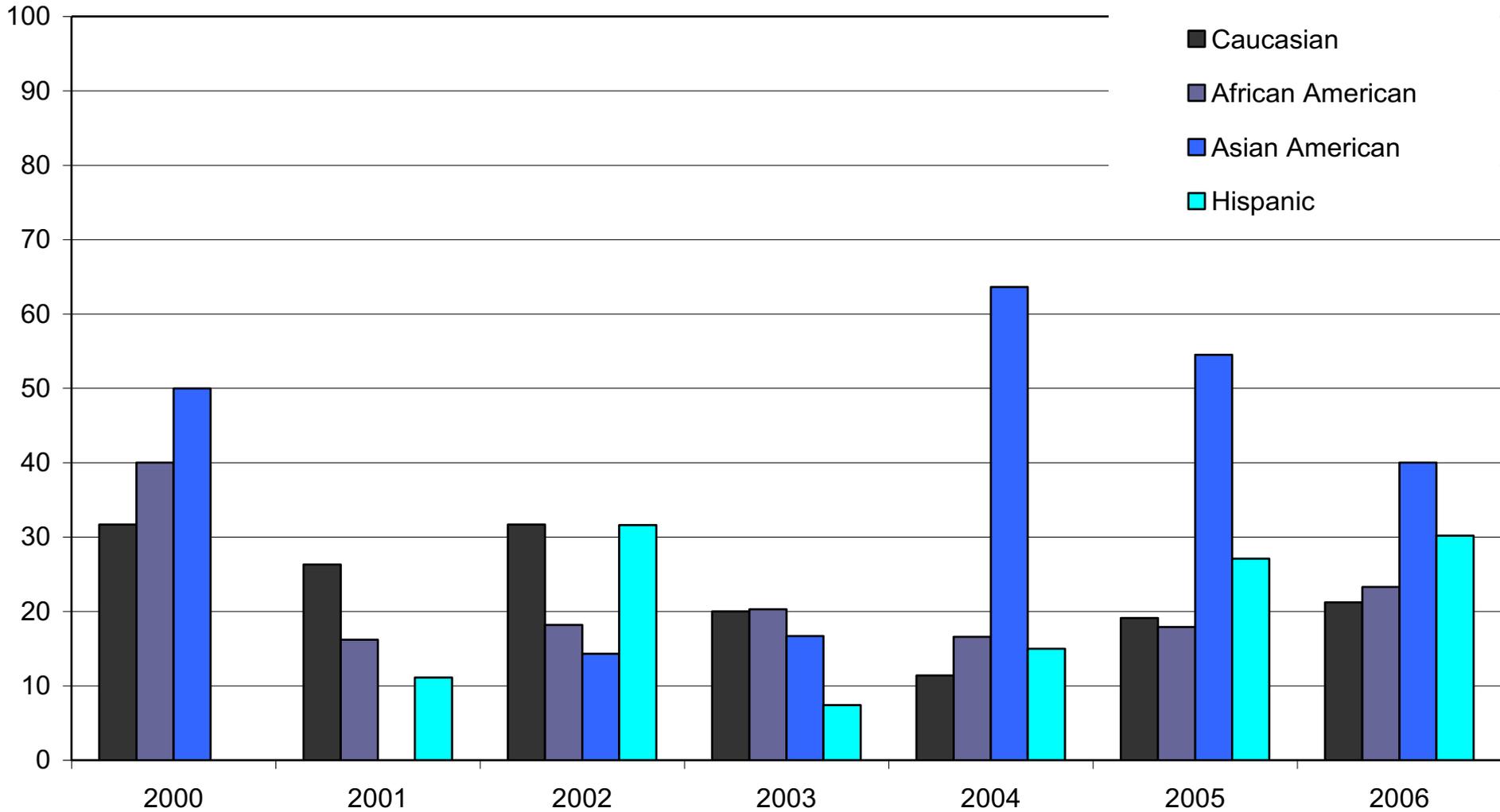
ALTERNATIVE NETWORK GRANTEES

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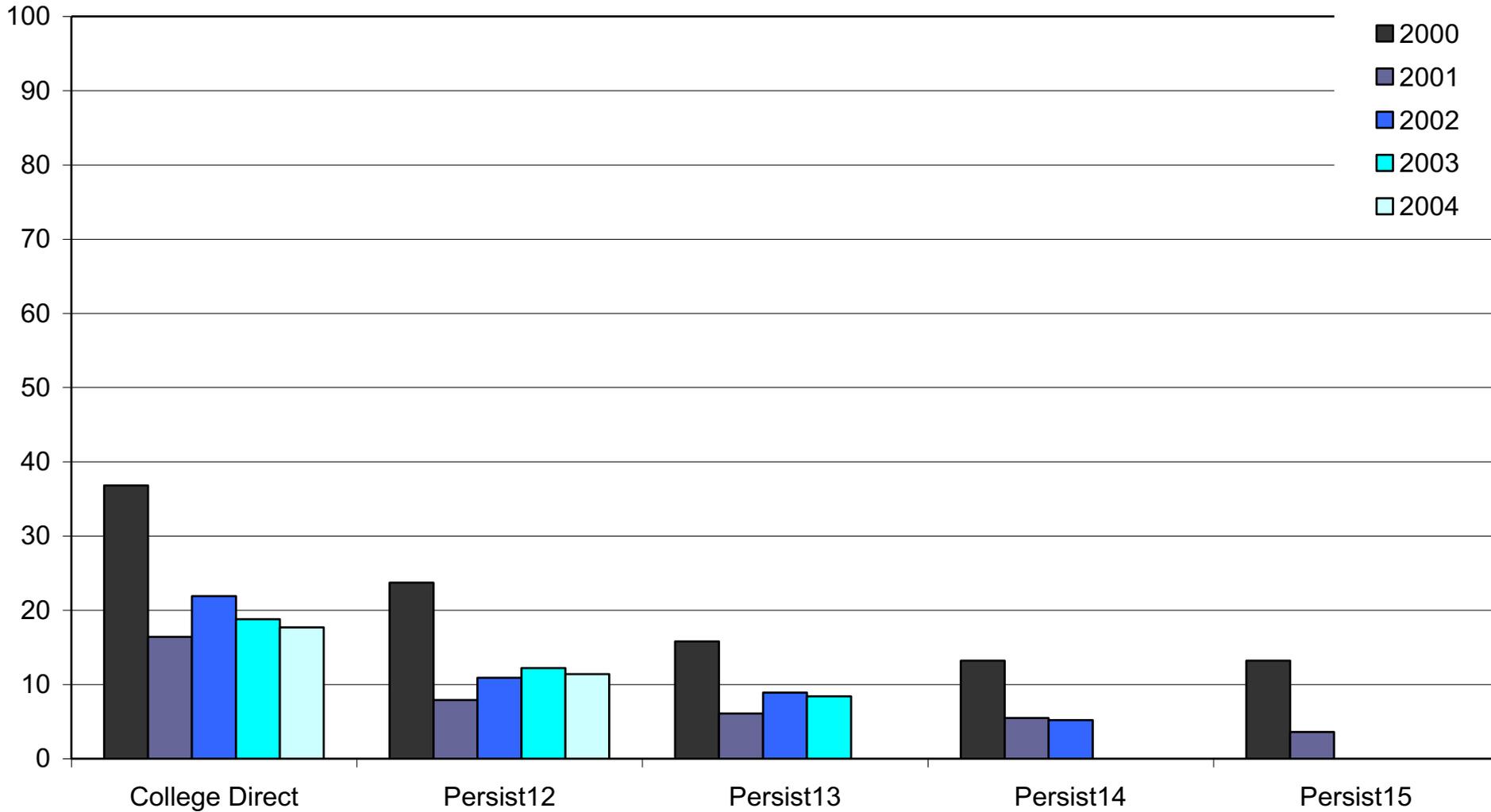
ALTERNATIVE NETWORK GRANTEES

College Direct by Ethnicity



ALTERNATIVE NETWORK GRANTEES

College Direct and Persistence



Process

- 12 minutes at each station (4 stations)
 - 2 minutes, read the data
 - 2 minutes write narrative statements
 - 5 minutes discussing inferences
 - 3 minutes conclusions/implications/questions
- **Plus**
 - 3 minute transition to next group

General Lessons Learned

AHSI Network Development

- A network was formed (many specific signs of life)
- The number of network intermediaries grew
- Common language (distinguishers) and common work (policy) supported the network's formation
- Multiple methods for networking: annual meeting, semi-annual convenings, periodic mini-convenings, monthly tool shares, and coordinary calls were beneficial
- Site visits were essential to networking – “If I know their model, I will know how to connect with them.”
- The network is not yet self-sustainable

General Lessons Learned

AHSI School Development

- School models were replicated, and there are more schools today as a result
- Numbers of students served substantially increased
- College awareness became part of “future focus”
- Alternative education *programs* became school models

General Lessons Learned

AHSI School Development (continued)

- Started as replication; became largely about school improvement
- Developed teaching/learning focus in addition to youth development
- Some flagships were like conversion projects by Year 4
- Replication schools often looked more like AHSI model than flagship schools did
- Clarifying designs early was critical
- Business planning was beneficial

General Lessons Learned

Gates Program Development

- It may be helpful to limit replication in Year 1 of a multi-year grant
- It is important to determine readiness to replicate even with *good* models
- Organizational capacity matters: departments for data (evaluation) and program development (funding) provide a distinct advantage for replication and sustainability

Gates Program History

- SMART Tools Academy
- Teacher Leadership Project
- Model School / Model District
- High School **Conversion**
- High School **Start ups**
- High School Small Schools
- Student Scholarships
- Personalized High Schools

Implications for Next Steps

- Alternative High School **Start ups** to influence High School **Conversion** in three areas:
 - Personalization
 - Rigor (course offerings & classroom instruction)
 - College Ready