

ADDRESSING DATA GAPS DURING A PANDEMIC

A TOOLKIT FOR AUTHORIZERS



ABOUT US



The National Association of Charter School Authorizers (NACSA) is working to double the number of students in great public charter schools by advancing policies and practices that promote quality, autonomy, and choice. As an independent voice for quality charter school authorizing, NACSA uses data and evidence to encourage smart charter school growth. NACSA works with authorizers and partners to create the gold standard for authorizing and build authorizers' capacity to make informed decisions. NACSA also provides research and information that help policymakers and advocates move past the rhetoric to make evidence-based policy decisions. Learn more at qualitycharters.org.



Bellwether Education Partners is a national nonprofit focused on dramatically changing education and life outcomes for underserved children. We do this by helping education organizations accelerate their impact and by working to improve policy and practice. Bellwether envisions a world in which race, ethnicity, and income no longer predict opportunities for students, and the American education system affords all individuals the ability to determine their own path and lead a productive and fulfilling life.

ABOUT THE AUTHORS



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IN DETERMINING HOW TO ASSESS STUDENT SUCCESS AND WELLNESS, AUTHORIZERS ARE ENCOURAGED TO EXPLORE AND ANSWER WITH STAKEHOLDERS:

KEY QUESTIONS:

1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?
2. How have we measured school performance within these indicators?
3. Why do we focus on these measures and metrics?
4. What questions are we trying to answer?
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?
6. What problems or complications may prevent us from using those measures now?
7. Are there other limitations of those measures that we were already concerned about or aware of?
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?

THIS TOOLKIT WALKS AUTHORIZERS THROUGH QUESTIONS AND PROMPTS THEM TO THINK AND ACT ON EACH.

- It is for authorizers that want to design a comprehensive, thoughtful approach to measuring student success and wellness. This requires auditing the measures previously used to assess school performance, clearly defining the questions they tried to answer with those measures, and aligning on why those questions matter.
- These slides sequentially walk through questions that authorizers must answer to develop this approach. Each slide focuses on one key question and provides instructions for examining practices and priorities to answer that question.
- Each slide also has an example of an authorizer's potential responses to that question for one measure of student success and wellness. A spreadsheet with additional sample responses for measures of student success and wellness can be found in the Workbook.

Authorizers assess school performance across a variety of areas. This Toolkit focuses on approaches to measuring student success and wellness.

6 INDICATOR DOMAINS OF STUDENT SUCCESS AND WELLNESS MEASURES

1. STUDENT GROWTH AND PROGRESS

- **State standardized assessments**
- Subgroup growth

2. STUDENT ACHIEVEMENT (PROFICIENCY)

- State standardized assessments
- **Subgroup proficiency**

3. POST SECONDARY READINESS

- **Graduation rate/ACGR**
- Credit units
- ACT/SAT
- AP/IB or postsecondary credits
- Industry-recognized credentials
- Postsecondary institution enrollment
- Post-graduation employment
- Subgroup data for all of the above

This Toolkit walks through the authorizer's key questions using the measures that are **bolded and in red** as examples.

4. MISSION OR MODEL-SPECIFIC GOALS

- **Extent to which school is implementing and students are completing certain practices aligned with school mission**
- Valid and reliable measures of student learning in subjects other than ELA and math
- Portfolios or other tools to demonstrate student learning
- Subgroup data for all of the above

5. STUDENT AND FAMILY ENGAGEMENT, AND WELLNESS

- Instructional minutes
- **Average daily attendance**
- Chronic absenteeism and Truancy
- Re-enrollment rates
- School climate measures
- Parent and Student surveys
- Effective supports for emotional, behavioral, mental, and physical health
- Subgroup data for all of the above

6. OPPORTUNITY GAPS

- **Exclusionary discipline rates**
- Student mobility
- Teacher-student match data
- Availability of and performance on advanced, rigorous coursework
- Availability of and enrollment in gifted and talented programs
- Availability of formalized systems of tutoring or other academic supports
- Subgroup data for all of the above

For this example, we will look specifically at subgroup data.

STUDENT GROWTH AND PROGRESS

STUDENT GROWTH AND PROGRESS OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 10
2. How have we measured school performance within these indicators?	See page 11
3. Why do we focus on these measures and metrics?	See page 12
4. What questions are we trying to answer?	See page 13
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 14
6. What problems or complications may prevent us from using those measures now?	See page 15
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 16
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 17
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 18

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Student Growth/Progress

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

State standardized assessments: Criterion-referenced growth, median growth percentile, student growth percentile, value-added measures

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

- *Student growth or learning gains reflect how well a school is supporting children's learning*
- *Growth or gains provide a more accurate picture of a school's contribution to children's learning than achievement data alone.*

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

- *Are students in this school learning what we expect them to learn over the course of the year?*
- *Are students in this school progressing at least one grade level over the course of the year?*
- *Are students in this school on track to read grade-level expectations?*

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

States did not administer state standardized assessments in Spring 2020, so growth data are not available for this year or next year, and potentially further into the future.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

Growth measures based on state standardized assessments may not fully reflect progress for students far below or above grade level.

Limited to assessing growth in tested grades and subject; may miss growth in other important domains/outcomes.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

- *Benchmark or interim measures commonly used by schools (e.g., NWEA adapted to produce a summative score, ANet benchmarks)*
- *Note: Some authorizers already require schools to use some of these measures*
- *Student progress data generated by online/tech-based learning programs (e.g., Dreambox, Waterford)*
- *Curriculum-based assessments used by schools*
- *Formative assessments used by schools*
- *Students' progress through independently defined levels of performance (e.g. lexile or grade level progress in reading, educational functioning levels for adult learning)*

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

- *Schools may not have Spring 2020 data from some measures because of closures*
- *Some curriculum-based and formative assessments (particularly those created by schools) may not be valid and reliable*
- *Schools have autonomy to choose their own curricula and formative assessments: Variation in these assessments may create practical and equity challenges in using them to measure growth or progress*
- *Some authorizers may need technical support to work through how to use or assess data from different interim or formative assessments*

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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STUDENT ACHIEVEMENT (PROFICIENCY)

STUDENT ACHIEVEMENT (PROFICIENCY) OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 20
2. How have we measured school performance within these indicators?	See page 21
3. Why do we focus on these measures and metrics?	See page 22
4. What questions are we trying to answer?	See page 23
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 24
6. What problems or complications may prevent us from using those measures now?	See page 25
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 26
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 27
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 28

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Student achievement (proficiency)

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

State standardized assessments:

- *% of students proficient*
- *Proficiency rates relative to other schools or state average*

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

- *Students need to master grade-level content in order to be prepared for success in the next level of education.*
- *Holding schools accountable for whether students are meeting common grade-level standards is important as a matter of equity to ensure high expectations for all students.*

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

- *To what extent are students mastering grade-level content/standards?*
- *Is this school providing adequate opportunities and support for students to master grade-level content/standards?*

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

States did not administer state standardized assessments in Spring 2020, so this data is not available.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

- *Proficiency rates provide a point-in-time snapshot of student achievement that reflects students' experiences prior to entering the school and may not accurately demonstrate the school's performance.*
- *Proficiency rates are highly correlated with concentration of low-income or at-risk students, creating concerns about equity implications in applying these measures to schools with different student populations.*
- *Limited to assessing growth in tested grades and subject; may miss growth in other important domains/outcomes.*

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

- *Benchmark or interim measures commonly used by schools. Examples:*
 - *NWEA (adapted to produce a summative score), ANet (benchmarks)*
- *Note: Some authorizers already require schools to use some of these measures.*
- *Student progress data generated by online/tech-based learning programs. Examples:*
 - *Dreambox (math), Waterford*
- *Curriculum-based assessments used by schools*
- *Formative assessments used by schools*
- *Students' progress through independently defined levels of performance (e.g. lexile or grade level progress in reading, educational functioning levels for adult learning)*

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

- *Performance on state assessments, broken into subgroups, is part of all states' ESSA plan/accountability systems (although states have received waivers for the current school year).*
- *State charter laws may require authorizers to use data from state assessments in making decisions.*
- *Schools may not have Spring 2020 data from some measures because of closures.*
- *Some curriculum-based and formative assessments (particularly those created by schools) may not be valid and reliable.*
- *Schools have autonomy to choose their own curricula and formative assessments. Variation in these assessments may create practical and equity challenges in using them to measure growth or progress.*
- *Some authorizers may need technical support to work through how to use or assess data from different interim or formative assessments.*

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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POSTSECONDARY READINESS

POST-SECONDARY READINESS OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 31
2. How have we measured school performance within these indicators?	See page 32
3. Why do we focus on these measures and metrics?	See page 33
4. What questions are we trying to answer?	See page 34
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 35
6. What problems or complications may prevent us from using those measures now?	See page 36
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 37
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 38
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 39

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Post Secondary Readiness

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

Graduation rate/Adjusted Cohort Graduation Rate (ACGR)

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

High school graduation is an important outcome that predicts a host of later economic and life outcomes.

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

Are students in this school persisting to graduation and graduating at acceptable rates?

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

Students whose education was disrupted due to COVID-19 in the 2019-20 or subsequent school years may have lower on-time graduation rates for several years into the future.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

None

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

Calculate additional graduation rates over extended timelines (e.g. 5-year, 6-year) to account for COVID-19 related disruptions

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

State law may have graduation requirements related to course completion, Carnegie Units, or assessments (e.g., NY Regents exams).

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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MISSION OR MODEL-SPECIFIC GOALS

MISSION OR MODEL-SPECIFIC GOALS OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 42
2. How have we measured school performance within these indicators?	See page 43
3. Why do we focus on these measures and metrics?	See page 44
4. What questions are we trying to answer?	See page 45
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 46
6. What problems or complications may prevent us from using those measures now?	See page 47
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 48
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 49
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 50

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Mission- or model-specific goals

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

Extent to which school implements/students complete practices aligned with school mission (e.g., internships or Capstones; regular implementation of "circles")

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

Charter schooling creates flexibility for schools to create specialized educational programs that advance specific missions or goals (e.g. bilingualism, arts, social justice).

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

Is this school implementing its model as intended?

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

Safe re-opening or extended distance learning may require some changes in schools' models or how they implement activities that address their missions.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

Many schools struggle to measure mission- or model-specific goals in appropriate, valid, and rigorous ways.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

Are there measures that some schools collect as part of their mission or model that are more important now and should be a higher priority to collect for all schools/students (e.g. measures of student well-being or health)?

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

Are these supplemental measures valid and reliable?

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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STUDENT/FAMILY ENGAGEMENT AND WELL-BEING

STUDENT/FAMILY ENGAGEMENT AND WELLBEING OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 53
2. How have we measured school performance within these indicators?	See page 54
3. Why do we focus on these measures and metrics?	See page 55
4. What questions are we trying to answer?	See page 56
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 57
6. What problems or complications may prevent us from using those measures now?	See page 58
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 59
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 60
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 61

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Student and family engagement and well-being

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

Average daily attendance

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

Students need to be in school in order to learn.

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

Are students attending school regularly?

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

Unclear how to meaningfully define or measure attendance in a distance learning context; short term closures and illness are likely to elevate absenteeism rates in the coming school year; equity concerns

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

"Seat time" measures can be a barrier to autonomy and innovation.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

Measures of engagement with online learning platforms (e.g. logins, software-based engagement tracking)

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

ADA is part of some states' ESSA plan/ accountability systems; enrollment and attendance are linked to school funding in some states

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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OPPORTUNITY GAPS

OPPORTUNITY GAPS OVERVIEW

KEY QUESTIONS:	RESPONSE:
1. What are the key concepts/indicators in our current/past approach to assessing school quality? Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?	See page 64
2. How have we measured school performance within these indicators?	See page 65
3. Why do we focus on these measures and metrics?	See page 66
4. What questions are we trying to answer?	See page 67
5. What kinds of decisions does this data inform? What are the stakes of these decisions for students, schools, communities, and authorizers?	See page 68
6. What problems or complications may prevent us from using those measures now?	See page 69
7. Are there other limitations of those measures that we were already concerned about or aware of?	See page 70
8. What are other ways to get at the questions these measures are intended to help us answer? What information are we currently collecting from schools that might address these questions? Is there additional information that schools are collecting that might help address these questions?	See page 71
9. Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could? What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well? How and to what extent can we overcome these barriers?	See page 72

QUESTION #1

What are the key concepts/indicators in our current/past approach to assessing school quality?

Are there other concepts/indicators related to school performance that become newly or more important to assess in a COVID-19 world?

SAMPLE RESPONSE:

Opportunity gaps

Identify the indicators for your vision for school quality.

1. Review the indicators in your **performance management framework** and/or **common contract terms**.
2. Identify the indicators that you focus on in measuring school performance.
3. Identify which of these indicators are **common across schools** and which are **differentiated for certain types of schools** (e.g., by grade level) or for individual schools.

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QUESTION #2

How have we measured school performance within these indicators?

SAMPLE RESPONSE:

Exclusionary discipline rates for student subgroups

Identify how you measure[d] these indicators of school quality.

1. For each indicator identified in Step 1, list the **measures** previously used, or that could be used, to assess school performance for that indicator.
2. This list may get long; there will be **multiple measures for each indicator**.
3. **Do not pare down** the list of measures at this point; consider this a brainstorm.
4. This list of measures is your **initial list of student success and wellness measures**.

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QUESTION #3

Why do we focus on these measures and metrics?

SAMPLE RESPONSE:

Higher rates of exclusionary discipline for some students may reflect educator biases and/or predict disparities in other outcomes.

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #4

What questions are we trying to answer?

SAMPLE RESPONSE:

Are there disparities in the rate at which different student subgroups experience exclusionary discipline?

Be clear on the **rationale** for including these measures.

1. For each student success and wellness measure, think through **why** you believe this measure is important.
2. Given that rationale, clarify the **question** you are trying to answer with that measure.
3. The rationale for some measures may be a state or federal **policy mandate**; if so, note that as well as any other rationale.

CONSIDER:

- Are any questions answered by multiple measures?
- Are each of those measures worth collecting or necessary to answer the question?

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QUESTION #5

What kinds of decisions does this data inform?

What are the stakes of these decisions for students, schools, communities, and authorizers?

SAMPLE RESPONSE:

- *Ratings shared with parents and public*
- *Decisions about renewal*
- *Closure, expansion*
- *School improvement planning*

Student success and wellness measures are ultimately used to make **decisions** about schools.

1. Identify the **types of decisions** that these data have historically informed.
2. There will likely be **substantial overlap** in the types of decisions.

CONSIDER:

- What are the **implications** of making these decisions in the current context?
- How does the **benefit** of making this decision now balance with the potential unintended consequences?
- Is there any flexibility on the **timing** of decisions?
- Are there some data points that can continue to support some, but not all, decisions for which they are typically used?

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QUESTION #6

What problems or complications may prevent us from using those measures now?

SAMPLE RESPONSE:

Unclear how to meaningfully define or measure exclusionary discipline rates in a distance learning context.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #7

Are there other limitations of those measures that we were already concerned about or aware of?

SAMPLE RESPONSE:

Exclusionary discipline rates will not capture students who may be excluded due to virtual learning practices, rather than formal discipline policies.

Anticipate the **complications** with relying on these measures to make decisions.

1. For each student success and wellness measure, identify **potential challenges**.
2. **Key questions** may help clarify challenges: What is the short- and long-term availability of this data? Are there reasons to question or mistrust the accuracy or validity of the data for this measure?

CONSIDER:

- Are there any **actions** you could take now to solve these problems?
- Are there any measures that have **insurmountable challenges**?
- If so, is it crucial to continue using those measures, at least at this point in time?

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QUESTION #8

What are other ways to get at the questions these measures are intended to help us answer?

What information are we currently collecting from schools that might address these questions?

Is there additional information that schools are collecting that might help address these questions?

SAMPLE RESPONSE:

Unclear until schools develop norms around discipline policies in virtual learning environment.

There may be **viable alternatives** to the data historically used for this measure.

1. For each of the measures with prohibitive challenges, brainstorm **data sources** or **measures** that could answer the same question.
2. Prioritize data that fill a gap created by **COVID-19**; also focus on sources that you or schools **already collect or could be collected with limited burden**.

CONSIDER:

- Are there **steps** you should take now to collect a new source of data in the future?
- Are there **partners** you should reach out to or **permissions** you must secure in order to have access to these data in the long term?
- Do any **policies** constrain you from accessing or using alternatives?

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QUESTION #9

Are there other information sources that would be useful to address these questions that authorizers and schools don't currently have, but potentially could?

What are the barriers (including policy barriers) to using these other ways of assessing quality, or using them well?

How and to what extent can we overcome these barriers?

SAMPLE RESPONSE:

School discipline policies must reflect that, because students are not physically present, teachers and staff need to be cautious about passively excluding students.

You may be **restricted** from making certain changes to your measurement approach.

1. Review the local, state, and federal **requirements for charter authorizers and schools**.
2. **Identify elements** of those requirements that may affect how you measure student success and wellness.
3. **Identify potential conflicts** between requirements and your proposed measurement changes.

CONSIDER:

- What is the **source of restrictive requirements** (e.g., charter law, regulation, agency guidance)?
- What is the **likelihood of mitigating** the effect of those requirements?

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