



MULTIPLE MEASURES READINESS ASSESSMENT:

A tool designed to help authorizers and school leaders determine if they are prepared to embark on this work

THE VALUE OF MULTIPLE MEASURES

Evaluating school performance is at the heart of authorizing. To do it well, authorizers work with schools to set the right performance goals and expectations and gather the right information. We need disaggregated data on student literacy and numeracy, including growth and proficiency on statewide and other standardized assessments. We also need to look at graduation and attendance rates, as well as performance on college-readiness assessments.

AND we need measures that tell us more to comprehensively evaluate school quality.

These measures can be school-specific or mission-specific and can take many forms. They assess various aspects of students' cognitive and social-emotional skill development and can include measures of second-language learning, problem solving, communication, academic skills beyond reading and math, collaboration, leadership and more.

This both/and accountability system is referred to as Multiple Measures and is valuable because when we have a full picture of school quality, then schools, authorizers, and parents make better decisions. Implementing multiple measures is challenging but worthwhile and it starts with an endorsement of several core beliefs.

DO YOUR BELIEFS ALIGN?

Success exploring Multiple Measures is premised on these beliefs:



Schools should serve all students.



Charters can provide quality options to meet the needs and aspirations of families and communities.



All students can demonstrate excellence.



Current measures typically used by schools and authorizers do not accurately capture that potential excellence.



New measures, in addition to the typical measures used by authorizers, are needed to evaluate school quality.

If these beliefs align with yours and those of your institution, get started on this readiness assessment. If not, we encourage you to explore this [blog series](#) with links to additional resources to learn more about this work. Then, consider sharing them within your institution.

THE ASSESSMENT

Multiple Measures work is a collaborative endeavor that requires individual school and authorizer readiness as well as joint readiness. Both the school and authorizer should begin by completing the first half of this assessment separately. Then, work together to explore the *Conditions that Facilitate Success* and determine next steps.

SCHOOLS & AUTHORIZERS START HERE

Do your organization's beliefs align with those stated in this tool?

Yes
Proceed to the next section of the tool.

No
Explore your motivations and priorities before considering your next step, which could include research and/or conversations with colleagues, your team, and/or board.

CAPACITY

SCHOOLS

Do school leaders and staff have the time and dedication needed to do this work and sustain it?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

AUTHORIZERS

Do organizational leaders and staff have the time and dedication needed to do this work and sustain it?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

COMMITMENT TO UNDERSTANDING PERFORMANCE

SCHOOLS

Are school leaders committed to identifying aspects of student learning that are not yet being captured or measured?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

AUTHORIZERS

Are organizational leaders and staff committed to accurately capturing a school's impact beyond "traditional" measures?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

WILLINGNESS TO LEARN & ADAPT

SCHOOLS

Are school leaders and staff comfortable with and able to explore new forms of accountability with the authorizer while still meeting current contractual expectations?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

AUTHORIZERS

Are organizational staff aware that this work requires an R&D approach, separate from their continued responsibility to hold schools accountable to contractual obligations?



Yes
Proceed



No
Consider working on this or waiting. When you can answer yes, proceed.

FOUNDATIONAL SYSTEMS & PRACTICES

SCHOOLS

Do school leaders and staff collect and use student performance data to inform instruction and program improvement?



Yes
Proceed



No
Work to develop these essential systems as you advance with the Multiple Measures work. Proceed.

AUTHORIZERS

Do organizational leaders and staff use established systems and tools in the oversight of existing contract goals?



Yes
Proceed



No
Work to develop these essential systems as you advance with the Multiple Measures work. Proceed.

PARTNERSHIPS

SCHOOLS

Are school leaders and staff comfortable working collaboratively with external partners to develop and implement new forms of measuring student learning?



Yes
Proceed



No
Consider how to develop and/or strengthen these areas as you advance in the Multiple Measures work. Proceed.

AUTHORIZERS

Are partnerships established with external expertise (e.g., university researchers, or other experts) to support the gathering, reporting, and analyzing of data?



Yes
Proceed



No
Consider how to develop and/or strengthen in these areas as you advance in the Multiple Measures work. Proceed.

CONDITIONS THAT FACILITATE THIS PROCESS

School leaders and authorizers report that these conditions help support the successful implementation of Multiple Measures. Assess the degree to which these conditions are present in your school-authorizer pair. Identify which conditions need strengthening and engage in appropriate discussions around these topics to seek shared understanding.

COLLABORATION & TRUST

The school and authorizer have a history of collaboration and established trust between both parties.

Conversations on using other measures for success have already taken place.



Condition is fully present
Proceed with confidence.



Condition not fully present
Initiate a conversation to explore how to build trust and a culture of collaboration.

AUTONOMY & ACCOUNTABILITY

The school and authorizer have a shared understanding of autonomy and accountability.

Systems are in place to support data collection and reporting that respect school autonomy and minimize administrative burdens.



Condition is fully present
Proceed with confidence.



Condition not fully present
Initiate a conversation to explore each party's expectations, responsibilities, and methods of data collection and reporting.

PURPOSE OF MEASURES

The school and authorizer have a shared understanding of the intent of the measure(s) to be developed.

Both parties are aligned on how these types of measures can or should be included in contracts, if at all.



Condition is fully present
Proceed with confidence.



Condition not fully present
Initiate a conversation to clarify how Multiple Measures will be incorporated into the Performance Framework.

SHARED VISION

The school and authorizer have a shared vision for what success looks like.

This endeavor is mutually appealing and beneficial to both parties, and most importantly, to students.



Condition is fully present
Proceed with confidence.



Condition not fully present
Initiate a collaborative and student-centered vision-setting process.

EACH PARTY SHOULD DETERMINE THEIR READINESS TO PROCEED.

READINESS AND NEXT STEPS



READY TO PROCEED

You've determined you're ready to proceed with this work together.

Consider these next steps:

- In completing this assessment, you may have identified some areas that could benefit from additional work. Note those items and address them as you proceed. Develop a logic model to identify the “new” measure(s) and create a measurement plan together. (For additional guidance and resources on how to create a logic model, visit www.qualitycharters.org)
- As needed, create a plan to establish buy-in from relevant stakeholders on the importance of Multiple Measures and related activities.



PARTIALLY READY TO PROCEED

One of you is ready to proceed, but the other is not, based on this assessment. Since this work requires both parties to be ready, keep the conversation going as you explore a variety of resources and needs together.

Consider these next steps:

- Identify, discuss, and explore areas needed for development so that you may proceed in the future.
- Visit www.qualitycharters.org or reach out to a colleague already engaged in this work to learn more about how to prepare.
- Explore learnings from [Active Ingredients](#)
- Explore partnering with the [A-GAME](#) (Assess-Global access, Academics, Mission, and Equity).



NOT READY TO PROCEED

You've determined both parties have some work to do before you're ready to proceed.

Consider these next steps:

- Continue conversations within and across your organizations about this work.
- Identify why you aren't currently ready to proceed. Are these issues personal or organizational beliefs, context-specific issues (e.g., charter law, authorizer policies), capacity, school/authorizer relationship, or something else?
- Learn about the experiences of others to understand how they have overcome similar challenges. Seek out new perspectives that challenge your thinking.

Connect with [NACSA](#) for additional guidance, resources, and information on Multiple Measures.