

**School-Specific Measures
FAQs**

December 2, 2013

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1. What is the purpose/origin of School-Specific Measures?

School-Specific Measures allow each charter school to define educational goals and measures that are specific to each school's unique mission.

2. What is the benefit of having a School-Specific Measure to a school?

The benefit of the School-Specific Measure is that the Commission will have additional measures to analyze a school's academic performance where state accountability measures cannot.

3. What, when, to whom and in what format do we submit?

Use the form in Appendix A of *Making the Mission Matter* to fill in the details of your proposed measure. Send your completed Appendix A form to Margaret Lin at margaretl@qualitycharters.org and Doug Muraoka at doug.muraoka@spcsc.hawaii.gov. At minimum include: the proposed measure, goal, metric, targets for 1st, 3rd, and 5th year, and rationale.

4. Do the measures have to be academic?

The measures should be focused on student-centered-outcomes that answer the question: Is the academic program of this school a success?

5. Can we submit an academic goal that can't be captured by a standardized test?

Yes. *Making the Mission Matter* details how to develop qualitative measures into quantitative measures for this purpose.

6. What are some examples of School-Specific Measures that aren't standardized tests?

There is an extensive list of goals in *Making the Mission Matter*. Measures can include performance-based assessments like oral proficiency or demonstration of a skill.

7. Why aren't there are a lot of examples of School-Specific Measures?

Though we have found authorizers investigating the process of School-Specific Measures, few authorizers have implemented them into their respective contracts and performance frameworks. Altogether, these kinds of measures are fairly new.

8. What would make a school set a high bar for measurement where it would really struggle to reach it, rather than a low bar which it knows it can attain?

There are no high or low bars, as targets are set relative to baseline data.

9. Is there a rubric that schools can have in advance so it can set realistic goals?

No. Schools are encourage to examine baseline data and develop *SMART* goals as appropriate. *Making the Mission Matter* guidance details this process.

10. How many measures are required?

At the time of this publication, School-Specific Measures are optional. Schools that believe important aspects of their educational mission or success are not fully captured by other elements of the Performance Framework are encouraged to try to develop at least one high-quality School-Specific Measure. We discourage taking on too many, because each measure must be rigorous and well-developed.

11. How will the success (or failure) of these measures affect our school?

Possibly. We will have more information about this later in December.

12. Do School-Specific Measures become part of our contract in Exhibit A?

They are included as part of the contract as a separate Exhibit.

13. Can School-Specific Measures be used to assess Essential Terms?

Yes.

14. How are School-Specific Measures approved?

They will be approved by the Commission, much like the Essential Terms process.

15. Are we able to add School-Specific Measures to next year's contract if we aren't ready by the late January/early February date?

Yes, using the Commission's process for contract amendments.

16. This timeline is extremely tight. Is the December 18th, 2013 meeting the only opportunity to work with Margaret Lin?

This is understandable, but we are trying to get you feedback so you have more time to develop over the coming months.

17. Is Margaret available outside of the December 18th, 2013 meeting as a resource?

No. Schools will need to contract with her individually with NACSA on their own.

18. How much is Margaret Lin being paid to work with us? Where is the money coming from?

Margaret is an employee of NACSA. By way of the contract with the BOE, she has allocated time with us to dedicate to School-Specific Measures.

19. How can schools collaborate with each other on developing School-Specific Measures?

The Commission will make every submittal available to all schools.

20. Can there be a resource bank of School-Specific Measures?

The Commission will make every submittal available to all schools.

22. Can a request for additional funding be based on a School-Specific Measure?

We do not have an answer at this time.