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This analysis from the Center for American Progress suggests that measures used to hold alternative schools accountable may over-identify failure and under-identify success. Accountability for alternative education campuses designed to measure the nuances of students' experiences in alternative schools would provide more appropriate insights into student success at these schools.

An appendix describes the methodology. Researchers used quantitative data analysis from New York City Department of Education (NYCDOE).

This analysis includes policy recommendations that alternative educators can use to support school accountability systems that more accurately measure educational success at alternative schools. Specific recommendations include possibilities such as linking credit attainment with the quality of the credits earned and redefining graduation rate to include all enrolled students, a “single year exit cohort”, regardless of traditional entry cohort.