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INSPIRING | EQUIPPING | SUPPORTING  
THE CHARTER MOVEMENT



# Agenda for Today

- 1 Welcome & Our Scope of Work
- 2 Values-based Authorizing
- 3 Assessment Results
- 4 Next Steps
- 5 Have Fun!





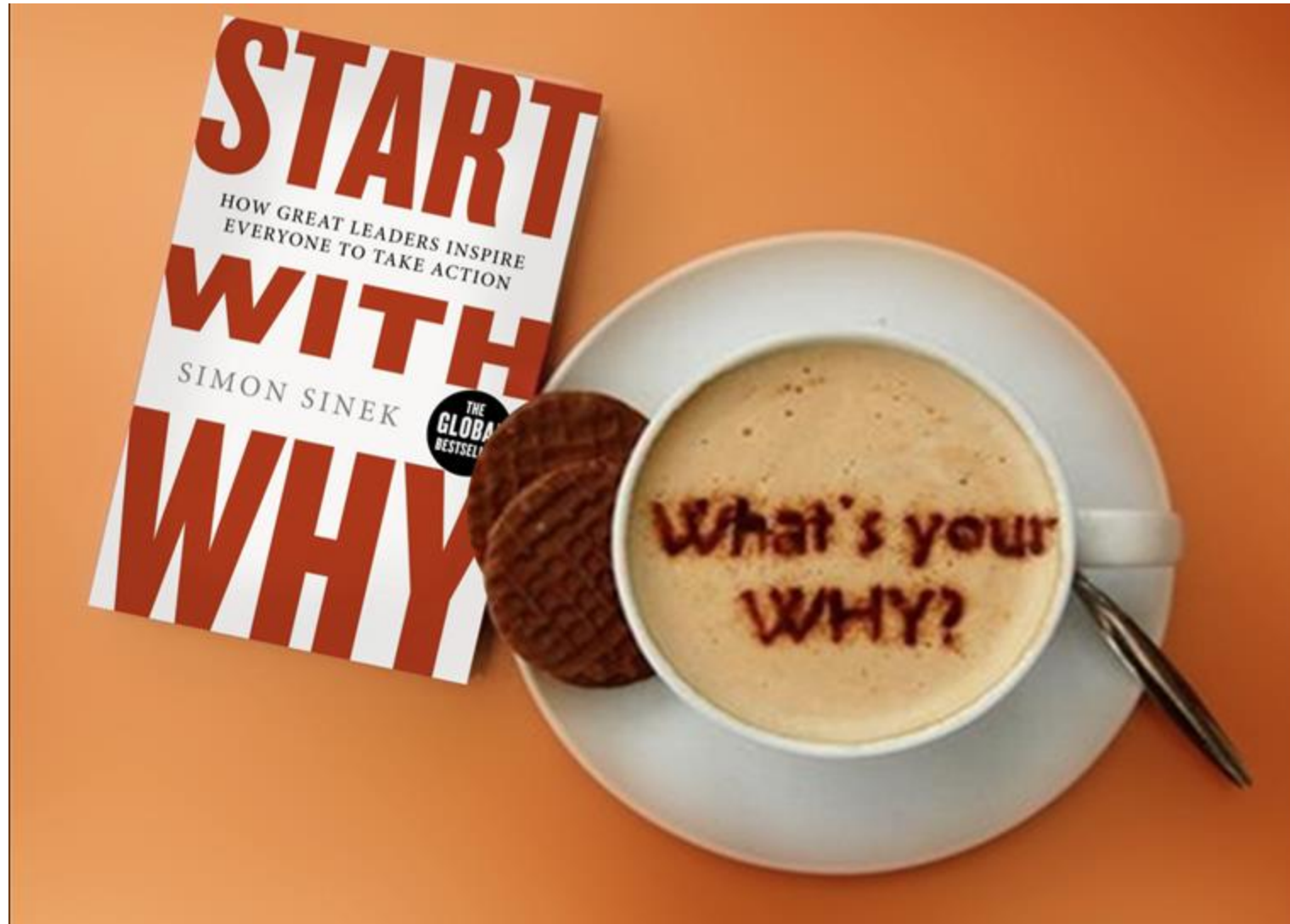
**KIDS!**

# Part I: WELCOME & INTRODUCTIONS

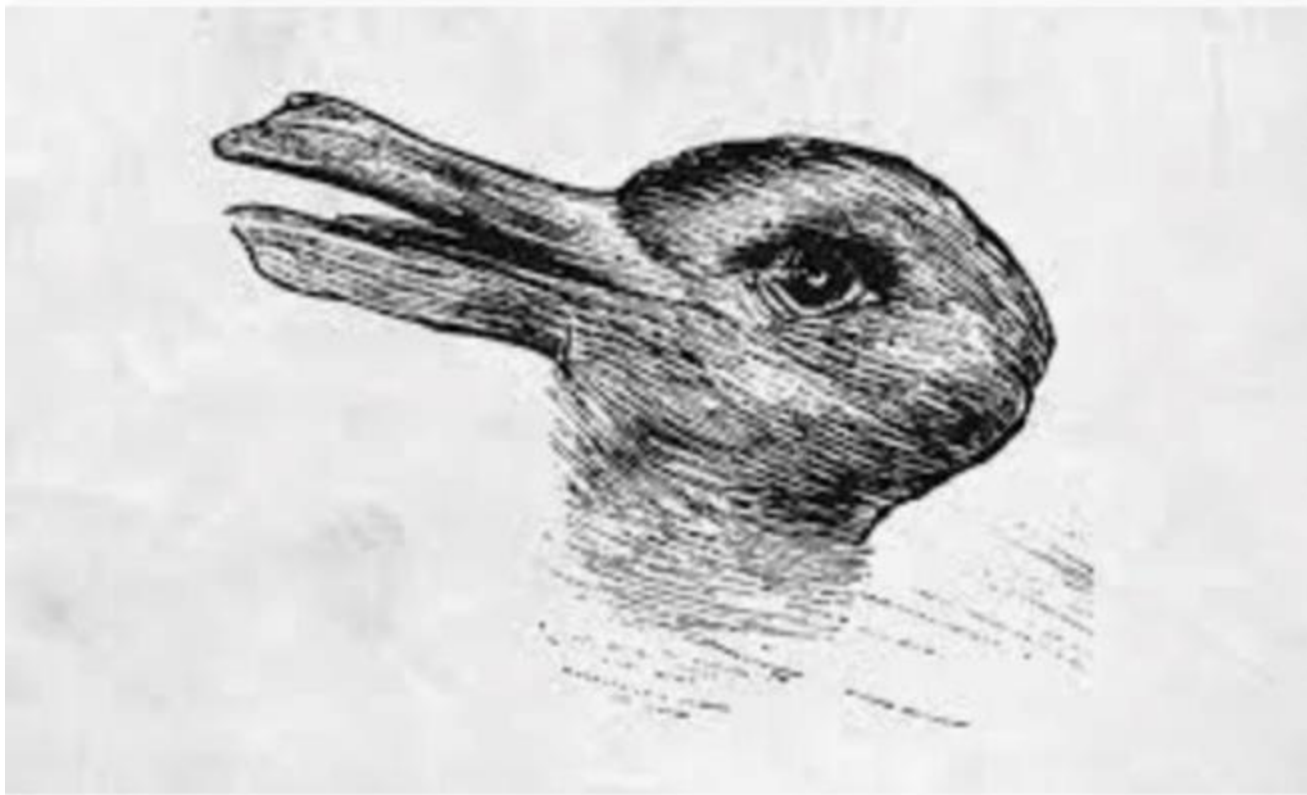




# Why Does the Public Education Commission EXIST?



WHAT DO YOU SEE?



# ARC CHANGERS

- Change existing norms, paradigms, systems.
- Introduce new ideas, approaches, practices.
- Transcend present limitations.
- Alter the direction, outcomes, trajectory of developments.
- Create enduring impact that fundamentally reshapes the world.



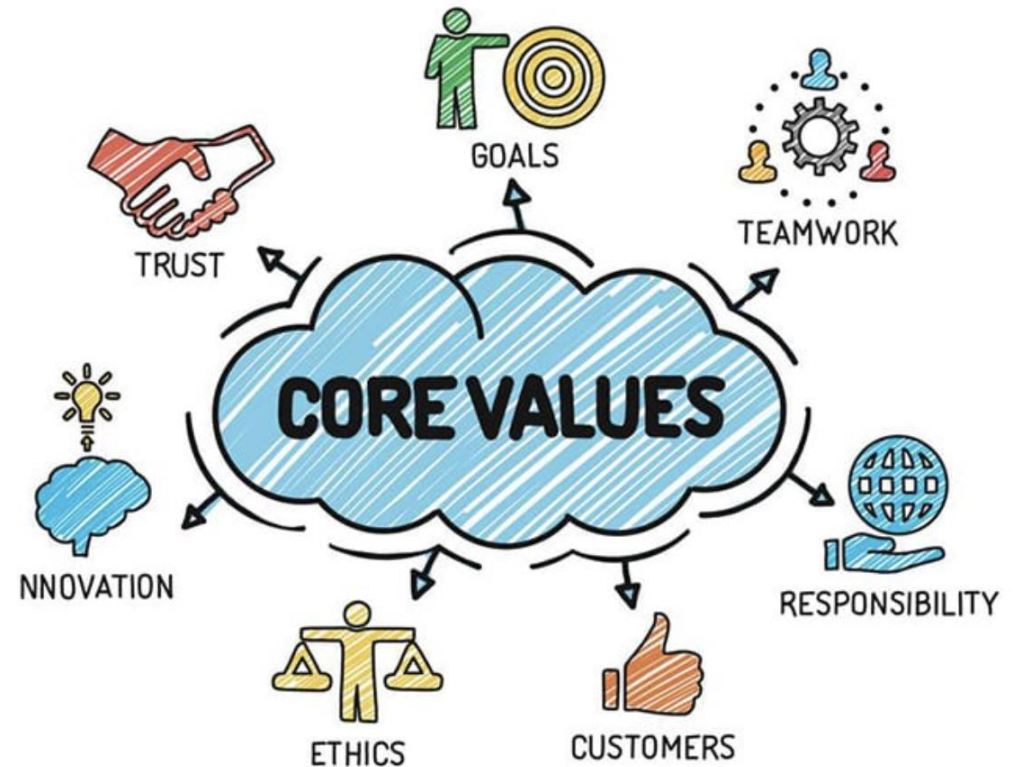
“Our greatest fear should not be that we won’t succeed, but that we will succeed at something that doesn’t matter.”

- D. L. Moody





# Part II: VALUES-BASED AUTHORIZING



# What is Values-Based Authorizing?

Values-based charter school authorizing is an approach in which the authorizing agency makes all decisions, designs all processes, and implements all practices using a set of well-defined values. These values serve as the guiding principles throughout the charter school authorization process.

Think of the values not as a set of phrases that live in a document but a set of actions that are visible through intentional actions that result in the authorizing agency achieving its mission and ensuring its vision comes to fruition.



# What do Values-Based Authorizers look like?

## They have....

- A shared **vision** and **mission**
- A set of defined **values** that are:
  - Referred to in open **conversations**
  - Implemented through **actions**
- A common understand of **purpose** that centers the board/commission or decision-makers and staff when making high-stakes decisions about schools
- A **reputation** of being authentic, focused, transparent, and fair



# PART III: BOARD SELF-ASSESSMENT RESULTS



# PART III: BOARD SELF-ASSESSMENT RESULTS

## **Key Governance Standards for Effective Authorizing**

**Focus on student outcomes**

**Ensure exceptional leadership and effective partnerships**

**Invest in exemplary governance**

**Act strategically and be accountable**

**Manage financial resources wisely**

**Ensure an effective and well-run organization**

**Center on Equity in our authorizing**





# Key Standards and Overall Agreements

The Commission self-assessment contained 53 key performance indicators (KPIs) supporting seven Key Standards.

Based on a scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree," All seven commissioners rated each KPI.

This chart shows the average rating by **Key Standard**. Scores range from 3.4 to 4.1

Key Standard	Key Standard Average
1. Focus on student outcomes	4.1 AGREE
2. Ensure exceptional leadership and effective partnerships (with staff & school boards)	3.6
3. Invest in exemplary governance	4.1 AGREE
4. Act strategically and be accountable	3.7
5. Manage financial resources wisely	3.9
6. Ensure an effective and well-run organization	3.9
7. Center on equity in authorizing	3.4



# Key Standards and Overall Agreements

Indicators that Stand Out	Average Score	# of Indicators
<p><b>Consensus Agree:</b> Almost all board members Agreed or Strongly agreed</p>	<p>Average score between 4.4-5.0</p> <p><b>* No commissioner “disagreed” or “strongly disagreed”</b></p>	<p>8</p>
<p><b>Consensus Disagree:</b> Almost all board members Disagreed or Strongly Disagreed</p>	<p>Average score between 2.6 and 3.0*</p> <p><b>*No commissioner “strongly agreed” ( All but one had at least one commissioner “agreed”)</b></p>	<p>5</p>
<p><b>No Consensus:</b> Board Members had a Varying Opinions</p>	<p>At least one commissioner “strongly disagreed”</p> <p><b>And</b></p> <p>At least one commission “strongly agreed”</p>	<p>8</p>

# Key Standard 1.0: Focus on Student Outcomes

No commissioner “strongly disagreed” with any indicator and all but one indicator received averages above a 4.0—in the agree range.

## Agree

I can think of at least one recent board discussion in which board members asked questions about why student outcomes are not stronger, are declining, or are uneven across groups of students. (avg 4.7)

We ensure that schools have ambitious yet attainable charter goals for student development that aim to ensure the success of all students, not just the majority. (avg 4.4)



# Key Standard 2.0: Ensure **exceptional leadership** and **effective partnerships** (with staff & school boards)

All indicators received averages below a 4.0—in the neutral or disagree range

## Disagree

I believe the majority of school boards welcome the chance to talk with the commission and initiate candid conversations with the commission regarding any topic, including concerns and challenges. (avg 2.6)



# Key Standard 2.0 Ensure **exceptional leadership** and **effective partnerships** (with staff & school boards)

## Varying Opinion

(from strongly agree to strongly disagree)

- The Commission has the right number of honest conversations with school boards about their respective school's performance and areas of growth. (avg 3.4)
- There is respect and rapport among our commissioners and CSD and a shared desire to continually strengthen authorizing practices. (avg 3.0)
- The CSD presents our board with recommendations that are backed by thoughtful rationale with evidence; and our board thoroughly discusses the recommendation before taking a vote. (avg 3.9)



# Key Standard 3.0: Invest in Exemplary Governance

## Agree

- Our commission encourages public comment from members of our community, especially from families, and considers community input through in-depth discussions when presented with a high-stakes decision recognizing that context and nuance is essential to being fair. (avg 4.7)
- I understand and support charter schools. My votes are grounded in our legal responsibilities and support a robust charter sector centered on school choice, including authorizing new schools, expanding existing schools, and denying, non-renewing, or putting on notice schools that are underperforming. (avg 4.9)



# Key Standard 3.0: Invest in Exemplary Governance

## Varying Opinion

No indicators received averages of a 3.0 or lower—in the disagree range.

- I have board documents readily available to me, I know what is expected of me, and I ask questions when I am unsure of my responsibility. (avg 3.9)



# Key Standard 4.0: Act strategically and be accountable

## Agree

- I read staff reports, ask questions, and candidly discuss topics prior to casting a vote. (4.4)
- Our oversight tools (e.g., application guidelines, frameworks, renewal reports) support us in making quality, informed decisions. (4.4)



# Key Standard 4.0: Act strategically and be accountable

## Disagree

- I agree with and can explain the Commission's strategic plan and priorities. (2.8)

## Varying Opinion

- Our staff provides information from multiple perspectives and invites members of our community and the school to provide public comment. (3.9)
- Our commission monitors our own goals at least semi-annually and course-corrects in order to hold ourselves accountable for achieving them. (3.0)

# Key Standard 5.0: Manage financial resources wisely

No commissioner “strongly disagreed” with any indicator and all indicators received averages above a 3.0.

## Agree

- I remember conversations within the past six months regarding a school's financial performance. (4.4)





# Key Standard 6.0: Ensure an effective and well-run organization

## Agree

- My colleagues on the commission value and operate in compliance with our operating procedures, upholding our legal and ethical duties. (4.6)

## Disagree and Varying Opinion

- The commission regularly seeks feedback on our performance from stakeholders, including school leaders, founding groups, and school board members. (3.0)



# Key Standard 7.0: Center on equity in authorizing

## Agree

- Every member of this commission believes that all students can achieve at the highest levels if given opportunities and support. (4.6)



# Key Standard 7.0: Center on equity in authorizing

## Disagree

- I have initiated a discussion about whether any of our frameworks, policies, or practices may disproportionately impact some students negatively and/or advantage others. (3.0)
- Commission officers and committee chair positions have often been held by people of color. (2.6)
- The commission is, or has a plan to become, diverse and oversees schools with diverse students, staff, and boards. (2.4)



# Key Standard 7.0: Center on equity in authorizing

## Varying Opinion

- The commission **advocates** for diverse charter school board member and staff representation. (3.1)



# PART IV: NEXT STEPS



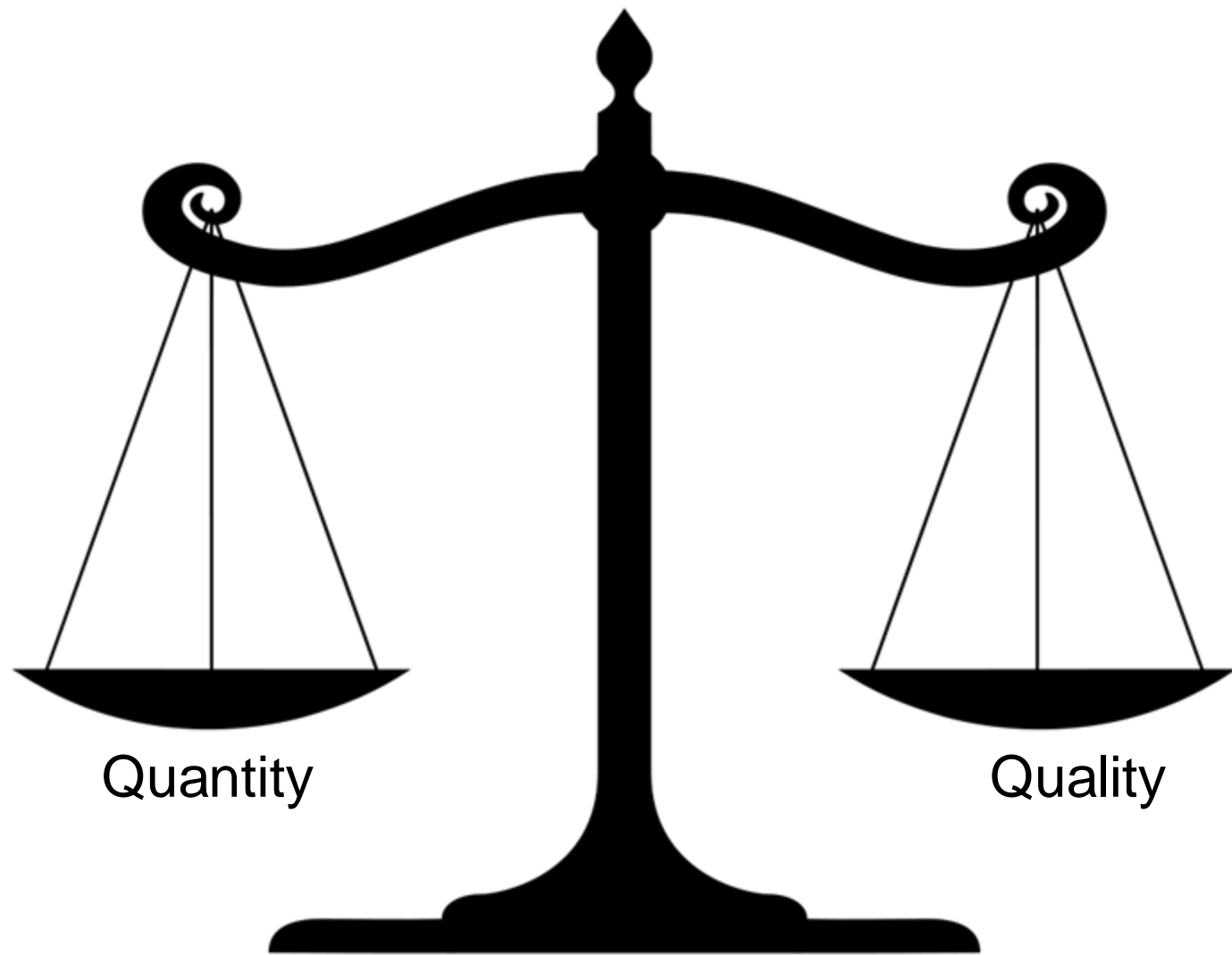


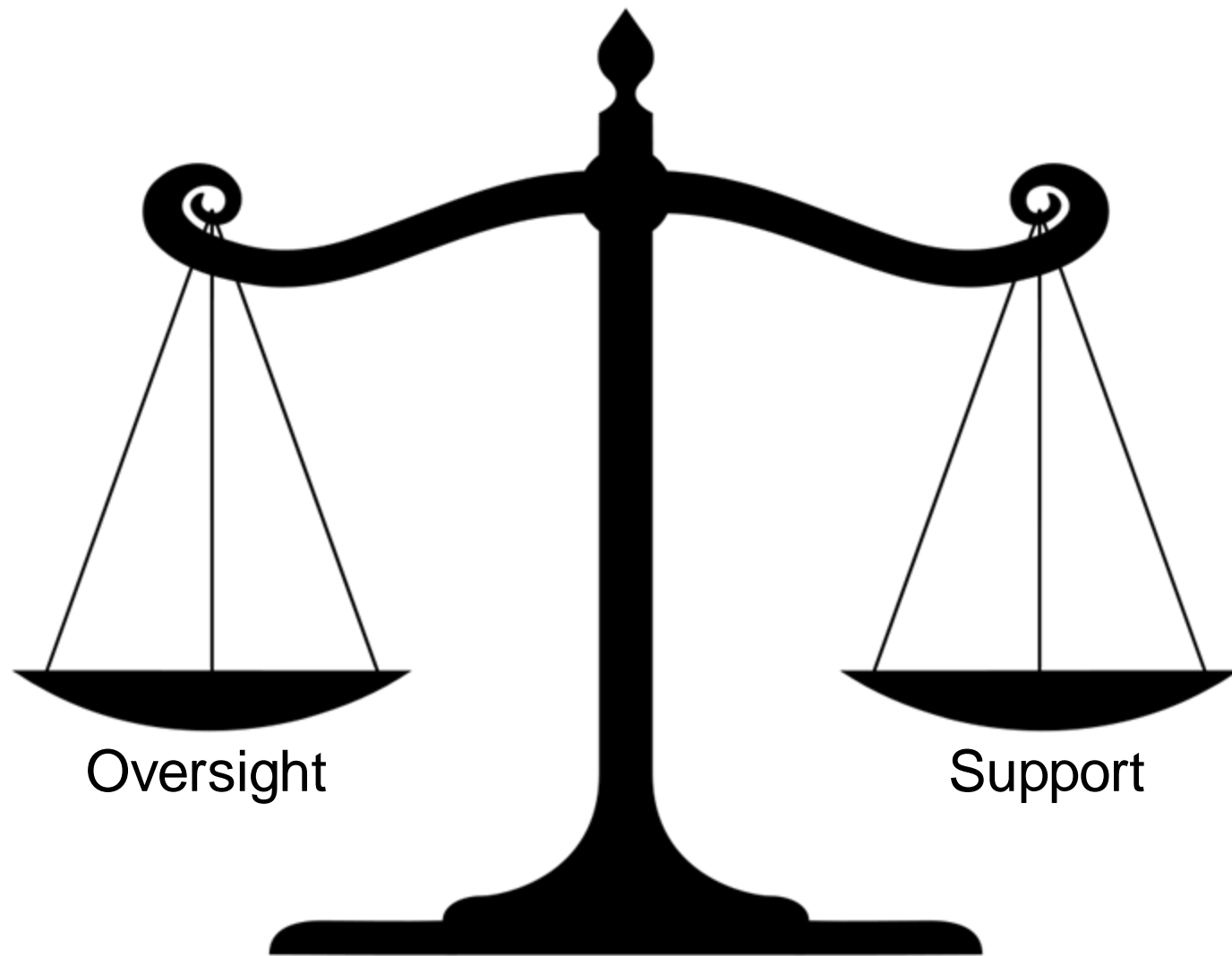
# Great Schools Want an AUTHORIZER that...

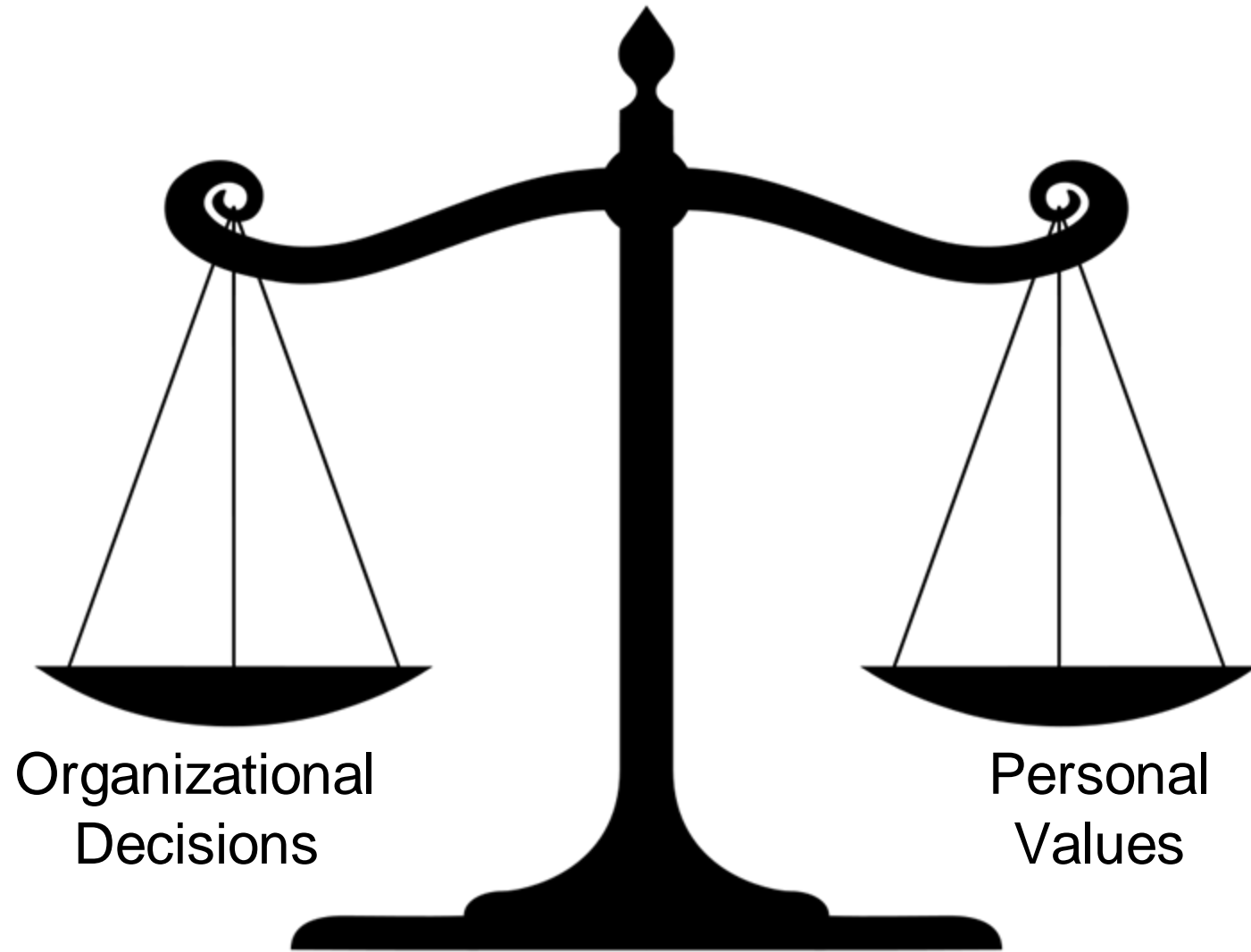
- Knows its purpose and why it exists
- Understands its authority
- Knows it represents the public
- Is disciplined in its role and behaviors and those of its individual members
- Is trustworthy and predictable

# Great Schools Want an AUTHORIZER that...

- Uses its authority to empower, not strangle
- Ensures it operates effectively and efficiently
- Has high expectations and measures performance
- Is unafraid to judge, but does so fairly
- Continuously earns credibility







THE  
SAME  
OLD  
THINKING

The diagram consists of two rectangular boxes connected by curved arrows. The left box contains the text 'THE SAME OLD THINKING'. An arrow points from the top of this box to the top of the right box, which contains 'THE SAME OLD RESULTS'. A second arrow points from the bottom of the right box back to the bottom of the left box, completing a cycle. A red mug is visible on the left side of the napkin, and a silver pen is at the bottom left.

THE  
SAME  
OLD  
RESULTS





NATIONAL CHARTER SCHOOLS  
**INSTITUTE**



**THANK YOU!**  
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