

Values-Driven Authorizing for New Mexico Public Education Commission – Part II



Agenda for Today

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Part I: Finalize Mission, Vision, Values

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Part II: Values in Action: Application

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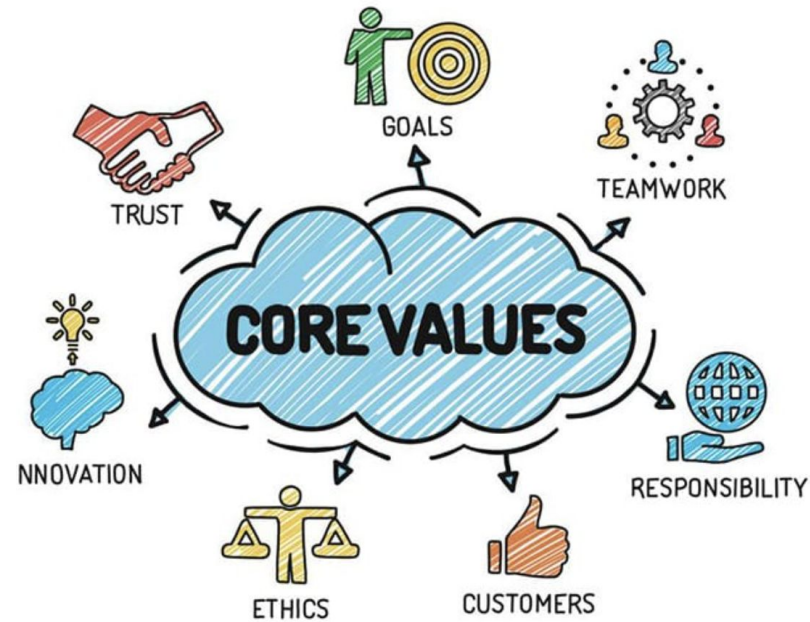
Part III: Equity—What does it look like?

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Part IV: Closing



PART I: Finalize Vision, Mission, and Values



Next Steps:

- Confirm the mission statement is what we want it to be
- Flesh out the Values and turn them into value statements
- Revise and approve the Vision statement
- Adopt the Mission, Vision, and Values at the next PEC Public Meeting



PART I: Mission Statement -- **Reactions**

Mission of the PEC

Authorize and support public charter schools for innovative, equitable, choice-driven education where all New Mexico students learn and thrive.



PART I: Values

PEC Values

- **Transparency**
- **Consistency** when applying policies – doesn't mean stagnation
- **Respect** for each other, the department, the schools, their autonomy, their communities, and the law
- **Student-centered Excellence**
- **Equity & Inclusion**



Part I: Value Statements – **RESPOND**

PEC Values

- **Transparency** when conducting oversight
- **Consistency** when applying policies – doesn't mean stagnation
- **Respect** for each other, the department, the schools, their autonomy, their communities, and the law
- **Student-centered Excellence** in our frameworks, oversight policies, and decision-making
- **Equity & Inclusion** in ensuring all schools are enrolling, educating, and supporting *all* students, no matter their race, ethnicity, gender or ability



PART I: Vision

- **Beck:** All of NM students will have equitable access to high quality public charter schools, providing students with a diverse education to become thriving citizens in their communities.
- **Brauer:** The public education commission ensures that all children in NM have access to high quality school choices and relevant educational opportunities that ignite and nurture lifetimes of choices for all.
- **Burt:** NM families and students will have information and access to multiple, high quality, innovative school options that will meet the needs of a diverse population.
- **Carrillo:** To ensure that every child in New Mexico has the opportunity to attend a high quality and innovative school of choice fostering thoughtful local and global citizenship.
- **Gibson:** Support student success by creating access to students to schools that offer innovative methods of educational programming to facilitate changing the landscape of education in NM
- **Ingham:** Charter Schools are a model to reform Public Education to bring accountability to education
- **Manis:** We are committed to shaping a brighter tomorrow for the children and families of New Mexico by ensuring that our public charter schools empower every child in NM, regardless of background or circumstance, to realize their full potential.
- **Russell:** Authorize and support public charter schools for innovative, equitable, choice-driven education where all New Mexico students learn and thrive.
- **Taylor:** All of New Mexico's students will have equal access to whichever innovative and diverse educational opportunity they choose offered by NM charter schools.



PART I: Vision

Vision of the PEC (**DRAFT**)

All students and families residing in New Mexico, regardless of background or circumstance, will experience equitable access to a diverse array of innovative, high-quality public charter schools, where students will learn, thrive and realize their full potential.



PART II: Values in Action

- Identify how the values show up in policies
 - New School Applications
 - Frameworks
 - Intervention Ladder
 - Renewals
 - New school applications
 - Site visits
 - Contract
 - Other
- Identify how the values show up in procedure/practice
 - Votes and recommendations
 - Board oversight processes
 - Board procedures
 - Board, staff, and school relations



Application – Review Process

Mission: Authorize and support public charter schools for innovative, equitable, choice-driven education where all New Mexico students learn and thrive.

Values

- Transparency
- Consistency
- Respect
- Student-centered
Excellence
- Equity & Inclusion

Which values show up in the review process? How?

- Technical Review
 - Submitted Intent to Apply within Timeline
 - Application is Complete
- Review
 - NM reviewers
- Capacity Interview
- Community Input Hearing
- CSD Application Analysis for PEC
- PEC Consideration

Do any steps go against your values or mission?



Application – Rubric

Reactions?

What does “proposal” mean in this rubric versus “application kit”?

Does the proposal include Capacity Interview and Community Input Session?

Evaluation Rubric for Part C: Application

Rating: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The following rubrics govern general rating practices. Please be sure that each response also completely addresses the bulleted points in the rubrics for each individual prompt.



<p>Meets the Criteria</p>	<ul style="list-style-type: none"> ● All required elements present ● Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development ● The proposal is reasonable and realistic ● Fully consistent with other sections, including budget and mission ● Fully consistent with all requirements of law ● Coherent and easily understood
<p>Approaches the Criteria</p>	<ul style="list-style-type: none"> ● The majority of required elements are present, but not all ● Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept ● Minor inconsistencies with other sections of the application ● May raise questions about legal compliance, but does not demonstrate non-compliance ● May raise questions about reasonableness or viability of the proposal
<p>Does Not Meet the Criteria</p>	<ul style="list-style-type: none"> ● None or less than a majority of the required elements are present ● Contradicts or is substantially inconsistent with other sections ● Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material ● Includes statements that violate or conflict with the requirements of law ● Incoherent or confusing ● The proposal is patently unreasonable or unrealistic



Application – Question A.(3): Uniqueness and Innovation

Mission: Authorize and support public charter schools for innovative, equitable, choice-driven education where all New Mexico students learn and thrive.

Values

- Transparency
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- Respect
- Student-centered Excellence
- Equity & Inclusion

Which values and mission show up?
How?

A. (3)	<u>UNIQUENESS AND INNOVATION</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment; • Describe the needs of the community; and • Demonstrate how the applicant team knows there is a compelling demand for the proposed school’s educational program in the geographic area in which the school plans to locate. • Ensure that the evidence establishes a compelling demand for the proposed school’s educational program based on reliable research, effective practices, or demonstrated success in schools with diverse characteristics.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:	



Application – Question C. - -Curriculum

C. Curriculum, Educational Program, Student Performance Standards

Values

- Transparency
- Consistency
- Respect
- Student-centered
- Excellence
- Equity & Inclusion

Which values show up in review process? How?

C.	<u>Curriculum, Educational Program, Student Performance Standards</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school’s curriculum <i>including research-based evidence that supports the effectiveness of the selected model and the target population</i>; • Describe how the proposed school’s curriculum will meet the requirements of equity for all underserved populations. • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:	



Application – Question D.(2) – Equity Plan

Values

- Transparency
- Consistency
- Respect
- Student-centered Excellence
- Equity & Inclusion

Which values show up in your review process?
How?

D(2).	Equity Plan Proposed school will create an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive curriculum and pedagogy
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must ensure equal education opportunities for students in New Mexico by:</p> <ul style="list-style-type: none"> • A plan to initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students. • If the proposed school is to be located in a historically defined Indian impacted school district, a plan for conducting a needs assessment to determine what supports are needed in the public charter school, at home and in the community to help Indian students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace. • A detailed plan for the implementation of a culturally and linguistically responsive framework. • A detailed plan for attracting and retaining quality and diverse teachers to teach New Mexico’s multicultural student population
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	



Application – Question F.(1) – Educational Philosophy

Values

- Transparency
- Consistency
- Respect
- Student-centered Excellence
- Equity & Inclusion

F.(1) Instruction	<u>Teaching and Instructional Philosophy</u>
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> • Describe the teaching and instructional philosophy of the proposed school; • Identify primary instructional methods to be implemented that ensure equity and that align to the philosophy; • Identify information that demonstrates the instructional methods are research-based; and • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum. • How the proposed instructional methods will best support the population the school intends to serve.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:	

Which values show up in the review process? How? What does the last bullet mean to you regarding serving *all* students?



Where is the PEC?

Y-Axis: The extent to which values **drive** decisions

BELIEVERS

You Believe in What You Do!

There are few levers or they are not used consistently, and decisions are rooted in unwritten values or beliefs which vary across individuals and the organization.

VALUES-DRIVEN!

You Do Because You Believe!

Lever are comprehensive, values-aligned, and they are consistently used!

NOT VALUES-BASED

You Are Becoming!

There are few current levers, and decisions are disconnected from values and beliefs (e.g., Rubber Stamp)

REGULATORY

You Do Because You Are!

There are many clear levers, but they are not created with intention or with a vision for impact. Decisions are not values-driven.

Levers refers to organizational documents, tools, frameworks, policies, resources, procedures, processes etc.

X-Axis: The extent to which you have **defined** key elements



PART III: Equity and Inclusion

- What does this look like in...
 - Applications
 - Renewals
 - Annual Oversight

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.





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