OSBA Summer Board
Pre-conference:
NACSA’s 12 Essential Practices
Facilitated by:
Kristen Miles, OSBA
Kate Pattison, ODE

No more than TWO members of the same board per table, please!

Goals for the day
• Make it through an ambitious agenda!
• Keep the charter/district relationship at the center
• Provide tools to enhance and improve authorizing practices
• Learn from each other

Who’s in the room?
Standard 1: Have a published and available mission for quality authorizing

Mission examples

**Portland Public Schools**

“The mission of the Charter Schools Department is to support and monitor a robust and innovative PPS charter school system, to advocate and act as a liaison for PPS charter schools and for the district in its role as a charter school authorizer, to educate the district, parents, stakeholders, and community partners about charter schools, and to promote equity and learning for all students.”

**Oregon Dept of Education**

“Provide leadership and vision for Oregon’s public schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of every student.”

Policy LBE
Where is yours?

**Standard 2:**
Have staff assigned to authorizing within the organization (or by contract)

**What do authorizers have to do?**
Standard 3: Publish application timelines and materials

Let's play a game!
Scenario #1
An applicant submits a proposal to a district. The district determines it’s incomplete and notifies the developer 18 days after receiving the application. The district provides reasons for its determination and gives the charter school 30 days to resubmit a complete application. The resubmitted proposal is also determined to be incomplete. What can the applicant do now?

Scenario #2
An applicant submits a proposal to a district and it’s determined to be complete within 30 days. The district holds the required hearing within 60 days, and evaluates the proposal. The proposal is initially denied, and the developer resubmits it. It’s denied again, so the developer appeals to the State Board of Ed. Based on a flawed process implemented by the district, the SBE remands the application back to the district for reconsideration, and again it’s denied. The charter school applicant now has three options. What are they?

Standard 4: Have established, documented criteria for the evaluation of charter applications
Standard 5:
Use expert panels that include external members to review charter applications

Charter application reviewers

**Internal**
- Deep knowledge of the district and its students
- Deep knowledge of internal processes and structures (SPEd, Accounting, ESL, etc.)
- Invested, interested party
- May lack knowledge about charter schools

**External**
- Fresh perspective
- Disinterested, unbiased third party
- External reviewers should have knowledge of charter school operations
- May lack knowledge about the district, its students, and its internal structures
- Can be volunteer or by contract
Practice evaluation

- Read the short application section at your table
- Draft some questions/comments on the evaluation rubric
- Get together with a partner and discuss

---

**Standard 6:** Interview all charter applicants

---

**Public hearing vs. interview**

<table>
<thead>
<tr>
<th>Public hearing</th>
<th>Applicant Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted by the school board</td>
<td>Conducted by application reviewers</td>
</tr>
<tr>
<td>Part of a public meeting</td>
<td>Not held in a public forum</td>
</tr>
<tr>
<td>Members of the public have the opportunity to weigh in/private feedback</td>
<td>More conversational and informal</td>
</tr>
<tr>
<td>May only address high-level concerns or questions</td>
<td>Provides opportunity to get more detailed information</td>
</tr>
</tbody>
</table>
Forming interview questions

Refer back to the questions you drafted when looking at the sample application section. What questions would you ask in an interview setting with the applicant?
Pair share with a partner.

**Standard 7:** Grant charters with 5-year terms only

- **3-year contract**
  - Year 1: Start-up
  - Year 3: 1st renewal, 1.5 years of data
  - Year 6: 2nd renewal

- **5-year contract**
  - Year 1: Start-up
  - Year 5: 1st renewal, 3.5 years of data
  - Year 10: 2nd renewal
Standard 8: Sign a contract with each charter school

Negotiation

Measurable performance goals

**Application:** A description of the expected results of the curriculum and the verified methods of measuring and reporting objective results that will show the growth of knowledge of students attending the public charter school and allow comparisons with public schools. (ORS 338.045(2)(e))

**Renewal:** (Whether the charter school) is meeting or working toward meeting the student performance goals and agreements specified in the charter or other written agreements between the sponsor and the public charter school governing body. (ORS 338.065(8)(A)(c))

**Termination:** (The sponsor may terminate for) failure to meet the requirements for student performance stated in the charter. (ORS 338.105(1)(b))
Performance goals

- Choose one or more of the sample performance goals on your table.
- Read through it, and talk with a partner about the following:
  - Is it specific enough?
  - Is it reasonable?
  - Is it measurable?
  - Is there a time frame?

Conditional approval vs. conditions precedent

**Conditional approval**

- "The application for ABC Public Charter School is hereby approved, subject to the following conditions:
  1. Enrollment is at 55 students by four weeks before the start of school
  2. The board hires a licensed administrator
  3. The school locates in a building no less than one mile from a district school."

**Conditions precedent**

- "The application for ABC Public Charter School is approved, based on the criteria in ORS 338.055(3)(a-i). The following conditions must be met prior to the first day of school:
  1. The charter school shall hire a licensed administrator
  2. Enrollment shall exceed 55 students
  3. The charter school and the district shall jointly agree on a suitable location for the charter school."

---

Lunch*

*This is plokkfiskur, a traditional Icelandic dish. It's amazing!*
**Standard 9:** Require and/or examine annual, independent financial audits of charter schools.

What should an authorizer collect in quarterly financial reports?

- Profit and loss statements
- Balance sheet
- PERS remittance statements
- Budget-to-actual reports
- Updated cash flow
- Payable statements showing past due accounts

**Standard 10:** Provide an annual report to each school on its performance.
Standard 11: Have established renewal criteria
Standard 12: Have established revocation criteria

Notice of termination structure
1. Contract language related to violation
2. Statement of violation of contract
3. Description of intervention steps (including dates):
   1. Notice of Concern
   2. Notice of Breach
   3. Notice of Probationary Status
4. Termination notification
5. Effective date of termination, hearing info
6. Who to contact with questions

Wrap-up and questions
Picture credits

- [Break](https://www.google.com/search?site=imghp&tbm=isch&q=coffee%20break&tbs=sur:fc#imgrc=bf17ZADVBQYSMS)
- [Lunch](https://www.google.com/search?q=plokkfiskur&rlz=1C1OPRB_enUS704US704&espv=2&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi_tc-7rq7HTAhUFxWMKHZZIAiIQ_AUIBigB&biw=1350&bih=813#imgrc=5DabvCwQEO0m0M)
- [Policy LBE](https://www.google.com/search?q=study&tbs=sur:fc#imgrc=MFU6KjUgzaPz_M)
- [Where is yours?](https://www.google.com/search?q=hide%20and%20seek&tbs=sur:fc#imgrc=wQcSYAOkyIyqyHM)
- [Negotiation](https://www.flickr.com/photos/eyeliam/2255467740/in/photolist-4riRYQ-bLEEAp-4riRpm-nwsgF2-oQBDk9-7moMVy-4reLM6-4reQD2-4reSi2-4reP5K-4MAt4m-sbYUES-UBG953-4reN5c-896DfL-aDHEnz-arWzi7-4diT1A-2gm67s-63pirK-8UnuQ2-8kVBpD-4riZSY-6UnJ23-8KQTkv-5LNL8c-fHYCHy-s6gNtH-SovhJw-4z7CVR-4rePxR-fSm9pX-3ETPMb-4riYAb-n95rPK-aPb9Na-4riWN9-4gWVjH-4riT8J-4riXos-4reNAv-5v5zkn-gwmAC2-31xJ9A-rvc6DJ-fA1Vpb-8ktTky-aEefJM-ntBYKd-ThKCrH)