

# Strong charter school and district relationships

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# Who I am, who is in the room

Name

Type of organization

- School district: do you have any charter schools?
- Charter school: who is your sponsor and what kind of school?

What brought you here?



# Overview of Oregon's Public Charter Schools

<b>133</b>	Public Charter Schools in the State 2023-24 SY
<b>25</b>	Single-School District Charter Schools
<b>20</b>	Virtual Public Charter Schools
<b>6</b>	Operated by an Education Management Organization (For-profit corp)
<b>4</b>	Sponsored by the State Board of Education



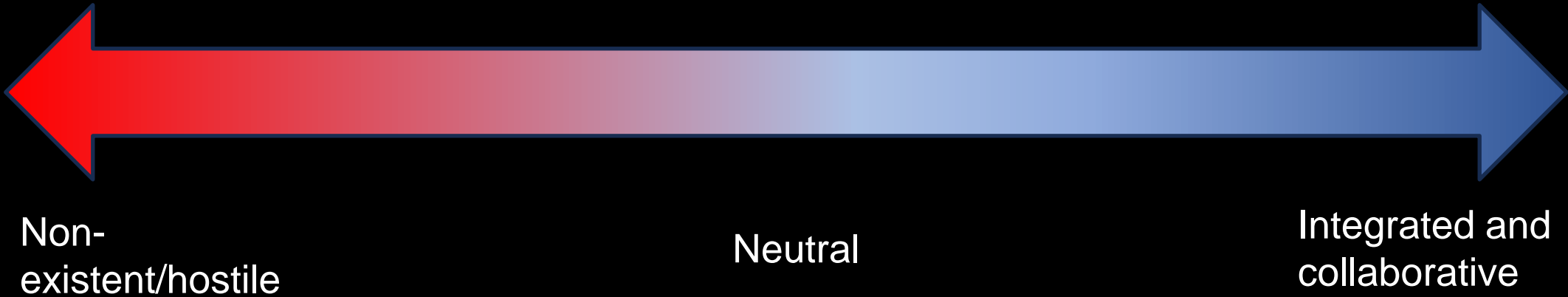
# District School Portfolio

**Charter school students are district students!**

- Student-based funding
- Accountability data
- SpEd services



# Relationships exist on a spectrum



# Basic relationship

- Clear point of contact
- Understanding of the contract
- Information flows both ways
- Site visits
- No surprises

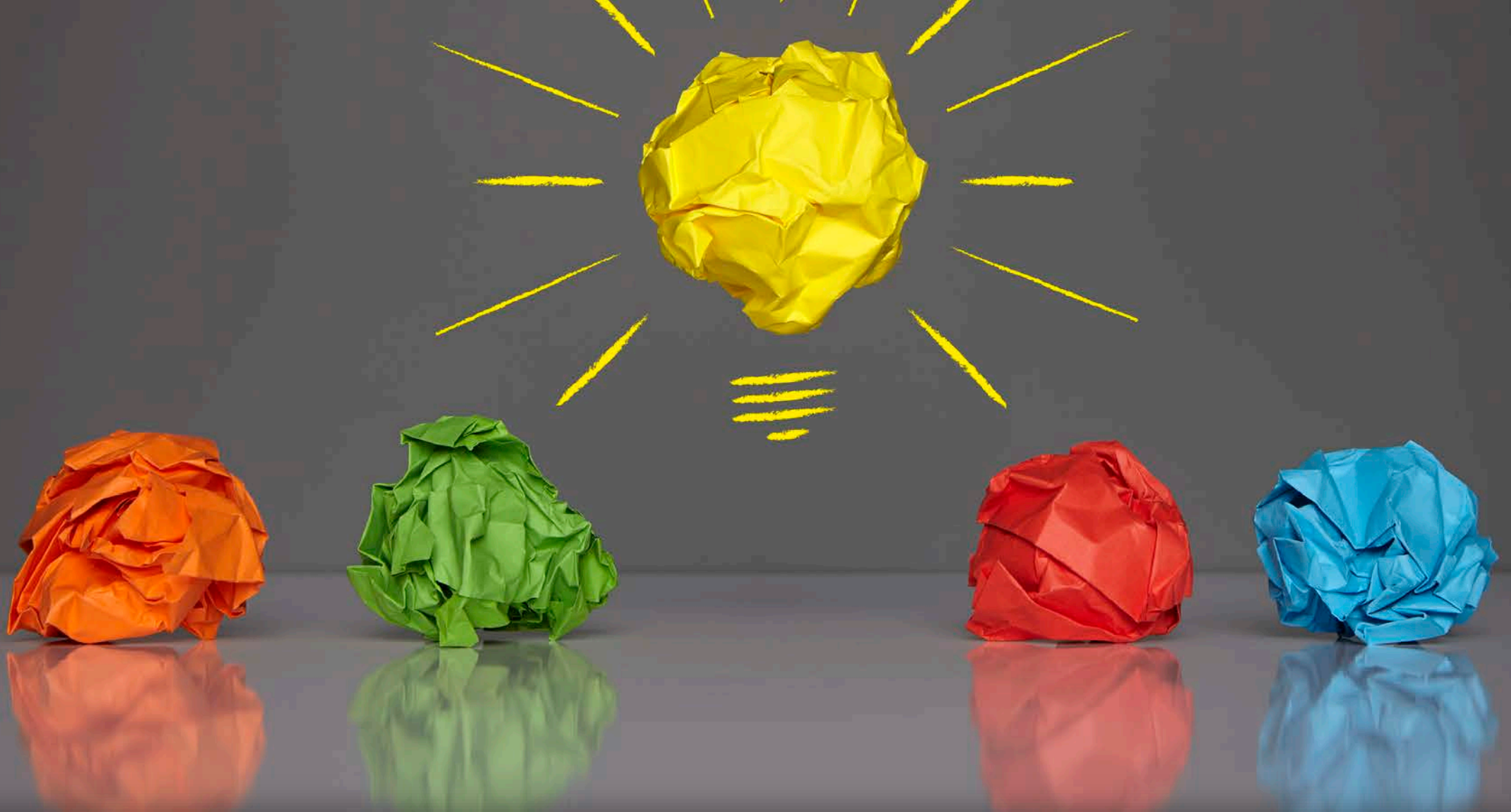




## Collaborative relationship

- Understanding of the program
- Frequent communication
- Reports at board meetings
- Informal site visits
- Clear contract expectations for both parties (including evaluation)
- Strong goals for success





Understanding of the program





**Frequent  
communication**

# Charter school reports at board meetings

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Informal site  
visits

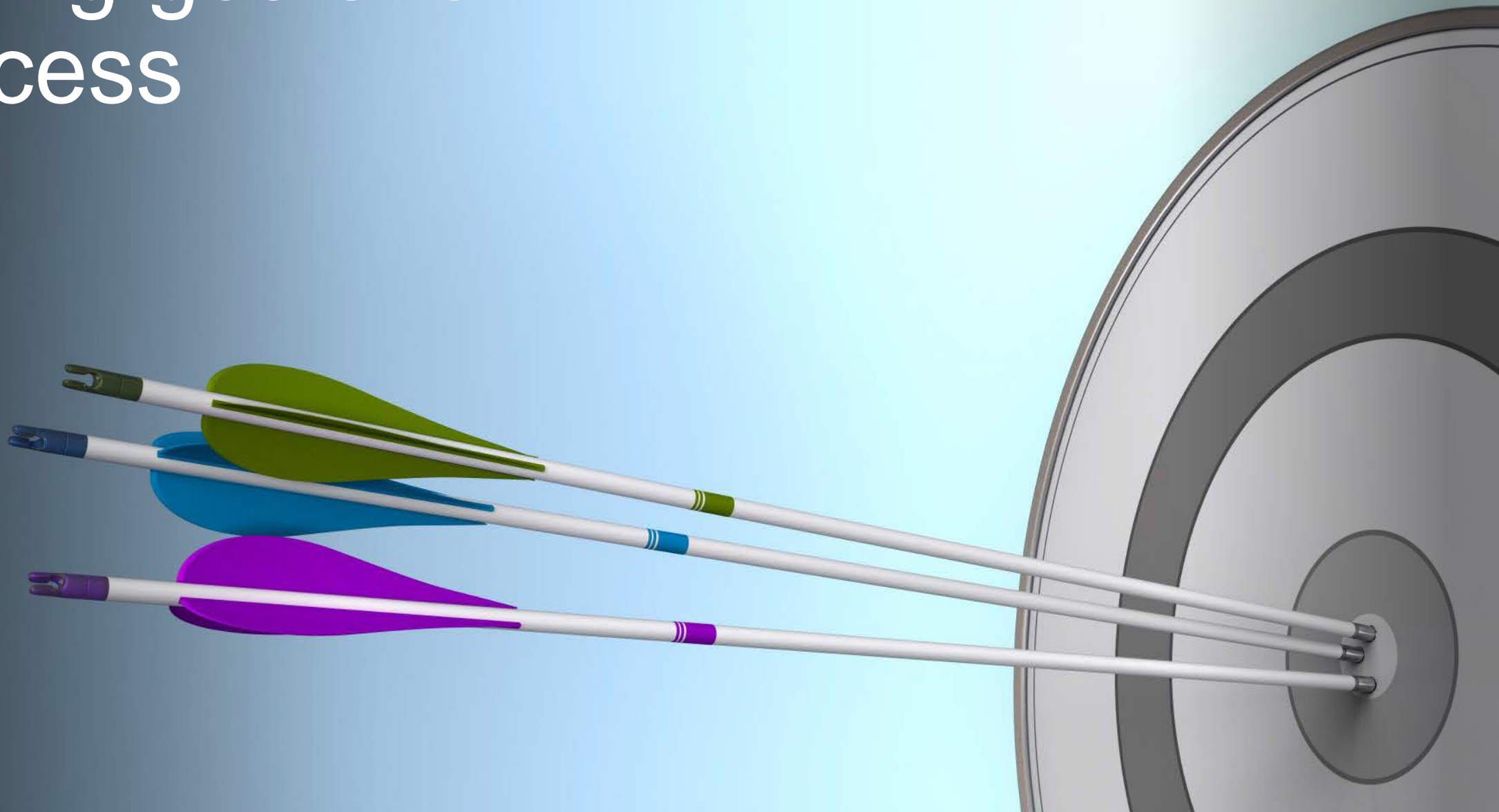




A close-up photograph of a person's hands writing on a document with a pen. The image is semi-transparently darkened, and a large white text overlay is centered on the page. The text reads: "Clear contract expectations for both parties (including evaluation)".

Clear contract expectations  
for both parties (including  
evaluation)

Strong goals for  
success



# What happens when you do/don't have good goals?

**Bad goal:** Charter school performance will meet or exceed district performance in ELA and Math for each year of this contract.

**Better goals:** Charter school performance will rank level 3 or higher on the state report card in ELA and Math for each year of this contract.

**OR**

Charter school internal testing data will show growth in student performance in ELA and Math for each year of this contract.

**OR**

Charter school disaggregated data on [state report card][internal testing data] will show no and/or narrowing gaps between groups of students in ELA and Math for each year of this contract.





Examples of bad goals?  
Good goals?

# The board's role

- Application (ORS 338.045, 338.055):
  - Determination of completeness
  - Public hearing
  - Approval/denial
- Renewal (ORS 338.065):
  - Public hearing
  - Approval/denial
- Evaluation (ORS 338.095)
  - Ongoing and consistent knowledge base

# Board

- Key decision points (application, renewal)
- Overall knowledge base

# District

- Implementation of contract
- Daily relationship management

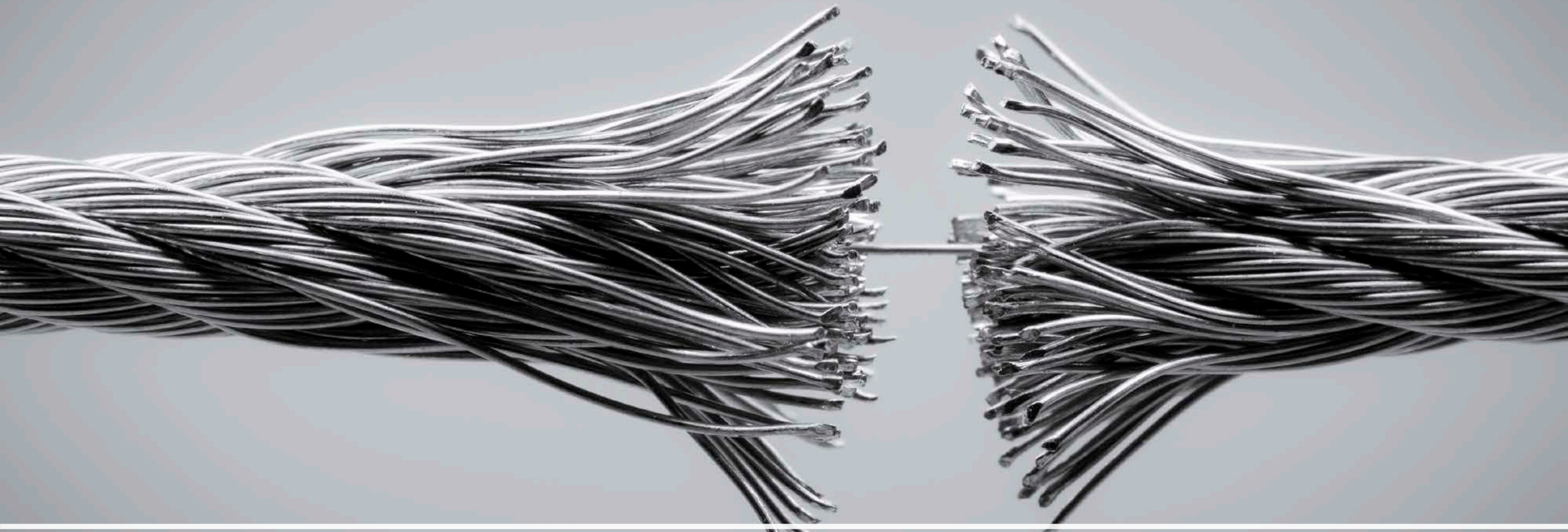
# Charter school

- Key deliverables and contract compliance
- Daily relationship management





You don't have a communication problem, you have a \_\_\_\_\_ problem



What causes a district/charter relationship to break down?



How do you strengthen a  
relationship?





Conflict ≠ combat

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- Ask for:
  - Scheduled communication
  - Contract check-ins
  - Site visits
  - Collaborative opportunities (PD, work groups, etc.)
- Offer:
  - Full transparency
  - Proactive communication

**Examples**  
**Stories**  
**Questions**  
**Discussion**

