

TOPIC	DETAILS	SOURCES
Duties of public school administrators	Maintain culturally competent learning climate in the school; provide instructional leadership; evaluate curricular and instructional programs; facilitate communication between staff, students, parents; administer the school/instructional program; supervise support services; assist guidance program; supervise school staff (recruit/screen/hire/train/assign/evaluate); administer budget; oversee building and materials inventory; institute uniform discipline policy for student behavior; involve community resources; implement board policies/regulations/negotiated agreements; develop in-service for staff; develop programs to meet specific student needs; relate to students in a positive/caring climate; develop school health and safety plans; plan/supervise school activities; prepare reports/records/lists/required paperwork; assess capital/building needs; plan new employee orientation; attend school board meetings.	Summarized from "Essential Job Functions" of David Douglas School District #40 Job Description of an "Administrator"
Accountability of public school administrators	Academic and leadership performance overseen by superintendent or board of education. Licensed/renewed by Teacher Standards and Practices Commission. Regulatory oversight by State Board of Education and Dept. of Education. Also answerable to community, parents, business leaders, policymakers, and auditors.	Oregon Revised Statutes
Key Public School Administrator Skills and standards	Visionary Leadership, Instructional Improvement Capabilities, Effective Management, Inclusive Practice, Ethical Leadership, Socio-Political Context, Cultural Competency.	TSPC Effective Educator Standards
Licensure Standards	Three years of successful administrative experience in Oregon schools while holding a Basic Admin License or 5-yr. Official transcripts with verification of completion of an approved Standard Administrative License Program, Master's Degree plus 12+ quarter hrs of graduate preparation beyond initial license through an approved institution, evidence of relevant coursework, evidence of knowledge of anti-discrimination laws, verification of recent educational experience, at least one standard endorsement per OAR 584-046-0021 or -0024. (Standard Admin: 18 hours of graduate prep in teaching-learning process; curriculum development/implementation; school-community relationship; research/evaluation/goal setting; communications +basic admin endorsement and MS)	TSPC Chapter 584 Administrative Licenses, Division 46: 584-046-0020 584-046-0021
Academic Outcomes for Students of Virtual Schools	Online schools perform significantly worse than their traditional counterparts (per Stanford study). Only 30% of virtual schools run by for-profit organizations met the minimum progress standards outlined by NCLB, compared with 55% of brick-and-mortar schools (U. of Colorado, Dec. 2010); For K-12 Inc under same study was 25%. Of 39 virtual schools operated by K12 in 2010, just 13 met Average Yearly Progress standard required by federal law. In Oregon, the virtuals have the worst graduation rates in the state (a subject of a 2017 legislative inquiry). In math and reading, virtual school students trail their public school peers year after year. Overworked online educators report that they are nevertheless pressured by management to pass students who did little work and perform poorly on tests. The educational outcomes are considered so bad that the Pentagon has rejected recruits from those whose diplomas come from "any computer-based, virtual-learning program". Among the findings of recent K-12, Inc. performance: "The company's abysmal academic outcomes include not preparing students for graduation or college; students falling behind in math and reading; sky-high dropout rates; and prioritizing enrollment over academic achievement." (AFT's "A Virtual Failure: K12 Inc Puts Cash Over Kids")	"The Truth About K-12, Inc." "Profits and Questions at Online Charter Schools", NY Times 2011 "A Virtual Failure", AFT
Other Performance Concerns	*Student essays were at one point outsourced to India for correction, and not to the online teachers. *High student "churn rate" (cycle of enrollment and withdrawal) *Often more than double the advertised (legal) teacher-student ratio of 1:50.	Same as above
K12 Inc. Financial Performance	In 2015, Second-largest Gainer on New York Stock Exchange; in 2017, reported fiscal revenues of \$888.5 million.	SEC filings, Ed Week Market Brief, K12 Website
Accountability of corporate officers, principals	Profitability and growth of corporation: fiduciary responsibility is to shareholders, not charter school board. Fiduciary accountability includes: fiduciary duty of obedience, loyalty, care, good faith & fair dealing, and disclosure. The expectation is to exercise good business judgment, not good academic or student-centered judgment. In the event that the directors or officers of a corporation breach their fiduciary duties to the shareholders, shareholders may bring a direct lawsuit against said persons.  K12's first allegiance is to its shareholders, which it accomplishes by squeezing profits from public school resources by raising enrollment, increasing teacher workload, and lowering standards.	Nolo.com and Chron  "The Truth About K-12, Inc." article; others