

## Appendix 21: Charter Review Process

---

## CHARTER REVIEW:

### SITE VISIT DETAILS AND DOCUMENT REQUEST

---

#### SITE VISIT

The site visit team may consist of PUC – OPCS staff, outside individuals with particular areas of expertise, and school directors from other PUC authorized schools. Reviewers look for evidence of student progress and accomplishments; how teaching and classroom environments support learning; the types of instructional approaches and repertoire of strategies being used; the learning opportunities different students experience and how the school functions as a community.

The site visit team goes to a school for a 1 day period during which interviews are conducted, and may conduct intermittent school and classroom observations at any time during the document request window. Members of the site visit team may interview the school leadership team, teachers, para-professionals, students, parents, community partners, and other stakeholders. Interviews take place in person or by phone. The team may observe classrooms, hallways, activities in common areas, meetings that are not confidential in nature and arrival/ departure of buses. Reviewers utilize review documents to assist in the evaluation, potentially inclusive of draft interview questions, surveys to be distributed, and observation forms / rubrics.

#### Directions for the Site Visit:

The site visit(s) will take place the week of [DATE]. The school shall coordinate all relevant interviews on one day during that week. External reviewers will perform classroom observations at *any* given time from the date charter review was initiated until the document review process concludes. There will be 5-7 people on the site visit team. The school should arrange the site visit per their philosophy, but be sure to include these components:

#### Required Interviews:

- 1) Tour of the Facilities
- 2) Interview with School Director (1 hour)
- 3) Interview with Board Chair (1 hour)
- 4) Interview with 3-5 students from different grades (30 min)\*
- 5) Interview with Dean of Students/Behavior Specialist (30 min)
- 6) Interview with Financial Manager (1 hour)
- 7) Interview with New Teacher and Veteran Teacher (30 min each)
- 8) Interview with Parent Representative(s) (30 min)

\*For the 30 minute slots, feel free to schedule two at a time as our team can easily split for those interviews

## DOCUMENT REQUEST

Pillsbury United Communities encourages the school to be thoughtful in their responses. By providing clear and concise responses to the questions, schools can help ensure that the document review is completed in an effective manner. It also helps reduce the number of questions that the reviewers have, therefore making the process more efficient.

The Document Review addresses the following areas:

Section I. Cover Sheet

Section II. Goal Reporting

Section III. Leadership and Operations

Section IV. Academics

Section V. Governance

Section VI. Financial

### Directions for the document request:

Please note the following directions when completing this form:

- Submit completed narrative and document request electronically by assigned date to PUC-OPCS.
- Include a table of contents.
- Include header or footer with school name and page numbers.
- All attachments should be clearly labeled.
- Answer each question in the application at the charter district level.

Note: Upon review of the documents, if we find that items are missing the school will be contacted and given 3 days to provide the missing content.

## CHARTER REVIEW REPORT DETAILS AND PROJECTED TIMELINE

The document review response is due to PUC-OPCS [DATE]. PUC-OPCS and the review team will complete their evaluations of the request and the site visit(s) no later than [DATE]. The charter review report and recommendation of next steps will be sent to the school by [DATE]. The PUC Board will vote on the PUC-OPCS recommendation on [DATE].

Potential Recommendations:

- More Aggressive Performance Improvement Plan and Probationary Status
- Charter Revocation

## Section I. Cover Sheet

Name of Charter Leader: [Click here to enter text.](#)

Name of Board Chair: [Click here to enter text.](#)

Charter School's Initial Opening Date: [Click here to enter a date.](#)

Current Operational Grades for the School: [Click here to enter text.](#)

Name of Contact Person: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Contact Person: [Click here to enter text.](#)

Name of Alternate Contact Person: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Alternate Contact Person: [Click here to enter text.](#)

Signature of Charter Leader

Signature of Board Chair

Date: Jan - 01 - 0000

## Section II. Goal Reporting

Use the below table to organize the progress the school has made to meeting the academic and non-academic goals established in the charter contract. Provide the results of each goal to date and any additional information to the goal or how the schools measures progress.

Charter Contract Goal	Year 1 20XX-20XX
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>

	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met

	<input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
--	---

**Goal Reporting - DOCUMENT REQUEST**

- Annual Reports from all years in the contract term
- Provide any documentation or raw data that supports the listed analysis above, if not already provided.

**Section III. Leadership and Operations**

1. Describe the distribution of tasks and responsibilities. How does this distribution ensure compliance with state statute and enable pupil performance for all students, as well as sustainability for the future?
2. Describe the professional development opportunities available to and required by staff members.
3. Describe the performance evaluation process for executive director, staff and teachers.
4. What is the behavior intervention system? How are staff trained in the behavior intervention system? Describe the key responsibilities of staff to maintain and protect school culture (i.e. Classroom teachers, paraprofessionals, dean of students, behavior interventionist, executive director, etc.)
5. Describe the key community partnerships, how they are impacting the school’s academic goal, and how the school evaluates the usefulness and effectiveness of community partnership.
6. Does the school contract out any of the essential business functions (e.g., finances, student data management, human resources)? If yes, please list each contract and identify the area in which they are contracted.

**Leadership & Operations- DOCUMENT REQUEST**

- Professional development plan and calendar for the current and previous academic years.
- School schedule (start time, class times, etc.)
- Staff meeting schedules
- Existing or developing Behavior Management Plan, including any documents given to students to help explain the system

**Section IV. Academics**

- Provide a description of the document(s) that are used to link classroom practices with that of state standards (e.g. sample curriculum map, scope and sequencing document, pacing guides).
1. Provide, if applicable, a list of educational programs (Everyday Math, Houghton Mifflin, etc.) used to support the implementation of the curriculum.
    - Provide an overview of how your educational program differentiates to address the needs of all students. What is the range of levels and how does the school support all students?
    - Please fill out the below table. Add additional rows as necessary.

INTERNAL ASSESSMENT	PURPOSE	FREQUENCY	MONTH ADMINISTERED


- How does the school evaluate and identify students with special learning needs? How are IEPs developed, reviewed and revised? How are transition plans developed, where applicable?
- How are special education students integrated within the school and the general education program? What is the enrollment process and transition procedure for English learner students?
- Does the school offer distinct programs/activities for ELL students? Parents?

**Academics- DOCUMENT REQUEST**

- Policies and procedures related to special populations (e.g., ELL, special education, etc)
- A grade by grade analysis of NWEA data
- A grade by grade analysis of MCA data
- Sample lesson plans from every grade and subject area
- List of teacher names, type of licensure, and assignments

**Section V. Governance**

1. Describe how the board monitors the school’s academic performance and charter contract compliance.
2. How does the board intervene if the school is not meeting goals? Provide an example where the Board has intervened.
3. How does board leadership evaluate the effectiveness of school programs?
4. What does school leadership do to improve teaching and learning? What is the schedule the board has adopted for evaluating the school leader(s)?

**Governance – DOCUMENT REQUEST**

- Board handbook
- Board’s strategic plan
- Board bylaws
- Board conflict of interest statements
- Board meetings schedule
- Complete list of Board positions and people serving in said positions during the contract term school years

**Section VI. Financial**

- Has the school received any significant audit findings for any of the fiscal years covered in the contract? If so, please describe the steps the school has taken address the auditor's findings.
- Has the school remained in good standing with all financial obligations? (e.g., pensions, taxes, insurance, contracts etc.)?



- Does the school anticipate any upcoming financial challenges? If yes, please describe.

**Financial – DOCUMENT REQUEST**

- Provide copies of the audits over the length of contract
- Provide a list of any outstanding invoices or payments more than 30 days overdue, including outstanding rent due
- Provide detailed financial plan with a projected budget to meet the financial goals of the school

## Charter Review Evaluation Rubrics

A comprehensive charter review process must include all items from the following checklist for the site visit and document request. PUC-OPCS may request additional information to further inform the charter review decision.

### Site Visit

The following activities were arranged by the school during the site visit period:

- Tour of the Facilities
- Interview with School Director
- Interview with Board Chair
- Interview with 3-5 students from different grades
- Interview with Dean of Students/Behavior Specialist
- Interview with Financial Manager
- Interview with New Teacher and Veteran Teacher
- Interview with Parent Representative
- Classroom Observations

Site Visit Complete: [Choose an item.](#)

Additional Information Requested: [Choose an item.](#)

Additional Information Needed: [Click here to enter text.](#)

### Document Request

All questions were answered in the following sections and all requested supporting documentation was provided:

- II. Goal Reporting
- III. Leadership and Operations
- IV. Academics
- V. Governance
- VI. Financial

Documentation Request Complete: [Choose an item.](#)

Additional Information Requested: [Choose an item.](#)

Additional Information Needed: [Click here to enter text.](#)

## Reviewer Recommendation

Reviewer's Name: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Name of School in Charter Review: [Click here to enter text.](#)

**Section II. Goal Reporting** – Charter review school has achieved their academic and non-academic contract goals over the course of their contract term.

Strengths:

Concerns:

Overall Assessment of Section II:

Rating: [Choose an item.](#)

**Section III. Leadership and Operations**- Charter review school has demonstrated sound leadership and operations of the charter school.

Strengths:

Concerns:

Overall Assessment of Section III:

Rating: [Choose an item.](#)

**Section IV. Academics**- Charter review school has demonstrated sound student performance and student achievement.

Strengths:

Concerns:

Overall Assessment of Section IV:

Rating: [Choose an item.](#)

**Section V. Governance**- Charter review school has demonstrated sound governance practices.

Strengths:

Concerns:

Overall Assessment of Section V:

Rating: [Choose an item.](#)

**Section VI. Financial**- Charter review school has demonstrated sound fiscal management and sustainable financial plans.

Strengths:

Concerns:

Overall Assessment of Section VI:

Rating: [Choose an item.](#)

**Reviewer Final Recommendation:**

Recommendation:

Overall Charter Review Assessment:



**OFFICE OF PUBLIC CHARTER SCHOOLS**

---

Charter Review Report  
[SCHOOL]

---

# Table of Contents

Table of Contents 14

Introduction to Charter Review .....	15
The Charter Review Process .....	15
Authorizer Profile.....	16
Charter Review Report: Learning for Leadership Charter School .....	17
Executive Summary: Learning for Leadership Charter School.....	18
Summary of Findings .....	19
Goal Reporting .....	19
Leadership and Operations.....	22
Academics .....	23
Governance.....	24
Finances .....	25
Charter Review Recommendation.....	26
Attachments.....	27
Attachment A.....	27
Attachment B .....	27
Attachment C.....	29
Attachment D.....	37
Attachment E .....	40
Section I. Cover Sheet .....	42
Section II. Goal Reporting .....	43
Section III. Leadership and Operations.....	47
Section IV. Academics .....	48
Section V. Governance.....	48
Section VI. Financial .....	49
Attachment F .....	50
Attachment G.....	53
Attachment H.....	58
Attachment I .....	59
Attachment J.....	70
Attachment K.....	72
Attachment L.....	75

## Introduction to Charter Review

### The Charter Review Process

Charter Review is an intervention outlined in all Pillsbury United Communities' (PUC) contracts with their charter schools (Exhibit L: Range of Possible Interventions). Generally, at the end of a contract term, Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) conducts a Quality School Review (QSR) to inform renewal or revocation of a charter school contract. PUC-OPCS, however, can initiate a Charter Review if the Range of Interventions has escalated prior to the end of a charter school's contract term and in line with Minnesota Statute 124E.10.

Per the contract, Charter Review can be initiated by:

- Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation.

Per the contract, Charter Review may result in:

- Recommendation to revoke, not to revoke, or to impose sanctions and/or
- Decision to commence or not to commence revocation proceedings made by PUC. Minnesota law section 124E.10 Subd.4 is non-renewal and termination of a charter contract.

The Charter Review process includes the completion of a site visit, document review, and evaluation of the school by a review team (see Attachments E and F for more details).

## Authorizer Profile

Pillsbury United Communities (PUC) is proud of its historical roots and traditions of serving communities since 1897. PUC is an interconnected network of diverse neighborhood centers, innovative programs, and social enterprises that work with isolated and underestimated populations to increase choice, inspire change, and strengthen connections. PUC believes that the strength of communities can end the cycle of poverty. As such, PUC views education as the cornerstone to building the strength of communities.

The PUC-Office of Public Charter Schools (PUC-OPCS) has been a charter school authorizer since the 1990s, and is currently providing oversight to 19 chartered schools. Elementary to high schools, online schools, internship focused programs, and project-based learning models are all represented in the portfolio of the PUC-OPCS. As an Authorizer, PUC provides educational opportunities for approximately 8,300 students within Minnesota.

In support of the mission of PUC and the spirit of the charter school movement, the PUC-OPCS intentionally authorizes schools that reach out to those students and families whose educational needs have not fit in the traditional school mold. ***PUC-OPCS intentionally seeks schools increasing achievement with students at-risk of negative educational outcomes.***

The PUC-OPCS Academic and Social Achievement Vision, Mission, and Values are:

**Vision:** Pillsbury United Communities' chartered schools are committed to creating communities where students can excel academically and socially to realize their opportunities and potential for higher education, citizenship, self-sufficiency, and personal fulfillment.

**Mission:** To bring that vision into reality PUC chartered schools will:

- Offer bold and innovative educational strategies
- Provide an environment that promotes respect for all students and their individual identities
- Engage students in academic and authentic learning opportunities, service learning, and personal development

**Values:**

- We are motivated by the success of the people we serve
- We value open and honest communication
- We work in partnership, collaboration and participate in peer review
- We value diversity in all its forms
- We strive towards continuous improvement
- We value transparency
- We understand that fiscal responsibility is required
- We value quality board training and development



**Charter Review Report: [SCHOOL]**

[SCHOOL]

[School Logo]

**Authorizer: Pillsbury United Communities**

**Evaluators:**

Executive Summary: [SCHOOL]

# Summary of Findings

## Goal Reporting

Figure 1. Charter Contract Academic and Non-Academic Goals

Charter Contract Goal	Year 1 20XX-20XX
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>

	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
	<input type="checkbox"/> Goal met

	<input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  <i>List source of information and any additional info pivotal to this goal.</i>
--	---

- Goals overall that cannot be reported on at this time:
- Goals overall that can be reported on at this time:
- Goals met at this time:
- Goals partially met at this time:
- Goals not met at this time:

---

STRENGTHS

---

CONCERNS

---

OVERALL ASSESSMENT AND RATINGS FROM REVIEW TEAM

Rating Options	Reviewer Ratings*
Demonstrated	
Partially Demonstrated	
Not Demonstrated	

*\*We received written evaluations from [number] reviewers*

STRENGTHS

---

CONCERNS

---

OVERALL ASSESSMENT AND RATINGS FROM REVIEW TEAM

<b>Rating Options</b>	<b>Reviewer Ratings</b>
Demonstrated	
Partially Demonstrated	
Not Demonstrated	

STRENGTHS

---

CONCERNS

---

OVERALL ASSESSMENT AND RATINGS FROM REVIEW TEAM

<b>Rating Options</b>	<b>Reviewer Ratings</b>
Demonstrated	
Partially Demonstrated	
Not Demonstrated	

---

STRENGTHS

---

CONCERNS

---

OVERALL ASSESSMENT AND RATINGS FROM REVIEW TEAM

<b>Rating Options</b>	<b>Reviewer Ratings</b>
Demonstrated	
Partially Demonstrated	
Not Demonstrated	



---

STRENGTHS

---

CONCERNS

---

OVERALL ASSESSMENT AND RATINGS FROM REVIEW TEAM

<b>Rating Options</b>	<b>Reviewer Ratings</b>
Demonstrated	
Partially Demonstrated	
Not Demonstrated	

# Charter Review Recommendation

## Overall Charter Review Assessment

### Charter Review Recommendation

**Attachments**

Attachment A