

## Appendix 3: Transfer Application

# Charter School Transfer Application & Process

Updated: August 2016

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## Overview

Welcome to Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS). Thank you for your interest in our organization. Consistent with Pillsbury United Communities Office of Public Charter Schools (PUC-OPCS) vision and school portfolio, PUC-OPCS will accept requests from schools to transfer that align with the vision, mission, and values of PUC-OPCS. This application is designed to provide guidance in the process and review of transfer charter schools.

### **Pillsbury United Communities**

PUC creates choice, change and connection in underestimated populations across Minneapolis. Through PUC’s interconnected network of community centers, schools, and social enterprises, PUC fosters the resilience and self-sufficiency of individuals, families, and the community as a whole. PUC is creating multidimensional solutions to move individuals faced with multiple and complex challenges to economic stability. Therefore, PUC’ programs and services address a spectrum of intersecting needs in five impact areas—education, youth and family services, wellness and nutrition, employment and training, and asset creation.

### **PUC Office of Public Charter Schools**

**Vision:** Authorized 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:** PUC' charter schools will: offer bold and innovative educational strategies; provide an environment that promotes respect for all students and their individual identities; and 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 and collaboration, and participate in peer review; We value diversity in all of its forms: We strive toward continuous improvement; We value transparency; We understand that fiscal responsibility is required; We value quality board training and development.

## Guidelines for Applicants

### Description of Successful Application

Proposal will be checked for completeness to ensure all questions/requirements have been addressed and that all additional documents have been provided. Applications that are missing information, responses and/or documents may not be considered for further review. Checklists are provided in each section below the component description; checklist and scoring rubrics are included in the application materials for your reference.

### Application Submission Format

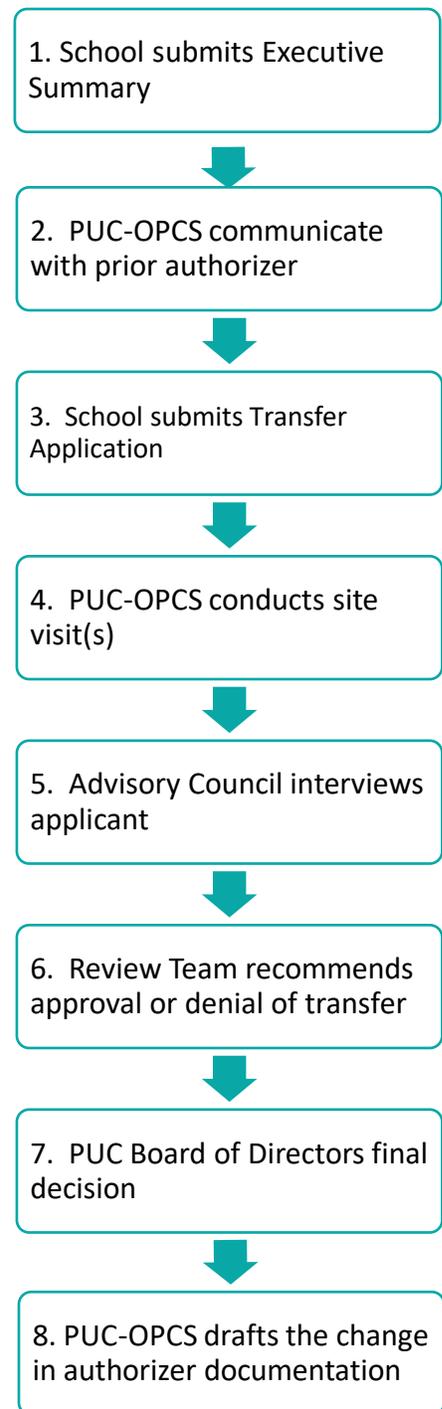
- ✓ Submit an electronic or paper copy of the proposal to PUC-OPCS
- ✓ Submit a USB drive containing the proposal and appendix documents
- ✓ Follow page limits

### Process & Decision- Making

1. To start the process of a school transfer, the school submits the Executive Summary to PUC-OPCS. A complete Executive Summary follows the guidelines as outlined.

2. PUC-OPCS collaborates with the transfer school and the prior authorizer to determine an appropriate timeline for transfer that will not interrupt with school operations and student learning. PUC-OPCS will review the Executive Summary and contact the applicant to:

- i. Inform applicant of interest or capacity to accept transfers and/or;
- ii. Request applicant orientation meeting and/or;
- iii. Invite submission of Transfer Application.



3. The school submits the Transfer Application to PUC-OPCS within the requested timeframe. A complete Transfer application follows the guidelines as outlined. If additional information is warranted, PUC-OPCS will request supplementary documents.

4. PUC-OPCS conducts site visits of the potential transfer school. The site visit team is completed in a team format. The site visit typically consists of the PUC – OPCS staff, outside individuals with particular areas of expertise and school directors from other PUC authorized schools.

The site visit team goes to a school site for a 1-3 day period. Some team members are there all of the time; others come and go in order to fulfill their responsibilities to the review. Some site visit team members arrive 30 minutes before school starts and also observe after-school, extended day activities. The time commitment for reviewers varies, however team members should anticipate anywhere between 3-10 hours.

The potential transfer school will arrange the site visit in alignment with their schedule and philosophy including these components wherever possible:

- 1) Tour of the Facilities
- 2) Interview with School Director
- 3) Interview with Board Chair
- 4) Interview with New Teacher and Veteran Teacher
- 5) Interview with Parent Representative(s)
- 6) Classroom Observations

Members of the site visit team 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 observes 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 including draft interview questions, surveys, and observation forms / rubrics. After the onsite review, the site visit team (all of the reviewers) share via verbal and written feedback thoughts and findings with the PUC-OPCS.

The site visit team assess the overall health and performance of each charter school at the onsite review. 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.

PUC- OPCS combines the transfer application, information from the prior authorizer, and publicly accessible data on the school. All information is considered, collected, and included as part of the review of a transfer school.

5. A team of reviewers consisting of individuals from the PUC-OPCS and Advisory Council will review all information gathered. The Advisory Council will interview the applicant and if additional information is warranted it will be requested from the applicant.

6. The Review Team (PUC-OPCS and Advisory Council) make a determination regarding school transfer, the evaluation is captured through the Transfer School Evaluation Rubric.

The Review Team considers the following areas in the decision making:

- Demonstration of Alignment with PUC-OPCS vision, mission, and values
- Past Review History from Previous Authorizer. PUC-OPCS requests 2 contract renewal reports containing information regarding the schools' academic performance, financial performance, and governance performance, from the schools' current Authorizer.
- Financial Audits from the past 2 years, current lease, past history of balanced budgets, financial obligations in good standing, proper completion of all financial reporting.
- Communications with the current Authorizer regarding school performance and any related information to the reason for school's transfer.
- Communications with the school leadership, including the director and board of directors, regarding school performance (e.g., financial, academic, and governance) and reason for school transfer.

In order to recommend a school for transfer, PUC must determine that a school has met or is making reasonable progress toward pupil performance standards, meets accepted standards of fiscal management, meets governance and operations standards, and has not committed a material violation of its contract.

7. Recommendations from the review team, inclusive of PUC-OPCS and Advisory Council, will be presented to the PUC Board of Directors for a final decision on the school transfer.

8. PUC-OPCS drafts the change in authorizer documentation in tandem with the charter school. PUC-OPCS submits the change in authorizer application to the Minnesota Department of Education in accordance with State Statute and associated timelines. An approved school transfer is the equivalent of a Charter School Contract. The school will be subject to a quality school review and contract renewal after the contract term under PUC Authorization.

## Executive Summary

The Executive Summary serves as a concise explanation of the transfer charter school and its performance over time.

1. The mission and vision of your school. Emphasize the unique, innovative, and/research-driven elements of your school.
2. Grade levels served
3. Student body served, such as key demographic data, enrollment and attrition.
4. Size of the school including any known, future plans for growth.
5. A description of the key programmatic features of the school and their alignment to the school's vision and mission.
6. The school's effectiveness with serving the targeted student population, provide evidence for the school's demonstration of student growth towards proficiency and meeting graduation standards.
7. Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc. and how (if at all) this school departs from traditional education.
8. Evidence of the community need the school fulfills.

# Transfer Application

## 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 for this Application: [Click here to enter text.](#)

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

Name of Alternate Contact Person for this Application: [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
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## Section II. Student and Staff Report

Complete the following including data for each year of your contract term: Multiple sites complete this form for each site. Add rows/ columns for additional grade levels served and school years.

	Two School Years Prior	Last School Year	Current School Year
<b>Enrollment (by grade)</b>			
PK			
K			
1 <sup>st</sup>			
2 <sup>nd</sup>			

(etc....) use applicable grades			
<b>Gender</b>			
Male			
Female			
<b>Ethnicity/Race</b>			
White			
Black			
Hispanic			
Asian American/ Pacific Islander			
Native American			
Immigrant (specify)			
<b>Specialized Populations</b>			
Student with IEPS			
English Language Learners			
Homeless / Highly Mobile Students			
Eligible for free and Reduced lunch			
# of in-school suspensions			
# of out-of-school suspensions			
# of students expelled			

Total # of teacher positions			
# of teachers returning to the school from the previous school year			
# of teacher hired due to growth in grade levels or enrollment			

### Section III. Mission, Strategy & Goals

1. How does the charter school fit with Pillsbury United Communities mission, vision and values for authorizing charter schools? Complete the below table for any applicable alignment.

PUC- OPCS Vision, Mission & Values	School Vision & Practice Indicators
<b>Vision</b>	
Higher Education	
Citizenship	
Self-sufficiency	
Personal Fulfillment	
<b>Mission</b>	
Innovative Education Strategies	
Promotion of Respect	
Engage students	
Service Learning	

Personal Development	
<b>Values</b>	
Motivated by success of people we serve	
Open and honest communication	
Collaboration	
Transparency	
Diversity	
Continuous Improvement	
Fiscal Responsibility	
Quality Board Training and Development	

2. Please describe programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities). How have these programs helped the school realize its mission? Include specific examples.
3. How does the charter school collaborate with parents to encourage active participation in their student’s education? Provide an example. Multisite, note differences between sites.
- 4.

**Mission, Strategy & Goals- DOCUMENT REQUEST**

- School Mission and Vision Statement
- Annual Reports from all years in the contract term
- Past two summative evaluations from authorizer (one conducted within past year)

**Section IV. 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?
2. 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. Multisite, please list and note any differences in business function.

**Leadership & Operations- DOCUMENT REQUEST**

- School admission policies
- School admission policies
- Student and staff handbooks
- School calendar
- School schedule (start time, class times, etc.)

**Section V. Academics**

1. 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). Multisite, please provide a description for each site.
2. Provide, if applicable, a list of educational programs (Everyday Math, Houghton Mifflin, etc.) used to support the implementation of the curriculum. Multisite, provide information regarding each site.
3. Describe the process by which teachers use data to inform decisions regarding instruction. Multisite, please list each site and note any differences in use of data for decision-making.
4. Please fill out the below table. Add additional rows as necessary.

INTERNAL ASSESSMENT	PURPOSE	FREQUENCY	MONTH ADMINISTERED

5. Describe the academic and non-academic goals established in the charter contract with the prior authorizer. Include other board approved academic goals if applicable. How is the school measuring progress towards achieving these goals? Provide the results of each goal to date. Use the below table to organize if applicable.

Charter Contract Goal	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Academic Goal #1</p> <p><i>State goal here according to charter contract.</i></p>	<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>
<p>Non-Academic Goal #1</p> <p><i>State goal here according to charter contract.</i></p>	<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>
<p>Etc...</p>	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met	<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>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>

**Academics- DOCUMENT REQUEST**

- Sample lesson plans from various grades and subject areas
- List of teacher names, assignments

**Section VI. Governance**

1. Describe how the board monitors the school’s academic performance and charter contract compliance. Multisite, please list each site and note how this is addressed across sites.
2. How does the board intervene if the school is not meeting goals? Provide an example where the Board has intervened. Multisite, please note any differences in sites.
3. What is the schedule the board has adopted for evaluating the school leader(s)? Multisite, please note any differences in sites.

**Governance – DOCUMENT REQUEST**

- Signed letter of request for transfer from school board
- Board roster
- Board bylaws
- Board conflict of interest statements

**Section VII. Financial**

1. Describe how the school has implemented a balanced budget over time.



2. Has the school experienced any financial challenges within the last three years? Does the school anticipate any upcoming financial challenges? If yes, please describe.

**Financial – DOCUMENT REQUEST**

- Current budget with actuals
- Provide copies of the last two financial audits
- Current lease

## Transfer School Evaluation Rubrics

A comprehensive transfer application must include all items from the following checklist and an executive summary. PUC-OPCS may request additional information to further inform the transfer decision.

### Executive Summary

A description of the following is provided:

- Grade levels served
- Size of the school including any known, future plans for growth.
- A description of the key programmatic features of the school and their alignment to the school's vision and mission.
- The school's effectiveness with serving the targeted student population, provide evidence for the school's demonstration of student growth towards proficiency and meeting graduation standards.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc. and how (if at all) this school departs from traditional education.
- Student body served, such as key demographic data, enrollment and attrition.
- Evidence of the community need the school fulfills.

Executive Summary Complete: Choose an item.

Additional Information Requested: Choose an item.

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

### Transfer Application Document Submission

A description of the following is provided:

- Completed Executive Summary
- Signed letter of Request for Transfer from School Board
- Demonstration of alignment with PUC Vision, Mission, and Values
- Two school summative evaluations from the prior authorizer submitted (one within the past year)
- Audits submitted from last two fiscal years
- Current lease

Documentation Submission 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 Proposed Transfer School: [Click here to enter text.](#)

**Section III. Mission, Vision, & Goals** - Transfer school has demonstrated a fit of vision, mission, and values of Pillsbury United Communities and the Office of Public Charter Schools.

Rating: [Choose an item.](#)

Comments: [Click here to enter text.](#)

**Section IV. Operations**- Transfer school authorizer has provided information demonstrating sound operation of the charter school including student outcomes, financial performance, and governance.

Rating: [Choose an item.](#)

Comments: [Click here to enter text.](#)

**Section V. Academics**- Transfer school has demonstrated sound student performance and student achievement.

Rating: [Choose an item.](#)

Comments: [Click here to enter text.](#)

**Section VI. Governance**- Transfer school has demonstrated sound governance practices.

Rating: [Choose an item.](#)

Comments: [Click here to enter text.](#)

**Section VII. Financial**- Transfer school has demonstrated sound fiscal management and sustainable financial plans.

Rating: [Choose an item.](#)

Comments: [Click here to enter text.](#)

### Reviewer Final Recommendation:

Recommendation: [Choose an item.](#)

Comments: [Click here to enter text.](#)