



## USU-CSF Transfer Request Process

### Introduction

Utah State University Board of Trustees has authorized its Center for the Schools of the Future (CSF) to act as its designee to exercise its authority to authorize charter schools in Utah. This document provides procedural direction to existing charter school boards and leadership in formally requesting transfer of their charter to USU-CSF, and to have USU-CSF serve as their authorizer. This procedural direction starts with meeting the requirements of R277-552-8 (see at bottom of document), that identifies the minimal requirements for requesting transfer to another authorizer.

### Transfer Process Stages

USU-CSF's charter school authorization transfer process allows the group requesting transfer and USU-CSF leadership to assess the fit between mission, vision and values between both organizations and determine if formation of a charter agreement would be mutually advantageous. This determination also requires USU-CSF to assess their own capacity to provide quality authorizing supports within its portfolio of charter schools.

USU-CSF's charter school authorization transfer process consists of three foundational understandings. These foundational understandings guide USU-CSF staff in placing your transfer request and school in one of three learning profiles (see below). The learning profile your request is placed in directs the transfer request process you will follow. **You will receive notification of your learning profile placement within 7-days** of USU-CSF receiving a courtesy email of your intention to formally request a transfer to USU-CSF as an authorizer.

### Foundational Understandings

1. Existing charter schools that want to transfer their charters to USU-CSF have student learning performance histories. Ones that can be examined in relationship to USU-CSF learning expectations.
2. Recognizing that assessments of student performance change, there seems to be sufficient stability in them that USU-CSF can assess the trajectories of these performance patterns.
3. Learning trajectories evidence one of several things about charter organizations. These evidences should inform USU-CSF's actions in relationship to their interest in transferring. These evidences refer to student learning profiles or trajectories over time. Each of these three profiles/trajectories is described below, and along with each of USU-CSF's corresponding transfer authorization processes.

As R277-552-8 identifies, USU-CSF is to approve or not approve a transfer request within 60-days. This 60-day timeline begins with electronic submission of the materials identified in stage 1 if your transfer request is placed in learning profile 1 (see submission support tool below). Send these materials to David Forbush, Associate Director of the Center for the School of the Future at [david.forbush@usu.edu](mailto:david.forbush@usu.edu). If your transfer request is placed in learning profile 2 or 3, submit R277-552-8 required materials to start the 60-day review timeline (see submission support tool below).

In advance of submitting these materials and initiating the timeline, please send a courtesy email of your intention to formally request a transfer to USU-CSF as authorizer to [david.forbush@usu.edu](mailto:david.forbush@usu.edu).

## If School is Assigned to Learning Profile 1 – Follow this Process

**Profile 1 - Flat or Descending Student Learning Trajectories** - Below existing Utah performance averages in multiple areas, coupled with flat or descending student performance trajectories.

The USU-CSF system for transferring these charter schools into their portfolio will include the required information specified in R277-552-8 while also requiring additional information to clearly articulate the school's commitment and capacity for student learning improvement. The process for assessing the fit of these schools is as follows, and in the order of stages noted. Additionally, these stages pre-suppose that applicants viewed USU-CSF [orientation videos](#), and as a result, understand the USU-CSF focus on student learning, and can thereby assess their values alignment with USU-CSF values prior to requesting transfer. As R277-552-8 identifies, USU-CSF is to approve or not approve a transfer request within 60-days. This 60-day timeline begins with electronic submission of the materials identified in stage 1 below to David Forbush, Associate Director of the Center for the School of the Future at [david.forbush@usu.edu](mailto:david.forbush@usu.edu). In advance of submitting these materials and initiating the timeline, please send a courtesy email of your intention to formally request a transfer to USU-CSF as an authorizer.

**Stage 1 – Preliminary Application Documents** - The applicant will submit four products to USU-CSF. *Product 1* - the requirements associated with R277-552-8 will be submitted by the applicant (see requirements below). Documents submitted in response to R277-552-8 will be carefully reviewed, including the letter of communication from the current authorizer detailing existence of any outstanding debt to the authorizer or the state, and any known matters of non-compliance with any state or federal requirement. *Product 2* – the applicant will submit a copy of their current charter mission, vision and values, and a re-written copy of the same with highlighted changes in language to better align (if needed) with USU-CSF's learning mission. *Product 3* – Also, applicants will submit a copy of their original, or current strategic business plan with projections that extend out the next 3-school years. This business plan must include assumptions relating to enrollment, revenues, costs and planned capital or material investments. Importantly, the business plan should clarify its alignment with, and substantive support of student learning outcomes. *Product 4* – applicants will submit a strength, weakness, opportunity, threats analysis (SWOT) that is no more than 2-pages in length. Based on the assessment of these products the authorization review will continue to stage 2, or the transfer request will be denied.

*Note* - Each stage that follows will conclude with the USU team determining if the evidence gathered directs continuing, or discontinuing the authorization review process. The process may conclude at the close of any step.

**Stage 2 – USU-CSF Accountability Assessment** - School personnel will supply the information needed for USU-CSF to score the school using the USU-CSF accountability plan, which is used with all schools in USU's portfolio. The USU-CSF Multi-Tiered System of Support – Remediation Plan is found at [https://csf.usu.edu/projects-services/files/charter\\_school\\_authorizing/Multi-](https://csf.usu.edu/projects-services/files/charter_school_authorizing/Multi-)

[System%20of%20Support-Remediation%20Plan%20-%20CSF%20-%2007-20-2020.pdf](#) This plan includes the Learning Organization Performance Tool (LOPT). The LOPT consists of five separate assessments of key aspects of a charter school's health and performance. These assessments focus on:

- Financial performance
- Charter agreement compliance
- Governing board performance
- Enrollment performance
- Academic/learning performance

Each assessment area is scored. However, USU recognizes that healthy, high performing schools are comprised of multiple elements, and that each is interdependent on all others, and must work in concert with one another to achieve a charter school's learning mission. All scores are combined, producing an overall LOPT score (see LOPT tool below). Specific attention will be given to various dimensions of a requesting school's financial performance (i.e., unrestricted days cash on hand, debt to asset ratio, current ratio, audit findings, appropriate adjusted debt to burden ratio on facilities, property purchases congruent with market price, default or risk of default status on bond debt, compliance with State Auditor transparency postings, length of relationship with business administrator/business service provider, USBE audit review letters) as financial performance is a prerequisite measure of a school's skill and capacity in organizing, and managing a learning system. USU also requires requesting schools to provide copies of all "letters of finding" and evidence of findings sent to the school by the USBE for the past three years. Letters of finding are to be accompanied by USBE documentation evidencing the finding was addressed to standard.

If evidence provides an even more positive view of the organization meeting USU-CSF's learning expectations in the future, than formed in the previous step, then the review continues to stage 3.

**Stage 3 – Gap and Root-Cause Analyses** - School personnel will complete a narrow, single item multi-prong analysis and provide a related report to USU-CSF. Two analyses will be conducted and reported on by applicants. Analysis 1: Complete a gap analysis in either language arts, mathematics or science and describe the gap between where the school is currently performing and where they should be performing. Analysis 2: Complete a root-cause analysis to determine at the lowest level the causes producing the gaps analyzed. If evidence provides an even more positive view of the organization meeting USU-CSF's learning expectations in the future, than formed in the previous step, then the review continues to stage 4.

**Stage 4 – Intervention Plan Addressing Root-Cause + Discontinuation Analysis** - School personnel will develop an intervention plan addressing a single root cause believed to drive a problem discovered in the gap analysis completed in stage 3. It is important that this plan be written to the audience of the school's stakeholders versus to USU-CSF. We are interested in your internal plan versus what you will do under the influence of external pressures or accountability. This intervention plan will describe multiple levels of assessment of the intervention and it's impacts. *Level 1* - Measure of intervention implementation fidelity. *Level 2* - Measure of the impact of the implemented intervention on student learning. *Level 3* - Measure of how systemic evolution is occurring as a reactive result of the changes in student learning identified from the level 2 measure. Finally, this implementation plan requires completion of a

“discontinuation analysis.” This requires that you describe programs or interventions that will be shuttered to allow your proposed intervention to be inserted and effectively operated to impact your identified gap. This intervention plan will be submitted to USU-CSF leadership.

If evidence provides an even more positive view of the organization meeting USU-CSF’s learning expectations in the future, than formed in the previous step, then the review continues to stage 5.

**Stage 5 – Internal Review - Need to Capacity Assessment** - Based on information accrued via stages 1-4 USU-CSF will assess the school’s capacity and USU-CSF and its affiliates’ capacities to form a package of support that is proportionally correct so USU-CSF and its affiliates supplement their efforts, but do not supplant them. This assessment recognizes USU-CSF’s capacity related to the applicant school, but also recognizes remaining capacity based on deployment of its organization capacity to schools already in the USU-CSF portfolio.

If a positive and properly sized package of support can be organized then the review will move to stage 6.

**Stage 6 – School Visit, Board Meeting and Presentation** - Recognizing the limitations of paper-based processes, USU-CSF and its affiliates will visit you and your team at your school. As part of this visit, they will conduct a full board interview. This experience will include the board and school personnel delivering a two-part 35-minute presentation. 20-minutes of the presentation is to describe how they will conduct a broad performance gap analysis, performance root cause analyses, and how they will complete a discontinuation analysis and form an alignment plan with their current system with their charter’s learning ambitions and USU-CSF’s learning expectations. 15-minutes of the presentation are to focus on learning topic of choice. USU-CSF leadership and its affiliates will facilitate a discussion pertaining to the presentations among all persons present. A description of the resources they will employ to achieve this alignment will also be provided in the presentation.

If this experience is perceived as positive then the review will move to stage 7, the final stage.

**Stage 7 – Final Internal Decision & Charter Agreement Development** - USU-CSF leadership will consider all information gathered and if the findings are positive, they will recommend to USU’s board of trustees that your charter be allowed to transfer to the USU-CSF portfolio. This decision is made by USU’s board of trustees. If they approve the request, then USU-CSF will develop a charter school agreement requiring the school to conduct root cause analyses in all areas, paying particular attention to divining out root-causes which may be different for different populations of students. Then, develop an action priority list and develop associated implementation plans with time frames and short-term goals to address prioritized root causes in year one of their occupancy in the USU-CSF portfolio. Additionally, the school will be reminded of its pre-portfolio status in the USU-CSF accountability framework (see stage 2) and that it will be held fully to the accountability timelines as they arise in the normal course of system operation. Each school will enter the USU-CSF portfolio as a tier I school (See the USU-CSF Multi-Tiered System of Support – Remediation Plan) and will continue until within portfolio accountability processes discover otherwise.

## If School is Assigned to Learning Profile 2 – Follow this Process

**Profile 2 - Ascending Student Learning Performance Trajectories** - Ascending student performance trajectories evidence that the charter school is a learning organization and can respond to the product of their actions (student learning) and alter their systems in ways that improve subsequent student performance outcomes.

The USU-CSF system for transferring these charter schools into their portfolio will include the required information specified in R277-552-8 while also requiring additional information to clearly articulate the schools commitment and capacity for student learning improvement and will include an on-site school visit and full board interview and presentation (see presentation description in profile 1 stage 7) to assess the interests in transfer, assess goodness of fit and determine how the organization would be positioned in the USU-CSF accountability system. One aspect of the presentation is for their team to describe how they have established and sustain their student learning performance trajectory. Also, applicants will submit a copy of their original, or current strategic business plan with projections that extend out the next 3-school years. This business plan must include assumptions relating to enrollment, revenues, costs and planned capital or material investments.

## If School is Assigned to Learning Profile 3 – Follow this Process

**Profile 3 - Steep Student Learning Performance Trajectories** - A steep trajectory suggests that the charter organization can respond to the product of their actions (student learning) and alter systems in ways that improve subsequent results. As evidenced by their data, the system changes they make are high-leverage or more powerful than organizations producing flatter, but improving performance trajectories.

The USU-CSF system for transferring these charter schools into their portfolio should be as lean as possible and only what R277-552-8 requires, plus an on-site school visit and full board interview and presentation (see presentation description in profile 1 stage 7) to assess their interests in transfer, assess goodness of fit, and finally predict the added value USU-CSF will add to these high performing organizations (e.g., accelerate learning organization learning...increases in student proficiency doubles current levels of achievement). The board presentation will describe how they have established and sustain their student learning performance trajectory. Also, applicants will submit a copy of their original, or current strategic business plan with projections that extend out the next 3-school years. This business plan must include assumptions relating to enrollment, revenues, costs and planned capital or material investments.

## R277-552-8 - Procedures and Timelines to Change Charter School Authorizers

### Procedures and Timelines to Change Charter School Authorizers.

- (1) A charter school may transfer to another charter school authorizer.
- (2) A charter school shall submit an application to the new charter school authorizer at least 90 days prior to the proposed transfer.
- (3) The charter school authorizer transfer application shall include:
  - (a) the name and contact information of all current governing board members;
  - (b) financial records that demonstrate the charter school's financial position, including the following: (i) most recent annual financial report (AFR); (ii) annual program report (APR); and (iii) audited financial statements;
  - (c) test scores, including all state required assessments;
  - (d) current employees and assignments;
  - (e) board minutes for the most recent 12 months; and
  - (f) affidavits, signed by all board members certifying: (i) the charter school's compliance with all state and federal laws and regulations, including documentation if requested; (ii) all information on the transfer application is complete and accurate; (iii) the charter school is current with all required charter school governing board policies; (iv) the charter school is operating consistent with the charter school's charter agreement; and (v) there are no outstanding lawsuits, judgments, or liens against the charter school.
- (4) The current authorizer of a charter school seeking to transfer charter school authorizers shall submit a position statement to the new charter school authorizer about: (a) the charter school's status; (b) compliance with the charter school authorizer requirements; and (c) unresolved concerns.
- (5) If a school applies to change authorizer's, the existing authorizer shall advise the proposed authorizer if there is any outstanding debt to the existing authorizer or the state.
- (6) If a school applies to change authorizers, the request shall extend to all satellite schools.
- (7) A new charter school authorizer shall review an application for transferring to another charter school authorizer within 60 days of submission of a complete application, including all required documentation.
- (8) Prior to accepting a charter school's transfer from another authorizer, the new authorizer shall request and consider information from the Board and current authorizer concerning the charter school's financial and academic performance.
- (9) The Superintendent and current authorizer shall provide the information described in Subsection (7) to a new charter authorizer within 30 days of request described in Subsection (7).

(10) If an authorizer accepts the transfer of a charter school, the new authorizer shall notify the Superintendent within 30 days.

<b>Learning Organization Performance Tool</b>			
<b>LOPT</b>			
<b>Assessment Name/Indicator</b>	<b>Measures</b>	<b>Item Weight</b>	<b>Score</b>
<b>Charter Agreement Compliance/Alignment</b>			
Alignment of practices with learning mission	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	3	
Alignment of practices with SMART goal(s)	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	3	
Alignment of practices with program of instruction	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	2	
Alignment of practices with governance structures	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	1	
Alignment of practices with proposed curriculum	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	2	
Alignment of practices with proposed staffing	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	1	
Alignment of practices with employment policies	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	1	
Alignment of practices with proposed finances	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	2	
Alignment of practices with proposed facilities	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	1	
Alignment of practices with proposed contracting	None to minimal alignment-0; moderate alignment – 2; substantial alignment – 3 pts.	1	
3-years of USBE “letters of finding” and evidence findings were addressed to standard.	Increasing number of letters over time = 0; decreasing number of letters over time & effectively addressed = 2.	2	
		<b>Total Score</b>	
<b>Academic/Learning Performance</b>			
Social-Emotional Intervention	Not addressed to minimally addressed-0; moderately addressed-1; substantially addressed 3.	2	
RISE Reading Scores	Below state average – 0; at state average-1, $\geq 10\%$ above state average-2, $\geq 20\%$ above;	2	

	≥30% above average-3; ≥40% above state average-4.		
RISE Math Scores	Below state average – 0; at state average-1, ≥10% above state average-2, ≥20% above; ≥30% above average-3; ≥40% above state average-4.	2	
RISE Reading Scores Relative to Close Comparison Schools	Bottom ½ - 0 pts; top half – 1; top quartile 2; top five schools – 3; top 3 schools – 4, top two schools – 5.	2	
RISE Math Scores Relative to Close Comparison Schools	Bottom ½ - 0 pts; top half – 1; top quartile 2; top five schools – 3; top 3 schools – 4, top two schools – 5.	2	
RISE Reading Growth Scores	≥65 <sup>th</sup> %tile – 1; ≥70 <sup>th</sup> %tile – 2; ≥75 <sup>th</sup> %tile – 3; >80 <sup>th</sup> %tile – 4.	2	
RISE Math Growth Scores	≥65 <sup>th</sup> %tile – 1; ≥70 <sup>th</sup> %tile – 2; ≥75 <sup>th</sup> %tile – 3; >80 <sup>th</sup> %tile – 4.	2	
Acadience Scores (EOY)	Well-above typical ≥10%-1; ≥20%-2; ≥30%-3 pts.	3	
	Above typical >20%-1; >30%-2; 40%-3 pts.	2.5	
	Typical ≥70%-1; ≥80%-2; ≥90%-3	1.5	
		<b>Total Score</b>	
<b>Enrollment Performance</b>			
Transfer Rate	End of year transfer rate ≤20% and no more than 4% higher than rate of prior year.	1	
Retention Rate	Year to year retention rate ≥ 60% and no more than 7% lower than the prior year rate.	1	
Enrollment Trend	October 1 count ≥90% of prior year.	1	
Average Daily Membership	End of year ADM ≥ 90% of October 1 count.	1	
Parent Satisfaction Survey	≥80% points x 1; ≥90% pts x 2; ≥95% pts x 3.	2	
Student Satisfaction Survey	≥80% points x 1; ≥90% pts x 2; ≥95% pts x 3.	2	
Percent of Enrollment Capacity	≥80% x 1; ≥90% x 2; ≥95% x 3.	2	
		<b>Total Score</b>	
<b>Governing board performance</b>			

Focus on learning	≥50% of agenda items in a random sample of meetings focus on student and staff learning.	3	
Board membership	Seats number of board members identified in charter agreement.	1	
Board meeting attendance	Attendance of meeting attendees identified in charter agreement averages ≥85% across meetings.	1	
Annual administrator evaluation	Conducts annual evaluation of executive director and provides written report.	2	
Board training	Possess an updated annual training schedule for existing staff and an on-boarding training for new board members.	1	
Background checks	All board members have cleared background checks on file according to 53G-11-402.	1	
Regular board meetings	Hold number of meetings specified in charter agreement.	1	
Meeting notices	All meetings are properly noticed according to 52-4-202.	1	
Meeting recordings	Available within 3-days of meeting close 52-4-203.	1	
Meeting minutes	Available for all meetings and are posted within 30-days of meeting 52-4-203.	1	
Closed meetings	Done according to 52-4-204; 52-4-206.	1	
Administrator reports	Director reports to board at each regularly scheduled board meeting.	2	
Administrator expectations	Written expectation for executive director.	2	
Leadership coaching supports	Written method in place to initiate leadership coaching supports when needed to optimize executive director performance.	2	
Organization, process and performer levels coordinate	0 – earned <79% of pts; 1 – earned ≥80% pts; 2 - earned ≥90% of pts.	2	

Financial review	Board reviews monthly financial report according to 53G-7-309.	1	
Internal controls	The school has identified and implemented generally accepted financial internal controls.	1	
Procurement	Evidence of appropriately using State of Utah procurement requirements.	1	
		<b>Total Score</b>	
<b>Financial Performance</b>			
Average unrestricted days cash on hand for the past 3-years.	Maintain at least 30 days unrestricted cash on hand.	2	
Average debt to asset ratio for the past 5-years. Also, the annual debt to asset ratio for the past 5-years?	Maintain a debt to asset ratio of $\leq 1$ .	2	
Average current asset to liabilities ratio for the past 5-years. Also, the annual current ratio for the past 5-years?	Maintain a current ratio of $\geq 1$ with a positive trend.	2	
Audit findings for the past five years, or the years the school has existed, if fewer than five years.	No material audit findings.	2	
Adjusted debt to burden ratio annually for the past 5-years, or the years the school has existed, if fewer than five years.	$\geq 30\%$ + of executed facility agreement (high risk); 20-29% moderate risk; $< 20\%$ lower risk.	2	
Property purchases.	Property purchases congruent with market price.	2	
Bond debt.	Default or risk of default on bond debt.	2	
State Auditor compliance postings.	Compliance with State Auditor transparency postings.	1	
Business administrator/business service provider.	Length of relationship with business administrator/business service provider.	2	
USBE audit review letters.	USBE audit review letters.	2	
		<b>Total Score</b>	
Tier 1 – $\geq 90\%$ of total points = # points and over. Tier 2 – $\geq 80\%$ of total points = # points and over. Tier 3 – $\leq 79\%$ of total points = # points and under.		<b>Grand Score</b>	



## Transfer Request Form – Assigned Learning Profile 1

Stage 1	
Required Information	Supplied Content
School Name	
School Address	
Date Request Submitted (USU has 60-days to rule on request)	
Requested Date of Transfer ( $\geq 90$ days beyond date of request)	
We Understand that our Transfer Request Extends to all Satellite Schools, if any Exist	Y/N
Board Chair Name & Contact Information	
R277-552-800 Required Materials	
Provide Document Listing all Current Governing Board Member, their Position on the Board and their Contact Information (i.e., email and phone)	Y/N
Provide Most Recent Annual Financial Report	Y/N
Provide Most Recent Annual Program Report	Y/N
Provide Most Recent Audited Financial Statement	Y/N
Provide a Summary of All State Required Test Scores	Y/N
Provide List of All Current Employees and Assignments	Y/N
Provide Board Minutes for the Most Recent 12 Months	Y/N
Provide a Copy of Current Charter Agreement	Y/N
Provide affidavits, signed by all board members certifying: (i) the charter school's compliance with all state and federal laws and regulations, including supporting documentation; (ii) all information on the transfer application is complete and accurate; (iii) the charter school is current with all required charter school governing board policies; (iv) the charter school is operating consistent with the charter school's charter agreement; and (v) there are no outstanding lawsuits, judgments, or liens against the charter school.	Y/N
Requested that the current authorizer of a charter school seeking to transfer charter school authorizers shall submit a position statement to the new charter school authorizer about: (a) the charter school's status; (b) compliance with the charter school authorizer requirements; (c) unresolved concerns; (d) presence of outstanding debit to the current authorizer, state or other entity.	Y/N (60-Day Response Timeline Begins When All Materials Requested are Received)

Submit a copy of your current charter mission, vision and values, and a re-written copy of the same with highlighted changes in language to better align (if needed) with USU-CSF's learning mission.	Y/N
Submit a copy of their original or current strategic business plan with projections that go out the next 3 school years that include assumptions related to enrollment, revenues, costs and planned capital or material investments. Importantly, the business plan should clarify its alignment with, and substantive support of student learning outcomes.	Y/N
Submit a strength, weakness, opportunity, threats analysis (SWOT) that is no more than 2-pages in length.	Y/N
<b>Stage 2 (By Invitation)</b>	
See the USU-CSF Multi-Tiered System of Support – Remediation Plan at <a href="https://csf.usu.edu/projects-services/files/charter_school_authorizing/Multi-System%20of%20Support-Remediation%20Plan%20-%20CSF%20-%2007-20-2020.pdf">https://csf.usu.edu/projects-services/files/charter_school_authorizing/Multi-System%20of%20Support-Remediation%20Plan%20-%20CSF%20-%2007-20-2020.pdf</a> Submit all information USU staff require to determine where your school is currently positions in USU's system of support.	Y/N
<b>Stage 3 (By Invitation)</b>	
Submit a narrow, single item multi-prong analysis and provide a related report to USU-CSF. Two analyses will be conducted and reported on by applicants. Analysis 1: Complete a gap analysis in either language arts, mathematics or science and describe the gap between where the school is currently performing and where they should be performing. Analysis 2: Complete a root-cause analysis to determine at the lowest level the causes producing the gaps analyzed.	Y/N
<b>Stage 4 (By Invitation)</b>	
Submit an intervention plan addressing a single root cause believed to drive a problem discovered in the gap analysis completed in stage 3. It is important that this plan be written to the audience of the school's stakeholders versus to USU-CSF. We are interested in your internal plan versus what you will do under the influence of external pressures or accountability. This intervention plan will describe multiple levels of assessment of the intervention and it's impacts. <i>Level 1</i> - Measure of intervention implementation fidelity. <i>Level 2</i> - Measure of the impact of the implemented intervention on student learning. <i>Level 3</i> - Measure of how systemic evolution is occurring as a reactive result of the changes in student learning identified	Y/N

<p>from the level 2 measure. Finally, this implementation plan requires completion of a “discontinuation analysis.” This requires that you describe programs or interventions that will be shuttered to allow your proposed intervention to be inserted and effectively operated to impact your identified gap.</p>	
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<b>Stage 5 – USU Internal Step</b>	
<b>Stage 6 (By Invitation)</b>	
<p>Recognizing the limitations of paper-based processes, USU-CSF and its affiliates will visit you and your team at your school. As part of this visit, they will conduct a full board interview. This experience will include the board and school personnel delivering a two-part 35-minute presentation. 20-minutes of the presentation is to describe how they will conduct a broad performance gap analysis, performance root cause analyses, and how they will complete a discontinuation analysis and form an alignment plan to align their current system with their charter’s learning ambitions and USU-CSF’s learning expectations. 15-minutes of the presentation are to focus on learning topic of choice. USU-CSF leadership and its affiliates will facilitate a discussion pertaining to the presentations among all persons present. A description of the resources they will employ to achieve this alignment will also be provided in the presentation.</p>	<p>Y/N</p>
<b>Stage 6 - USU Internal Step</b>	

## Transfer Request Form – Assigned Learning Profile 2

Required Information	Requested Content
School Name	
School Address	
USU Assigned Learning Profile – Circle one	2    3
Date Request Submitted (USU has 60-days to rule on request)	
Requested Date of Transfer ( <u>≥</u> 90 days beyond date of request)	
We understand that our transfer request extends to all satellite schools, if any exist	Y/N
Board Chair Name & Contact Information	
R277-552-800 Required Materials	
Provide Document Listing all Current Governing Board Member, their Position on the Board and their Contact Information (i.e., email and phone)	Y/N
Provide Most Recent Annual Financial Report	Y/N
Provide Most Recent Annual Program Report	Y/N
Provide Most Recent Audited Financial Statement	Y/N
Provide a Summary of All State Required Test Scores	Y/N
Provide List of All Current Employees and Assignments	Y/N
Provide Board Minutes for the Most Recent 12 Months	Y/N
Provide a Copy of Current Charter Agreement	Y/N
Provide affidavits, signed by all board members certifying: (i) the charter school's compliance with all state and federal laws and regulations, including supporting documentation; (ii) all information on the transfer application is complete and accurate; (iii) the charter school is current with all required charter school governing board policies; (iv) the charter school is operating consistent with the charter school's charter agreement; and (v) there are no outstanding lawsuits, judgments, or liens against the charter school.	Y/N
Requested that the current authorizer of a charter school seeking to transfer charter school authorizers shall submit a position statement to the new charter school authorizer about: (a) the charter school's status; (b) compliance with the charter school authorizer requirements; (c) unresolved concerns; (d) presence of outstanding debit to the current authorizer, state or other entity.	Y/N (60-Day Response Timeline Begins When All Materials Requested are Received)

<p>Submit a copy of their original or current strategic business plan with projections that go out the next 3 school years that include assumptions related to enrollment, revenues, costs and planned capital or material investments. Importantly, the business plan should clarify its alignment with, and substantive support of student learning outcomes.</p>	<p>Y/N</p>
<p>Submit document clearly articulating the schools' commitment and capacity for student learning improvement.</p>	<p>Y/N</p>
<p>Facilitate an on-site school visit and full board interview and presentation (see presentation description above in profile 1 stage 7) to assess the interests in transfer, assess goodness of fit and determine how the organization would be positioned in the USU-CSF accountability system. One aspect of the presentation is for their team to describe how they have established and sustain their student learning performance trajectory.</p>	<p>Y/N</p>

### Transfer Request Form – Assigned Learning Profile 3

Required Information	Requested Content
School Name	
School Address	
USU Assigned Learning Profile – Circle one	2    3
Date Request Submitted (USU has 60-days to rule on request)	
Requested Date of Transfer ( <u>&gt;</u> 90 days beyond date of request)	
We understand that our transfer request extends to all satellite schools, if any exist	Y/N
Board Chair Name & Contact Information	
R277-552-800 Required Materials	
Provide Document Listing all Current Governing Board Member, their Position on the Board and their Contact Information (i.e., email and phone)	Y/N
Provide Most Recent Annual Financial Report	Y/N
Provide Most Recent Annual Program Report	Y/N
Provide Most Recent Audited Financial Statement	Y/N
Provide a Summary of All State Required Test Scores	Y/N
Provide List of All Current Employees and Assignments	Y/N
Provide Board Minutes for the Most Recent 12 Months	Y/N
Provide a Copy of Current Charter Agreement	Y/N
Provide affidavits, signed by all board members certifying: (i) the charter school's compliance with all state and federal laws and regulations, including supporting documentation; (ii) all information on the transfer application is complete and accurate; (iii) the charter school is current with all required charter school governing board policies; (iv) the charter school is operating consistent with the charter school's charter agreement; and (v) there are no outstanding lawsuits, judgments, or liens against the charter school.	Y/N
Requested that the current authorizer of a charter school seeking to transfer charter school authorizers shall submit a position statement to the new charter school authorizer about: (a) the charter school's status; (b) compliance with the charter school authorizer requirements; (c) unresolved concerns; (d) presence of outstanding debit to the current authorizer, state or other entity.	Y/N (60-Day Response Timeline Begins When All Materials Requested are Received)

<p>Submit a copy of their original or current strategic business plan with projections that go out the next 3 school years that include assumptions related to enrollment, revenues, costs and planned capital or material investments. Importantly, the business plan should clarify its alignment with, and substantive support of student learning outcomes.</p>	<p>Y/N</p>
<p>Submit document clearly articulating the schools' commitment and capacity for student learning improvement.</p>	<p>Y/N</p>
<p>Facilitate an on-site school visit and full board interview and presentation (see presentation description above in profile 1 stage 7) to assess the interests in transfer, assess goodness of fit. One aspect of the presentation is for their team to describe how they have established and sustain their student learning performance trajectory. Finally, predict the added value USU-CSF will add to these high performing organizations (e.g., accelerate learning organization learning...increases in student proficiency doubles current levels of achievement).</p>	<p>Y/N</p>