
EVALUATION CRITERIA
FOR
WEST VIRGINIA STANDARD PUBLIC
CHARTER SCHOOL APPLICATION

Evaluation Criteria

This scoring guide contains the evaluation criteria for applications submitted to operate a public charter school in West Virginia. It aligns with the West Virginia Standard Public Charter School Application. Each section corresponds with the requirements outlined in West Virginia Policy 3300 *§126-79.4 Charter School Application* and *§126-79.5 Evaluation of Charter School Applications*. An applicant who meets the standard for approval for each section shall be considered for a charter. An applicant who does not meet the standard in multiple sections shall not be considered for a charter.

The evaluation criteria shall be applied based on the *totality* of evidence provided in the four stages of application review (§126-79.5.3.b):

- A thorough review of the contents of the written application
- An in-person interview
- A public hearing, with a public forum for local residents and stakeholders
- Applicant's response to the county board's notification to the applicant of deficiencies, according to the scoring guide. The applicant shall have a 15-day clarification period, where the applicant may provide additional materials, clarifications, and amendments to the application to address deficiencies, if the application meets the following criteria:
 - Is fully complete
 - The majority of the application receives a "Meets" or "Partially Meets" the Standard for Approval

Final decisions shall be rendered in an open public meeting (§126-79.5.f.2) and shall include an explanation stating the reasons for approval or denial grounded in the Standard for Approval (§126-79.5.f.1). This decision shall be reduced to writing, including a detailed explanation for the decision (§126-79.5.f.3).

Meets	Partially Meets	Does Not Meet
<p>The reviewer can practically "see" the school in action and fully understands how all components work together to support the school's mission and vision.</p> <p>For the applicant to meet the standard for a section, the reviewer has no questions or concerns that require clarification.</p>	<p>The majority of the application meets the standard with just a few areas for revision.</p> <p>To partially meet the standard for a section, the substance is clear but the reviewer has minor questions and/or concerns that can be addressed through supplemental materials or revisions.</p>	<p>The application lacks the clarity, critical details, or coherence that give a reviewer confidence that the school will be successful.</p> <p>To not meet the Standard for Approval, the response is confusing, does not contain necessary details to show the ability to implement, or outstanding questions and concerns require extensive revisions or rethinking to resolve.</p>

General Information

The applicant must provide all information in this section to be considered for a charter, including evidence of 501(c)(3) status (*§126-79.4.5.a*), projected maximum enrollment per grade per year (*§126-79.4.3.m*) and an executive summary (*§126-79.4.b.1.A.1*).

Mission, Vision, Purpose and Demand

Meets	Partially Meets	Does Not Meet
<p>An evidenced-based rationale for establishing the charter school due to current outcomes and demand for all students by multiple subgroups, including socio-economic, racial/ethnic, geographic, and special needs.</p> <p>A concise, compelling, and clear plan to achieve the mission and vision through the academic program, demonstrating how it will improve outcomes for all students and subgroups of students.</p> <p>The overall purpose and mission provides an innovative and/or flexible educational option that is not currently available to students in the primary recruitment area. If a similar school model exists, it is oversubscribed and in high demand.</p> <p>Evidence provides confidence that the proposed school model will result in higher student achievement than current options.</p> <p>Documents conscientious outreach to parents, community members, and other identified partners representing all demographic, economic, and geographic communities in the primary recruitment area, establishing a baseline of awareness and support.</p> <p>Clearly shows, with concrete evidence such as survey results, petitions, and student performance data, that there is sufficient demand among parents of the target population; if a conversion school application, this can be a survey of families at the current school.</p>	<p>The application "meets the standard" for approval with some outstanding questions and concerns. These questions can be addressed through further research, more evidence of demand, or minor revisions to improve clarity in how the mission and vision will be realized. The application may meet the standard but may need to present additional documentation of understanding the intended population's needs, especially those who are underserved by non-charter public schools.</p> <p>The application has a plan to engage the community to gain their support and to include them in the visioning of the school, but it is not fully executed, or has attained a superficial level with respect to some demographic, economic, and geographic communities in the primary recruitment area.</p>	<p>The mission and vision is generic or not fully thought out.</p> <p>The implementation plan lacks enough detail to ensure success, or makes false assumptions.</p> <p>Demand is inconclusive as it lacks sufficient evidence of support from eligible families.</p> <p>The application does not adequately address how the mission and vision will support all students, especially students at-risk of disengaging from school, those who have disabilities, or English learners.</p> <p>The application does not have strong evidence of community support or engagement; or it is lacking evidence of reaching more than a few geographic, economic, or demographic components of the community.</p>

§126-79.5.4.c.1	Overall purpose and mission of school, including creating more public school operations with high standards, allowing innovative educational methods, practices, and higher student achievement, establishing a distinctive theme, curriculum, or mode
§126-79.5.4.c.2.B	How the mission will address students' needs
§126-79.5.4.c.3	Demonstrated demand currently and projections of future changes
§126-79.4.3.a	Mission statement and vision statement, inclusive of any specialized focus
§126-79.5.4.c.2	Identified need
§126-79.4.3.b and §126-79.4.3.b.1.A.1 A	Brief description of the educational program
§126-79.4.3.c	How the proposed program is likely to improve achievement of traditionally underperforming students
§126-79.5.4.b.1.A.11	Parent and community involvement
§126-79.4.4.a and §126-79.5.4.c.4.	Additional criteria for conversion schools, including level of support from staff, students, and families (of conversion schools only)
§126-79.4.11.2	Evidence of success (of conversion schools only)

Educational Program

Meets	Partially Meets	Does Not Meet
<p>Thorough and researched explanation of how each curricular component functions within an innovative or distinctive framework, and how the overall design will result in higher performance for the target student population, especially for high-needs students (including students with disabilities, English learners, and those at-risk of disengaging from school). In this explanation, special attention is made to the success of students mastering the West Virginia Career and College Readiness Standards or other, more rigorous, standards.</p> <p>Unquestionable connection between the curriculum and the objectives set forth in the school's mission and vision.</p> <p>HS ONLY: A set of high school graduation requirements that will allow any student to attend a competitive four-year college, launch into a career, or join the military or other occupation.</p>	<p>The curricular components show a cohesive and comprehensive educational program but lack detail in either a few subjects or grade levels. Or, while the curricular components support most student groups, a few student demographic groups are overlooked, or the design does not clearly articulate how their learning needs will be met.</p>	<p>The curricular components are missing or incomplete, or lack a compelling case for how they will deliver better academic outcomes for all students.</p>
<p>§126-79.4.3.r</p> <p>§126-79.4.3.s</p> <p>§126-79.5.4.b.1.A</p> <p>§126-79.5.4.b.1.A.2</p> <p>§126-79.5.4.b.1.A.3</p> <p>§126-79.5.4.b.1.A.4</p> <p>§126-79.5.4.b.1.A.8</p>	<p>Educating students with disabilities</p> <p>Co-curricular and extra curricular programming</p> <p>Educational program including overview</p> <p>Curriculum and instruction, including curricular philosophy and strategies</p> <p>Pupil performance standards, and explanation when deviation from WV standards</p> <p>High school graduation requirements (if applicable)</p> <p>Meeting the needs of all special populations</p>	

Performance Management and Accountability

Meets	Partially Meets	Does Not Meet
The performance plan holds the school to high academic and operational standards of excellence as measured by objective, rigorous, yet attainable, outcomes. The school has a plan to collect, report, and analyze the necessary data to determine goal attainment. There is clear capacity among the founding group and/or planned hires to collect, report, and analyze performance data.	The performance plan appears to hold the school to a high academic and operational standard, but some of the business rules and logic are missing or require clarity. The founding group may also lack the expertise to collect, report, and analyze the performance data but they have a plan to hire someone.	The performance plan holds the school to low or average outcomes or lacks clarity. Scant attention is given to board/staff capacity.
§126-79.4.3.d Proposed accountability plan, methods to evaluate student performance, participation in state accountability systems, and, for high schools, graduation requirements		
§126-79.4.5.b Administer required summative assessments using the same protocols as non-charter public schools		

School Operations and Culture

Meets	Partially Meets	Does Not Meet
<p>Throughout the application, it is clear that activities (including community engagement and wraparound services) and structures (including school calendars and educational design) will enable the school to create a positive culture for all students, including those who have historically been marginalized.</p> <p>The school year calendar meets or exceeds the minimum instructional time requirements while also ensuring students have opportunities to explore non-academic interests.</p> <p>Student schedules provide a variety of learning and activities, including supplemental programming such as athletics, clubs, and academic supports, to keep students engaged in school.</p> <p>A staffing schedule that allows teachers and support staff sufficient time to plan, assess students, facilitate instruction, and improve their practice.</p> <p>A student behavior plan (or discipline policy) promotes the mission, vision, and culture of the school, articulates rewards and consequences, and provides clear procedures</p>	<p>The school structure and operations generally support a strong culture, but the calendars and schedules have minor errors or are unclear in parts, or may require staff to be experts in multiple areas, making staffing difficult. The culture may not contemplate all types of</p>	<p>The culture is not clearly supported by the school's structure. Or there are errors in the calendars that lead to confusion. Or the calendars result in students not engaged for the full academic year requirements or staff working more hours than feasible.</p> <p>Wraparound services and activities are non-existent</p>

Meets	Partially Meets	Does Not Meet
<p>that preserve good order while protecting the rights of students.</p> <p>The start-up plan ensures smooth operations, including student safety and transportation; insurance coverages are sufficient to address all considerations. The plan leaves the reviewer with no questions or concerns.</p>	learners and students. The startup plan lacks detail in some areas.	or not well thought out with no partner organizations identified.
<p>§126-79.4.3.k and §126-79.5.b.1.A.10</p> <p>§126-79.4.3.n and §126-79.5.b.1.A.5</p> <p>§126-79.5.b.1.A.6</p> <p>§126-79.5.b.1.A.7</p> <p>§126-79.4.3.u</p> <p>§126-79.4.5.l</p>	<p>Student discipline procedures and policies and protections, especially for students with disabilities</p> <p>School calendar and school day schedule</p> <p>School culture</p> <p>Supplemental programming, including extracurricular and co-curricular programming</p> <p>Detailed start-up plan with timeline and responsible individuals</p> <p>Equivalent amount of instruction time per year as non-charter public schools</p>	

Student Recruitment, Enrollment, and Retainment

Meets	Partially Meets	Does Not Meet
<p>The plan is clearly articulated and context-specific, with multiple strategies to recruit and inform students, families, and community members in the primary recruitment area and/or conversion school.</p> <p>The school uses open enrollment practices, including preferences, that will support a transparent, open school with a population reflective of families in the primary recruitment area or conversion school.</p> <p>Conversion Schools Only: There is clear evidence that a significant majority of students enrolled at the existing school will enroll in the charter and that their academic and social-emotional outcomes will improve.</p>	<p>The plan may rely heavily on only a few strategies and some strategies may be unlikely to succeed with all demographic populations.</p> <p>The open enrollment practices, including lottery and preferences, show that the school intends to enroll all students who wish to attend.</p> <p>Conversion Schools Only: Data indicate a bare majority of students enrolled at the existing school will enroll in the conversion charter.</p>	<p>The plans lack an understanding of the families in the primary recruitment area or conversion school, or rely on a single strategy.</p> <p>The school's enrollment plans contain practices such as in-person interviews, lengthy applications, and inappropriate preferences that do not indicate that the school is truly committed to enrolling all students.</p> <p>Conversion Schools Only: The application presents unpersuasive evidence of support for the conversion among eligible families.</p>
<p>§126-79.4.3.v</p> <p>§126-79.4.3.w and §126-79.4.b.1.A.11</p> <p>§126-79.5.b.1.A.9</p> <p>§126-79.5.b.1.A.13</p>	<p>Notification of parents and students in primary recruitment area</p> <p>Parental and community involvement</p> <p>Student recruitment and enrollment strategy</p> <p>Retaining staff and students from conversion school</p>	

Governance and Compliance

Meets	Partially Meets	Does Not Meet
<p>Policies, procedures, and governing structures—including checks and balances—unequivocally ensure that the school will meet all federal, state, and local regulations, rules, and policies governing the education of all students, including, but not limited to: students with disabilities, English learners, students living in poverty, and students at high risk of disengaging from school.</p> <p>All board policies are fully developed, thoughtful, and implementable. They include protecting the rights of students and affording due process for families, staff, and community members, when applicable. They involve the board of directors in ensuring the school's mission, vision, culture, and educational plan are realized. The board's oversight and policies go well beyond financial oversight to ensuring a thriving academic environment. The board's role in student discipline dispute resolution is clear.</p> <p>Collectively, the founding board members meet all ethics, community membership, conflict of interest, and expertise requirements and there is a plan in place to ensure that collectively, the board will always fulfill these requirements.</p> <p>The school has obtained its 501(c)3 status.</p> <p>The school's bylaws meet all requirements, promote strong board oversight, ensure that the local board will always hold a majority, empower the board to make decisions on hiring, evaluating, and dismissing the school leader, and give the board clear authority to terminate contracts with any management company or ESP.</p> <p>ESP Only: The application presents a detailed plan for meeting all legal requirements and contains complete answers to all questions that establish the ESP's track record of success. It states clearly that data will belong to the school, that the ESP will work with the governing board to provide a high quality curriculum to all students, and will take financial responsibility for keeping the school viable should there be a budget shortfall.</p>	<p>The policies and procedures and governing structures are strong but require slight revisions to meet all legal requirements, or they are not yet board approved.</p> <p>The founding board is missing one or two key areas of expertise but has a detailed and viable plan for recruitment.</p> <p>The school has submitted an application to attain its 501(C)3 status.</p> <p>ESP Only: The board's authority over ESP contracts is not spelled out with any detail.</p>	<p>The policies and procedures and governing structures are incomplete, violate legal requirements, or otherwise do not support a transparent and open board culture.</p> <p>The applicant has not applied for 501(C)3 status.</p> <p>The founding board lacks expertise in running a not-for-profit and leading a school with the mission, vision, and educational program mentioned in the application or lacks the required community members.</p>

- §126-79.4.3.e and
- §126-79.5.4.b.1.B Proposed governance structure
- §126-79.4.3.h Fiscal and internal controls policies
- §126-79.4.3.j Proposed handbook with personnel policies
- §126-79.4.3.k Student discipline policies and procedures
- §126-79.4.3.o Insurance
- §126-79.4.3.p Food service
- §126-79.4.3.q Ethical standards

§126-79.4.3.r	Serving students with disabilities
§126-79.4.3.t	Dispute resolution with the authorizer
§126-79.4.5.a	Obtain 501(c)(3)
§126-79.4.3.x	Contracting with ESP
§126-79.4.3.y	Background checks
§126-79.4.5	Assurances to operate a public school as detailed in the law (e.g. no tuition, open-enrollment, participate in state assessments, no religious affiliation, compliance with IDEA and applicable law, Freedom of Information Act, Open Government Meetings Act, immunization requirements, compulsory attendance, no employment, contractors and service providers, , data reporting through WVEIS, accounting requirements of non-charter public schools, building codes, non-discrimination)

Human Capital

Meets	Partially Meets	Does Not Meet
<p>The potential school leader, meeting all requirements, has been identified or there is a clear, detailed plan for recruiting, retaining, and evaluating a school leader who has the experience, commitment, and leadership skills to implement the school's educational program, mission, vision and culture.</p> <p>There is a plan for recruiting, evaluating, and retaining key instructional, support, and operational staff with the necessary experience, degrees/certifications, and commitment to further the school's mission.</p> <p>The staff organization chart establishes roles and responsibilities that ensure students will thrive academically and social-emotionally, and that the organization will run effectively with clear distribution of responsibilities.</p> <p>The staff recruitment plan, staff calendar, professional development opportunities, salary and benefits, and evaluation system will ensure that the most effective and qualified staff will deliver on the school's mission, vision, culture, and educational plan, and that they will want to stay with the school year over year.</p> <p>The leadership team contains the expertise to manage the facility, operate a not-for-profit, manage staff, and run a start-up.</p>	<p>The identified potential school leader lacks some areas of expertise and may need additional training; or the plan for identifying the school leader may not be realistic for the primary recruitment area.</p> <p>Staffing recruitment and engagement plans are complete but need refinement to be implemented.</p>	<p>The recruitment plans are not region-specific and likely untenable.</p> <p>The organization chart shows one person responsible for running both the not-for-profit and leading the school. And the founding group lacks expertise in both areas.</p> <p>Salaries and benefits are not competitive.</p>

§126-79.5.4.b.1.B.2	Human capital
§126-79.4.b.1.A.12	Recruiting and retaining a school leader
§126-79.4.3.i	Staffing plan
§126-79.4.3.u	Start-up plan

Facilities

Meets	Partially Meets	Does Not Meet
There is a realistic vision, based on available public or non-public options, of a facility that would meet the school's needs to fulfill its mission and educational plan.	The facility vision is not based on currently available facilities. Plans for an alternative site are not fully developed or need budget revisions.	The facility needed either does not exist in the primary recruitment area or is too expensive, and/or plans for an alternative are not clearly defined.
§126-79.5.4.b.1.B.4 §126-79.4.3.l §126-79.4.4.b	Facilities Description of the facilities Leasing and using facilities and equipment for Conversion Schools	

Financial Plan

Meets	Partially Meets	Does Not Meet
The budget narrative demonstrates that the school's founding board has the expertise to ensure that the school will remain financially viable under many scenarios and that there is sufficient current and future demand for the school. The budget narrative includes research done on local population projections, economic outlook, and enrollment variations in the primary enrollment area.	The school's budget has some minor calculation errors or inaccurate assumptions.	The school's budget shows a lack of expertise and understanding of school budgets. It does not use publicly available data. It does not support the educational program or staffing plan as put forward in the application.
A five-year budget aligns directly to the educational plan, staffing model, and size of the school. The balanced budget shows the school will remain solvent and all aspects of the program will be implemented so that the mission is realized.		
A five-year contingency budget shows a bare-bones budget in a worst-case scenario where the school is financially solvent and the mission is realized.		
§126-79.5.4.b.1.C §126-79.4.3.g §126-79.4.3.u	Financial plan and capacity Proposed five-year budget Start-up plan budget (included in five-year budget)	

Closure Process

Meets	Partially Meets	Does Not Meet
The closure plan includes clear assignment of responsibility for timely notification to parents, orderly transition of students and student records to other schools, and disposition of school property according to statute.	The closure plan omits one element or is unclear about who is responsible for overseeing the process.	No closure plan is presented, or it displays a lack of understanding about what is required.
§126-79.4.3.aa	Proposed process and procedures in case of closure or dissolution	