



West Virginia

Charter School Application Process

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Agenda

- 1 West Virginia Charter Law
- 2 Charter Application
- 3 Evaluation Criteria
- 4 Case Study

WV Charter Law Preamble

The West Virginia Legislature hereby authorizes the establishment of public charter schools to benefit students, parents, teachers and community members by creating new, innovative and more flexible ways of educating all children within the public school system and by advancing a renewed commitment to the mission, goals, and diversity of public education. The purposes of the public charter school initiative are to:

- (a) Improve student learning by creating more diverse public schools with high standards for student performance;
- (b) Provide innovative educational methods and practices through programs that engage students in the learning process, thus resulting in higher student achievement;
- (c) Enable schools to establish a distinctive school curriculum, a specialized academic theme, or method of instruction; and
- (d) Allow schools enhanced freedom and flexibility in exchange for exceptional levels of results-driven accountability.

SB 451 [§18-5G-1](#). Legislative purpose and intent.



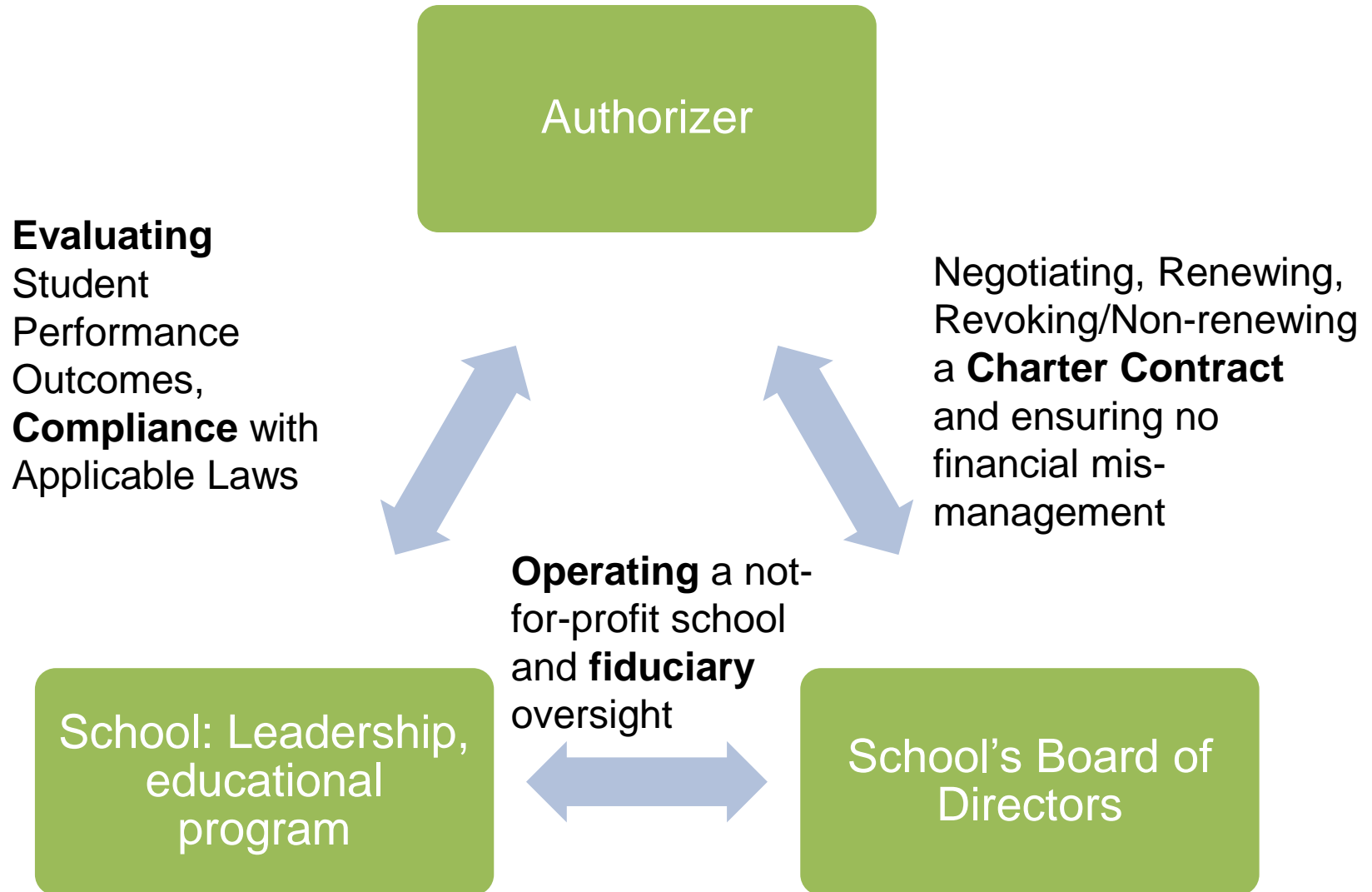
Charter Application Timeline

§126-79-5.5 Initial Application Timeline

- a. Release of Active Solicitations by Potential Authorizers (County Boards) by **May 31, 2020**
- c. Submission of charter school applications by **August 31, 2020**
- d. Identification of applicant deficiencies by **October 31, 2020**
- e. Revisions of charter applications due by **November 15, 2020**
- f. Conditional approval or denial decision by **November 30, 2020**



School-Authorizer-Board Relationship



Charter School Application

§126-79-2. Purpose.

- More types of public schools for West Virginia families
- Creation and operation and accountability of public charter school
- WVDOE is responsible for creating, maintaining, and posting a standard charter application form



Standard Application Form

- §126-79-4. Charter School Application.
 - Mission, Vision, Purpose, and Demand
 - Educational Design and Program
 - Accountability
 - School Operations and Culture
 - Student Recruitment, Enrollment, and Retainment
 - Governance and Compliance
 - Human Capital
 - Facilities
 - Financial Plan
 - Closure Process



Standard Application Form

<http://wvde.state.wv.us/policies/p3300-Charter-School-Application.pdf>



MISSION, VISION, PURPOSE, AND DEMAND

Mission and Vision Statements

Write a clear, concise mission statement in one sentence that demonstrates the who (target student population), the what (educational program), the how (instructional design), and the why (demand).

Write a vision statement for the charter school, inclusive of any specialized focus to be advanced through the establishment of the charter school. The vision should build off of the mission statement, providing detail of each element of the program, the grades the school will offer (or the ages that it will serve), adding explanation of how the school will ensure all students, especially those historically underserved, will benefit from the school.

Overview of the School's Educational Program

Provide a brief summary of the proposed educational program, including the grades the school will offer and how the educational program will provide a needed option for families.

Rationale

Write a rationale for establishing the charter school that explains how the academic and/or social-emotional needs of the target population are not being met by available public school options. In your response, include all types of learners, including, but not limited to, students with disabilities, English as a Second Language learners, and those at-risk for dropping out of school. Pay special attention to the school's proposed location or county's historically underserved populations.

Demand

New Schools

Provide evidence of sufficient demand among parents and students in the local school district, primary recruitment area, and/or target underserved student population, including student and parent surveys.

Conversion School

Conduct a survey of the interest of students, staff, and families in converting the school from a non-charter public school to a charter school and show that there is sufficient demand from families and interest from staff to convert the school.



Application

EDUCATIONAL DESIGN

Program Overview

Write a concise summary of the educational program and how it will achieve the charter school's mission and vision. In this description, focus on how your school is creating innovative educational methods, practices, and programs that will result in higher student achievement. Consider all types of learners, including English as a Second Language learners, students with disabilities, gifted and talented students, and those who are at risk of disengaging from school.

Curriculum and Instructional Design

Provide an outline of the following curricular elements for each grade level or grade band the school plans to offer at full capacity. Include in each response justification for your selection in relation to the student population, educational mission, and mastery of the West Virginia College- and Career-Readiness Standards or the standards you chose. To better ensure positive outcomes, cite available third-party research showing the positive impact of the curricular resource selection on the student population. For each response, explain how all students will learn, paying particular attention to those students who have been historically underserved, highlighting, at a minimum, students with disabilities, English as a Second Language learners, gifted students, and those at risk of disengaging due to being below grade level.

Performance Standards

Write an overview of the learning standards for students at the charter school and a detailed explanation for how any deviation from the West Virginia College- and Career-Readiness Standards exceeds the rigor of those standards.

Resources

Include text books, on-line materials, and other resources that the school plans to use to provide the content.

Instructional Strategies

Describe the array of instructional strategies that the charter public school plans to implement, including any mission-specific strategies. Describe how the strategies will be differentiated for different learners.

Assessment

Include how the school will monitor student learning, including assessments required by the authorizer and those to be used by educators for the sole purpose of continual improvement.

Graduation Requirements and Postsecondary Readiness (HS ONLY)

Write a clear definition of the requirements to graduate from the charter school and how those requirements prepare students for college, career, or other postsecondary opportunities.



Application

SCHOOL OPERATIONS AND CULTURE

School Culture

Describe how students will flourish academically, socially, and emotionally in the culture that the school intends to create. Identify the specific routines and practices that the school will employ to create this culture.

Student Behavior Plan

Describe, in detail, the school's student behavior plan, which must include student discipline procedures and consequences, which align with the school's student discipline policy, and is appropriate for the grades the school aims to offer. Explain how the procedures will contribute to developing a strong school culture and will support the school's mission and vision. Ensure that the processes and consequences protect the rights of all students, including those with disabilities, provides due process, and allows for an appeal to the school's governing board.

Supplemental Programming

Create a thoughtful proposal for providing extracurricular and co-curricular programming, enrichment activities, and student supports, including, but not limited to, interscholastic athletics, student-led clubs, summer school, and after school, if the charter school elects to offer such programming. In the response, reference your staffing plan and budget to ensure adequate coverage, and identify any partner organizations that will support the success of the supplemental program.

Supplement Programming for High Schools ONLY

For all programming, provide an explanation for how the school will meet Secondary Schools Activity Commission rules.

School Calendar and Schedule

Provide a description of the school calendar and how the charter school will meet the minimum instructional time requirements, pursuant to W.Va. Code §18-5G-3(c)(5). Include the following:

- Sample school-year calendar
- Sample one-week student schedule for every grade (or grade span) the school proposes to offer at capacity
- Sample one-week student schedules for students with disabilities, English as a Second Language learners, those at-risk of dropping out, and gifted students, as per state regulations
- Sample one-week staff schedules for each staff type (e.g. lead teacher, instructional aide, teaching coach)

Parent and Community Involvement

New Schools

Provide a thoughtful set of strategies for engaging with parents and the community, including local elected officials, community leaders, and business partners, around the development, opening, and operation of the charter school. In your plan, describe how frequently you will engage with your community and how you will solicit their feedback. List any committees, learning communities, and other school-based engagement activities you will offer.



Application

FINANCIAL PLAN

Financial Plan

Create a detailed proposal for start-up and multi-year operating budgets necessary to achieve the educational mission of the charter school as well as the standard operating procedures, roles and responsibilities, and contingency plans to realize sound financial management across the term of the contract. Include assumptions for staffing, revenue and expenditures. The financial plan must support the staffing plan and all resources needed to operate a successful school.

Five-Year Budget

Attach a Five-year Budget. Include the start-up year and projections for four additional years with clearly stated assumptions. When creating the budget, ensure that it directly supports the staffing model as well as identified curriculum and instruction, including supplemental curriculum and extra-curricular activities.

Five-Year Contingency Budget

Attach a Contingency Five-Year Budget. Include in this budget the minimum number of students the school can enroll in each of its first four years of operation to be economically viable while still enacting its mission, realizing its mission, meeting the needs of all students, including those with disabilities and English as a Second Language learners, and having a strong academic program and student outcomes.

ESP-Managed schools ONLY

Explain how the ESP will support the school if the school were to run into a budget shortfall. How will the ESP provide financial stability, especially during the planning year and first four years of operation?



Application Addendum

- §126-79-5.2.b Charter School Application Addendum
 - County boards are permitted to issue addenda
 - Applicants are responsible for verifying whether there is an addendum
 - Applicants must complete the addendum and the standard application form



Solicit Applications for Charter Schools

- §126-79-5.2.c County Boards Must Solicit high-quality applications
 - Must use the standard charter school application (with or without addendum)
 - May release requests for applications
 - May ask for preferences in applications:
 - Special student populations (e.g. Students with disabilities, not on track to graduate)
 - Geographic area/community with poor education options
 - Specific grades
 - Academic or career interest
 - Specific pedagogy or educational philosophy not currently available to students in the community
 - Meet educational needs or demands



Evaluation Process

- §126-79-5.3 Evaluation of Charter School Applications
 - Use the Evaluation Criteria either provided by WVDOE or that you establish by **May 31, 2020**
 - Prior to rendering a decision, the County Board shall:
 - Thoroughly review the contents of the application
 - Conduct an in-person interview with the applicant or applicants
 - Provide an opportunity in a public forum for local residents and stakeholders to provide input and learn about the application
 - Identify deficiencies and allow the applicant 15 days after receipt to provide additional materials, clarifications, and amendments to address deficiencies



Evaluation Educational Program

Meets	Partially Meets	Does <u>Not</u> 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>

- §126-79.4.3.r Educating students with disabilities
- §126-79.4.3.s Co-curricular and extra curricular programming
- §126-79.5.4.b.1.A Educational program including overview
- §126-79.5.4.b.1.A.2 Curriculum and instruction, including curricular philosophy and strategies
- §126-79.5.4.b.1.A.3 Pupil performance standards, and explanation when deviation from WV standards
- §126-79.5.4.b.1.A.4 High school graduation requirements (if applicable)
- §126-79.5.4.b.1.A.8 Meeting the needs of all special populations



Evaluation

Student Recruitment, Enrollment, and Retainment

Meets	Partially Meets	Does <u>Not</u> 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 plan may rely heavily on only a few strategies and some strategies may be unlikely to succeed with all demographic populations.</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 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>The open enrollment practices, including lottery and preferences, show that the school intends to enroll all students who wish to attend.</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: 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>Conversion Schools Only: Data indicate a bare majority of students enrolled at the existing school will enroll in the conversion charter.</p>	<p>Conversion Schools Only: The application presents unpersuasive evidence of support for the conversation among eligible families.</p>

§126-79.4.3.v

Notification of parents and students in primary recruitment area

§126-79.4.3.w and

§126-79.4.b.1.A.11

Parental and community involvement

§126-79.5.4.b.1.A.9

Student recruitment and enrollment strategy

§126-79.5.4.b.1.A.13

Retaining staff and students from conversion school



Evaluation

Financial Plan

Meets	Partially Meets	Does <u>Not</u> Meet
<p>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.</p> <p>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.</p> <p>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.</p>	<p>The school's budget has some minor calculation errors or inaccurate assumptions.</p>	<p>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.</p>

§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)



Charter Application Review Process

- Submission of charter school applications by **August 31, 2020**
 - Thoroughly **review** the contents of the application
 - Conduct an in-person **interview** with the applicant or applicants
 - Provide an opportunity in a **public forum** for local residents and stakeholders to provide input and learn about the application
- Identification of **applicant deficiencies** by **October 31, 2020**
- **Revisions** of charter applications due by **November 15, 2020**
- Conditional approval or denial **decision** by **November 30, 2020**



Question in Application

Accountability Plan

The accountability plan must be comprised of two parts. Part one is an agreement to meet all local and state accountability and reporting requirements and participate in the state testing and framework. Part two is to determine unique goals to measure the impact of the charter school.

For each grade or grade bands the school plans to serve at full capacity, provide the aspirational target and a floor or “lowest acceptable achievement score” that the school’s board and authorizer would allow for the school to remain in operation. The goals can be written as “percent of students meeting a threshold” (e.g. 75% of students will score a 96 or higher on the ELA test) or the average score that students will meet (e.g. The school’s average ELA score will be a 55).

Each proposed goal must be SMART (specific, measurable, achievable, relevant (and researched!), and timely) and include the WHO (which students), the WHAT (which assessment), the HOW (delivery method), and WHY (what information does it provide).



Evaluation Criteria

Meets	Partially Meets	Does <u>Not</u> Meet
<p>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 to collect, report, and analyze performance data.</p>	<p>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.</p>	<p>The performance plan holds the school to low or average outcomes or lacks clarity. Scant attention is given to board/staff capacity.</p>



Application Case Study

Future Tech Public Charter High School

Future Tech Design

- Mission: Using history and science of WV energy industry, prepare literate, skilled graduates for 21st century life and work.
- Expeditionary Learning model: Meets WV standards through quarterly units concluding in student-produced “expeditions.”
- Senior year Capstone (and graduation requirement): Working in teams, design a “green” solution to community energy needs.



The proposed charter school will:

- Serve a community in Lucky County, in coal country of Southern WV.
- Partner with WVU
- Enroll 200 predominantly low-income students reflecting local demographics
- Be governed by a 7-member board including a mining engineer, a solar industry entrepreneur, a WVU economist, and 2 parents (after opening)



Leadership and staff

- Founder, a former WVU history professor, will serve as Executive Director.
- Chief Academic Officer, a veteran principal, will oversee academic program.
- Chief Operations Officer, who led a mental-health nonprofit, will oversee discipline, operations, and facility.
- Teachers will be certified as needed, but also be recruited from private schools, higher ed, and the corporate sector.



Curriculum

- A blend of in-classroom instruction, online, and field experiences.
- Units will use all facets of WV energy story (economics, geology, construction, labor and political history) to amplify state requirements.
- State tests will be administered. School will develop in-house assessments for “mission” content, and expert panels will judge expeditions and senior Capstone.
- Students will do one-semester mentored work experiences starting in 10th grade.



Accountability

- At least 70% of students will graduate within 4 years; 15% in 5 years and 15% in 6 years.
- Students must have either college acceptance or obtain industry credential to graduate.
- Annually, Students will equal or exceed average scores on the SAT School Day for Lucky County.
- 60% of students will “Pass” on quarterly expeditions in Grade 9; 70% in Grade 10, 80% in Grade 11.
- To graduate, 100% of seniors must Pass capstone.



Evaluation Questions

- Does the proposed accountability plan address both components of the application question?
- Does the plan effectively address college/career readiness?
- Is the “expert panel” a fair and reliable way of evaluating student success?
- How would the authorizer use the results of accountability metrics to judge school performance?
- What questions would you ask about other components of the application – among them governance, operations, budget, compliance?





THANK YOU!