



INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

APPLICATION DETAILS

School Name: Why Not You Academy	
Contact Person: Scott Canfield	Contact Email: scanfield@wynacademy.org
Application Type: Waiver School	Grant Budget: \$1,300,000
Grades Served: 9-12	New Seats Created: 416
Total Averaged Score: 102.6	Priority Points Assigned: 6
Application Status: Awarded	

RUBRIC

A. GRANT PROJECT GOALS

Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school.

Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.

TOTAL AVERAGE POINTS: 12/12

Reviewer Comments – Grant Project Goals

Strengths:

- Grant goals directly aligned with school goals as per mission
- L2L: one day per week focus on internships, mentoring
- Grant project goals are specific, measurable, action-oriented, realistic, relevant, time-bound, and with targets
- Mission-specific goals are strong
- Good justification for each grant goal with measurable outcomes

Weaknesses:

- Some targets lack more concrete measures track success and/or gaps

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS, AND SCHOOL CULTURE

Fully describe and justify the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.

Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS: 12/12

Reviewer Comments - Educational Philosophy, Key Design Elements, and School Culture

Strengths:

- Advisory (17:1 student: teacher) focuses on school culture
- Research basis for design elements as per footnotes
- Experiential and personalized learning emphasis
- Family Advisory Council
- The LEA identifies and articulates the school's educational philosophy, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction
- Key design elements aligned to mission & vision
- Aligned to state standards
- Students create & held accountable to Personal Learning Plans

Weaknesses:

- No real information about extracurricular or elective programming

C. CURRICULUM, INSTRUCTIONAL STRATEGIES, AND TECHNOLOGY

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

TOTAL AVERAGE POINTS: 6.6/8

Reviewer Comments – Curriculum, Instructional Strategies, and Technology

Strengths:

- UBD framework for curricular design
- P. 11 evidence of thoughtful approach to range of instructional strategies and modalities
- 1:1 device: student for tech
- Staff and students take devices home
- High speed internet support for those in need
- Wide range of tech instructional tools available (p. 13)
- Instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements is evident. The LEA identifies how technology will be utilized within the school's instructional delivery and assessment

Weaknesses:

- It's not totally clear how the technology-based curriculum interacts with the core curricular choices.
- It is stated earlier in the narrative that "WNYA is a new kind of high school whose primary objective is to prepare students to graduate who are: Self-directed, lifelong learners; World-class communicators and collaborators; Book-brilliant, street-smart, and world-wise; Experienced in real-world problem solving and work; Community builders and community leaders." but the information presented here doesn't paint as rich of a picture to achieve those outcomes. More of this comes out in section D but would have been nice to see details in the curriculum section.
- Would be interesting to learn more about the mentorship program - who are the ideal community partners? have relationships been established already?

D. ASSESSMENT AND DATA

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

TOTAL AVERAGE POINTS: 6/6

Reviewer Comments – Assessment and Data

Strengths:

- Headrush LMS to keep stakeholders informed re assessment
- WYNA core competency
- P. 15 list of qualitative and quantitative assessments
- Sound assessment choices
- Culture of student goalsetting, esp in advisory
- School leadership states commitment to continuous improvement loop using data
- MTSS and Coordinated Care approaches
- P. 17 systematic design to structures for monitoring student achievement and collaborating as staff
- MTSS Team
- Advisory PLC
- P. 18 comprehensive and systematic approach to interventions
- The LEA fully describes and justifies how it will have rigorous goals and adequate performance measures to ensure students’ academic success. Assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole is evident
- Solid assessment plans with a focus on performance-based experiences
- Students will have the capacity to apply and synthesize that knowledge across disciplines
- End products revolve around competency-based portfolios and public exhibitions
- Strong MTSS plans

Weaknesses:

No comments provided

E. EFFECTIVELY SERVING ALL STUDENTS

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

TOTAL AVERAGE POINTS: 12/12

Reviewer Comments – Effectively Serving All Students

Strengths:

- P. 19 extensive list of interventions and support available including delineation of staff responsibility
- ELL certified coach to support staff learning
- High level admin (CAO) supervises ELL and Special Ed programming (p. 21)

- HiCap program extensions for those who qualify
- Nutrition: participate in NSLP; have local food provider
- Transportation plan in place
- The school's programs, interventions, and/or plans to support educationally disadvantaged (ELL, Economically Disadvantaged, etc.) student population is clear and comprehensive
- Examples of inclusive learning environment practices

Weaknesses:

No comments provided

F. STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

TOTAL AVERAGE POINTS: 5.9/8

Reviewer Comments – Staffing and Professional Development Plan

Strengths:

- 5 year staffing plan, including a variety of potential sources of desired staff
- 3 week PD session prior to joining
- The LEAs approach to staffing, inclusive of ratios, positions, etc. is aligned for effective implementation of the chosen education model
- Plan for teacher pipeline development through the Instructional Assistant to Teaching Fellow to Teacher program
- Details professional learning goals

Weaknesses:

- P. 23 mentions CEO and CAO salaries supported by Central Office by year 4. It appears this assumes launching this office and adding a second campus. What is the plan if this doesn't come to fruition?
- It is not clear the process used for staff evaluation/retention and ongoing coaching
- Limited information about coaching & feedback cycle with the brief mention of using the Leverage Leadership Framework but no details to support the choice nor how it helps in the continuous improvement cycle

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Fully describe your school's plan to be compliant, strategic, and responsible with finances and business services.

TOTAL AVERAGE POINTS: 12/12

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:

- Significant outside funding (well over \$1 million over first few years of operation)
- Applying for Safety Net Funding to protect against runaway SPED costs
- The LEA has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities as well as a viable facilities plan

Weaknesses:

- How will the CEO / board hold Joule Growth Partners accountable?

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

A competent, trained governing board is essential to the success of a public charter school. Fully describe how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

TOTAL AVERAGE POINTS: 10/10

Reviewer Comments – Board Capacity and Governance Structure

Strengths:

- Use of BoardOnTrack for Board support and trainings
- Board annual self-assessment
- Wide range of backgrounds on Board
- Board policies and procedures adopted in alignment with WACHarters recommendations
- P. 28 relevant Board trainings
- The composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities per the plan as well as adequate oversight and ongoing PD
- Strong board representation in terms of skillsets aligned to school & mission

Weaknesses:

No comments provided

I. SCHOOL LEADERSHIP AND MANAGEMENT

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

TOTAL AVERAGE POINTS: 12/12

Reviewer Comments – School Leadership and Management

Strengths:

- P. 30 risk analysis with action plan steps
- Leaders have combined 25 years of leadership experience
- The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership

Weaknesses:

- It would be interesting to know how, if any, of the leadership responsibilities transition to the school leader when the CEO transfers off of the school's payroll as well as what other schools /organizations potentially fall under the CEO's responsibilities at that time

J. STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. Describe and justify your school's vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.

TOTAL AVERAGE POINTS: 8/8

Reviewer Comments – Student Demand and Community/Local Support

Strengths:

- Grassroots approach to student outreach
- Funds allocated over multiple years for outreach Parent and student committees support in outreach
- The LEA demonstrates community need and demand for the school and its particular educational model and includes a description of effective parent, family, and community engagement strategies that are utilized by the school
- Inclusion of community design sessions
- Enrollment benchmark goals with recruitment strategies in place & detailed recruitment calendar

Weaknesses:

No comments provided

OVERALL COMMENTS

- Personalized, experiential, L2L
- Clear about their student supports and interventions
- Strong focus on student internships and real-world skills
- Maybe overambitious about future growth--is it wise to depend on this when creating budgets?
- The LEA has a comprehensive plan that is aligned with grant project goals and the overall mission and goals of the school

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	12	12
B. Educational Philosophy, Key Design Elements, & School Culture	12	12
C. Curriculum, Instructional Strategies, and Technology	6.6	8
D. Assessment and Data	6	6
E. Effectively Serving All Students	12	12
F. Staffing and Professional Development Plan	5.9	8
G. Financial Management and Monitoring Plan	12	12
H. Board Capacity and Governance Structure	10	10
I. School Leadership and Management	12	12
J. Student Demand and Community/Local Support	8	8
STANDARD POINTS AWARDED	96.6	100
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). Applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to mentorship, restorative justice practices, and whole-school college readiness or entry goals).	3	3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. Applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion through school culture and climate.	3	3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.	0	3
TOTAL POINTS AWARDED	102.6	109