



# INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

## CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT

### APPLICATION DETAILS

<b>School Name:</b> Rainier Valley Leadership Academy	<b>Contact Person:</b> Baionne Coleman
<b>Application Type:</b> Expansion	<b>Grant Budget:</b> \$1,250,000
<b>Grades Served:</b> K-5 expansion (will serve K-12)	<b>New Seats Created:</b> 300
<b>Total Averaged Score:</b> 95.6	<b>Application Status:</b> 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

- Project goal measures could be more data driven, especially the curriculum to student outcomes.
- Strong justification for adding elementary program to build a stronger start for students & creating a continuum through 12th grade
- Goal #1 could be strengthened to show curricular alignment among all grade levels through 12<sup>th</sup> grade – What are the end goals for academic outcomes at each grade level & how do you find curricular materials to match achievement / growth goals rather than letting it evolve annually?
- How will you measure outcomes / success?
- Do any of your goals need to have an expedited plan in the event that the timeline for spending grant funds surpasses the timing for the goals?
- Goals include recruitment and marketing, curriculum and furnishings for Kinder classrooms. Goals are realistic, mission/vision aligned for this school that has had a unique journey from GreenDot Schools to independence with increased community connection. The grant goals seek to provide as solid foundation for the inaugural kindergarten class.

### B. EDUCATIONAL PHILOSOPHY, INSTRUCTIONAL PRACTICES, AND CURRICULUM

Fully describe and justify the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives.

Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, 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: 14.99/16**

#### Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum

- Strong connections to the community aligned to values & prioritized throughout.
- Mention of 1:1 availability of laptops but no real outline for how the laptops will be utilized
- RVLA is deeply connected to its community, and aims to offer an antiracist collaborative community. The school aims to offer—with the grant proposal to assist—a continuum of education Kindergarten through graduation. Additionally, RVLA is founded in seven key principles (anti-racism, mentorship, decolonized curriculum, college and career readiness, Sankofa, soft skills/mental wellness, and outdoor education). The school also employs a strong emphasis on mentoring at all level of the organization.

- Technology usage: RVLA uses a 1:1 model for the Elementary School, similar to the Middle/High School model. RVLA recognizes the technological demands that society has placed on virtually every person in order to be a fully functional global citizen. Laptops will be distributed to each scholar and used daily for instruction.
- Curriculum: There are professional development opportunities to ensure teachers and IAs feel confident. School has adopted the Better Learning Through Structured Teaching framework by Douglas B. Fisher/Nancy Frey.
- Overall curricular design and practices are deeply rooted in the school community, with an emphasis on addressing trauma and generational inequities.

### C. TEACHING AND LEARNING

Fully describe and justify the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives.

Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

**TOTAL AVERAGE POINTS: 5.33/6**

#### Reviewer Comments – Teaching and Learning

- Application details 8 different sources of student assessment data and the meeting cycles with staff to systematically analyze results to drive instruction.
- Strong culture of staff collaboration around curricular and assessment themes.
- School implements robust MTSS and has detailed matrix of what falls into the various tiers.
- Application is missing explanation of Tiers 2 and 3 within the chart.

### D. STUDENT ACADEMIC ACHIEVEMENT STANDARDS

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. Fully describe and justify how your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

**TOTAL AVERAGE POINTS: 8.33/9**

#### Reviewer Comments – Student Academic Achievement and Standards

- The school employs a wide range of qualitative and quantitative measures of student achievement with the goal of using data to drive instructional and programmatic decisions. P. 18 of the application contains a table detailing the assessments.
- Data from the above is then used to inform decisions within the context of MTSS.
- It's not clear how data will inform policy and management decisions.

## E. 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: 12/12**

### Reviewer Comments – Student Demand and Community/Local Support

- Strong rationale for community need with consistent alignment to values
- The school enjoys strong community support, evidenced by the fact that a closed GreenDot school re-opened as an independent charter. The school seeks input from the community at all levels of the organization, planning processes, programming etc.
- Very little information about community need in the narrative – details were added in an addendum.

## F. 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: 10.99/12**

### Reviewer Comments – Effectively Serving All Students

- The school is strongly committed to MTSS with support for MLLs and Special Education (dedicated teacher admin for this role).
- School uses strong focus on literacy to connect to tiered MTSS supports.
- Application details which supports fall under which tiers (pp. 20-21 in application).
- Strong evidence of clear MTSS referral process and protocol.
- No mention of nutrition or transportation needs in narrative but found information in an addendum.

## G. STAFFING AND PROFESSIONAL DEVELOPMENT 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: 4/4**

**Reviewer Comments – Staffing and Professional Development Plan**

- Teachers are provided with abundant resources and training, including weekly and monthly opportunities as well as over the summer months. For example the school has adopted and trains staff in a comprehensive method for supporting student behavior (No Nonsense Nurturing).
- Staff are arranged and train in grade level and content level teams for ongoing improvement of skills.
- Very little information related to staff recruiting in narrative.

**H. FINANCIAL MANAGEMENT AND MONITORING PLAN**

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: 5.98/7**

**Reviewer Comments – Financial Management and Monitoring Plan**

- The applicant plans to rely heavily on philanthropic donations which is a risk for financial stability and sustainability.
- Thoughtful approach to long range financial planning evident. Strengths include strong partnerships with philanthropy (Gates, Charter School Growth Fund); proactive communication between CEE, trustees, founders.
- Plan is based on long-range emphasis and strong community input.

**I. BOARD CAPACITY AND GOVERNANCE STRUCTURE**

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: 7.33/12**

**Reviewer Comments – Board Capacity and Governance Structure**

- Extensive broad and deep Board member experience (public and private sector backgrounds as evidenced in CV's)
- No gaps evident in Board experience that would impede effective governance.
- Not clear on how the Board monitors policies and procedures or ongoing board training.

- The narrative gives little information about the board’s composition, policies/procedures, and training. Most the details for this section were gathered from supplemental materials and the organization’s website.

## J. 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: 8.66/10**

### Reviewer Comments – School Leadership and Management

## OVERALL APPLICATION COMMENTS

- School’s leadership philosophy aligned to student needs (reference to students arriving 2+ years behind academically) and require a zero year for planning with core administrators. School clearly separates academic and operational leadership roles in its narrative.
- Application details system of principals and deans (essentially department leads) to meet the unique needs of students and the community.
- Overall comprehensive and strong application that takes into account the unique and challenging needs of the community.
- The fact that this school was a GreenDot school that closed and reopened due to strong community support speaks volumes.
- The grant goals are aligned to the mission/vision of the school and recognize the need to grow a solid base at the Kindergarten level.
- The school’s programs, systems and structures are thoughtfully crafted in such a way as to optimize sustained support for students.
- The narrative is missing some information and criteria aligned to the rubric.
- The sections of the narrative were not always aligned to the rubric which made it tricky at times to find supporting evidence.
- Much information was provided in addendum documents rather than in the grant narrative – I think the application would have had a stronger flow if some of those elements were included in the narrative itself.
- It is clear that RVLVA has a strong vision & mission, the support of its community and thoughtful values.

APPLICATION TOTAL POINTS		
Rubric Section	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	12	12
B. Educational Philosophy, Instructional Practices, and Curriculum	14.99	16
C. Teaching and Learning	5.33	6
D. Student Academic Achievement Standards	8.33	9
E. Student Demand and Community/Local Support	12	12
F. Effectively Serving All Students	10.99	12
G. Staffing and Professional Development Plan	4	4
H. Financial Management and Monitoring Plan	5.98	7
I. Board Capacity and Governance Structure	7.33	12
J. School Leadership and Management	8.66	10
<b>STANDARD POINTS AWARDED</b>	<b>89.6</b>	<b>100</b>
<b>Priority Points: 3 Additional Points</b> 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
<b>Priority Points: 3 Additional Points</b> 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
<b>Priority Points: 3 Additional Points</b> 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
<b>TOTAL POINTS AWARDED</b>	<b>95.6</b>	<b>109</b>