



WASHINGTON STATE
Charter School Commission
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2019 NEW SCHOOL APPLICATION RECOMMENDATION REPORT FOR: IMPACT | SALISH SEA ELEMENTARY

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INTRODUCTION

The Washington State Charter School Commission (Commission) was created in 2013, after the approval of Initiative 1240 and subsequent passage of Engrossed Second Substitute Senate Bill 6194, to serve as a statewide charter school authorizer. The eleven-member Commission is tasked with running a process to approve new charter schools, and effectively monitoring the schools it authorizes through ongoing oversight.

Mission

To authorize high quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Values

Accountability/Responsibility
Transparency
Innovation
High Expectations

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

The Commission is committed to being culturally responsive. To that end, the Commission has adopted cultural competence definitions to support this commitment.

Cultural Inclusion

Inclusion is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: "Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work." Inclusion is a shift in organization culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization.

Individuals function at full capacity, feel more valued and are included in the organization's mission. This culture shift

creates higher-performing organizations where motivation and morale soar.¹

Culturally Responsive Education Systems

Culturally responsive educational systems are grounded in the beliefs that all culturally and linguistically diverse students can excel in academic endeavors when their culture, language, heritage, and experiences are valued and used to facilitate their learning and development, and they are provided access to high quality teachers, programs, and resources.²

Cultural Competency

Cultural competence provides a set of skills that professionals need in order to improve practice to serve all students and communicate effectively with their families. These skills enable the educator to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits.

Cultural competence allows educators to ask questions about their practice in order to successfully teach students who come from different cultural backgrounds. Developing skills in cultural competence is like learning a language, a sport or an instrument.

The learner must learn, relearn, continuously practice, and develop in an environment of constant change. Cultures and individuals are dynamic – they constantly adapt and evolve.

Cultural competence is:

- Knowing the community where the school is located
- Understanding all people have a unique world view
- Using curriculum and implementing an educational program that is respectful of and relevant to the cultures represented in its student body
- Being alert to the ways that culture affects who we are
- Places the focus of responsibility on the professional and the institution
- The examination of systems, structures, policies and practices for their impact on all students and families viewing those systems as deficits.

¹ Puget Sound Educational Service District. (2014). Racial Equity Policy. (p. 7) Seattle, WA: Blanford, S.

² Leadscape, National Institute for Urban School Improvement. (2010) Culturally Responsive Coaching for Inclusive Schools. (p. 4) Tempe, AZ: Mulligan, E. M., Kozleski, E. M.

Focus on Quality

The New School Application solicitation and the resulting evaluation process are rigorous and demanding. The process is designed to ensure that charter school operators possess the capacity to implement sound strategies, practices, and methodologies. Successful applicants will clearly demonstrate high levels of expertise and capacity in the areas of education, charter school finance, administration, and management, as well as high expectations for excellence in professional standards and student achievement.

Autonomy and Accountability

Charter schools have broad autonomy, but not without strong accountability. Charter schools will be accountable to the Commission for meeting academic, financial, and organizational performance standards. The three areas of performance covered by the evaluation policy correspond directly with the three components of a strong charter school application and the three key areas of responsibility outlined in charter contracts.

Accountability

Evaluation of charter school performance is guided by three fundamental questions:

- Is the educational program a success?
- Is the school financially viable?
- Is the organization effective and well-run?

The answers to each of these three questions are essential to a comprehensive evaluation of charter school performance.

Charter schools are evaluated annually against standards in the following categories:

Academic Performance – Charter schools are required to make demonstrable improvements in student performance over the term of the charter. Schools are required to administer all state standardized tests and to adhere to academic standards.

Organizational Performance – A nonprofit corporation holds the charter school contract and is responsible for complying with both the terms in the contract and all applicable laws. This charter school board of directors is a public body and is required to adhere to public meeting and public records laws.

Financial Performance – Schools must demonstrate the proper use of public funds, as evidenced by annual balanced budgets, sound audit reports, and conforming to generally accepted accounting practices.

Approved charter schools will be granted a five-year charter contract. Schools unable to demonstrate academic progress or unable to comply with legal/ contractual or financial requirements may face corrective action, non-renewal, or charter revocation.

Autonomy

In exchange for rigorous accountability, charter school operators experience substantially greater authority to make decisions related to the following:

- Personnel
- School management and operations
- Finances
- Curriculum
- School day and calendar
- Education Service Provider (ESP) agreements

Application Process

Commission staff manage the application process and evaluation teams that include national and local experience and expertise on the operation of successful charter schools. Commission staff leads these teams throughout the evaluation process to produce a merit-based recommendation report to approve or deny each proposal. This report from the evaluation team is the culmination of three stages of review:

Proposal Evaluation

The evaluation team conducted individual and group assessments of the merits of the proposal based on the complete submission. In the case of experienced operators, the Commission supplemented the evaluation team's work with due diligence to verify claims made in the proposals.

Capacity Interview

After reviewing the application and discussing the findings of their individual reviews, the evaluation team conducted an in-person assessment of the applicant team's capacity.

Evaluation Team Ratings

The evaluation team members each produced independent, ratings and comments regarding whether to recommend the proposal for approval or denial.

Commission staff collated the team ratings into an overall recommendation report to approve or deny each application based on its merits as outlined in the rubric. The authority and responsibility to decide whether to approve or deny each application rests with the members of the Commission.

Public Forum

An opportunity for the public to provide official comment on the proposed application. While there is no formal assessment of the public forum, it often confirms the evidence of community engagement provided in the application.

Recommendation Report Contents

This recommendation report includes the following:

Proposal Overview

Basic information about the proposed school as presented in the application.

Recommendation

An overall rating regarding whether the proposal meets the criteria for approval.

Evaluation

Analysis of the proposal based on four primary areas of plan development and the capacity of the applicant team to execute the plan as presented:

Educational Program Design and Capacity

- Family and community involvement
- Program overview
- Curriculum and instructional design
- Student performance standards
- High School graduation requirements (if applicable)
- School calendar and schedule
- School culture
- Supplemental programming
- Special populations and at-risk students
- Student recruitment and enrollment
- Discipline policy and plan
- Educational program capacity.

Operations Plan and Capacity

- Legal status and governing documents
- Organization structure and relationships
- Governing board
- Advisory bodies
- Grievance/complaint process
- District partnerships
- Education service providers (ESP) and other partnerships
- Staffing plans, hiring, management, and evaluation
- Professional development
- Performance framework

- Facilities
- Start-up and ongoing operations
- Operations

Financial Plan and Capacity

- Financial plan
 - Budgets
 - Cash flow projections
 - Related assumptions
 - Financial protocols
 - Fundraising plan
- Financial management capacity

Existing Operators (if applicable)

- Track record of academic success
- Organizational soundness
- Plans for network growth

Rating Characteristics

Evaluation teams assess each application against the published evaluation rubric. In general, the following definitions guide evaluator ratings:

Exceeds

The response surpasses all key performance expectations/goals found under meets expectations. It exhibits high overall performance in all categories and routinely goes beyond what is expected and is fully aligned with the strategic mission of the Commission.

Meets

The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.

Partially Meets

The response meets the criteria in many respects, but lacks detail or specificity and/or requires additional information in one or more areas.

Does Not Meet

The response meets the criteria in some respects but has substantial gaps in a number of areas or the response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

PROPOSAL OVERVIEW

Applicant Names

Jen Davis Wickens, Kristen McCaw, Abigail Cedano, Amy Kiyota

Proposed School Name

Impact | Salish Sea Elementary

Mission

The mission of Impact | SSE is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.

Board Members

- Sara Morris – Board Chair
- Tatiana Epanchin – Secretary
- Noah Wepman – Treasurer
- Todd Meldahl – Facility Committee Chair
- Patrick Methvin – Finance Committee Chair
- Daniel Zavala
- Micaela Razo
- Tony Byrd

Proposed School Leader

Baionne Coleman

Proposed Location

South Seattle or Renton

Enrollment Projections

Academic Year	Planned Enrollment	Maximum Enrollment	Grades Served
2020/2021	168	168	K, 1
2021/2022	252	252	K-2
2022/2023	336	336	K-3
2023/2024	420	420	K-4
2024/2025	504	504	K-5

SUMMARY ANALYSIS

Impact | Salish Sea Elementary

APPROVE

Summary Analysis

Impact Public Schools (IPS), Washington’s first homegrown charter network is proposing to open its second elementary school, Impact | Salish Sea Elementary (Impact | SSE) in South Seattle or Renton. Using the model currently in operation at Impact | Puget Sound Elementary (Impact | PSE), which includes school-based mentor groups, personalized learning pathways for every student, and project-based learning (PBL), Impact | SSE hopes to serve upwards of 504 kindergarten – fifth grade students.

In addition to the above educational program terms, the model also places a significant emphasis on social-emotional learning (SEL) and deeper learning competencies to empower students not only academically, but mentally and emotionally as well. Structures and routines, including a badge system, daily and weekly circles, and a value of the month are to build and maintain a positive school culture.

Baionne Coleman, the proposed school leader, is a resident of South Seattle with roots in the community. Each member of the applicant team has significant charter school experience with a variety of educational, operational, and financial expertise. The board members bring a wealth and diversity of knowledge including legal, budget development and oversight, facilities acquisition, and performance management.

While the application submitted by the applicant is strong and the self-reported preliminary data from Impact | PSE is promising, there is inherent risk in approving a second school without multiple years of positive student academic performance data to support the efficacy and effectiveness of the model.

Summary of Section Ratings

Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others.

Therefore, to receive a recommendation for approval, the application must maintain a “Meets” rating in all areas.

Executive Summary	Educational Program Design and Capacity
MEETS	MEETS
Operations Plan and Capacity	Financial Plan and Capacity
MEETS	MEETS
Existing Operators	
MEETS	

EXECUTIVE SUMMARY

Impact | Salish Sea Elementary

MEETS

Summary

Impact | SSE is the proposed second school of Washington-based IPS, a local charter management organization (CMO). The school, at full enrollment, will serve 504 kindergarten through fifth grade students in the South Seattle or Renton area. Impact Public Schools operates Impact | Puget Sound Elementary (Impact | PSE), a school serving kindergarten and first grade students (growing to K-5) in Tukwila, WA.

Impact | SSE’s school model has three program terms. They include:

1. School-based mentor groups
2. Personalized learning pathways for every student
3. Project-based learning (PBL)

Each program terms is intended to “nurture 21st century skills and habits within a culturally inclusive and responsive learning environment” through a dynamic social emotional learning program (pg. 16). Additionally, IPS places a significant focus on Deeper Learning competencies and its Compass Habits to promote high expectations, foster individual skill building, and develop the overall school culture.

The applicant provided third grade proficiency data for both the Seattle and Renton school districts including data disaggregated by income status, special education status, and language proficiency. The information illustrates the opportunity gap that persists for students in underserved groups.

District	% Met Standard - Overall	% Met Standard - Black	% Met Standard - Hispanic	% Met Standard - Limited English	% Met Standard – Special Education	% Met Standard - Low Income
Seattle	65.3 (Reading)	35.4	42.1	19.2	39.5	36.4
	66.8 (Math)	39.7	47.8	32.9	40.4	41.8
Renton	49.9	38.8	28.5	18.2	19.1	36.0
	55.4	41.6	35.8	31.5	23.6	41.4

The school anticipates enrolling a student population that mirrors local demographics and includes at least 65% eligible for free or reduced-price lunch, 12% special education, 12% English language learners, and 5% highly capable. They also anticipate that many of the students may come in with “low levels of kindergarten readiness, low levels of literacy, or lack of [a] foundation in math” (pg. 9).

To “ensure that every student has the opportunity to meet career- and college-ready standards, and to

provide a culturally responsive and inclusive program” Impact | SSE will be guided by the following mission, vision, values, and goals (pg.11):

<p>Mission:</p> <p>The mission of Impact SSE is to prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.</p>
<p>Vision:</p> <p>Impact SSE graduates will be problem-solvers, innovators, and change agents of tomorrow. Students will live full, connected, and purposeful lives. Our diverse group of scholars will solve our future's greatest challenges; together, we will eliminate the opportunity gap in our community. Our school offers a rigorous, personalized curriculum within a vibrant school community that balances high expectations with joy.</p>
<p>Core Values</p> <ul style="list-style-type: none">• Bold Ambitions• Brave Solidarity• Team WA• Everyone Grows• Play Big• Intention
<p>Goals:</p> <ul style="list-style-type: none">• Impact SSE’s primary objective is to prepare all students to meet their individual potential and for success in middle/high school and a four-year college.• Each year enrolled at Impact Salish Sea Elementary, at least 80% of students will show at least one year of growth on the Deeper Learning Rubric.• Each year enrolled at Impact Salish Sea Elementary, at least 80% of students will show growth in the IPS Compass.

The applicant stated that they “assessed demand and community needs through conversations with parents and community meetings” and included evidence of this engagement in the application. A petition of interested parents was included in the materials, however, some signatories indicated that they did not have children or left those columns blank. Additionally, given the large geographic region identified in the application, it is challenging to meaningfully assess whether the parent demand is specific to the neighborhood where the school plans to locate.

Overall, the applicant presented the educational need, justified the geographic location, and sufficiently described the school’s plan, mission, vision, and goals. Despite the applicant’s strong application and capacity, there is risk in authorizing a second school absent any verifiable outcome data.

Executive Summary: Analysis and Evaluator Comments

RUBRIC OUTCOME

MEETS

- The team has provided evidence of the target communities which are failing to prepare all students for long term success. The team provided testing information that demonstrates that current opportunity gaps exist in both reading and math across the Seattle/Renton school districts for low-income students, students of color, and students with Individualized Education Plans (IEPs). There is a table that provides a snapshot of unequitable outcomes in Grade 3 for students of color. The applicant further explains that there is an unmet need in college-bound programs, disciplinary disproportionality towards students of color and SpEd students (pg. 8).
- There is reasonable growth after year one of 84 students per year at one grade level (pg. 9).
- The school acknowledges the limitations of measuring success just through state assessments, particularly for K-2 students. It therefore will develop a Deeper Learning Rubric (evaluates critical thinking, problem solving, collaboration, and communication) and IPS Compass (evaluates mindsets such as growth mindset; social- emotional skills; Diversity, Equity, and Inclusion (DEI) competencies) with goals of 80% growth annually in each area (pg. 12).
- The school is still in a pilot phase. There are numerous ways in which the model is still untested thus needs several more years of operations prior to determining whether it is a success:
 - The school cannot provide one full year of student growth data due to the timing of the application submission (Attachment 33: Portfolio Summary Template).
 - Co-teaching only occurs in K-1, so the results may differ when the teaching model shifts (pg. 20).
 - Self-directed learning on the IPS Learning Management System (LMS) will only be used for students Grades 3-5 (pg. 17).

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

Impact | Salish Sea Elementary

MEETS

Summary

Impact | PSE received 309 applications for 160 seats for the 2019-20 school year and it has maintained a large waitlist throughout its first year of operation. Over 200 current parents, students, and community supporters attended the Public Forum for Impact | SSE. While not easily quantified or measured on a rubric, the passion from *current* parents at the Public Forum was apparent. This demonstrates that there is an appetite in the community for IPS's model.

Using Impact | PSE to showcase what is possible at Impact | SSE, the leadership team “conducted over 50 tours of Impact | PSE and two community-wide design team meetings in Seattle/Renton, helping IPS examine, refine and design school systems, structures, policies, and practices” (pg. 13). Feedback from those meetings “prompted [IPS] to consider creating a resource library to support families to better understand our model; requiring scheduled positive incentive calls to build trust with families; offering family training around restorative discipline practices, reading support and other areas requested by parents; and decolonizing curriculum to create a strong sense of belonging, confidence in self, and respect for other cultures/backgrounds” (pg. 13).

Understanding that “community engagement works when it is long-term and mutually beneficial” IPS has already secured partnerships with (pg. 15):

- Community & Parents for Public Schools of Seattle
- League of Education Voters
- WA Charters Parent Advocacy Leads (PALs) program
- King County Library2Go
- Drills & Skills
- Willie Austin Foundation
- Committee for Children
- Childhaven

The applicant included 18 letters from a variety of community members and partners stating support for the school and/or the proposed school leader, Baionne Coleman. Several of these partners and supporters also testified at the Public Forum.

As stated in the Executive Summary, “[the] Impact | SSE school model is rooted in the following three Educational Program Terms” each of which was supported by research:

1. School-based mentor groups – Students start and conclude each day with their mentor groups. They “are led by a Lead Teacher, Teacher, or Teaching Fellow” and activities “include goal-setting,

progress monitoring, team building, social emotional learning (SEL) instruction rooted in the IPS Compass, Friday Community Circle” (pg. 16).

2. Personalized learning pathways for every student – “[P]ersonalized learning occurs primarily during the Math and Literacy Studio (2.5+ hours daily) when student complete a combination of self-directed and teacher-directed learning in small groups” (pg. 17).
3. Project-Based Learning (PBL) – “IPS students apply their skills through rigorous, authentic projects starting in kindergarten....and [it] explicitly supports cultural responsiveness through projects that foster cultural awareness, promote teamwork, and practice communication skills” (pg. 18).

In addition to the Educational Program Terms, other design elements include “multi-age small guided reading/math groups based on student level, and explicit Diversity, Equity, and Inclusion [DEI] and SEL instruction and assessment” (pg. 21).

The applicant articulated the course outcomes for grades K-2 and 3-5, which differ slightly based on the grades served. The growth and proficiency goals are ambitious, but realistic and the self-reported interim growth data for students at Impact | PSE that suggests they are on track to achieve or exceed this year’s mission-specific goals. The outcomes are aligned to Washington State K-12 Learning Standards, except for the SEL outcomes which are aligned to the Illinois and Kansas standards.

Impact | SSE will use a variety of purchased curricula and provided a rationale for each selection. A table was provided to illustrate the Response to Intervention model used by IPS. Each level included the intervention, the person responsible, and the type and frequency of communication to parents so that they are aware of their student’s progress.

Progress reports will be issued each trimester and “[f]or each standard they have worked [on] during a given trimester (including SEL), students receive a designation of ‘introduced,’ ‘practicing,’ or ‘mastered’ as informed by [multiple] assessment results” (pgs. 31-32). Student progress will be discussed at conferences and mentors will communicate to parents if students are struggling.

According to the calendar and schedule submitted, students will spend 330+ minutes “immersed in core subjects, with cultural inclusion embedded throughout” (pg. 34). In total, students will receive 1,620 minutes of instruction including DEI and SEL, art, and movement. The schools opens at 7:00 am and the day ends at 5:30 pm to allow for students to receive extra academic support.

One notable aspect of IPS is the development and implementation of a strong school culture through their *Compass Habits* and integrated SEL program. The core values listed earlier “animate the school mission, inspire actions, exude diversity, equity, and inclusion, and inform decision making” (pg. 36). Culture is promoted and sustained through structures and routines, including a badge system, daily and weekly circles, and a value of the month. Cultural practices extend to staff, faculty, and even the board.

The applicant provided detailed plans to serve students with special needs, limited English proficiency, or those identified as highly capable. The individualized learning and student supports that are foundational to IPS’s model provide a scaffolding upon which programs to serve a variety of students identified as at-risk are built. Impact | SSE strives to serve students in the most inclusive way possible, while also attending to the needs of students and meeting requirements of student Individualized Education Program (IEPs).

The application included vague language regarding the transfer of student Individualized Educational Programs (IEPs); however, the applicant addressed it when asked in the Capacity Interview and will revise the language prior to submitting their policy and procedures to OSPI.

In order to attract students, Impact | SSE’s outreach efforts will be led by Community Outreach Ambassadors, the proposed Principal, and the Chief Executive Officer (CEO). These activities will include:

- In-home informational events
- Community events
- Canvassing and home visits
- Targeted and adaptive marketing
- Partnerships with local health and social services organizations

The applicant did not propose any specific enrollment preferences if demand exceeds capacity, though they state they may work with the Commission to provide an enrollment preference to students of full-time employees or other at-risk student categories.

Impact | SSE’s states that the discipline policy’s purpose is “to nurture students’ social-emotional development in a culturally responsive school climate conducive to teaching and learning” (pg. 60). IPS has adopted “school-wide Positive Behavior Interventions and Support (PBIS)” and it is “upheld by all members of the community, including students, parents, faculty, and other stakeholders” (pg. 60-61). The below table outlines “shared community-wide expectations” in the form of informal-commitments made by students, “but teachers are given the creative freedom to implement the operational aspects of a PBIS system in their classroom as they see fit” (pg. 61).

Be Safe	I commit to keeping myself and others safe
Be Inclusive	I commit to leaving no community member behind
	I commit to seeking and respecting diversity of perspective
Be Kind	I commit to speaking to the person, not about the person
	I commit to speaking from my heart, but using my head
Be Engaged	I commit to working the compass
	I commit to always doing my best work
Be Accountable	I commit to walking my talk
	I commit to being truthful with myself and others
Be Brave	I commit to showing up with courage.
	I commit to standing up for what is right.

When students violate the discipline policy, a restorative justice approach will be used to repair the harm caused (unless the violation warrants more serious consequences as permitted by law).

The leadership team and board of directors have significant capacity to implement the proposed educational plan. The charter management organization (CMO) level staff all bring educational experience to their roles, including charter-specific experience with IPS and other local and national charter networks. The proposed school leader, Baionne Coleman, helped to launch Impact | PSE and has ties to the geographic region where Impact | SSE hopes to locate. Many speakers at the Public Forum spoke emphatically about her ability to serve students and families and to lead faculty and staff.

Overall, Impact Public Schools' leadership team and board have demonstrated that there is an educational need for additional public-school options, particularly for underserved groups of students. The applicant provided significant evidence of community support for the model. The school's mission, vision, and values underpin the focus on SEL and school-wide culture. Given the leadership team's significant charter school management experience they are well aware of the challenges that new schools face. While authorizing the replication of a school without multiple years of positive academic data is inherently risky, the application demonstrates the capacity of the leadership team to open and operate a second high-quality public charter school.

Educational Program Design and Capacity: Analysis and Evaluator Comments	
RUBRIC OUTCOME	MEETS
	<ul style="list-style-type: none"> ▪ The school has collected numerous letters of support from educators and Community Based Organizations (CBOs). The school collected about 100 signed petitions from families interested in enrolling their children at the school. However, some of the signatures are provided by people without school-age children (Attachment 2: Evidence of Community Support). ▪ The flagship school (Impact PSE) received 309 applications for 160 seats available for SY2019-2020 and has maintained enrollment with a large waitlist for SY2018-2019. This indicates demand for the school model (pg. 13). ▪ Incorporating an 80-100-minute PBL block 4 days per week enables significant time for students to deeply explore topics and build problem-solving and critical thinking skills (pg. 18). ▪ The applicant describes some of the research supporting the school’s three essential elements: school-based mentor groups; personalized learning; and PBL (pgs. 16-19). ▪ Rather than resorting to developing its own curricula, which can be difficult for charter schools to manage in addition to the challenge of opening a school, the school has elected to purchase much of its curricula (pgs. 24-26). ▪ The school has identified specific curricula that will be implemented in Level/Tier 2 interventions. These curricula are different from what would be used in Level/Tier 1, suggesting that the needs of at-risk students will be addressed effectively (pg. 28). ▪ Impact SSE school will use Northwest Evaluation Assessment Measures of Academic Program (NWEA MAP) Growth scores and Fountas & Pinnell (F&P) scores to chart growth in addition to state test scores. However, Impact PSE will not even have a full year of MAP and F&P data prior to the application decision (pg. 23). ▪ Across all subjects, the school will be using seven different types of summative assessments, which should help with validity of determining a student’s overall success at a particular grade level (pg. 29). ▪ These are particularly compelling elements of Level 1 of the RTI program: 1:1 check-in with mentor at least once per week; 1:1 writing conference at least once per week; and 30+ days for PD, collaboration and planning (pg. 47). ▪ One of the primary interventions listed for Level 2 of the RTI program is Power Hour but it does not appear that Power Hour is mandatory as it occurs after school (pg. 47). ▪ Attempting to meet the academic needs of highly capable students largely through accelerated daily project work is reasonable given the high number of minutes dedicated to project work per week (pg. 56).

OPERATIONS PLAN AND CAPACITY

Impact | Salish Sea Elementary

MEETS

Summary

Impact Public Schools is Washington’s first local CMO. Impact | SSE will be the CMO’s second school using a model that is identical the one in operation at Impact | PSE. The board is made up of eight directors, including Sara Morris as President, Noah Wepman as Treasurer and Tatiana Epanchin as Secretary (a co-founder of Catalyst Public Schools). The start-up team consists of the CEO, Jen Davis Wickens, the CFO/COO, Kristen McCaw, Amy Kiyota the Manger of Operations and Finance (who also serves on the board of Catalyst Public Schools) and the proposed school leader, Baionne Coleman.

IPS plans to partner with System Six, Paylocity, and Abacus Education Partners for back office supports including accounting, payroll, audit preparation and reporting. Additionally, the school will contract with the True Measure Collaborative to “provide special education services, support, and training” (pg. 71). Lastly, the school will partner with the Washington State Charter Schools Association to assist with planning year professional development, parent organizing, and advocacy.

The applicant states that the governing philosophy of the IPS board is one of “external accountability, internal oversight, and mission-based leadership” (pg. 73). According to the applicant, “[t]he members are mission-driven, culturally competent, locally connected, and adept in the skills needed to oversee successful charter schools. The Board is not involved in daily school operations, dealing with personnel issues or addressing individual student issues. The Board role is one of oversight and management of the CEO” (pg. 73).

The following committees serve as advisory bodies and report to the board:

- Finance
- Audit/Compliance
- Facility
- Nominating
- Academic Performance

The experience of the board members is varied and includes law, finance, real estate, educational program development, business and non-profit management, and personnel management. One board member, Tony Byrd, is the Executive Director of Teach for America (TFA) in Washington State, a partner of IPS. The applicant stated that they sought legal counsel regarding this potential conflict and does not believe one exists. The contracts of TFA members are executed at the school level and are not signed by the board. If there are board-level decisions regarding TFA, Mr. Byrd recuses himself from discussions and voting.

No parents currently serve on the board, but there is a parent organization, the Village Action Committee, and the applicant states that “parental input is communicated to the Board through, as appropriate, the CEO and Principal” (pg. 75). Parents may attend board meetings as they are subject to the Open Public Meetings Act and if there is an issue with the CEO or the parent would like to appeal an earlier decision, the school’s grievance policy states that parents may go directly to the board.

Staff and faculty will be at-will employees of the school. Annual teacher salaries are set with the board and aim to be competitive when compared to local school districts. All employees are eligible to receive a 2% merit raise if performance goals are met. The board will also approve a yearly cost of living adjustment.

In order to recruit mission-aligned teachers who are reflective of the student body Impact | SSE plans to serve, “[t]he CEO and Principal will partner to conduct a wide-ranging, culturally-inclusive, national recruitment campaign” to begin in fall of 2019 (pg. 86). The criteria include:

- Alignment and commitment to the mission, vision, culture, and the targeted student population and community, with emphasis on the value of diversity, equity, and inclusion.
- Highly-qualified status (in accordance with Elementary and Secondary Education Act) and K-5 certification.
- Strong content knowledge and pedagogy skills.
- Experience implementing or desire to learn how to integrate elements of personalization, SEL, and DEI.
- Deep roots in project-based learning and standards-based aligned curriculum design.
- Ability to assume accountability for classroom management and culture with a willingness to adapt management style to meet the needs of the IPS students and animate our values.
- Demonstrated success (performance results) in holding all students accountable for high expectations.
- Ability to use data to develop and implement targeted learning experiences.
- Recognition of the value added when vision, mission and values are shared by the whole community.
- Willingness to collaborate in professional learning communities; desire to learn and grow.
- Capacity and interest in chairing an extracurricular activity and engaging in school-based leadership opportunity.
- Commitment to serving an intentionally diverse school community (pg. 86).

Additionally, “IPS will broaden its pool of diverse, local talent, through an alternative certification route with a university partner to support Teaching Fellows’ growth to become fully certificated teachers” (pg. 86). In the Capacity Interview the applicant shared the idea that “great teachers can make other teachers great” and plans to leverage this learning from the first school and scale it earlier at the proposed school.

Both the teachers and the principal will be assessed on the internally designed “Everybody Grows” rubric. The school leader’s performance will also be assessed according to the New Leaders for New Schools Principal Evaluation Rubric (Attachment 20: Teacher Evaluation Tool and Attachment 21: Principal Evaluation Tool).

Professional development at IPS “is driven by the collective and individual needs and preferences of the faculty and geared toward long-term learning to impact student achievement” (pg. 90). The applicant states that there will be approximately 340 hours of professional development each year, including “15 full Impact Institute days (August) and 41 professional development days (5 full days and 36 half days throughout the school year)” (pg. 93). Like students, each teacher has an Individualized Learning Plan (ILP) that drives their ongoing goal-setting, training and education, and professional growth.

Student performance will be evaluated through multiple measures, as IPS believe that “there is no single external measure that appropriately assesses a student’s readiness for middle/high school college” and believes that “statewide assessments are effective, yet incomplete” (pg. 94). Instead “a combination of metrics and a data-aligned dashboard [will be] used to track student achievement and ensure that students meet/exceed proficiency, growth, and achievement goals” (pg. 94). Students eligible to take the Smarter Balanced Assessment (SBA) will do so to measure achievement and growth. In the grades where the SBA is not administered, students will take the NWEA MAP Growth assessments three times a year in both math and reading.

Data on student performance is collected daily based on assessments and through projects. The faculty will meet weekly to “analyze student data, set goals, and define action steps” (pg. 95). The CEO will review data with the school leader weekly and will report to the board at least six times annually. Data will be reported to parents and the larger community through an annual “State of the Schools” report/presentation. The CMO will maintain the data systems including the Learning Management System (LMS) used to track student data.

Impact | SSE proposed two mission-specific goals, one academic and the other operational:

- At least 60% of students meet or exceed their growth targets on the NWEA MAP reading assessment from fall – spring
- 80% or more of faculty will respond positively to the following survey question: “Has your practice improved as a result of coaching, professional development and support at Impact Public Schools?”

The academic goal is rigorous. The organizational goal is so highly specific that it may not provide enough meaningful data to ascertain overall employee satisfaction. Additionally, the use of the word “improved” is subjective, unless it can be validated using the teacher assessment tool.

The applicant provided information regarding a potential location in Seattle’s Central District neighborhood. At the Capacity Interview, the applicant shared that there were other possible facilities options. Locating in South Seattle or in Renton may create competition given that another charter elementary school, Ashé Preparatory Academy, is proposing to locate in or near Skyway, a neighborhood that sits on the border of Seattle and Renton.

The operations capacity of the applicant team is significant as all members have current and historic experience starting or operating a charter school. Combined, the staff and board have experience with recruitment and hiring, professional development and performance management, general operations, and facilities acquisition and management. In the case of financial operations and state compliance and reporting, the proposed partnerships with the organizations listed above should fill any knowledge gaps. Additionally, IPS is collaborating with Washington Charter School Development in the facilities search.

The applicant clearly articulated in the application and in the Capacity Interview several important lessons learned during the opening and operation of their first school, Impact | PSE, which indicates that the organization is able to respond and adapt to unforeseen challenges. While it is not a best practice to approve a second school without multiple years of data demonstrating the organization's health and viability, the application provides significant evidence regarding the applicant team's ability to implement the proposed start-up plan and operate a high-quality public school.

Operations Plan and Capacity: Analysis and Evaluator Comments	
RUBRIC OUTCOME	MEETS
	<ul style="list-style-type: none"> ▪ A goal of an 80% teacher retention rate of high-performing teachers is reasonable and if achieved should positively affect the school’s long-term success (pg. 85). ▪ Similar to a practice at many high performing charter schools, each teacher will have an individualized plan, and progress toward meeting that plan will be tracked (pg. 86). ▪ The school leader will conduct weekly coaching conversations with each teacher to review student achievement data and track teacher progress toward meeting and exceeding their goals (pg. 89). ▪ One of the board members, who leads facility acquisition for Amazon, is partnering with three third parties to find a location for the second school. (pg. 98). ▪ The founding members’ resumes have been included and there is a plethora of experience included from school design to community engagement to fundraising and strategic planning (Attachment 10: Leadership Team Information, Attachment 14: Board Member Information). ▪ The applicant has provided a list of standing committees including: finance, audit, facility and nominating. The applicant has a committee structure with each comprised of members with diverse expertise (pg. 74-75). ▪ The applicant has listed professional training and development that the board will receive to enhance their capacity to govern the school (pg. 77). ▪ The applicant has listed three advisory bodies that will serve as central partners in Impact SSE’s success: Educator Design Team, Student Design Team, and the Founding Impact SSE Village Action Committee (pg. 79). ▪ The applicant has provided the salary of Principal, Assistant Principal, Dean of Students and key leadership team members. The applicant assures that new teachers will be compensated according to the IPS teacher compensation scale. This will be based on years of experience and a Master’s or National Board certification (pg. 84). ▪ IPS provides a career trajectory that spans a teacher’s entire career from teacher fellow to lead teacher and beyond. Teachers are able to take a variety of positions during their career, based on their growth, strengths, and career goals (pg. 86). ▪ A blend of local and national recruitment strategies includes targeting top performing education schools, and partnerships with local teaching programs. In seeking a diversity of local teachers and staff, the school will look for alternative certification paths. The school may waive the Master’s degree requirement in exchange for teaching experience. These combined efforts contribute to culturally inclusive hiring practices (pgs. 85-86). ▪ Organizational chart shows positions and structure at end of the five-year term that indicate an understanding of what roles are necessary to both school success and continued growth of Impact Public Schools. Directors of technology, real estate, regional operations, talent, and data/information show preparation for a well-run school system, and professional capacity for growth (Attachment 12: Organization Charts).

- Teacher evaluation rubrics give clear instructional goals/targets and complete descriptors of four levels of proficiency for each target. The tool is both evaluative and instructive for teachers and evaluators (Attachment 20: Teacher Evaluation Tool).
- Applicant has presented a well-defined, clear plan for staffing, hiring, management and evaluation, indicating a high level of commitment to a positive school culture and a fulfilling work and learning environment in which growth, learning, and improvement are whole-school values (pgs. 84-89).
- Applicant has provided schedules, materials, responsible parties, and methods for intended professional development program. The three-week Impact Institute schedule provided includes professional skill building and school culture building activities and has a breadth of topics scheduled thoughtfully throughout the days and weeks (pgs. 90-93 and Attachment 22: Schedule of Professional Development).
- The organizational performance and culture goal (faculty satisfaction), is measured by one question from the annual faculty survey (Attachment 23: Mission-Specific Goals).
- The applicant recently found another facility that is more expensive, and are still looking at properties. They have several good options (Capacity Interview Note).
- Applicant team shows excellent concentration of skills and experience for operations capacity. The school intends to partner with outside entities to fill any gaps in knowledge or resources. (pg. 104).

FINANCIAL PLAN AND CAPACITY

Impact | Salish Sea Elementary

MEETS

Financial Plan and Capacity: Summary

IPS has provided a financial plan that clearly outlines the appropriate fiscal oversight roles for the CMO and school-level staff, the board, and other contracted providers. The applicant states that “IPS will follow all accounting procedures mandated by Generally Accepted Accounting Principles (GAAP), Financial Accounting Standards Board (FASB), and the State of Washington. Accrual- based accounting will be used with appropriate general ledgers codes, along with account segments capable of reporting on sub-categories such as revenue source, department, and other areas as required” (pg. 105). While the school states it will follow FASB, schools must follow Governmental Accounting Standards Board (GASB) rules and regulations.

Kristen McCaw, the CFO/COO and Amy Kiyota, the Manager of Operations & Finance, both have experience developing and managing budgets. The application states that “the CFO/COO will train the Principal on financial management, analysis of budget versus actuals, variances, monitoring cash, and providing real-time access to all financial data. This is a very tight and collaborative relationship where the Principal has significant ownership over the school- site budget and also has an expert partner to ensure success” (pg. 105).

The school will pay a 10% management fee to the CMO office which is a reasonable amount when compared to other organizations. The applicant provided a detailed contingency plan if revenues are lower than anticipated.

The application includes a letter from the New Schools Venture Fund pledging their philanthropic support in the planning year. It also indicates that the school will be eligible for a multi-year grant in 2020. The Charter School Growth fund awarded IPS a one million dollar grant in 2017, of which the final payment of \$400,000 is to be paid in December of 2019.

The fundraising plan strategies include targeting local foundations, community crowd-funding, giving events. The plan identifies the CEO as the lead for fundraising activities with support from the leadership team and the board.

The net operating income in year three is \$16,951 which leaves a small margin to cover unforeseen expenses. However, net operating income increases to \$324,176 in year four and the applicant projects that the school be sustainable on public funds by that time.

Overall, the applicant team has demonstrated significant financial capacity and presented a sound financial plan in the application.

Financial Plan and Capacity: Analysis and Evaluator Comments	
RUBRIC OUTCOME	MEETS
	<ul style="list-style-type: none"> ▪ The applicant states that the CFO/COO will work with the Impact SSE Principal and IPS CEO to monitor the budget. They add that CFO/COO will the train the principal on financial management, analysis of budget (pg. 105). ▪ The applicant has developed a process to review and approve the budget, which is reviewing the budget with the leadership team and taking it to the public board meeting for approval. The applicant has developed procedures for accounting, purchasing and payroll (pg. 107). ▪ A succinct budget narrative demonstrates knowledge of projected operational expenses. Includes inflation assumptions and cash flow assumptions that indicate experience with a school year purchasing cycle (Attachment 28: Budget Narrative). ▪ Contingency plans are realistic and identify steps that would be taken to cover shortfalls, taking into account cash flow (Attachment 28: Budget Narrative). ▪ Team has successful record of fundraising, and there is fundraising experience on the board. Fundraising plan includes events that will appeal to those outside of the immediate school family. Plans include innovative events such as community crowd funding, and a campaign directed at local foundations that will have a menu of options. Fundraising plan has a blend of methods and donor levels to maximize the breadth of and opportunity for participation (Attachment 30: Fundraising Plan). ▪ Given the amount of services provided by the CMO, a management company fee of as 10% of state and federal revenue excluding CSP is reasonable (Attachment 28: Budget Narrative).

EXISTING OPERATORS OR PROPOSED CHARTER MANAGEMENT ORGANIZATION DEVELOPMENT

Impact | Salish Sea Elementary

MEETS

Summary

IPS intends to open and operate four schools by the 2022-23 school year and eight in total. The first two schools will serve the Puget Sound region, with a planned expansion into Eastern Washington. In the Capacity Interview, board members discussed the greenlighting process for new schools and the application states “IPS is committed to ensuring that each school is opened with the capacity to support the model and execute it with fidelity to best serve the community. Prior to considering network growth, IPS will use the following criteria to determine the viability of replication”:

- **Need:** academic performance of surrounding schools, student demographics, size of student population
- **Community Support:** community and family support for school model, family interest in school choice
- **Location:** availability of potential facilities, proximity to home and/or future regional office support, viability of a quality talent pool
- **Finances:** cost of operation and regional funding factors
- **Political Viability:** local leadership support, historical charter relationships and political landscape
- **Results:** performance of IPS schools already in operation (pg. 113)

The application provided the following preliminary academic data to support the opening of a school that will be nearly identical to the school currently in operation.

- Preliminary NWEA MAP scores show the mean mathematics score for Impact | PSE Kindergartners is 155.2, a total of 3.1 points more than the national norm.
- Kindergarten African American students are performing above the national norm for mathematics (152.7 compared to 152.1 national average).
- Preliminary NWEA MAP scores show that the mean reading score for Impact | PSE Kindergartners is 152.7, a total of 0.8 points more than the national norm.
- Kindergarten students who identify as multi-racial are performing 3.7 points above the national norm for reading.
- 1st grade Latino students are performing 0.7 points above the national norm for reading.
- 100% of Impact | PSE students have presented 2-3 complete showcase products as a part of the project-based learning scope and sequence, engaging in the explore-create-showcase PBL arc and contributing to their portfolio (pg. 114).

Approving a second elementary school, particularly given that the current elementary school has only been open for one year and only serves grades K-1, does carry risk and is not considered a best practice in

the charter sector. Yet, the leadership team and board have demonstrated capacity to replicate the school model and grow the CMO. The preliminary student academic growth data is encouraging and shows the school to be on track to meet its yearly mission-specific goals. The team's capacity and promising student data cannot substitute for multiple years of academic and operational success. However, the ultimate recommendation is to approve the charter school application submitted by IPS.

Existing Operators/CMO Development: Analysis and Evaluator Comments	
RUBRIC OUTCOME	MEETS
	<ul style="list-style-type: none"> ▪ While there is not yet a full year of performance data, early data indicates that students are performing at least as well, and in some cases better, than the national level in math and reading. All of the students have earned 4 out of 5 potential Compass Badges (pg. 114). ▪ Applicant includes results from mid-year faculty and family satisfaction surveys, which indicate greater than 90% satisfaction in multiple responses (pg. 114). ▪ The rate of growth of the CMO is aggressive. The CMO's second school would be approved before there are any state academic proficiency results. The CMO's third school would launch just a few months after the first round of state academic proficiency are released (pg. 113). ▪ The CMO's first school, Impact PSE, is only its first year of operation. It is too early to know whether the model is a success (pg. 113 and Attachment 33: Portfolio Summary Template).

EVALUATION TEAM BIOGRAPHIES

Krystal Starwich, Team Lead

Director of New School Applications

Washington State Charter School Commission

Krystal is the Director of New School Applications for the Washington State Charter School Commission (Commission). In addition to managing the agency's new school application process, she also works to build capacity in potential charter school operators through educational and community outreach opportunities. Prior to her role with the Commission, she worked as a Grant Coordinator for Office of Superintendent of Public Instruction and implemented the state's first US Department of Education Charter School Program (CSP) grant.

Prior to joining OSPI, she spent three years at an independent school in Seattle providing a variety of operations and student support. She earned her Bachelor's Degree in Political Science from the University of Washington and her Master's Degree in Public Administration from Seattle University. Her non-profit professional experience includes legal advocacy and fund development for a community-based organization serving survivors of domestic violence, and volunteer program coordination for a political non-profit. She is passionate about youth civic engagement and has been a longtime volunteer and board member of the YMCA's Youth and Government program.

Adam Aberman, Evaluator

Adam is the CEO and Founder of The Learning Collective. Adam has profound content expertise in technology-based innovation and a 20-year track record educating young people in numerous venues from traditional public schools to school district administration trainings. Over the past 15 years, Adam has assessed over 200 current, and 100 proposed, charter schools nationally (California, Colorado, Illinois, Indiana, Michigan, Minnesota, Nevada, New Jersey, New York and Washington), including lead writer for charter renewal inspection visits, charged with evaluating the school and writing the report that is submitted to authorizers. During every school visit, Adam evaluates the effectiveness of charter schools on a wide range of issues. The range of issues includes schools' use of assessment data, curricular development and alignment with the Common Core, instructional leadership and staff evaluations, classroom instruction, professional development, board governance, parental involvement and school finances.

Adam has led teams of reviewers on over 50 charter school applications, submitting the finalized application reviews to boards of education. Adam has also worked with the National Association of Charter School Authorizers (NACSA) and other organizations on evaluation and strategic planning projects regarding Florida, Idaho, Minnesota, New York, Oklahoma and Ohio authorizers. Other TLC clients have included Alliance College-Ready Public Schools, Chicago Public Schools, College Board, Inglewood Unified School District, KIPP, Tiger Woods Foundation and UCLA. Adam began his career in education as a Spanish bilingual public school teacher in Los Angeles. Adam received a B.A. from Vassar College and Master in Public Policy, with an emphasis on Education, from Harvard University's Kennedy School of Government.

Casey Caronna, Charter School Program Grant Coordinator, OSPI

Casey is the Charter School Program Grant Coordinator for Washington State's Office of Superintendent of Public Instruction (OSPI). Casey is a life-long Washington resident and obtained a Bachelor of Arts with an emphasis in Political Science and Educational Administration from the Evergreen State College and a Master of Arts in Education from Goddard College. His previous experience includes working for the Boy Scouts of America, Saint Martin's University, and the Evergreen State College. He brings a holistic and well-rounded understanding of the educational world to the newly formed charter school sector in Washington State.

Laura Crandall, Evaluator

Laura is the head of Crandall Strategy & Research, and has twelve years of experience in education management. For six years she was Head of School in a preschool through grade eight independent school of over 200 students. There, she led a faculty of thirty-five and managed budgets of up to \$2.9 million. Laura has understanding of crisis management, having also served as Interim Head of School for an independent school that suffered the sudden loss of their School Director. She was on a dual accreditation team for the Northwest Association of Independent Schools (NWAIS), and this is her third year as an independent evaluator for the Commission.

Prior to becoming Head of School, Laura was the Business Manager of an independent school, and was responsible for facilities management, policy and procedure development, financial management and controls, and admissions processes. She has a deep understanding of what is essential to an educational environment in which students will thrive. Laura holds an MPA with a focus in local government. She works as a public policy and finance analyst based in Seattle, Washington.

Crystal Wash, Evaluator

Crystal, a former school administrator, has served in various leadership roles including, Senior Literacy Trainer and Project Consultant where she provided expertise to IL School Districts in Teacher Evaluation. She began her career as an elementary classroom teacher, which led to becoming a demonstration classroom teacher. Crystal opened her classroom for teachers to observe and develop their expertise using the Balanced Literacy Approach. Following her teaching, Crystal was promoted to Literacy Project Consultant in which she led literacy Collaborative Inquiry Groups for K-2 teachers.

Crystal was accepted into New Leaders for New Schools, as a resident principal program and later became an Assistant Principal. Within her administrator roles, Crystal remained committed to developing teachers' expertise in instruction. In 2012, Crystal engaged in groundbreaking work as a Principal Calibrator. Her role focused on providing training and support on Danielson-based teacher evaluation to administrators. Over her career, Crystal has conducted a variety of education workshops that focused on teacher evaluation and content instructional strategies to support the Framework for Teaching.

Crystal received an MBA from Northwestern University, a Masters in Educational Leadership from National Louis, MED in teaching and learning from DePaul University, Reading Endorsement from Chicago State and a BA in Philosophy and English from Indiana University.