



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report for KIPP Academy Charter School

SCHOOL YEAR 2018-2019

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
100 Gold Street
Suite 3500
New York, NY 10038
Tel: 212-374-5419
CharterOversight@schools.nyc.gov
schools.nyc.gov/charters

CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION.....	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	6
PART 3: FINDINGS	9
APPENDIX A : SCHOOL OVERVIEW.....	48
APPENDIX B : SCHOOL VISIT	51
APPENDIX C : ACADEMIC PERFORMANCE	52
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME.....	53
APPENDIX E : REGENTS PERFORMANCE FOR SPECIAL POPULATIONS.....	55
APPENDIX F : CHARTER SCHOOL GOALS	63
APPENDIX G : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	77
APPENDIX H : ADDITIONAL ACCOUNTABILITY DATA	79
SOURCES	80

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

KIPP Academy Charter School	
DBN	84X704
School Leader(s)	Tyritia Groves; Frank Corcoran; Carlos Capellan
Board Chair(s)	Rafael Mayer
Charter Management Organization (if applicable)	KIPP NYC
Other Partner(s)	N/A
District(s) of Location	7
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(X790) 730 Concourse Village West, Bronx, NY 10451
	Grades at Building: K-4
	Facility Owner: DOE
	(X151) 250 East 156 Street, Bronx, NY 10451
	Grades at Building: 5-8
	Facility Owner: DOE
2018-2019 Enrollment ⁱ	(XAVN) 201 East 144th Street, Bronx, NY 10451
	Grades at Building: 9-12
	Facility Owner: Private
	1,061
2018-2019 Grades Served	K-12
Current Authorized Enrollment	1,220
Current Authorized Grade Span	K-12
School Opened For Instruction	2000-2001
School Year of First Renewal	2004-2005
School Year of Second Renewal	2009-2010
School Year of Third Renewal	2014-2015

KIPP Academy Charter School

Current Charter Term¹May 17, 2015 – June 30, 2019

RENEWAL RECOMMENDATION

KIPP Academy Charter School (“KIPP Academy”) has satisfied the conditions placed upon it for future renewal. Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full-term renewal, five-year renewal for KIPP Academy.

Recommendation

Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1220

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 1220 students in grades K-12 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
K	96	100	100	100	100	100
1	95	100	100	100	100	100
2	94	100	100	100	100	100
3	93	100	100	100	100	100
4	88	100	100	100	100	100
5	86	95	95	95	95	95
6	83	95	95	95	95	95
7	85	95	95	95	95	95
8	78	95	95	95	95	95
9	78	90	90	90	90	90
10	73	90	90	90	90	90
11	50	80	80	80	80	80

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
12	61	80	80	80	80	80
TOTAL	1060	1220	1220	1220	1220	1220

KIPP Academy will implement a preference for Students with Disabilities (SWD) and English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

KIPP Academy received a four-year short-term renewal in the 2014-2015 academic year with the following condition:

Current Charter Conditions	Met/Not Met To Date	Notes
1. As part of its oversight of KIPP Academy Charter School in its next term, the NYC DOE will require the school to report twice per school year on the results of its planned corrective actions to address the high rate of uncertified teachers employed by the school. This report should show that the school has made significant progress in reducing the number of uncertified teachers in order to be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools, by the end of the next charter term.	Met	2015-16: Met 2016-17: Met 2017-18: Met

KIPP Academy was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

KIPP Academy is elementary, middle and high school occupying three campuses located in the Melrose and Mott Haven neighborhoods of the Bronx. The school is split sighted in three different locations within Community School District 7. The K-4 and 5-8 locations are in NYC DOE-operated buildings. The 9-12 location is in private space.² The school does not have a universal pre-kindergarten program.

The school converted to a charter school from a traditional district school in 2000. The status of a collective bargaining agreement is currently in dispute by the school and the UFT.

The school is in its fourth charter term.

² According to NYC DOE Location Code Generation and Management System.

SCHOOL HIGHLIGHTS³

KIPP Academy's mission is “to teach our students to develop the character and academic skills necessary to succeed in high school and college, to be self-sufficient, successful, and happy in the competitive world and to build a better tomorrow for themselves and us all”. According to the school's renewal application, “In service of achieving this mission, the team at KIPP College Prep High School has exceeded its internal goals with a 97% graduation rate and a 91% college matriculation rate as of August 2017. By December 2017, 97% of the class of 2018 had applied to college and 96% of Juniors had taken a mock SAT exam (making considerable gains in points from previous administrations). While these few statistics only scratch the surface of the tireless work of every K-12 team member, they are indicative of the school's mission in action.”

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Francis Corcoran	Principal (5-8)	16.0
2.	Carlos Capellan	Principal (9-12)	9.0
3.	Tyritia Groves	Principal (K-4)	7.0
4.	Barbara Depesa	Assistant Principal	9.0
5.	Jeffrey Imwold	Assistant Principal	9.0
6.	Anissa Jones	Assistant Principal	1.0
7.	Katherine Baughman	Director of Special Education	11.0
8.	Danielle Perez Estrada	Director of Student Support Services	7.0
9.	Trinee Adams	Dean	2.0
10.	Nicholas Buckley	Dean	1.0
11.	Jason Cowan	Dean	3.0
12.	Dioffree Cruceta	Dean	3.0
13.	Matthew Hureau	Dean	12.0
14.	Michael Ioli	Dean	6.0
15.	Anthony Jones	Dean	3.0
16.	Ashley Jones	Dean	1.0
17.	Carol Martinez	Dean	11.0
18.	Katherine Munoz	Dean	1.0
19.	Jesus Powell	Dean	9.0
20.	Tenille Sadat	Dean	10.0
21.	Chris Sarmiento	Dean	3.0
22.	Nicholas Sedey	Dean	10.0
23.	Issa Skinner	Dean	1.0
24.	Kesete Thompkins	Dean	3.0
25.	Anne Woods	Dean	9.0
26.	Elsey Morel	Social Worker	1.0

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, KIPP Academy has demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 18

Standards	Charter Term Outcomes⁵	Details
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	○	2015-16: N/A 2016-17: Not Met 2017-18: Not Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 15
Graduation rates meet or exceed Citywide rates ⁸	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 19
Academic Growth		
NYS ELA exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 2

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
NYS Comprehensive English Regents exam pass rates increase	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 7
Geometry (Common Core) Regents exam pass rates increase	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 11
Global History Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: N/A¹⁰ See Figure 16

¹⁰ NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates increase	N/A ¹¹	See Figure 17
U.S. History & Government Regents exam pass rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 18
Living Environment Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 14
Physical Setting/Physics Regents exam pass rates increase	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 15
Graduation rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 19
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 21

¹¹ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 21
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 24
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 20
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 23

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹² meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 22
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 22
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 25
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 25
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 70
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 71
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75

¹² The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 80
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 82
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 79
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 53
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 54
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 55
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 57
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 59
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 56
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 58
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 60

Standards	Charter Term Outcomes⁵	Details
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 65
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 66
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 67
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 61
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2015-16: N/A 2016-17: Met 2017-18: Not Met See Figure 62
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 63
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 64
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 83
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 84
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 85

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 87
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 89
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 86
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 88
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 90
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 95
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 96
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 97
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 91

Standards	Charter Term Outcomes⁵	Details
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2015-16: N/A 2016-17: Not Met 2017-18: Not Met See Figure 92
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 93
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 94
Graduation rates for ELLs meet or exceeds Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 27
Graduation rates for SWD meet or exceeds Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 26
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹³	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹⁴	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 29

¹³ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked "N/A" for all Chancellor-authorized charter schools.

¹⁴ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

Standards	Charter Term Outcomes ⁵	Details
College Readiness Index meet or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 30

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

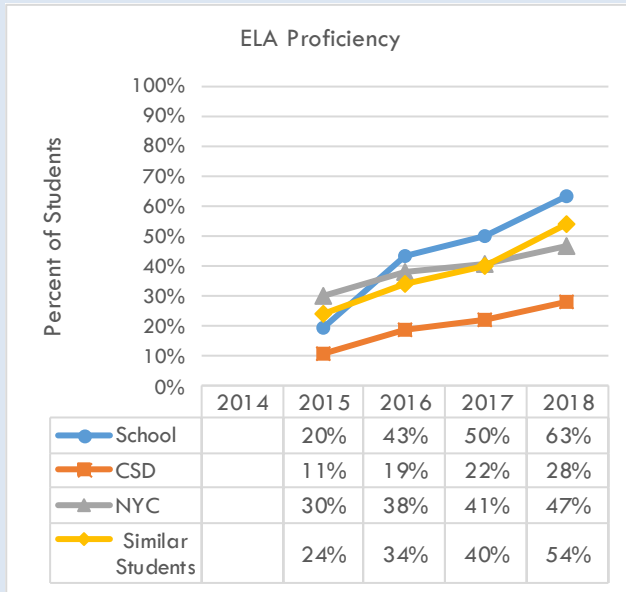


Figure 1

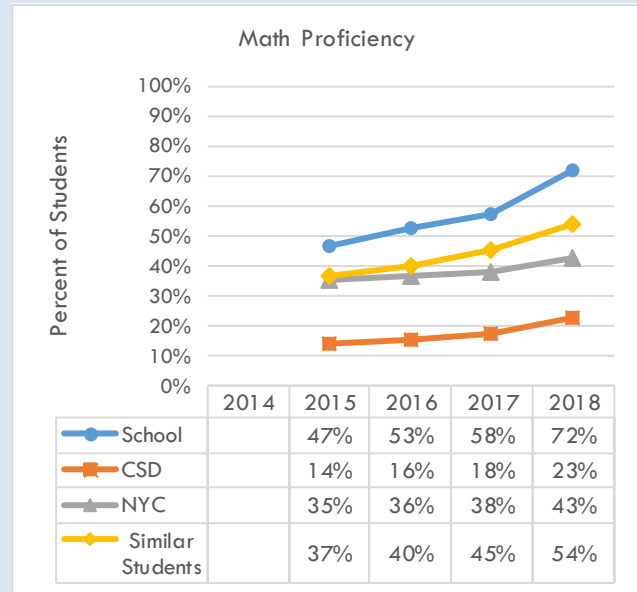


Figure 2

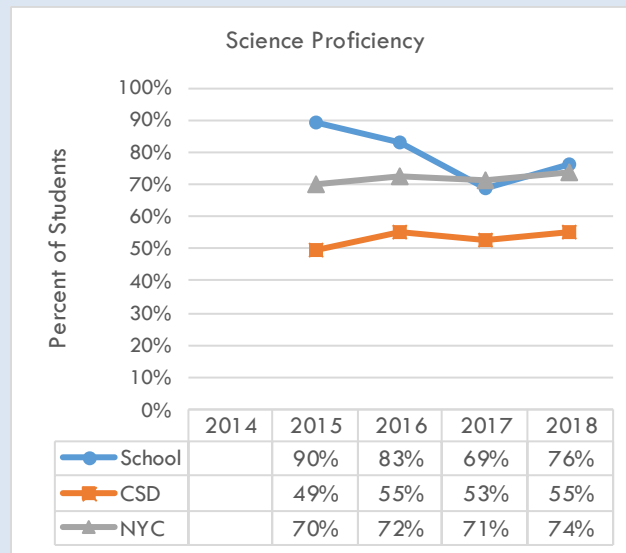


Figure 3

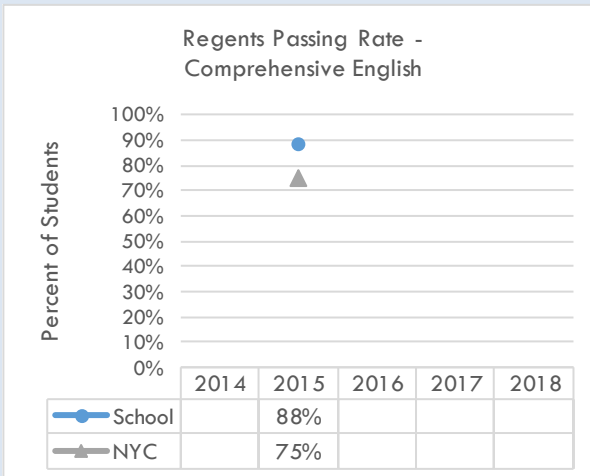


Figure 4

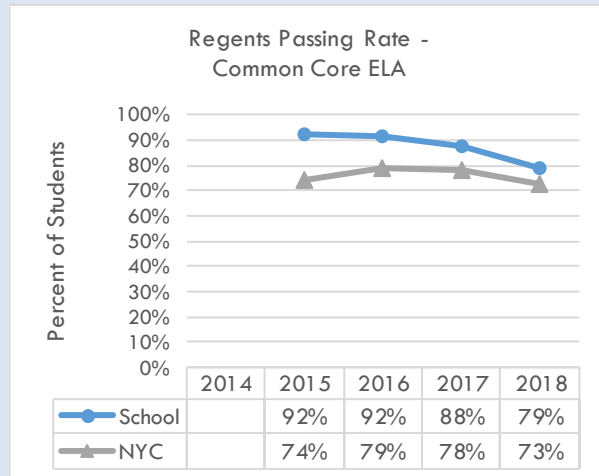


Figure 5

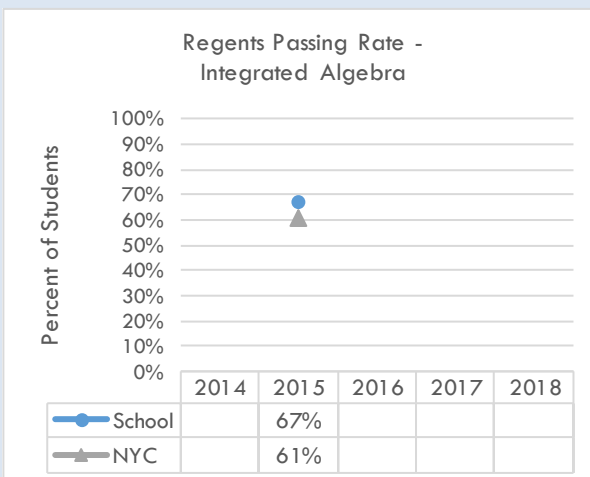


Figure 6

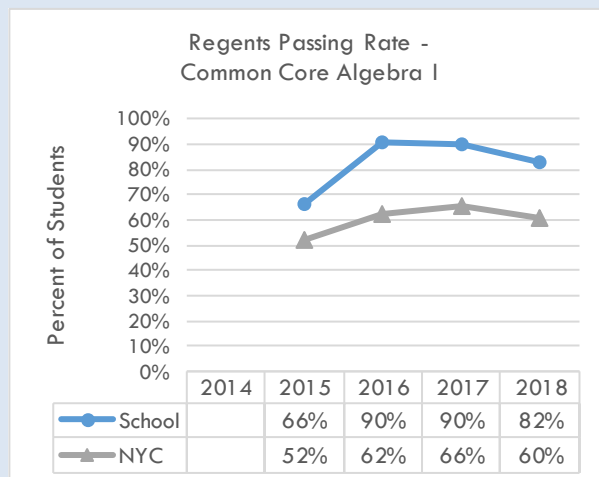


Figure 7

¹⁵ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

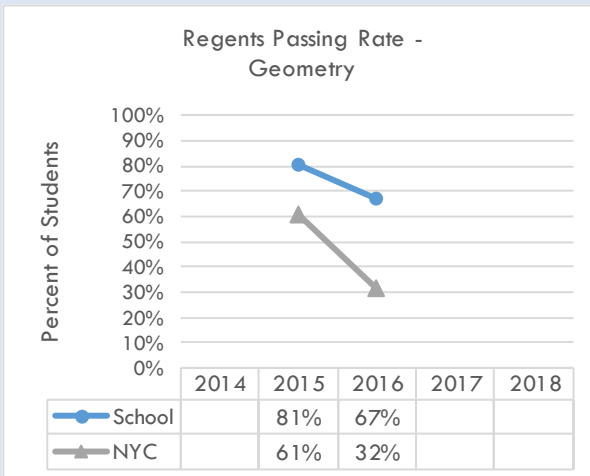


Figure 8

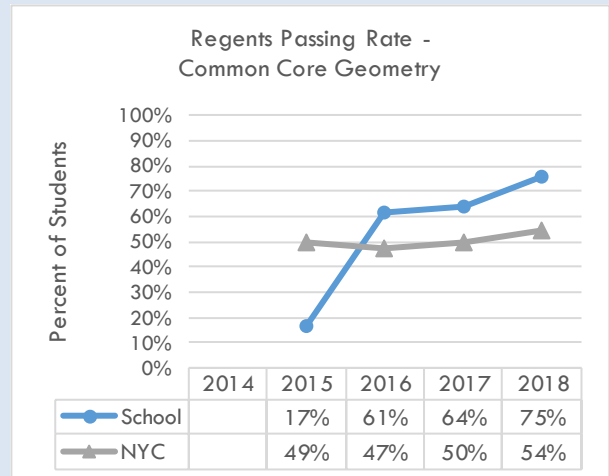


Figure 9

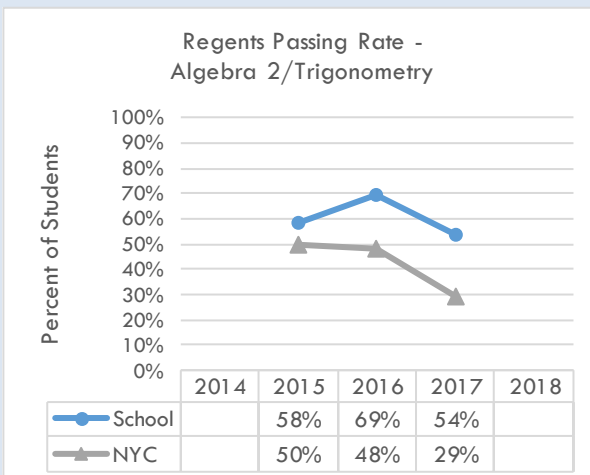


Figure 10

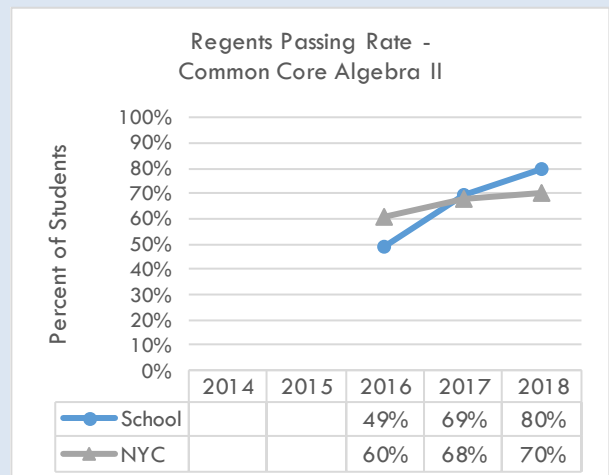


Figure 11

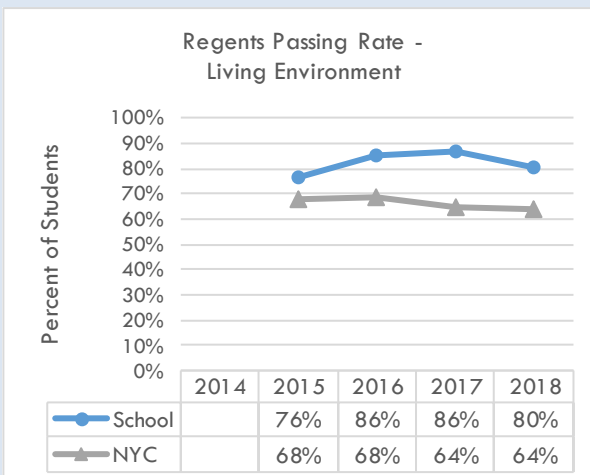


Figure 12

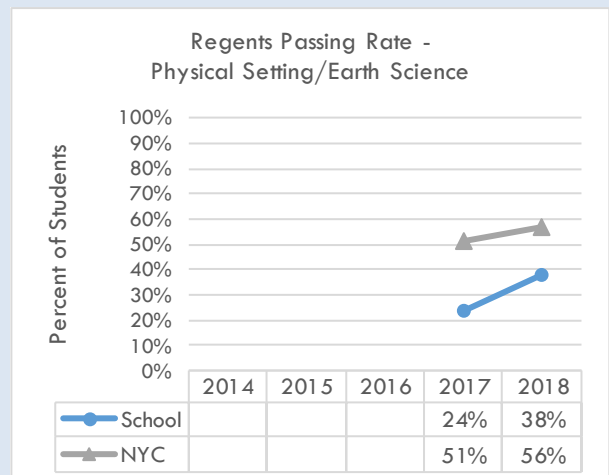


Figure 13

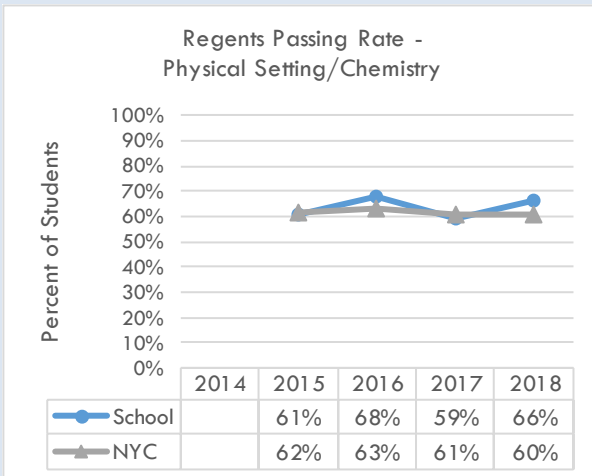


Figure 14

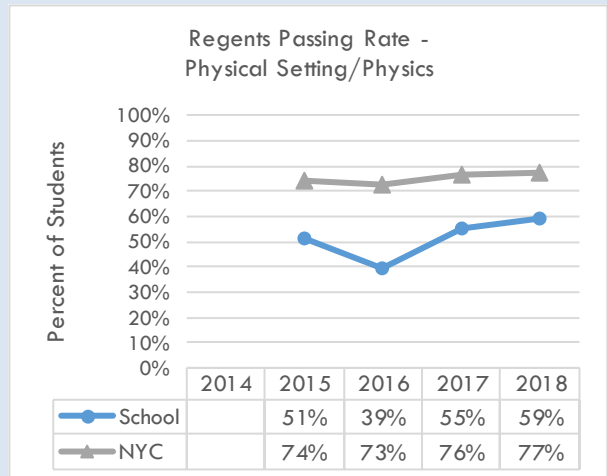


Figure 15

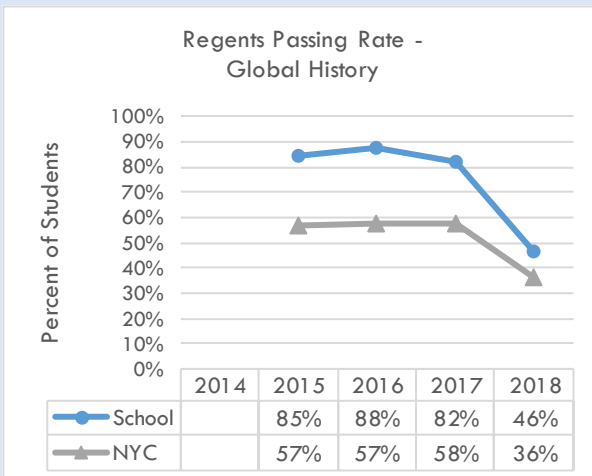


Figure 16

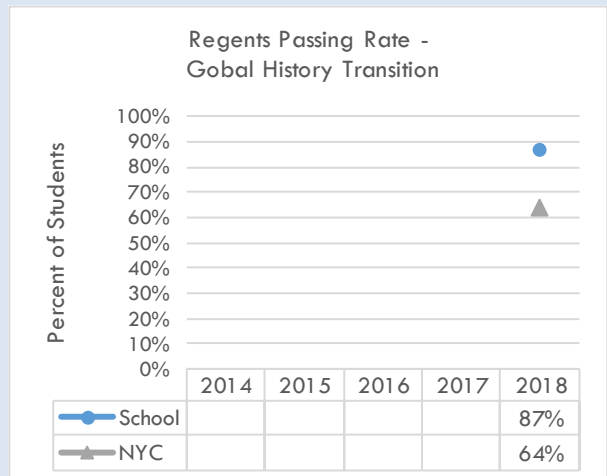


Figure 17

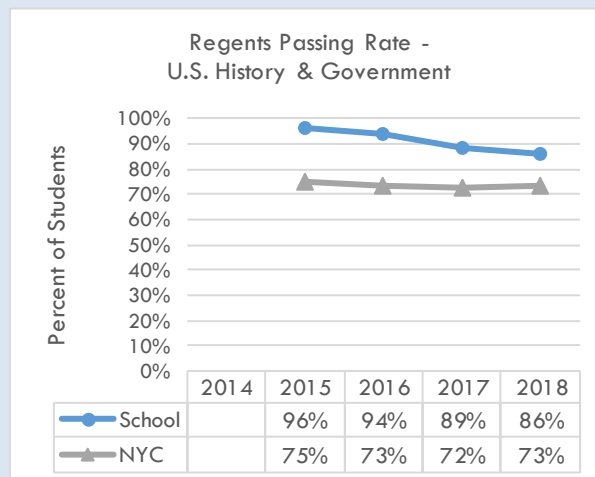


Figure 18

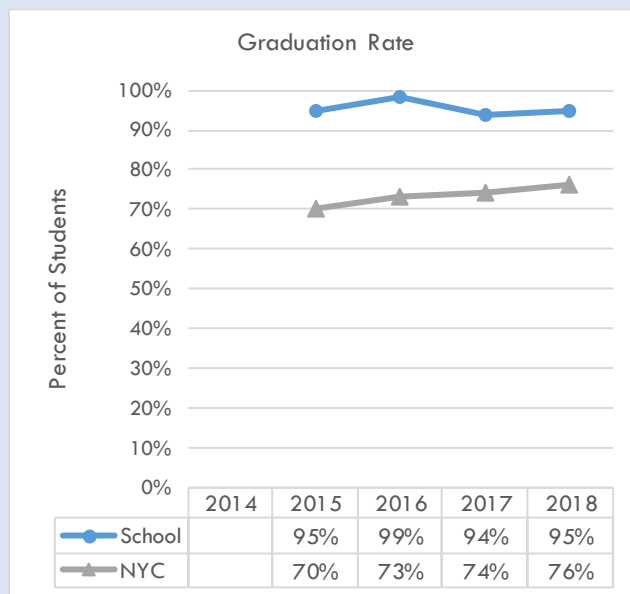


Figure 19

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS^v

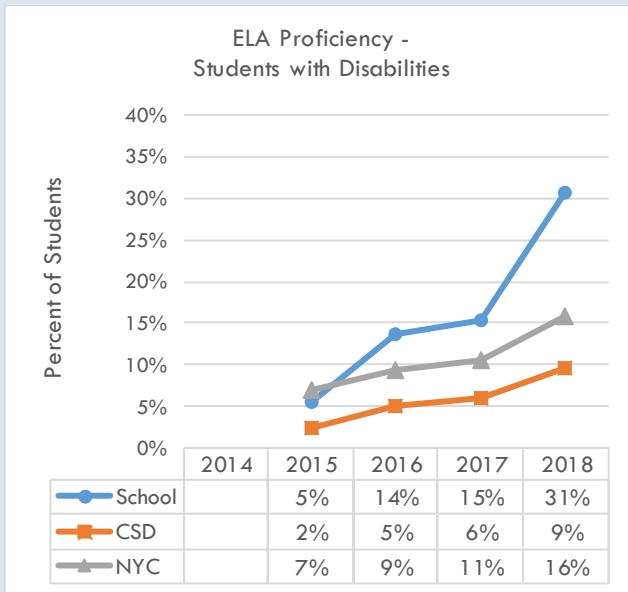


Figure 20

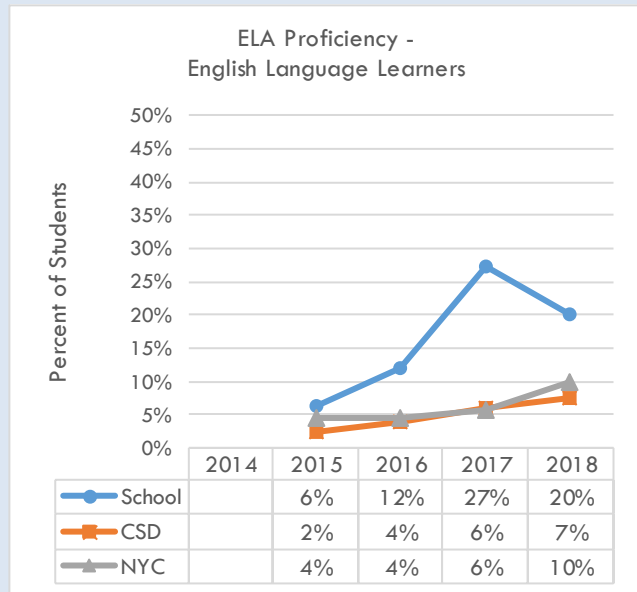


Figure 21

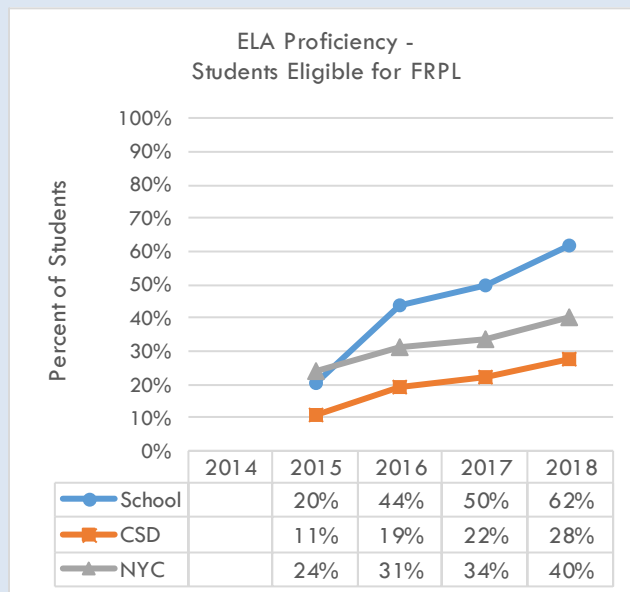


Figure 22

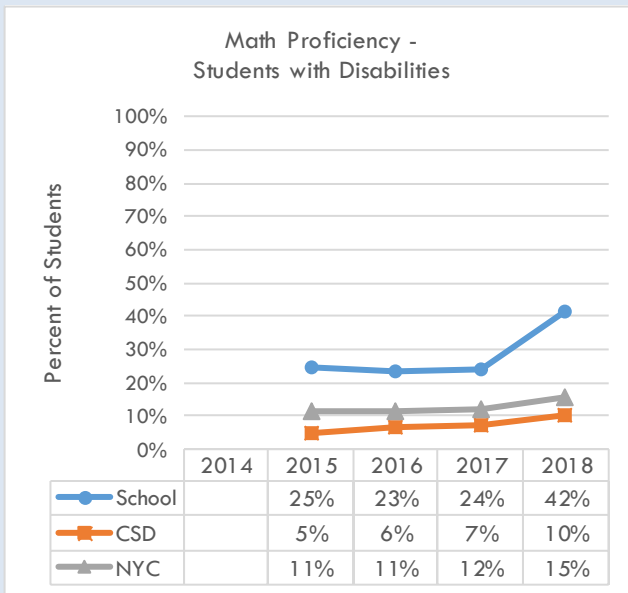


Figure 23

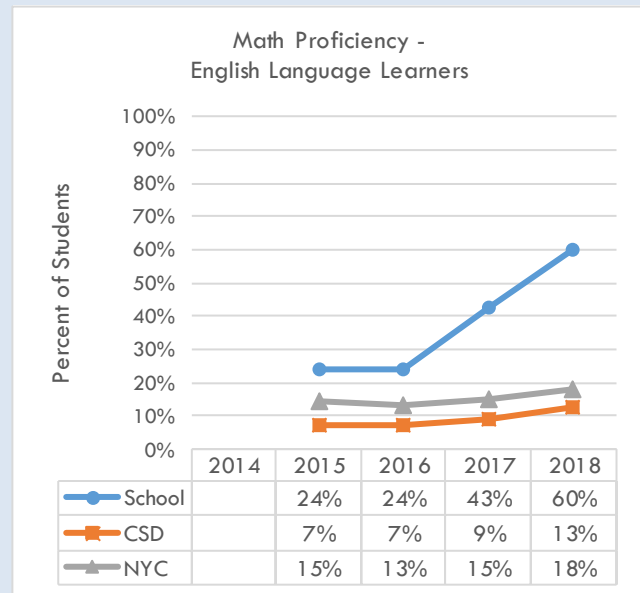


Figure 24

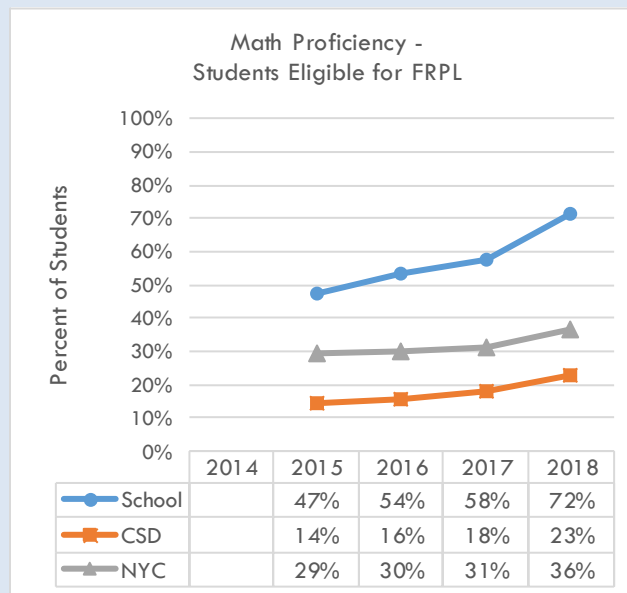


Figure 25

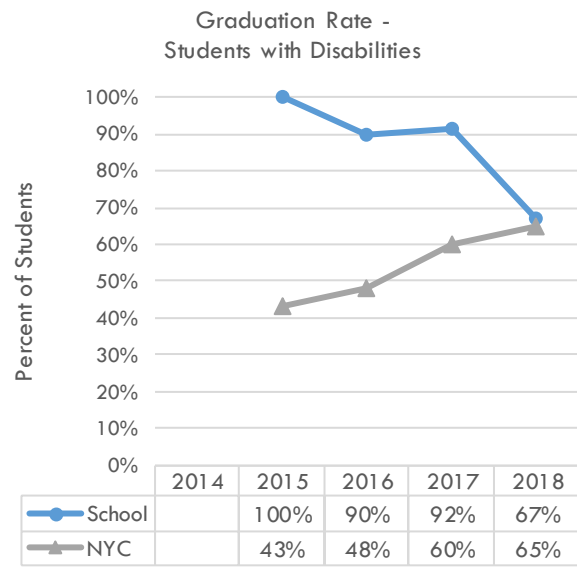


Figure 26

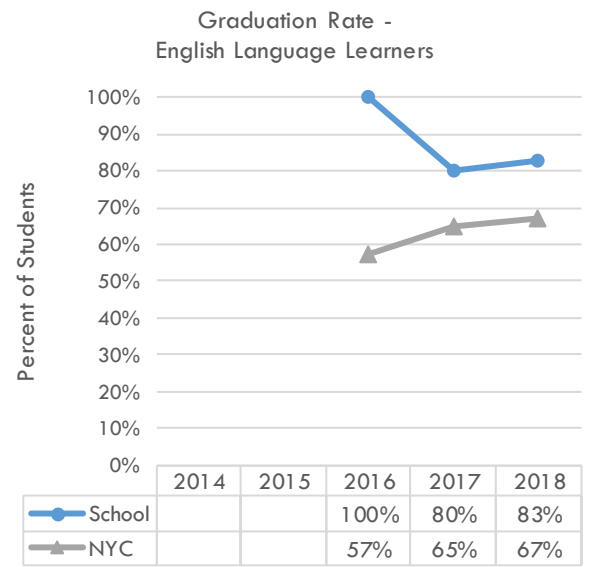


Figure 27

¹⁶ Note that results in cases when five or fewer students graduate are not displayed.

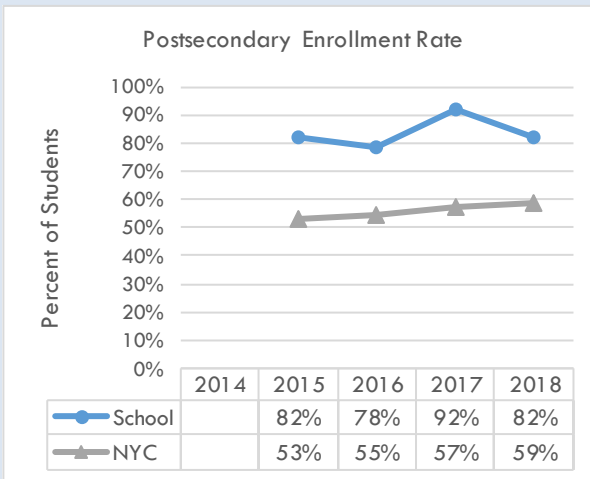


Figure 28

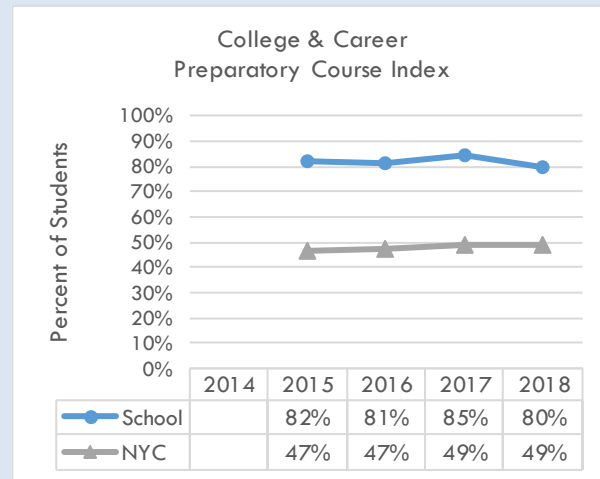


Figure 29

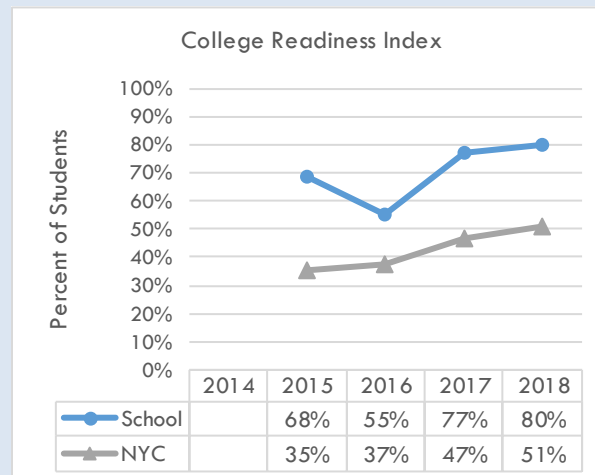


Figure 30

¹⁷ For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, KIPP Academy has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁸

Board Member Name	Position	Committee(s)	Years on Board
1. Rafael Mayer	Chair and Treasurer	Audit & Finance	6.0
2. Joe Negron	Officer	N/A	4.0
3. Gwendolyn Brunson	Officer	N/A	3.0
4. Whitney Tilson	Officer	Audit & Finance	16.0
5. Brian Zied	Officer	Audit & Finance	3.0

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

HIGH EXPECTATIONS

We raise the bar for students and teachers. We believe that all of our students are capable of remarkable learning and growth and that our talented team can and will find a way to achieve those results.

EMPOWERED STAFF

We value the can-do entrepreneurial spirit of our principals and teachers; we give them the authority and flexibility to make key decisions about staffing, curriculum, and instruction. Every school team is challenged to use its skill and creativity to drive continuous improvement and success for every student.

MORE TIME

There are no shortcuts at KIPP Academy. Our day starts earlier and ends later than at other schools. We hold half-day classes on many Saturdays and our students begin school in August. Extra time allows for more

¹⁸ Board of Trustees as of October 1, 2018.

rigorous academic preparation – and for fun, diverse co-curricular activity and field trips to round out the learning experience and motivate our students.

CHARACTER COUNTS

We believe that success in school and in life depends on character. During each school day, in every lesson and every interaction, we focus as much on developing character – traits such as zest, grit, self-control, hope, love, gratitude, social intelligence, and humor – as we do on academic preparation.

THROUGH COLLEGE AND BEYOND

A dedicated KIPP Through College team supports our students after they graduate KIPP Academy to help them persist through college and go on to become successful professionals.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{ix}

In the 2015-16 school year, 5 or 25% of leadership staff left the school and 8 or 8.5% of instructional staff left the school.

In the 2016-17 school year, 1 or 5% of leadership staff left the school and 12 or 14.5% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school and 5 or 5.5% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 5 members; this was within the minimum to maximum range of 5 to 25 members stated in the bylaws. The board met 11 times during the 2015-16 school year. This did not meet the requirement of the Charter Schools Act to meet monthly. The Board posts board meeting agendas and minutes on their website for the most current board meeting. The Board met quorum 6 times out of the 11 meetings that took place in 2015-16.

In 2016-17, the Board had 5 members; this was within the minimum to maximum range of 5 to 25 members stated in the bylaws. The board met 11 times during the 2016-17 school year. This did not meet the requirement of the Charter Schools Act to meet monthly. The Board posts board meeting agendas and minutes on their website for the most current board meeting. The Board met quorum 8 times out of the 11 meetings that took place in 2016-17.

In 2017-18, the Board had 5 members; this was within the minimum to maximum range of 5 to 25 members stated in the bylaws. The board met 11 times during the 2017-18 school year. This did not meet the requirement of the Charter Schools Act to meet monthly. The Board posts board meeting agendas and minutes on their website for the most current board meeting. The Board met quorum 6 times out of the 10 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 31, 2019. Thirteen individuals attended the hearing. Eight comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on the support KIPP Academy provides students and families; and the school's commitment to involve parents.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁹	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	◐	2015-16: Not Met Parent/Family Handbook is compliant but Employee Handbook dispute resolution process stops with school's Board of Trustees. 2016-17: Met 2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ²⁰	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 31
Student attendance rate meets or exceeds CSD average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32

¹⁹ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

²⁰ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes¹⁹	Details
Student attendance rate meets or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32
Improved student retention rate over prior year	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 33
Decreased student suspension rate over prior year	◐	2014-15: Met 2015-16: Not Met 2017-18: Met See Figure 48 and Figure 49
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	◐	2015-16: Met 2016-17: Not Met The school did not meet all DOE deadlines for annual reporting requirements. 2017-18: Met
School has documented teacher evaluation procedures	●	2015-16: Met 2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met

Standards	Charter Term Outcomes ¹⁹	Details
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met
Board held the required number of meetings per the charter law	○	2015-16: Not Met The board did not meet in July 2015. 2016-17: Not Met The board did not meet in July 2016. 2017-18: Not Met The board did not meet in July 2017.
Board meetings consistently meet quorum	○	2015-16: Not Met The board did not meet quorum in 5 out of 11 meetings held. 2016-17: Not Met The board did not meet quorum in 3 out of 11 meetings held. 2017-18: Not Met The board did not meet quorum in 4 out of 10 meetings held.
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 36
School's ELL retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 37
School's SWD enrollment meets or exceeds CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 34

Standards	Charter Term Outcomes¹⁹	Details
School's SWD retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 35
School's FRPL enrollment meets or exceeds CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 38
School's FRPL retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 39
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2015-16: Met 2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met

Standards	Charter Term Outcomes ¹⁹	Details
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ²¹	○	<p>2015-16: Not Met</p> <p>The school had 51 uncertified teachers which is 11 above the permissible amount.</p> <p>2016-17: Not Met</p> <p>The school had 51 uncertified teachers which is 7 above the permissible amount.</p> <p>2017-18: Not Met</p> <p>The school had 47 uncertified teachers which is 5 above the permissible amount.</p>
School is in compliance with employee fingerprinting requirements	○	<p>2015-16: Not Met</p> <p>The school had thirty-three staff members start prior to their fingerprint clearance date.</p> <p>2016-17: Not Met</p> <p>The school had seventeen staff members start prior to their fingerprint clearance date.</p> <p>2017-18: Not Met</p> <p>The school had three staff members start prior to their fingerprint clearance date.</p>
School has an appropriate safety plan	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
School has appropriate insurance documentation	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
School is in good standing with the Department of Health	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>

²¹ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes¹⁹	Details
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met

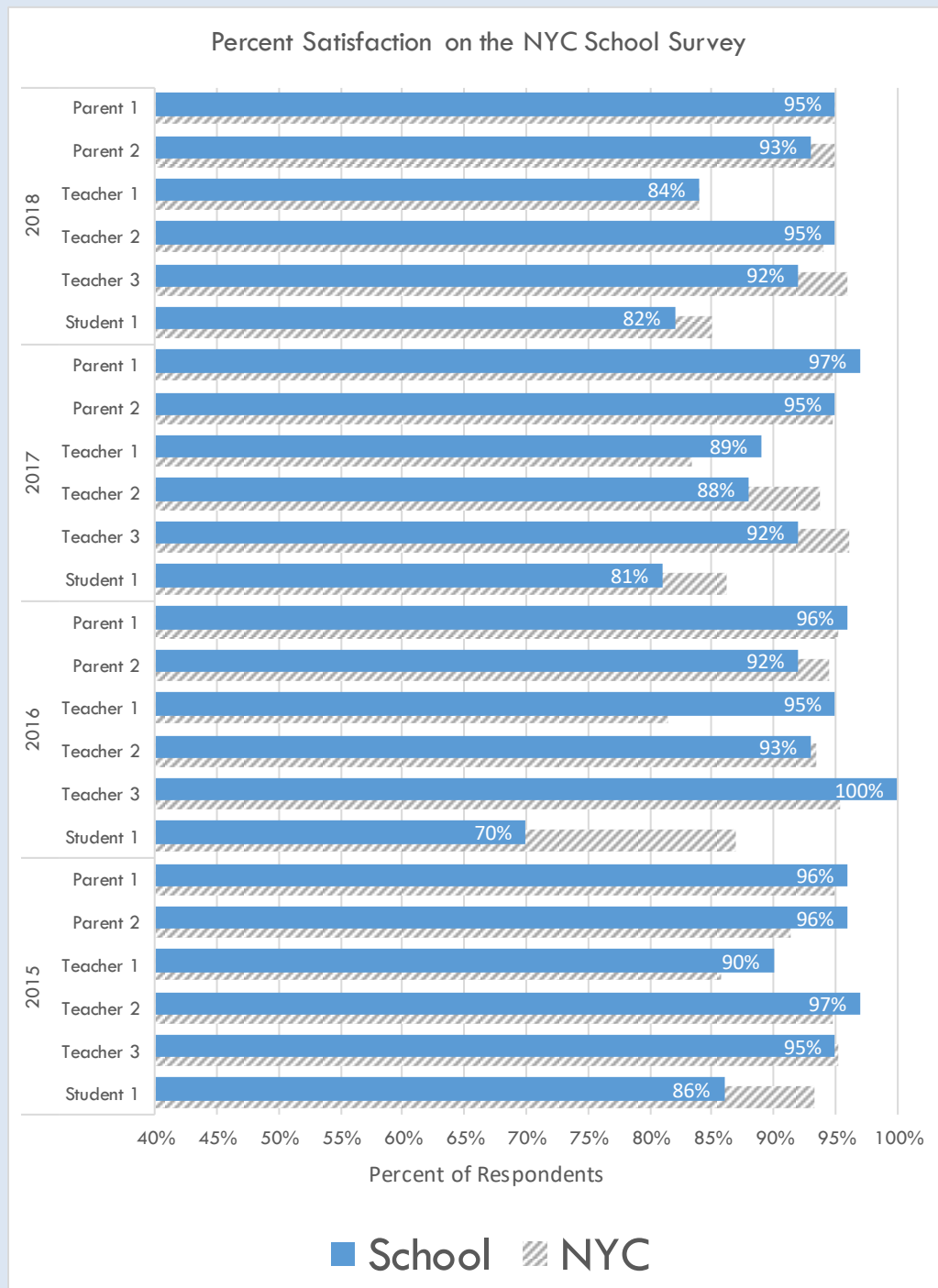


Figure 31

ATTENDANCE, ENROLLMENT²² AND RETENTION^{xi}

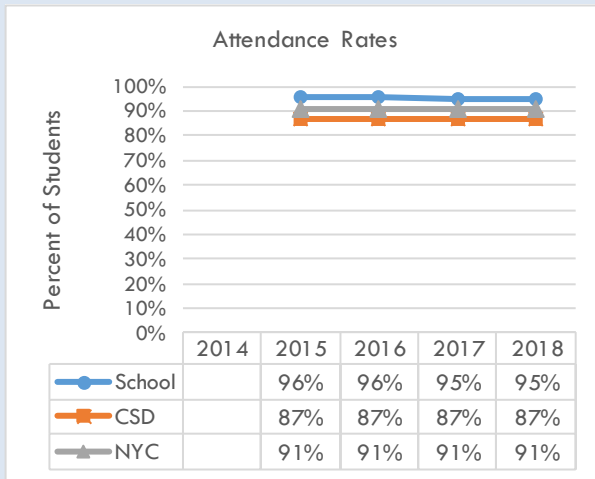


Figure 32

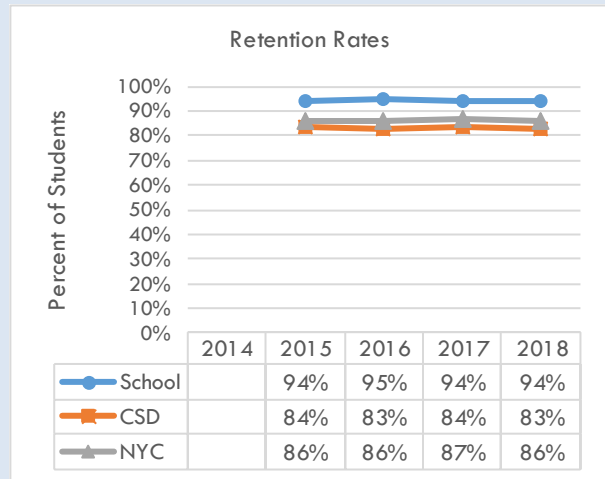


Figure 33

²² A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

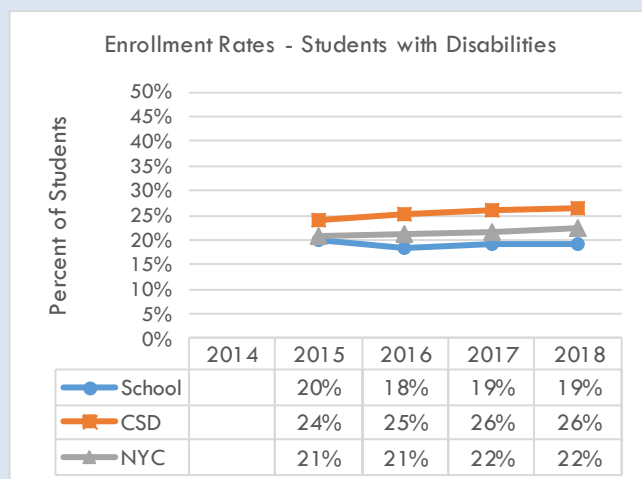


Figure 34

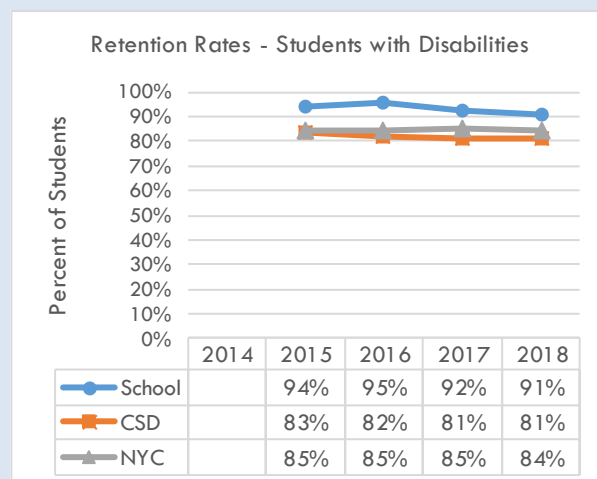


Figure 35

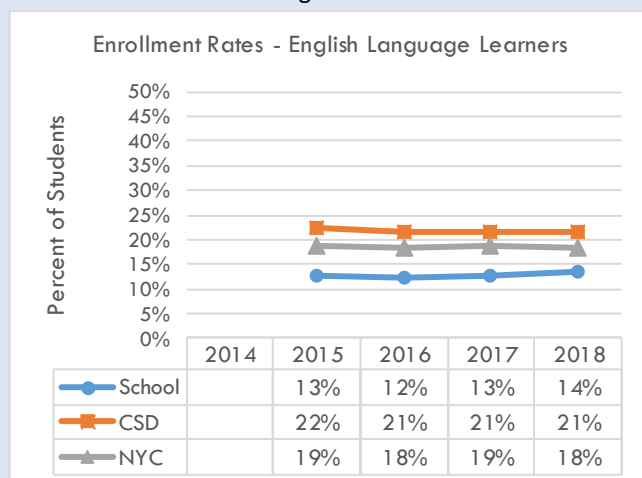


Figure 36

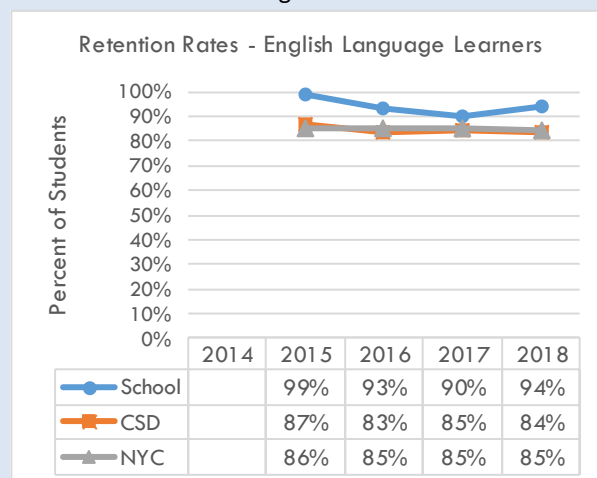


Figure 37

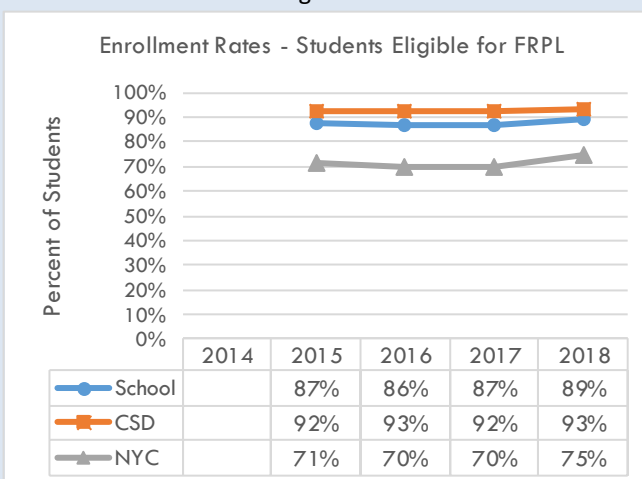


Figure 38

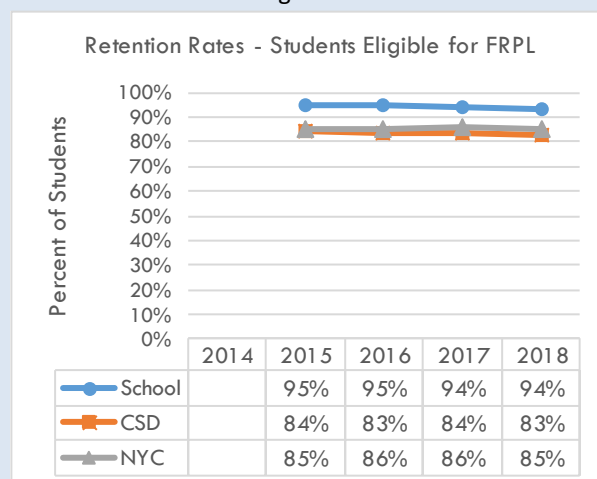


Figure 39

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, KIPP Academy has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has presented statements to illustrate meeting the \$70,000 requirement.

The school has an agreement with KIPP NYC LLC, a New York limited liability company. KIPP NYC provides the following services: human resources, recruiting, operations, finance, technology, instructional support, and instructional management services; and charges the school 11% of net state and federal government revenue.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ²³	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	◐	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 40
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 41

²³ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes²³	Details
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 42
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met
Long-term Financial Sustainability²⁴		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 43
Aggregated three-year total margin – school operates at a surplus over three-year period	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 43
Debt to assets ratio less than 1.0	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 45
Aggregate assets to liabilities ratio greater than 1.0	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 46
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 44

²⁴ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

Standards	Charter Term Outcomes ²³	Details
Multi-year cash flow – positive cash flow over previous three fiscal years	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 44

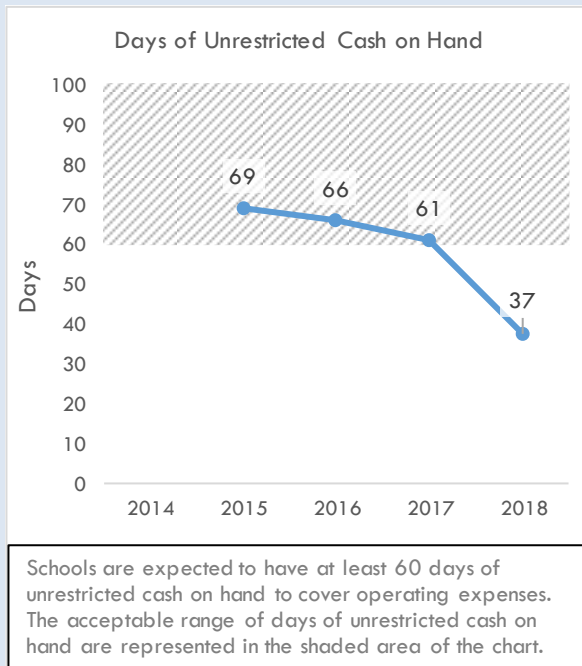


Figure 40

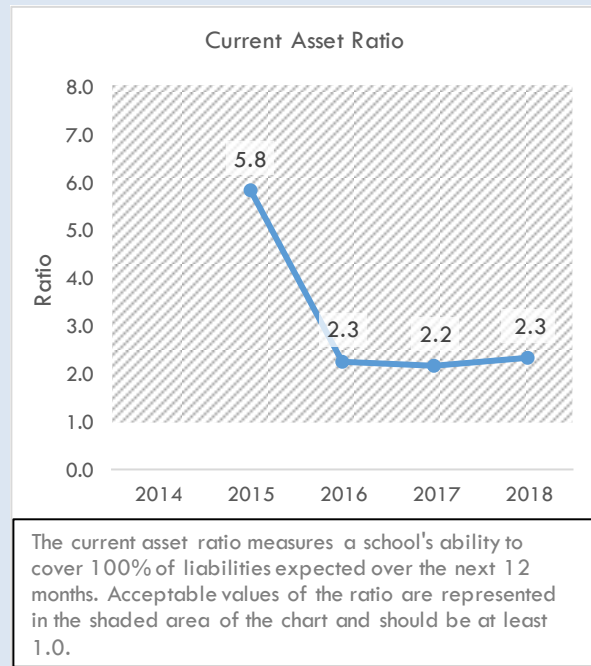


Figure 41

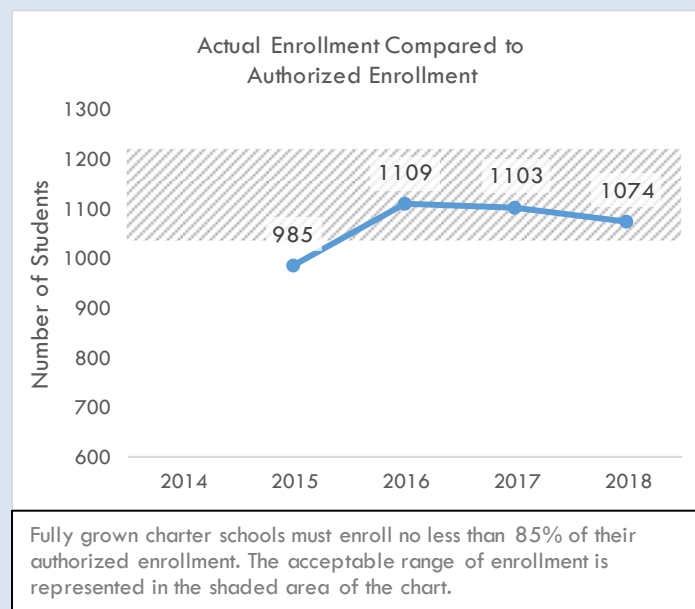


Figure 42

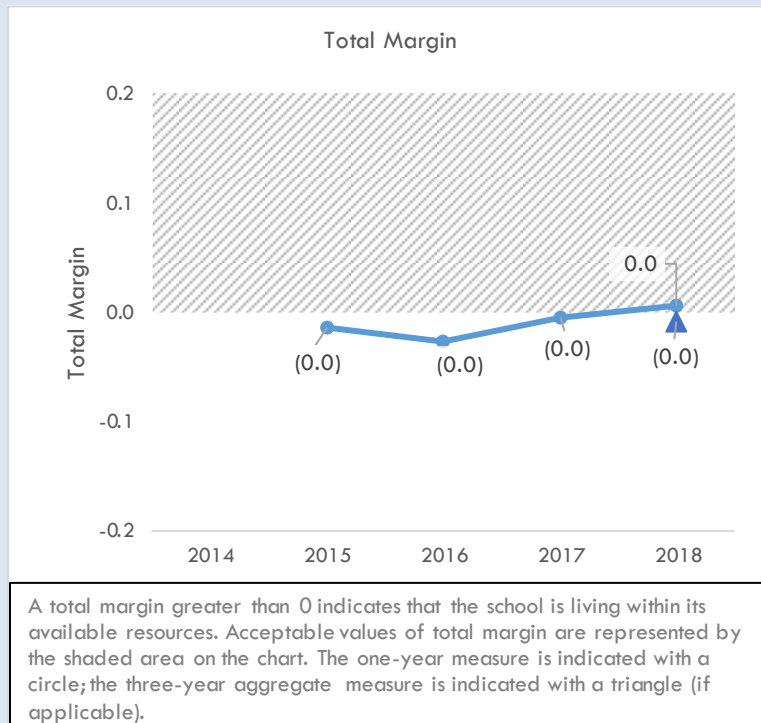


Figure 43

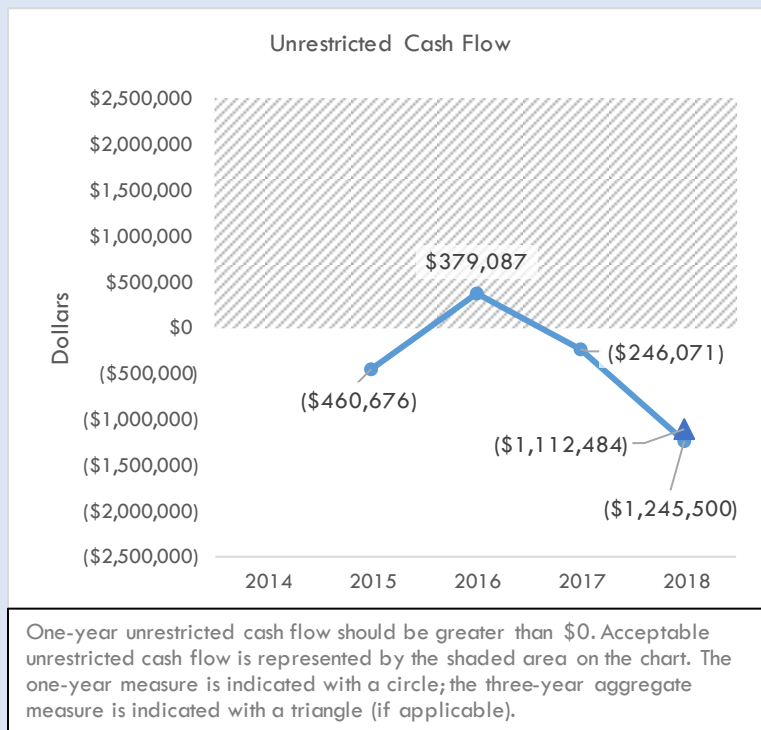


Figure 44

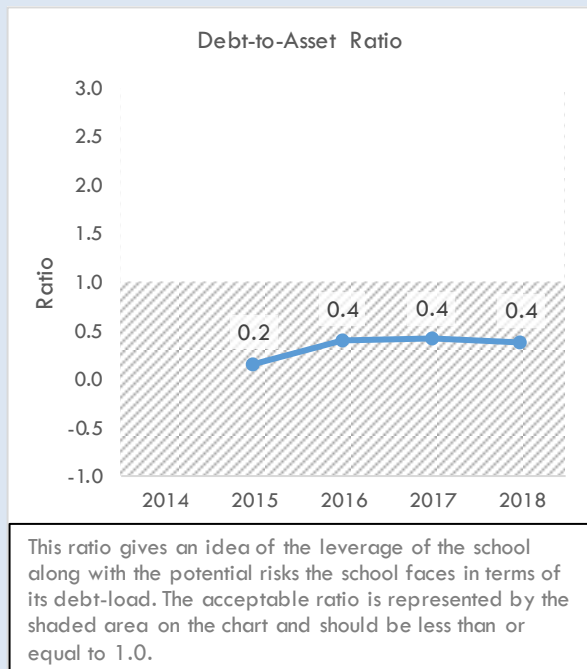


Figure 45

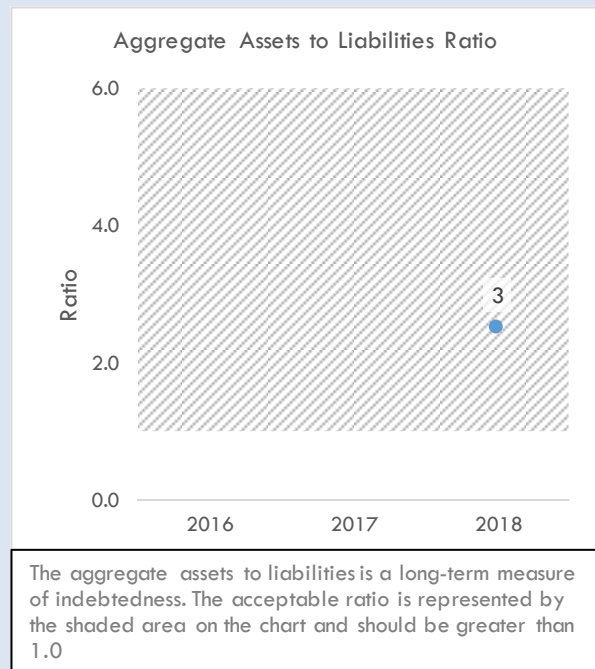


Figure 46

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grades K-8: 3; Grades 9-12: 8
Primary Entry Grade(s)	Kindergarten
Additional Grade(s) for which Student Applications are Accepted	1-12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	4241
Number of Students Accepted via the Lottery (School Year 2018-2019)	127
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

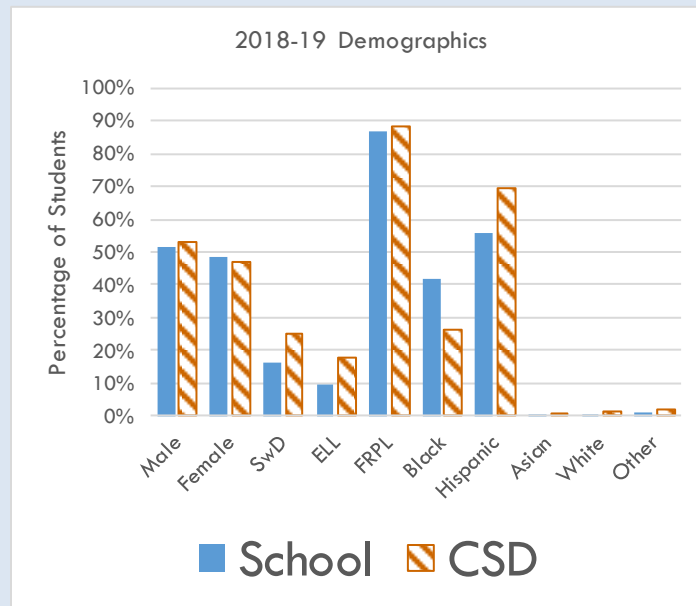


Figure 47

SUSPENSION AND EXPULSION RATES^{xv}

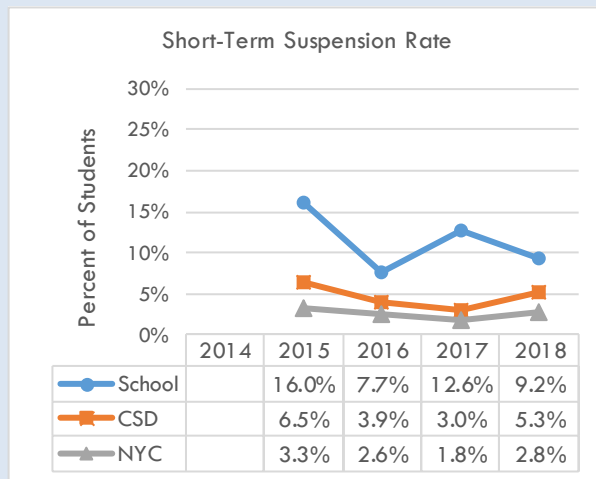


Figure 48

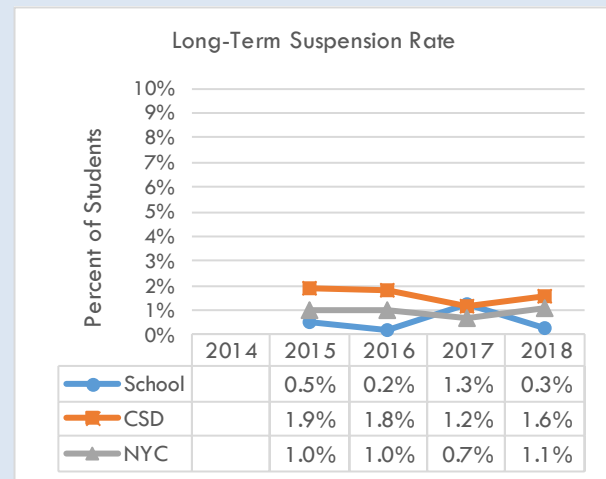


Figure 49

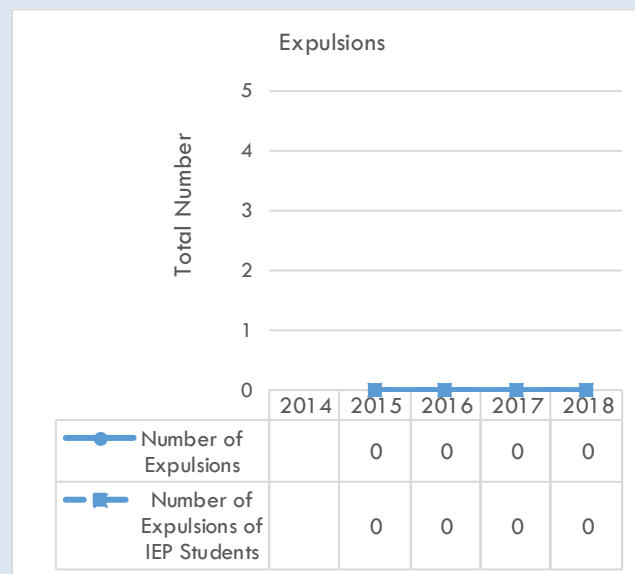


Figure 50

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited KIPP Academy on January 31, 2019 and February 1, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that the team did not have an opportunity to observe that item during the visit:

Elementary (Grades K-4)

- Evidence of students actively engaged in lessons; CAAT saw evidence of this.
- Evidence of supportive language (i.e. students celebrating classmate responses); CAAT saw evidence of this.
- Evidence of students responding to each other's thinking; CAAT saw evidence of this.

Middle School (Grades 5-8)

- Evidence of students actively engaged in lessons; CAAT saw mixed evidence of this.
- Evidence of supportive language (i.e. students celebrating classmate responses); CAAT saw evidence of this.
- Evidence of students responding to each other's thinking; CAAT saw evidence of this.

High School (Grades 9-12)

- Evidence of teachers asking quality questions to promote student thinking; CAAT saw mixed evidence of this.
- Evidence of students engaging in productive struggle; CAAT saw mixed evidence of this.
- Evidence of students challenging each other during class discussions; CAAT saw mixed evidence of this.
- Evidence of classroom cultures that are communicative and respectful; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xvi}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
KIPP Academy Charter School					
Grade 3		27%	40%	53%	69%
Grade 4		18%	47%	43%	65%
Grade 5		6%	41%	43%	44%
Grade 6		17%	35%	44%	71%
Grade 7		15%	39%	67%	55%
Grade 8		35%	59%	53%	77%
DIFFERENCE FROM CSD					
Grade 3		12%	14%	25%	31%
Grade 4		6%	22%	17%	32%
Grade 5		-4%	27%	23%	25%
Grade 6		7%	20%	31%	44%
Grade 7		7%	24%	47%	36%
Grade 8		25%	39%	26%	46%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
KIPP Academy Charter School					
Grade 3		55%	64%	62%	89%
Grade 4		46%	57%	57%	71%
Grade 5		44%	42%	57%	53%
Grade 6		41%	59%	62%	71%
Grade 7		35%	36%	59%	74%
Grade 8		58%	54%	47%	73%
DIFFERENCE FROM CSD					
Grade 3		35%	41%	33%	50%
Grade 4		30%	35%	35%	42%
Grade 5		27%	26%	36%	31%
Grade 6		28%	47%	49%	54%
Grade 7		25%	26%	48%	60%
Grade 8		49%	45%	38%	59%

ENGLISH/LANGUAGE ARTS

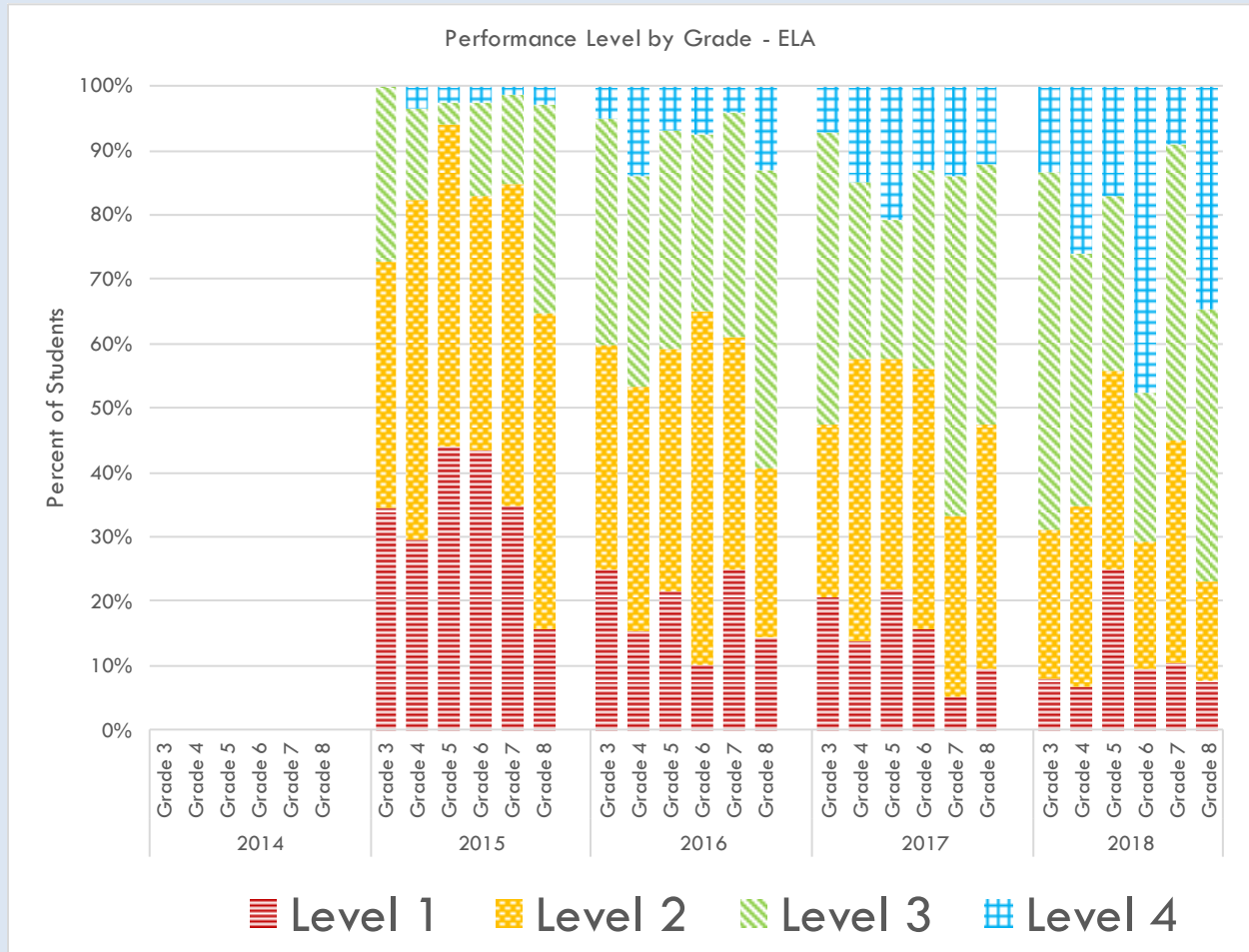


Figure 51

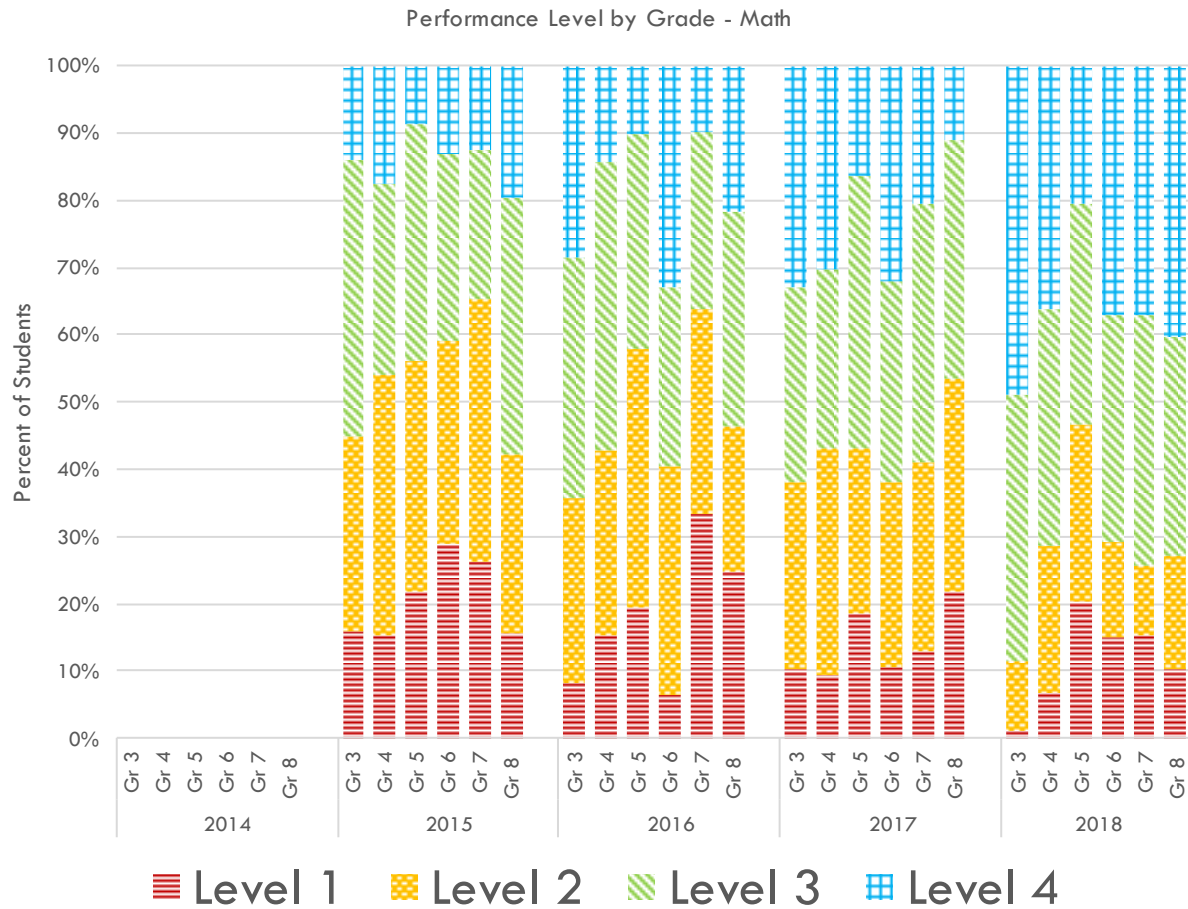


Figure 52

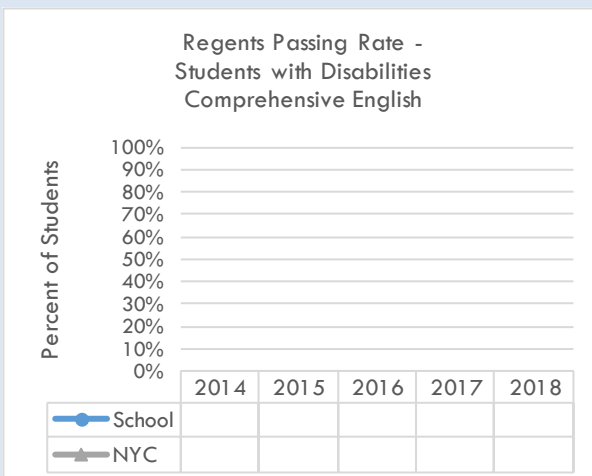


Figure 53

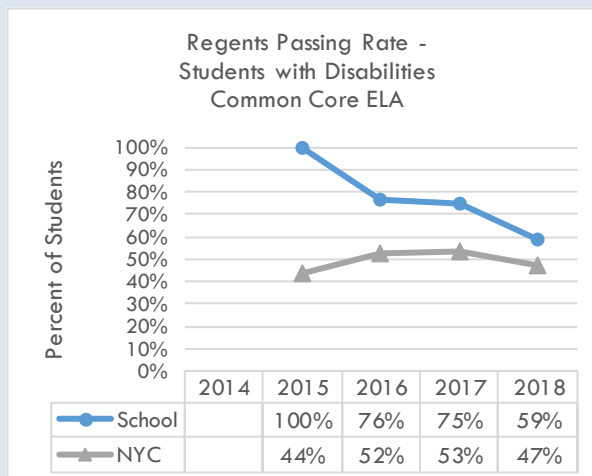


Figure 54

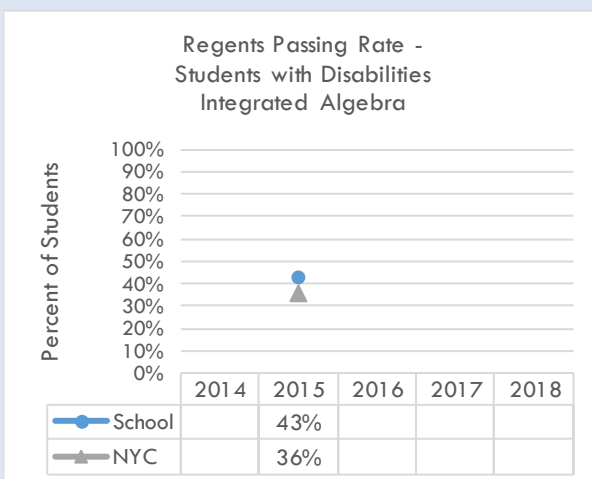


Figure 55

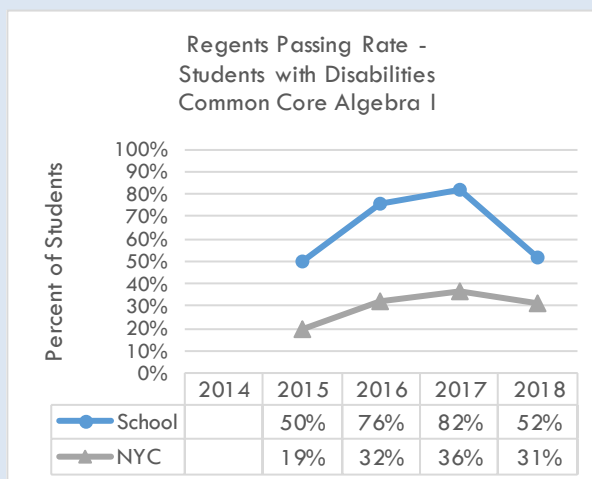


Figure 56

²⁵ Note that results in cases when five or fewer students take the exam are not displayed. Blank graphs are provided for completeness and indicate that either a) no students took the exam across all years of the charter term or b) five or fewer students took the exam in all years of the charter term or some combination of the two.

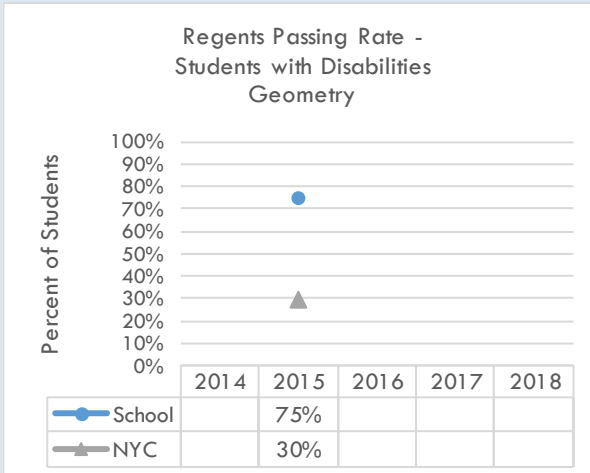


Figure 57

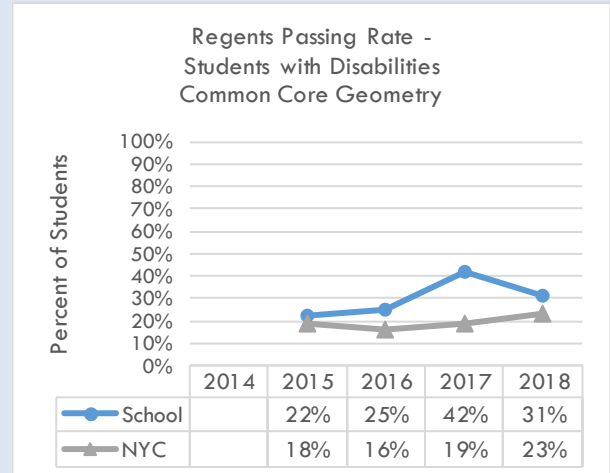


Figure 58

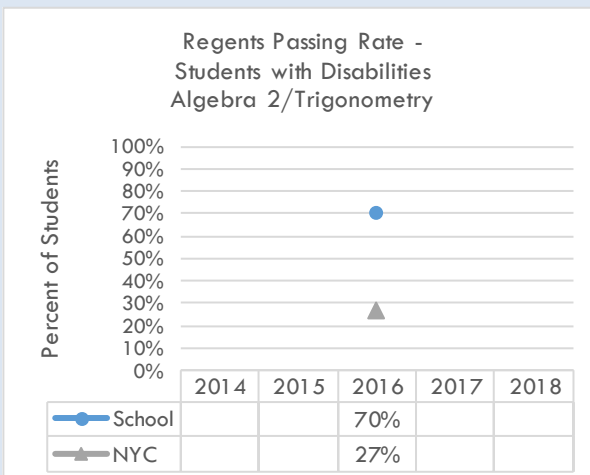


Figure 59

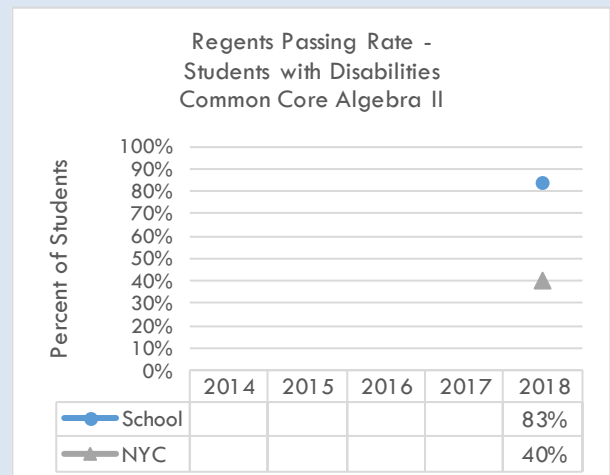


Figure 60

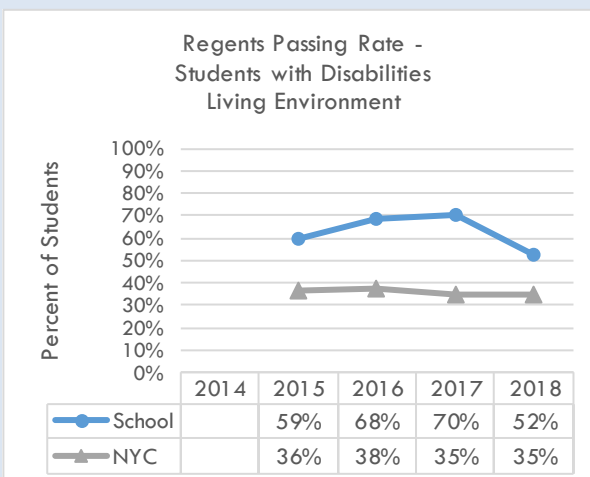


Figure 61

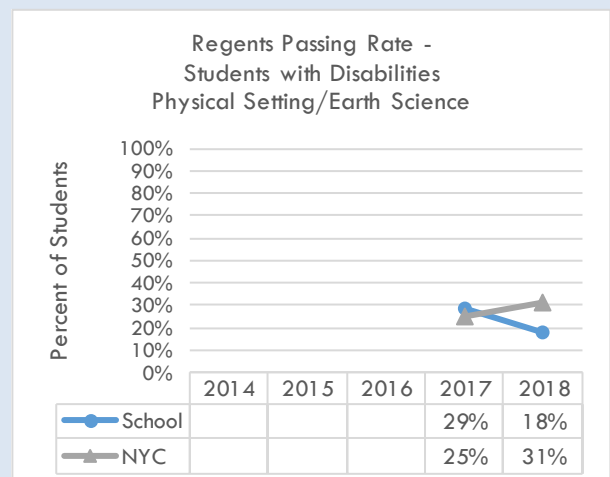


Figure 62

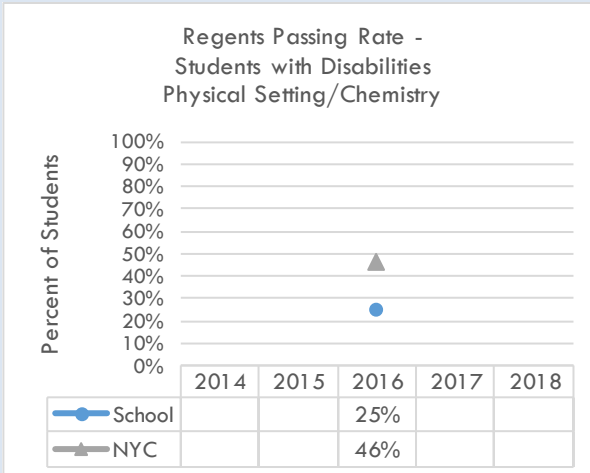


Figure 63

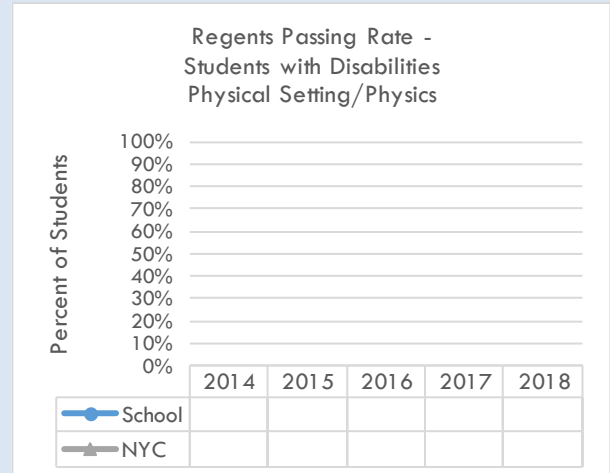


Figure 64

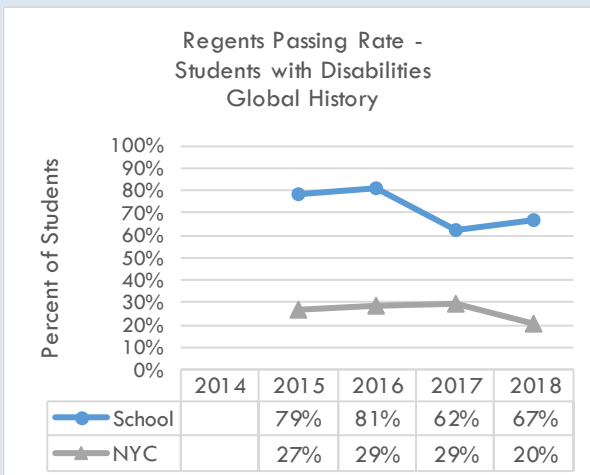


Figure 65

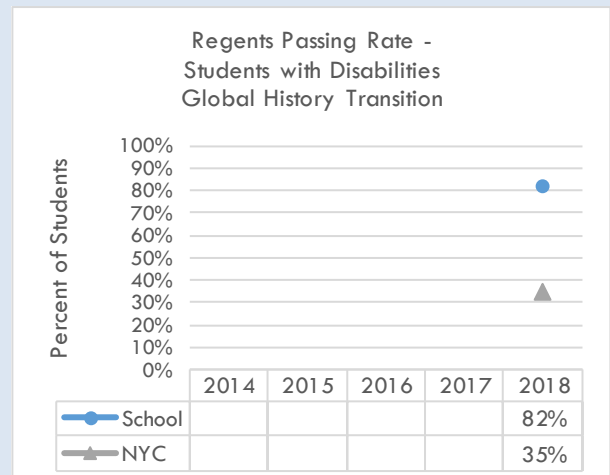


Figure 66

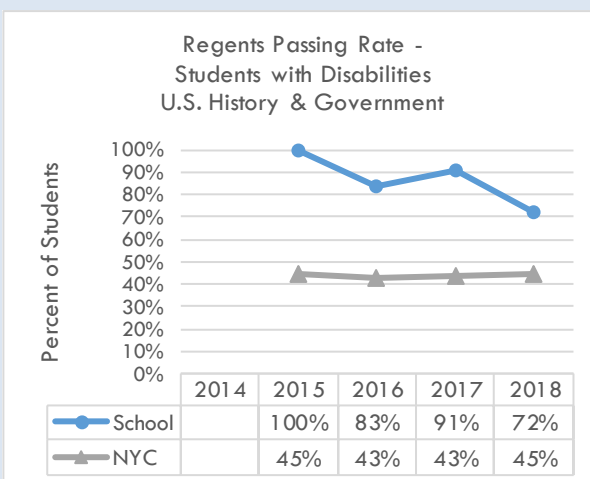


Figure 67

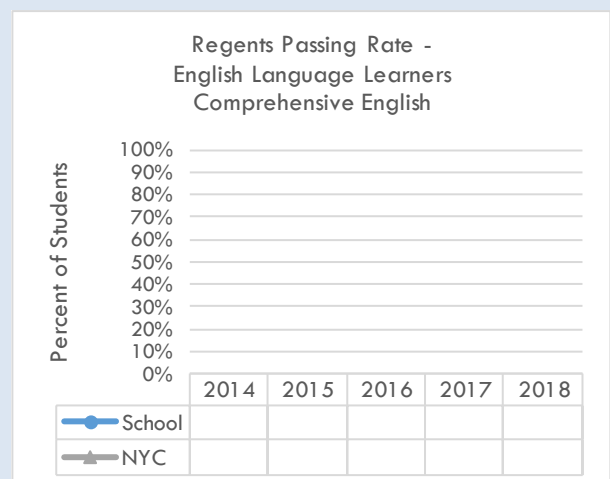


Figure 68

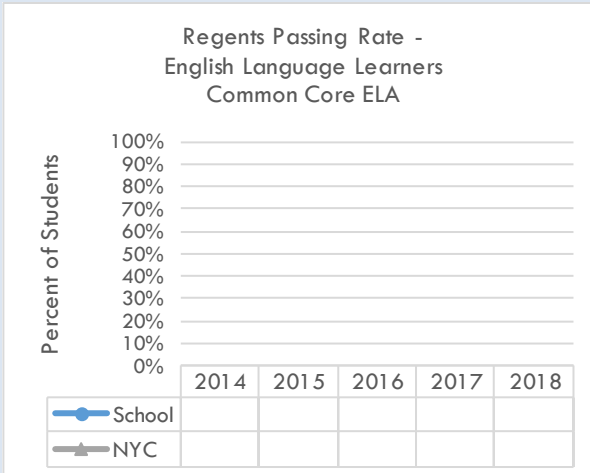


Figure 69

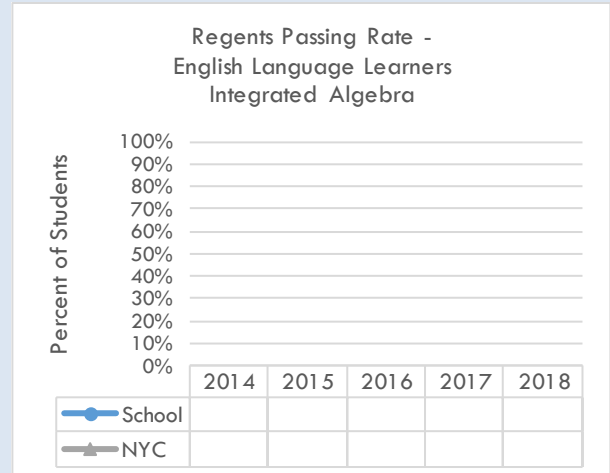


Figure 70

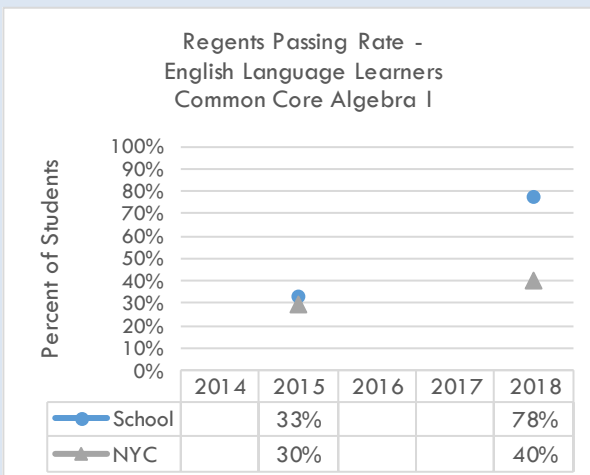


Figure 71

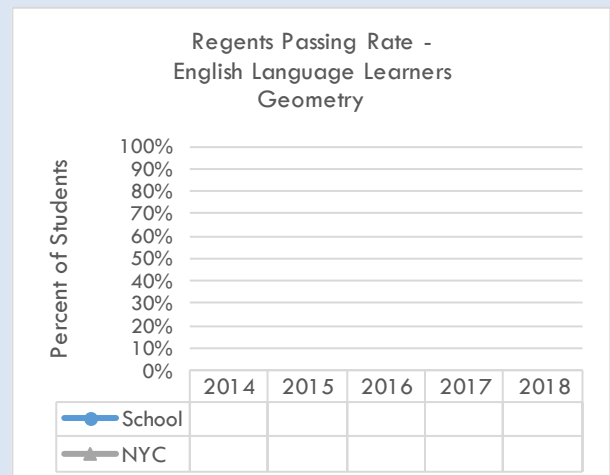


Figure 72

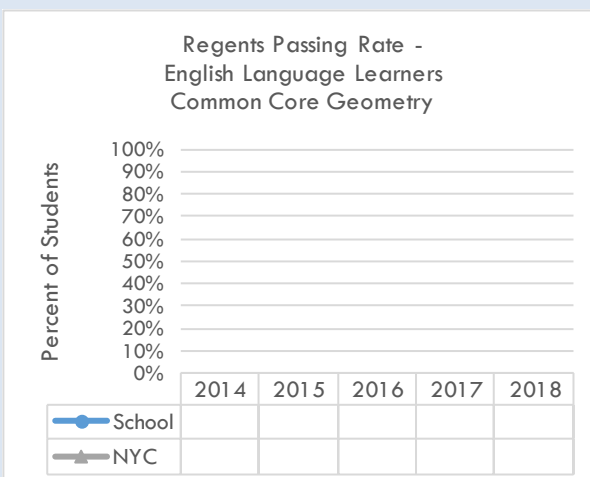


Figure 73

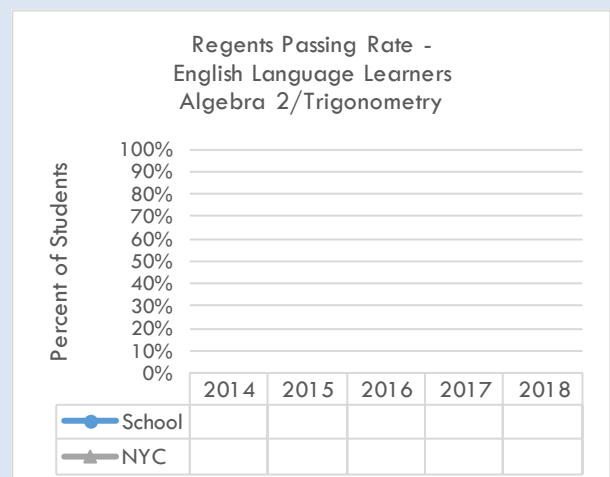


Figure 74

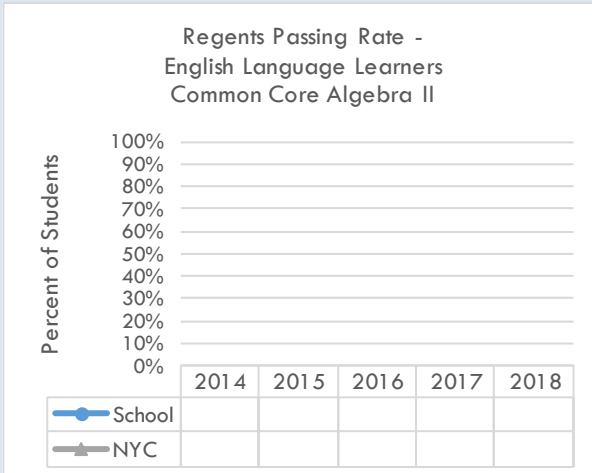


Figure 75

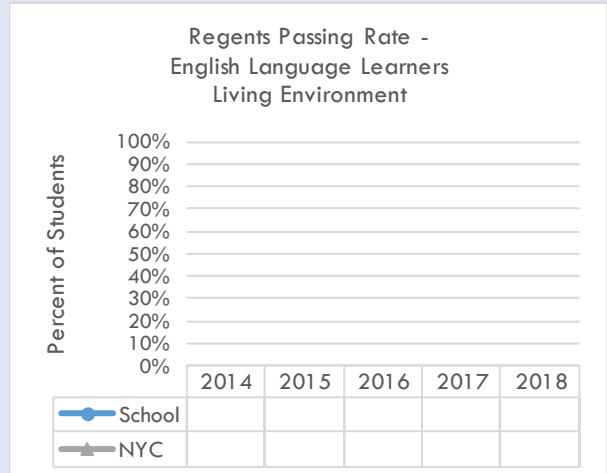


Figure 76

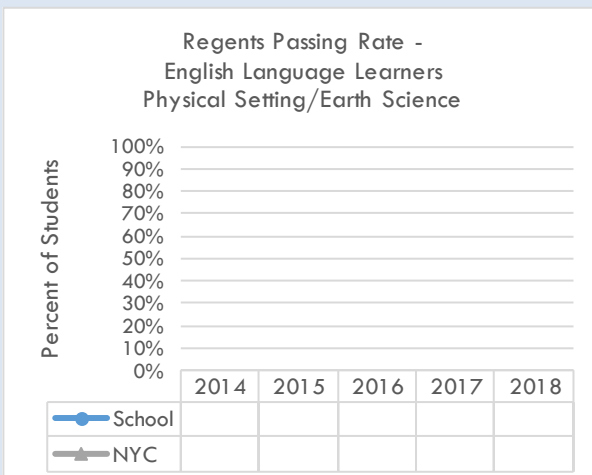


Figure 77

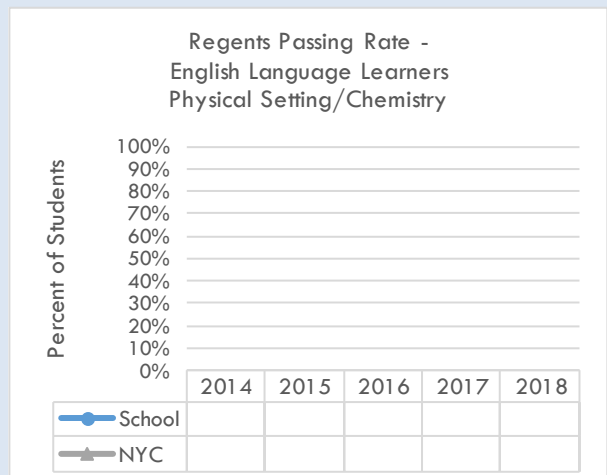


Figure 78

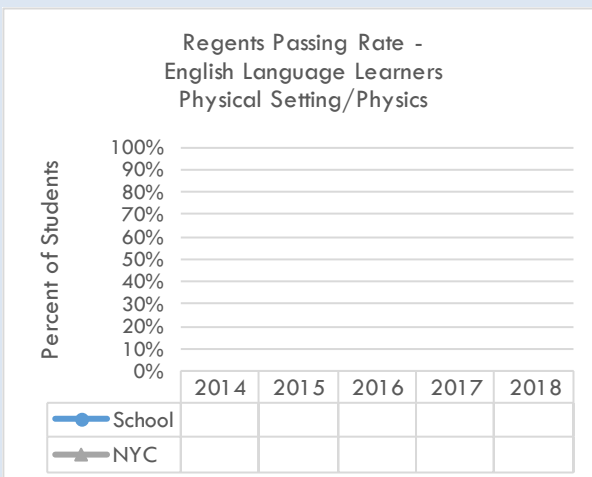


Figure 79

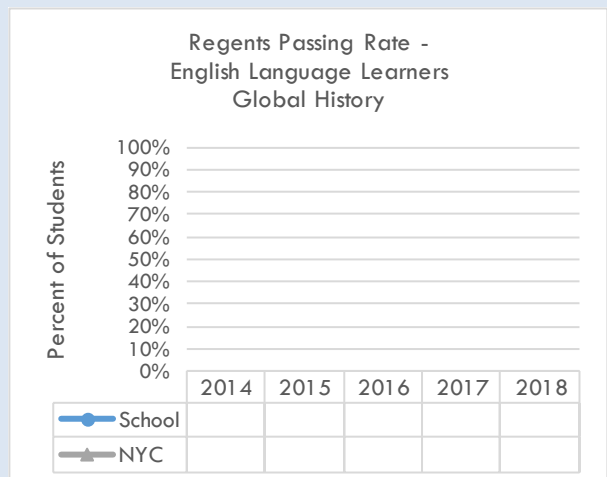


Figure 80

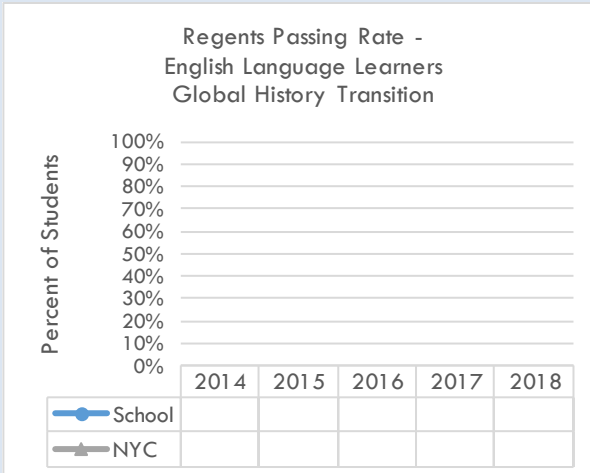


Figure 81

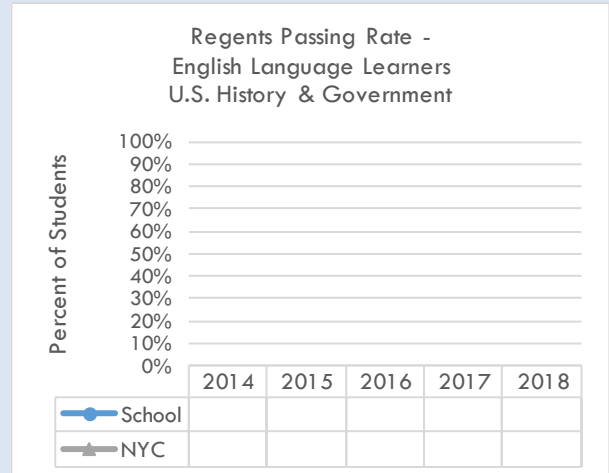


Figure 82

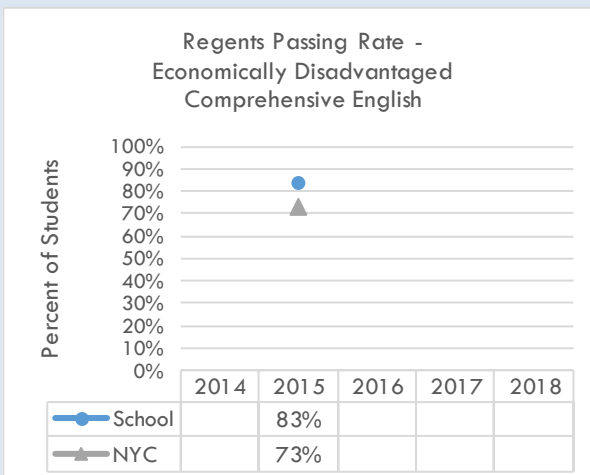


Figure 83

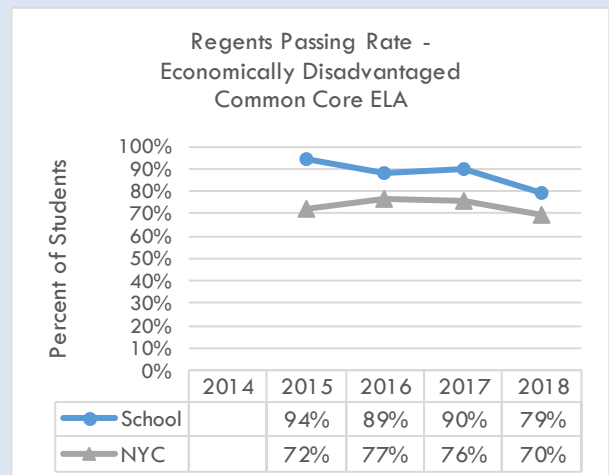


Figure 84

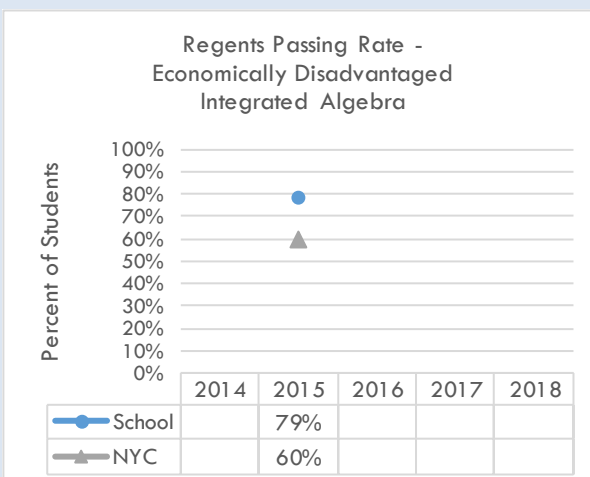


Figure 85

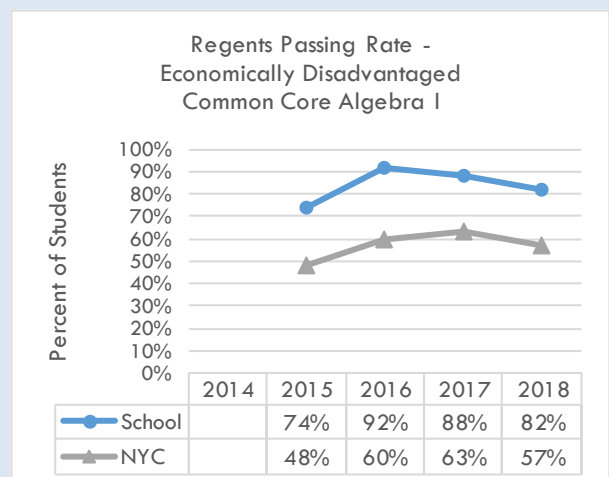


Figure 86

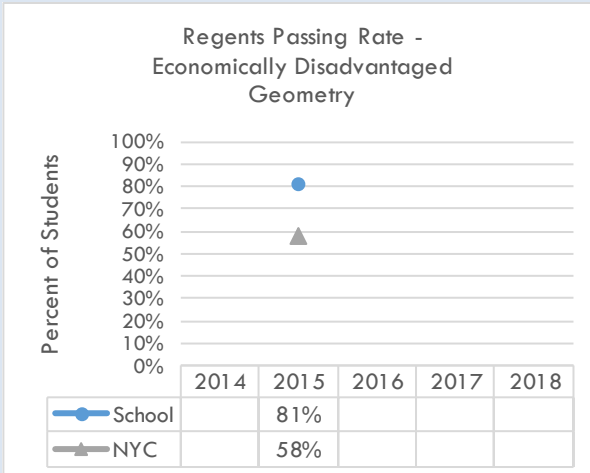


Figure 87

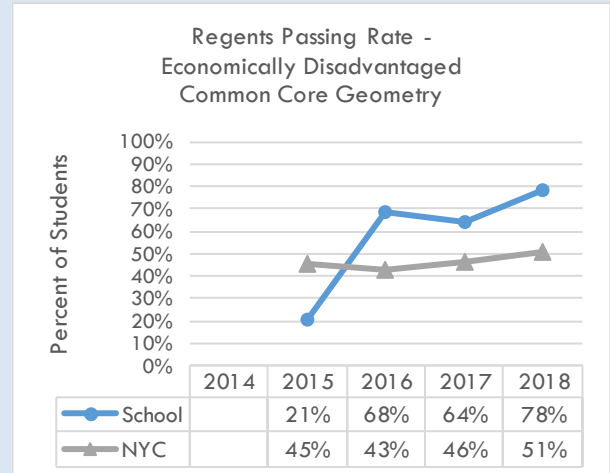


Figure 88

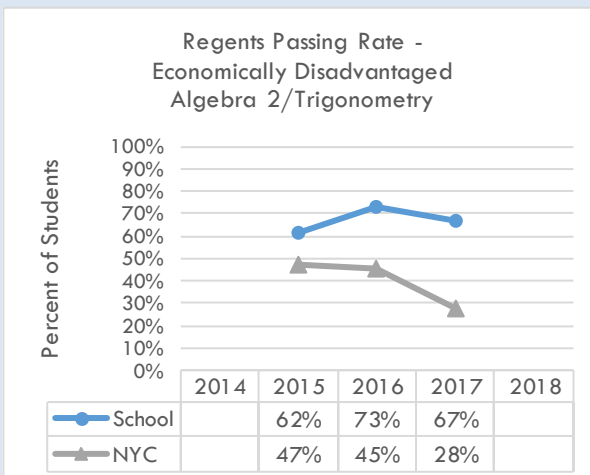


Figure 89

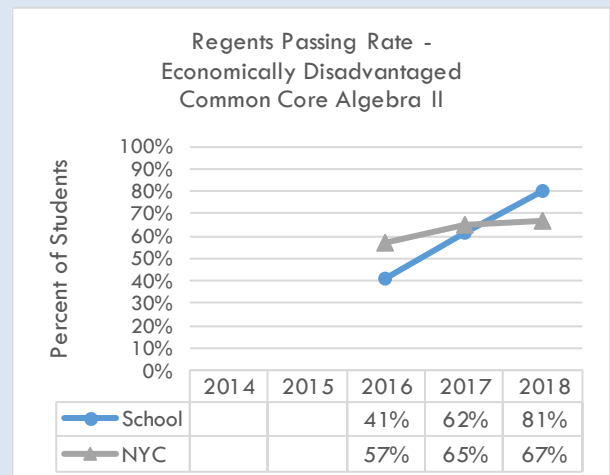


Figure 90

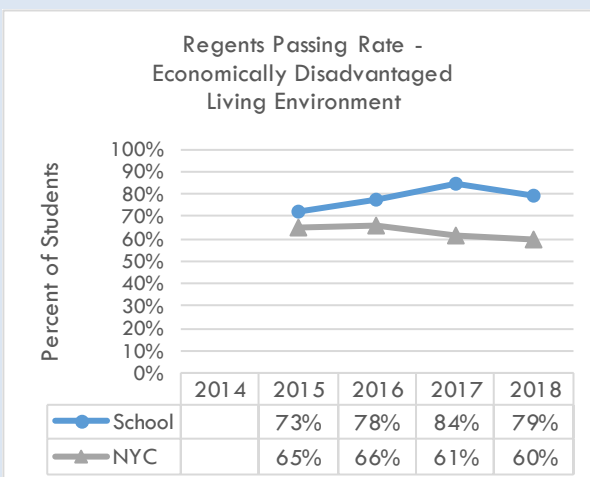


Figure 91

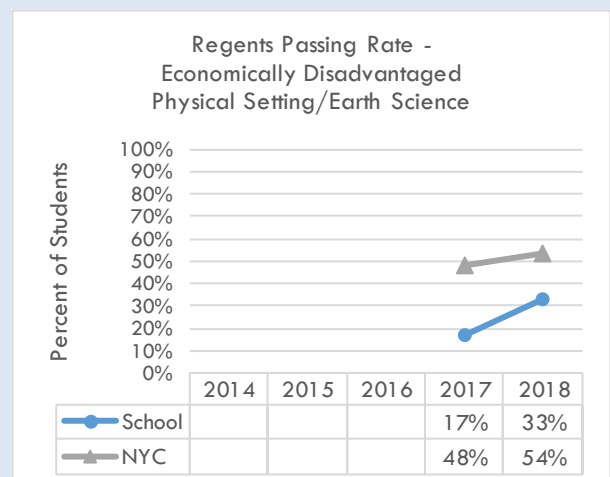


Figure 92

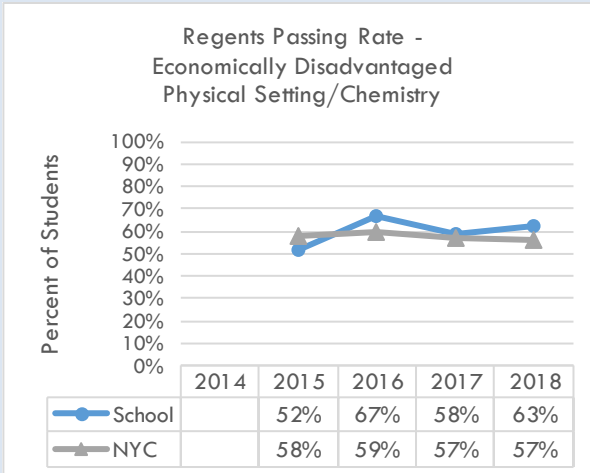


Figure 93

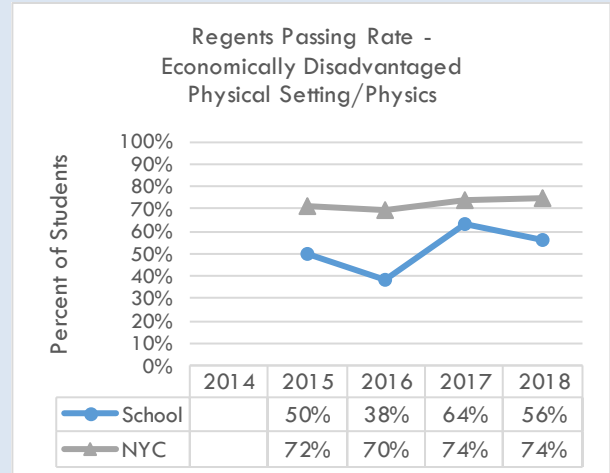


Figure 94

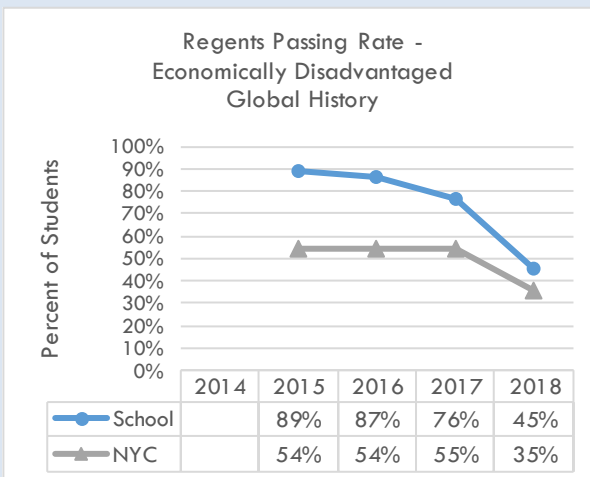


Figure 95

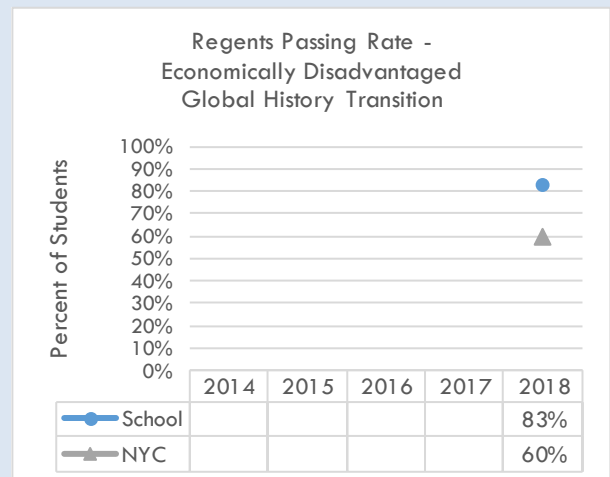


Figure 96

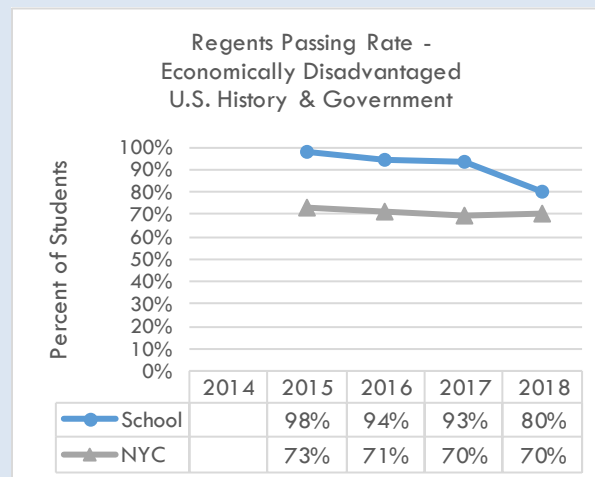


Figure 97

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	<p>Absolute Performance</p> <p>Each year, 75 percent of K-2nd graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade level in English Language Arts as measured by STEP. For Kindergarteners this equates in a level 2 by the end of the year, a level 5 for 1st grade students and level 8 for 2nd graders. STEP will assess students' vocabulary, comprehension and phonics skills in order to appropriately determine a reading level.</p>	55% of K-2 students who were enrolled for at least 2 BEDS days were reading at or above grade level by the end of the year. This was below the target of 75%.	Not Met	We have been using a K-2 phonics program, Reading Mastery for the past 3 years. This program will ensure students are getting aligned inst nal reading skills and phonemic awareness, and will also increase our STEP achievement results.
Academic Goal 2	<p>Value-Added Performance/Progress</p> <p>For each year of the school's next charter term, each grade- level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of</p>	With 50% of students in the identified cohort scoring at or above proficiency on the 2016-17 exam, the target score was set at 56%. On the 2017-2018 ELA exam, 64% of the same cohort of students scored at	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).	or above proficiency. The target was achieved.		
Academic Goal 3	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).	With 57% of students in the identified cohort scoring at or above proficiency on the 2016-17 exam, the target score was set at 63%. On the 2017-2018 Math exam, 72% of the same cohort of students scored at or above proficiency. The target was achieved.	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 4	<p>Comparative Performance</p> <p>Each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination (Relevant to schools serving grades 3-8.)</p>	In 2017-2018 the school's performance (64%) surpassed that of students in CSD (28%) and city (47%) thus achieving the target.	Met	
Academic Goal 5	<p>Each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State Math examination (Relevant to schools serving grades 3-8.)</p>	In 2017-2018 the school's performance (72%) surpassed that of students in CSD (23%) and city (43%) thus achieving the target.	Met	
Academic Goal 6	<p>Each year, the percent of students performing at or above Level 3 on the State Science exam in 4th and 8th grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located and the statewide proficiency average.</p>	In 2017-2018, 76% of students in the 4th or 8th grade scored proficient or above, compared to 54% in the Community School District and 73% Statewide	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 7	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year. (Relevant to school serving grades 9-12.)	By the end of the 2017-2018 school year 93% of students in the 2014 accountability cohort passed the English Regents exam with a score of 75 or more	Met	
Academic Goal 8	Each year, at least 75 percent of students in the high school accountability cohort passing a math Regents exam will have a score of 75 or above by the end of their fourth year. (Relevant to school serving grades 9-12.)	By the end of the 2017-2018 school year, 48% of students in the 2013 accountability cohort passed a Math Regents examination with a score of 75 or more.	Not Met	While the goal is established as 75% on any math regents exam, we believe this is no longer accurate since the switch to Common Core exams. With the change to Common Core exams the state has re-established the College Readiness benchmark to above 70 on Algebra I or Geometry OR 65 on Algebra II. At the school level, we are focused on having 75% of students meet this target, which accurately reflects the spirit of this goal. Among Academy Students 86% of them met this new College Readiness benchmark.
Academic Goal 9	High School and Post-Secondary Success Goals	HS Credit Accumulation	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	Each year, 75% of students enrolled in grades 9-11 will accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.	By the end of the 2017-2018 school year, 48% of students in the 2013 accountability cohort passed a Math Regents examination with a score of 75 or more.		
Academic Goal 10	Each year, the percent of students in the high school accountability cohort scoring at or above the college ready benchmark on the Algebra Regents exam will meet or exceed that of the students in the same cohort across New York City.	By the end of the 2017-2018 school year, 100% of the students in the 2014 cohort scored at least a 65 on the NYS Algebra Exam compared to 88% of New York City Students.	Met	
Academic Goal 11	Each year, the percent of students in the high school accountability cohort scoring at or above the college ready benchmark on the relevant ELA Regents exam	By the end of the 2017-2018 school year, 99% of students in the 2014	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	will meet or exceed that of students in the same cohort across New York City.	cohort scored at least a 65 on the NYS English Exam, compared to 92% of New York City Students		
Academic Goal 12	Each year, 80% of the graduating cohort will have scored at least 75 on a New York State Regents examination in Science (Living Environment, Chemistry, or other).	By the end of 2017-2018, 87% of students in the 2014 cohort scored at least a 75 on a NYS Regents Examination	Met	
Academic Goal 13	Each year, 80% of the graduating cohort will have scored at least 75 on the New York State Regents examinations in History (Global Studies and U.S. History).	By the end of the 2017-2018 school year, 59% of students scored at least a 75 on both NY History Regents exam.	Not Met	While nearly 100% of our students have hit the 65 mark on the Global and US History Regents, we failed to break 80% of our kids getting a 75 on both of these exams. We were close to this stretch goal, with 82% of students scoring 75 or more on at least one of the two exams. We continue to work on our students' writing as key driver of success in college and also in reaching a 75 or higher on the History exams. Our PLCs are focused on writing instruction and are

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				making progress both aligning our History curricula vertically as well as making sure our courses are rigorous and Common Core aligned.
Academic Goal 14	Each year, 80% of the graduating cohort will have scored at least 75 on the New York State Regents examinations in Spanish	By the end of the 2017-2018 school year, 71% of the 2013 cohort scored at least a 75 on a NYS Spanish Regents exam.	Not Met	While nearly 100% of our students pass the Spanish LOTE when taken, we have to work to ensure that more of our students pass three years of foreign language to be able to take the exam. We have put better tracking mechanisms in place to ensure we are helping support student who are falling off of this track. We are confident we can get to at least 75% of our kids taking and passing the LOTE exam with a 75 or higher in the next two years.
Academic Goal 15	Each year, the average performance of students will exceed the citywide average on the SAT tests in Critical Reading and Mathematics. It is expected that the participation rate	With 95% of students in the 12th grade being tested, the average score in Critical Reading was 518 and in	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	for this test will be 75% or greater.	Math was 518. The New York City average in 2017 (2018 not available) was 491 in Critical Reading and 490 in Math. KIPP Academy exceeded the NYC average in both Math and Critical Reading		
Academic Goal 16	College Preparation Each year, 50 percent of students in the Graduation Cohort will successfully pass a high school AP exam.	52% of the 2014 cohort (class of 2018) passed at least 1 AP exam.	Met	
Academic Goal 17	College Participation and Attendance Each year, 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.	97% of the graduation cohort were accepted to either a 2 or 4 year college	Met	
Academic Goal 18	Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.	96% of the graduation cohort enrolled in a two or four year college.	Met	
Academic Goal 19	Graduation Rates Each year, 85 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	96% of the 2014 graduation cohort graduated high school in 2018 (their 4th year in the cohort)	Met	
Academic Goal 20	95% of alumni will earn a high school diploma within 5 years of finishing 8th grade.	99% of the 2013 graduation cohort graduated high school in 2018(their	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
		5th year in the cohort)		
Academic Goal 21	For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60th percentile or above compared with citywide averages for its 6-year graduation rate.	96% of the 2014 graduation cohort graduated high school in 2018 100% of the 2012 graduation cohort graduated high school in 2018. Both rates exceed the 60th percentile across the city.	Met	
Academic Goal 22	50% of alumni will earn a bachelor's degree within 6 years of matriculation.	KIPP Academy does not have students who have been out of High School for 6 years.	Met	
Academic Goal 23	Student Engagement Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily In 2017-18 the average daily attendance rate was 95%.	Met	
Academic Goal 24	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	97% of students enrolled on the last day of school returned in September of 2018 (students graduating from 12th grade are not included).	Met	
Academic Goal 25	Teacher Engagement Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	In 2017-2018 99% of teachers returned or were asked to return for the following school year	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Student Demographics At least 80% of students will qualify for Free or Reduced Price Lunch	In 2017-2018 93% of students qualified for Free or Reduced priced lunch.	Met	
Org Goal 2	The percent of students in the incoming class classified as English Language Learners will be equivalent to or exceed that of the local CSD	10% of students were classified as ELL in 2017-18 as compared to 16% of the local CSD	Not Met	KIPP NYC is committed to enrolling and retaining all students. Please see the entry 10 for details about our activities to enroll and retain this population of students.
Org Goal 3	The percent of students in the incoming class who will receive Special Education Services will be equivalent to or exceed that of the local CSD	17% of students had IEPs in 2016-17 as compared with 24% of the CSD	Not Met	KIPP NYC is committed to enrolling and retaining students who receive special education services. Please see the entry 10 for details about our activities to enroll and retain this population of students.
Org Goal 4	Adherence to Contract Terms Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information	The school complied with all relevant rules, regulations and contract terms.	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.			
Org Goal 5	Each year, leadership will engage in strategic goal setting aligned to the organization's mission, beliefs, and long-term priorities.	Each of the schools engaged in academic goal setting this year	Met	
Org Goal 6	<p>Parent Satisfaction</p> <p>In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.</p>	While only 33% of parents responded, KIPP NYC outperformed the city on 4/5 framework measures.	Not Met	While almost all parents who responded to the survey responded positively, we are working to find ways to increase parent participation on the DOE learning environment survey.
Org Goal 7	The average percentage of parents responding agree or strongly agree to statements on the HSR survey will exceed 75% in the majority of survey categories. Categories include culture and climate, school leadership and organizational systems, school talent, and teaching and learning. Only relevant for ES and MS.	The average percent of parents responding agree or strongly agree exceeded 75% in 4 out of 4 categories on the TNTP survey.	Met	
Org Goal 8	The average percentage of students responding agree	The average percent of	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	or strongly agree to statements on the HSR survey will exceed 60% in the majority of survey categories. Categories include character, culture and climate, and teaching and learning. Only relevant for grades 3-8.	students responding agree or strongly agree exceeded 60% in 3 out of 3 categories on TNTP survey.		
Org Goal 9	75% of parents will agree or strongly agree with the statement: "I would recommend KIPP to other families"	85 % of parents agree or strongly agree with this statement	Met	
Org Goal 10	Staff Satisfaction In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey	With 54% of Staff responding KIPP NYC outperformed the city on 4/5 framework measures.	Met	
Org Goal 11	75% of staff will agree or strongly agree with the statement "I would recommend KIPP to a friend as a place of employment"	61% of staff agreed or strongly agreed.	Not Met	We have invested in additional team building and staff appreciation activities as well as increasing the quality of professional development in response to staff feedback.
Org Goal 12	The average percentage of teachers responding agree	The average percentage of	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	or strongly agree to statements on the HSR survey will exceed 60% in the majority of survey categories. Categories include culture and climate, school leadership and organizational systems, school talent, and teaching and learning. Only relevant for ES and MS.	teachers responding agree or strongly agree exceeded 60% in 4 of the 6 categories for the 2017-2018 Healthy Schools Surveys		
Org Goal 13	Student Satisfaction 75% of students in grades 3 and above will agree or strongly agree with the statement "I would recommend KIPP to my family/friends"	75% of students in grades 3 and above agree or strongly agree.	Met	
Org Goal 14	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey. (For grades 6-12 only.)	With 88% of students responding KIPP NYC outscored the city in 4/5 framework measures where comparisons were available.	Met	
	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Financial Compliance	The annual audit resulted in an	Met	

	Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	unmodified opinion with no major findings.		
Financial Goal 2	Financial Viability Each year, the school will operate on a balanced budget and maintain a stable cash flow.	The school has maintained a budget consistent with its financial goals	Met	

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement. The school submission is missing the following required elements:

- Discussion of future plans

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

Our recruiting efforts specifically target students in high needs communities in New York City, and employ efforts that we have found to be effective in enrolling students in these populations. Moreover, our lottery process gives a preference to students eligible for the free and reduced price lunch program.

ENGLISH LANGUAGE LEARNERS

To specifically target families with limited English proficiency, we recruit using bilingual materials and bilingual staff members.

STUDENTS WITH DISABILITIES

KIPP NYC actively wants to serve all students. Our schools are not designed to support students in 12:1:1 setting, but we detail the services that we can provide to families. Specifically, we have ICT and SETSS programs, certified special education teachers, KIPP NYC Speech and language therapists providing Response to Intervention services, and contract with the DOE/CSE for additional mandated services.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

KIPP Academy is focused on retaining all students. We provide high quality and highly structured educational programming tailored to the needs of students. In addition, we survey students, families, and teachers to gauge the health of our schools and to ensure that our educational programming is meeting and exceeding the needs of our students. Furthermore, we leverage best practices from KIPP schools across the country to increase student retention.

ENGLISH LANGUAGE LEARNERS

Our efforts to retain ELL students are in line with our efforts to retain all students. In addition, parents and families are kept informed of their child's performance and progress through periodic, bilingual communications. Our ELLs are placed in specialized, evidence-based reading programs to ensure that they make progress in literacy. ELL students work with trained speech and language therapists.

STUDENTS WITH DISABILITIES

Our efforts to retain students with disabilities are in line with our efforts to retain all students. As a result, our retention rates for students with disabilities is generally in line with students who have not been classified as having a disability.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ School report card at data.nysed.gov.

^{iv} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^v State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vii} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^{viii} School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{ix} Calculations based on data reported by the school in its renewal data collection form.

^xData from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{xi} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{xii} Annual school audit

^{xiii} Annual school audit

^{xiv} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xv} School-reported suspension and expulsion data. City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xvi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xvii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xviii} Data.nysed.gov

Accessibility Report

Filename: 2020-quick-reference-guide-for-survey-coordinators_ADA.pdf

Report created by: [Enter personal and organization information through the Preferences > Identity dialog.]

Organization:

Summary

The checker found no problems in this document.

- Needs manual check: 2
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0