



Office of School Design and Charter Partnerships  
2013-2014

**KIPP AMP CHARTER SCHOOL**  
**ANNUAL COMPREHENSIVE REVIEW REPORT**

**2013 – 2014 SCHOOL YEAR**

## Part 1: School Overview

### School Information for the 2013-2014 School Year

Name of Charter School	KIPP AMP Charter School
Board Chair(s)	David Massey
School Leader(s)	Emily Carroll (K), Debon Lewis (5-8), Natalie Webb (9-12)
Management Company (if applicable)	KIPP
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 7 (9-12) and 17 (K, 5-8)
Physical Address(es)	1224 Park Place, Brooklyn 11213 (K, 5-8)
	201 East 144 <sup>th</sup> Street, Bronx 10451 (9-12)
Facility Owner(s)	DOE (the high school site is a charter partnership building)

### School Profile

- KIPP AMP Charter School (KIPP AMP) is an elementary, middle, and high school which served 554 students<sup>1</sup> in grades K, 5-12 during the 2013-2014 school year. It opened in 2005-2006 and is under the terms of its second charter. The school's authorized full grade span is K-12 which it expects to reach in the 2017-2018 school year.
- The school is located in each a DOE-operated facility within Brooklyn in Community School District (CSD) 17 and a charter-operated facility within the Bronx in CSD 7.<sup>2</sup>
- KIPP AMP enrolls new students in kindergarten and grades 5 and 9 and typically backfills in grades K-6. There were 944 students on the waitlist after the Spring 2013 lottery.<sup>3</sup> The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 94.2%.<sup>4</sup>
- KIPP AMP Charter School was renewed during the 2009-2010 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes Emily Carroll, Elementary School Principal; Debon Lewis, Middle School Principal; Natalie Webb, High School Principal; Elizabeth Raji-Grieg, Dean of Teaching & Learning; Paul Byrne, Dean of Students, Emma Feinstein, Dean; Michael McFadden, Director of Operations; and Meghan McGivney, Director of Operations. The Elementary School Principal has been with the school since 2013 but has been with KIPP NYC LLC since 2009, the Principal of grades 5-8 has been with the school since 2010, and the Principal of grades 9-12 has been with the school since it was founded.
- KIPP AMP is part of KIPP NYC LLC, a Charter Management Organization (CMO). KIPP NYC LLC's Shared Services Team provides services to KIPP AMP in the areas of leadership development, professional development, human resources, data management, operations, fundraising, payroll, finance and purchasing, as well as staff and teacher recruitment. KIPP AMP pays a fee for these services equal to 11% of per pupil revenues (excluding E-rate) to KIPP NYC LLC.
- KIPP AMP had a student to teacher ratio of 13:1 in the 2013-2014 school year, with an average class size of 24.<sup>5</sup>
- The lottery preferences for KIPP AMP's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school, as well as students eligible for free or reduced-price lunch.<sup>6</sup>

<sup>1</sup> Enrollment reflects ATS data from 10/31/13.

<sup>2</sup> NYC DOE Location Code Generation and Management System database.

<sup>3</sup> Self-reported information from school-submitted data collection form on 2/20/13.

<sup>4</sup> Self-reported information from school-submitted data collection form on 2/20/13.

<sup>5</sup> Self-reported information given on 9/24/14.

<sup>6</sup> KIPP Infinity Charter School's 2013-2014 lottery application.

## Part 2: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data through 2012-2013

#### ES/MS Students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	33.7%	28.8%	38.0%	14.1%
CSD 17	31.3%	33.9%	36.8%	16.7%
Difference from CSD 17	2.4	-5.1	1.2	-2.6
NYC	40.5%	41.0%	45.0%	25.7%
Difference from NYC	-6.8	-12.2	-7.0	-11.6
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	-19.5	-24.0	-17.1	-17.0

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	46.4%	62.6%	70.6%	15.0%
CSD 17	40.5%	46.1%	50.4%	14.7%
Difference from CSD 17	5.9	16.5	20.2	0.3
NYC	52.8%	56.7%	59.3%	27.3%
Difference from NYC	-6.4	5.9	11.3	-12.3
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	-14.6	-0.7	5.8	-16.1

\* All comparisons to either the CSD or NYC take into account only grades the school itself served.

### HS Performance Compared to Peer and NYC Averages\*

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	-	-	-	91.5%
NYC	65.1%	65.5%	64.7%	66.0%
Difference from NYC	-	-	-	25.5
6-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	-	-	-	-
NYC	69.2%	70.9%	73.2%	73.0%
Difference from NYC	-	-	-	-
College Readiness Index** - 4 years				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	-	-	-	72.3%
Peer Percent of Range	-	-	-	100.0%
City Percent of Range	-	-	-	100.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

\* KIPP AMP Charter School is one of four KIPP charter schools, three of which are DOE-authorized, that feeds into KIPP NYC College Prep Charter High School located at 201 East 144<sup>th</sup> Street, Bronx. The graduation rate and college readiness data presented above reflects high school students from all four feeder schools.

\*\* The College Readiness Index score was not introduced until the 2011-2012 school year.

### Credit Accumulation\*

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	85.7%	76.4%	84.9%	88.3%
Peer Percent of Range	53.1%	16.6%	48.5%	54.5%
City Percent of Range	74.8%	56.7%	69.7%	74.2%
% 2nd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	-	86.6%	84.7%	87.9%
Peer Percent of Range	-	56.8%	52.2%	61.9%
City Percent of Range	-	77.1%	71.8%	76.7%
% 3rd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
KIPP AMP Charter School	-	-	90.3%	89.8%
Peer Percent of Range	-	-	71.6%	69.6%
City Percent of Range	-	-	83.5%	81.7%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group or city.

\* KIPP AMP Charter School is one of four KIPP charter schools, three of which are DOE-authorized, that feeds into KIPP NYC College Prep Charter High School located at 201 East 144<sup>th</sup> Street, Bronx. The credit accumulation data for school years 2010-2011 through 2012-2013 reflects high school students from all four feeder schools.

### Performance on the NYC Progress Report – Elementary and Middle School Grades

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	C	B	A	C
Student Progress	D	B	A	C
Student Performance	C	B	A	C
School Environment	A	B	B	B
Closing the Achievement Gap Points	0.0	6.0	4.8	4.4

### Performance on the NYC Progress Report – High School Grades\*

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	-	-	A
Student Progress	-	-	-	A
Student Performance	-	-	-	B
School Environment	-	-	-	A
College and Career Readiness**	-	-	-	A
Closing the Achievement Gap Points	-	-	-	0.8

\* KIPP AMP Charter School is one of four KIPP charter schools, three of which are DOE authorized, that feeds into KIPP NYC College Prep Charter High School located at 201 East 144<sup>th</sup> Street, Bronx. The Progress Report data presented above reflects high school students from all four feeder schools.

\*\* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

#### Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), KIPP AMP fully met 10 of the 26 applicable academic performance goals identified in its charter, did not meet 14 of these goals, and did not have sufficient data to report on two of these goals.

#### Responsive Education Program & Learning Environment<sup>7</sup>

- In 2013-2014, the school began using the STEP literacy assessment to gauge reading needs at the elementary school level and began using the NWEA MAP assessment in middle school grades to measure interim progress towards goals.
- The school continues to implement the QWA, a KIPP NYC-wide writing assessment, in its middle school grades.
- The school expanded guided reading programs in grades 5-6 and expanded Drop Everything and Read (DEAR) time in grades 5-8.
- The school began implementing a new standard ELA curriculum in grades 5-8 that was developed by KIPP NYC content experts and also initiated Scholastic's Read 180 program for the 65 students at the school who showed the least reading proficiency. The least proficient readers within this group of 65 used System 44 for phonics as a precursor to Read 180.
- The school began using Accelerated Reader to track word count goals across all grade levels to incentivize independent reading.
- The school created a discrete Math problem-solving block for Kindergarten students that utilizes Cognitive Guided Instruction (CGI) to help students use varied strategies to solve number stories as well as defend the use of those strategies.
- The school continues to provide students with disabilities with integrated co-teaching by Special Education-certified educators, counseling by an internal social worker, occupational therapy by a related service provider, paraprofessional assistant provided by transmittal, and speech language therapy provided by an internal licensed speech language pathologist.

<sup>7</sup> Self-reported information from school-submitted self-evaluation form on 2/14/14.

- The school continues to utilize KIPP NYC LLC's professional development supports for teachers, including shared lesson plans, quarterly network-wide professional development days, and additional training at Relay Graduate School of Education.

Representatives of the NYC DOE visited the school on June 5, 2014. Based on discussion, document review, and observation, the following was noted:

- School leadership reported:
  - The school began administering the NWEA MAP assessment in math and ELA three times per year instead of twice, as it previously had. The school also began utilizing the results for strategic instructional planning, increasing differentiation in classrooms based on its second round of MAP results.
  - Based on the results of its 2012-2013 state math assessment results, the school doubled math instructional time for the bottom two-thirds of its current grade 6 cohort, began using iReady instructional support to the bottom one-third of its grade 7 and 8 cohorts, and implemented small, flexible, content-based groupings determined by two math and two reading specialists throughout the year.
  - The school made several changes to its hiring practices based on turnover from 2012-2013 to 2013-2014. These include a shift in focus toward candidates with proven classroom experience, a willingness to collaborate across content areas, and experience with (or willingness to try) co-teaching. Additionally, both the hiring and performance review processes began earlier in the school year than they had in prior years.
  - The school piloted four co-taught homerooms and eight co-taught classes this year, and intends to double the number of co-taught classrooms in school year 2014-2015 in order to decrease its teacher-student ratio.
- Seven classrooms in grades 5-7 ELA and math were observed by members of the visit team and the following was noted:
  - Classes ranged in size from 25 to 27 students and were largely taught by one instructor and followed either a lead-and-assist or lead-and-monitor model. One Read 180 class of 14 students led by one instructor was also observed, and one small-group math pullout of seven students was observed.
  - Independent practice was observed in the majority of classrooms.
  - In most classrooms, checks for understanding largely consisted of questioning, observation, and class work. The level of questioning in most classrooms ranged from basic recall to challenging students to demonstrate understanding of concepts through explanation.
  - Based on debriefs with instructional leaders after classroom visits, most classrooms had instruction that was mixed in its alignment with the school's instructional model and current academic priorities. Several classrooms had aligned systems and procedures in place but leaders believed that level of rigor and independent learning could increase.

## **Essential Question 2: Is the school a fiscally sound, viable organization?**

### **Governance Structure & Organizational Design**

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has six Board members, all voting. The Board Chair joined the Board in January 2005.
- As evidenced from a review of Board rosters, the Board did not experience turnover in 2013-2014. One new Board member was approved by the NYC DOE in November 2013.
- As recorded in the Board's minutes, there is a clear reporting structure with school/network leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.
- Board minutes from the most recently held meeting have been provided via the school's website for inspection by the public.

### **School Climate & Community Engagement**

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school experienced leadership turnover during the 2013-2014 school year with one Director of Operations departing in October and one Principal departing before the end of the school year.
- Instructional staff turnover was 37% with 13 out of 41 instructional staff choosing not to return for the 2013-14 school year from the prior year and two were asked not to return. As of February 2014, during the 2013-14 school year, four teachers were no longer working at the school.
- As of February 2014, average daily attendance for students during that school year was at 94.2%, which is lower than the school's charter goal of at least 95%.<sup>8</sup>
- Student turnover was 5.8% of students from the prior school year not returning at the start of the 2013-2014 school year, and 2.5% of students left the school between the start of the school year and February 2014.<sup>9</sup>
- The school did not report having a parent teacher organization (PTO) in its ACR self-evaluation, Board minutes, or website.

### **2012-2013 NYC School Survey Results<sup>10</sup>**

<b>Categories</b>	<b>Result</b>	<b>Community</b>	<b>Response Rate</b>	<b>Citywide Rate</b>
<b>Academic Expectations</b>	Average	<b>Parents</b>	55%	54%
<b>Communication</b>	Average	<b>Teachers</b>	85%	83%
<b>Engagement</b>	Average	<b>Students</b>	93%	83%
<b>Safety &amp; Respect</b>	Average			

<sup>8</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>9</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>10</sup> Results are particular to the school type as identified in the 2013 School Survey.

## **Financial Health**

### Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the end of the school year revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had no debt obligations.

### Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13 and the school had positive cash flow in each measurable year.

### Annual Independent Financial Audit

- An independent audit performed for FY13 showed no material findings.

### **Essential Question 3: Compliance with charter and all applicable laws and regulations?**

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

#### **Board Compliance**

The Board is in compliance with:

- The Board's membership size falls within the range of five to 25 members outlined in the school's charter and in the Board's bylaws.
- The Board held four Board meetings with quorum in 2013; its current bylaws do not specify a required number of annual meetings.
- Currently, officer positions outlined in the Board's bylaws are filled.

#### **School Compliance**

The school is in compliance with (as reviewed during May 2014):

- All staff members have appropriate fingerprint clearance; however 25 out of 62 received clearance at least one week after their start date.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to the NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of April 1, 2014 and lottery date of April 4, 2014 adhering to charter law's requirement of accepting applications up to at least April 1.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school has posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.

The school is out of compliance with:

- The school has submitted required documentation for teacher certification however is not compliant with state requirements for teacher certification as of February 2014. Twenty out of 53 core teachers are uncertified.

## **Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- The school did not report any plans for expansion or replication.

### **Enrollment and Retention Targets**

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
  - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- During the 2013-2014 school year KIPP AMP Charter School served a higher percentage of students qualifying for free or reduced lunch than the CSD 17 and citywide averages but a lower percentage compared with the CSD 7 average. KIPP AMP served a higher percentage of students with disabilities than the CSD 17 average, but a lower percentage than the CSD 7 and citywide averages. KIPP AMP served a lower percentage of English Language Learner students than the CSD 17, CSD 7 and citywide averages.

### **Special Populations**

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
<b>School</b>	71.9%	78.8%	82.6%	84.5%	82.1%	15.7%	19.1%	20.1%	16.0%	16.1%	0.0%	0.0%	0.3%	0.2%	1.3%
CSD 17	80.5%	79.3%	78.2%	78.6%	81.6%	13.0%	13.4%	13.2%	13.5%	14.8%	8.7%	9.4%	9.4%	9.3%	9.0%
CSD 7	-	85.5%	86.5%	-	90.0%	-	19.3%	18.9%	-	20.2%	-	18.0%	17.6%	-	16.8%
CSD 5	-	-	-	81.0%	-	-	-	-	16.7%	-	-	-	-	9.4%	-
NYC	61.7%	64.5%	67.3%	69.3%	72.7%	14.9%	15.0%	15.1%	15.5%	16.4%	14.8%	15.0%	14.6%	14.2%	13.9%

<b>Additional Enrollment Information</b>					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	5-9	5-10	5-11	5-12	K, 5-12
CSD(s)	17	17 & 7	17 & 7	17 & 5	17 & 7

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.