



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for KIPP Academy Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

KIPP Academy Charter School (“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 located in a NYC DOE-operated building in Community School District X/in private space in Community School District X. The school is co-located with [identify other schools/programs]/not co-located with any other schools or programs.¹

The school is in its fourth charter term. The school converted to a charter school from a traditional district school in 2000 and operates under a collective bargaining agreement with the teachers, supervisors, and paraprofessionals’ union as a result of being a conversion charter school.

The school leadership team is comprised of the following individuals: Elementary School Principal Tyrita Groves, who has been at the school for 5 years; Middle School Principal Frank Corcoran, who has been at the school for 14 years; High School Principal Natalie Webb, who has been at the school for 9 years; Assistant Principal Barbara Depesa, who has been at the school for 7 years; Dean of Teaching & Learning Tenille Sadat, who has been at the school for 8 years; Dean of Teaching and Learning Matthew Hureau, who has been at the school for 10 years; Dean of Special Education Jeffrey Imwold, who has been at the school for 7 years; and Dean of Special Education Estrada Perez, who has been at the school for 5 years.

SCHOOL HIGHLIGHTS

Both KIPP Academy’s elementary and middle students attained proficiency rates higher than district averages on both ELA and Math state assessments and the state Math results also surpassed city and state proficiency rates.

School leadership reports that in 2015 93% of its high school seniors graduated in 4 years and 86% matriculated into college in the fall. In addition, by the summer of 2015, 62% of 9th graders had scored 65 or higher on two core Regents exams; 86% of 10th graders scored 65% or higher on three core Regents exams; and 91% of 11th graders had done the same on five core Regents exams.

School leaders report that to further improve ELA and Math achievement the school is employing a variety of strategies, including:

- Monthly assessments in ELA and Math;
- KIPP Wheatley, a rigorous literacy curriculum used by KIPP ELA teachers nationwide, is being implemented;
- KIPP NYC’s thrice annual interim assessments in ELA and Math help staff prepare students for state assessments and the data from these interims form the basis for collaborative analysis on KIPP Data Days;
- Professional development and coaching are being supported at the network level by Curriculum, Instruction and Assessment coaches and the school level by Deans of Teaching and Learning.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

KIPP Academy Charter School	
DBN	84X704
School Leader(s)	Tyritia Groves (ES), Frank Corcoran (MS), Natalie Webb (HS)
Board Chair(s)	Rafael Mayer
Charter Management Organization (if applicable)	KIPP
Other Partner(s)	N/A
District(s) of Location	7
Physical Address(es)	730 Concourse Village West, Bronx, NY 10451 (K-4) 250 East 156th Street, Bronx, NY 10451 (5-8) 201 East 144th Street, Bronx, NY 10451 (9-12)
Facility Owner(s)	DOE & Charter Partnership Building
Enrollment ²	1111
Grades Served	K-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Rafael Mayer	Chair	Audit & Finance	10.5	0/0
2. Lisa Blau	Trustee	Audit & Finance	10.5	0/0
3. Gwendolyn Brunson	Trustee		10.5	0/0
4. Stephanie Coleman	Trustee		10.5	0/0
5. Joseph Negron	Trustee		10.5	0/0
6. Whitney Tilson	Trustee	Audit & Finance	10.5	0/0

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

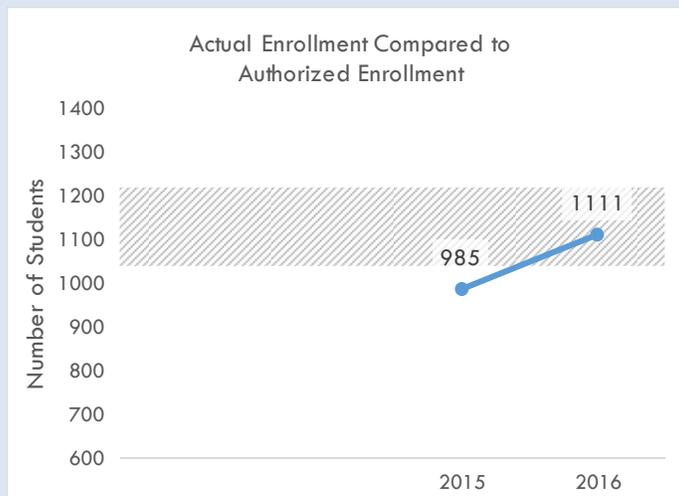
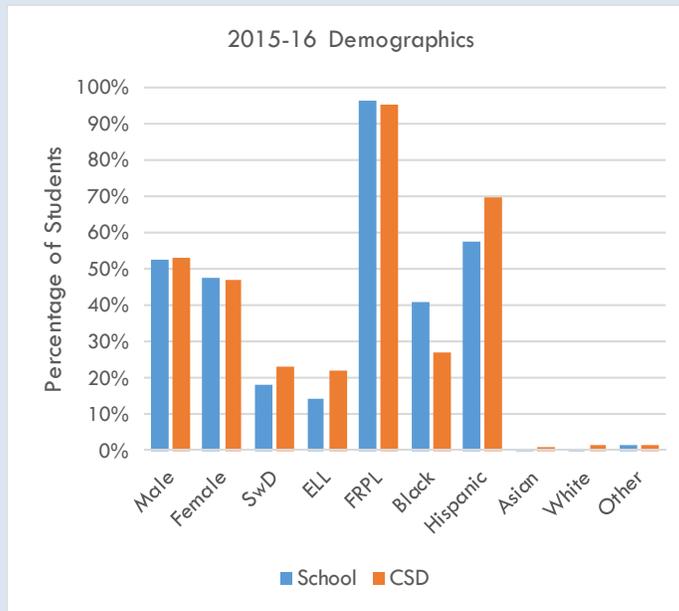
CHARTER AUTHORIZATION PROFILE

KIPP Academy Charter School	
School Opened For Instruction	2000-2001
Date of First Renewal	2004-2005
Date of Second Renewal	2009-2010
Date of Third Renewal	2014-2015
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1220

KIPP Academy Charter School was renewed for a four-year short term in the 2014-15 academic year with one operational/compliance condition:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
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.	Not On Target	According to ACR Data Collection Form—no other report with information related to condition in files—about half of current instructional staff are uncertified.

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

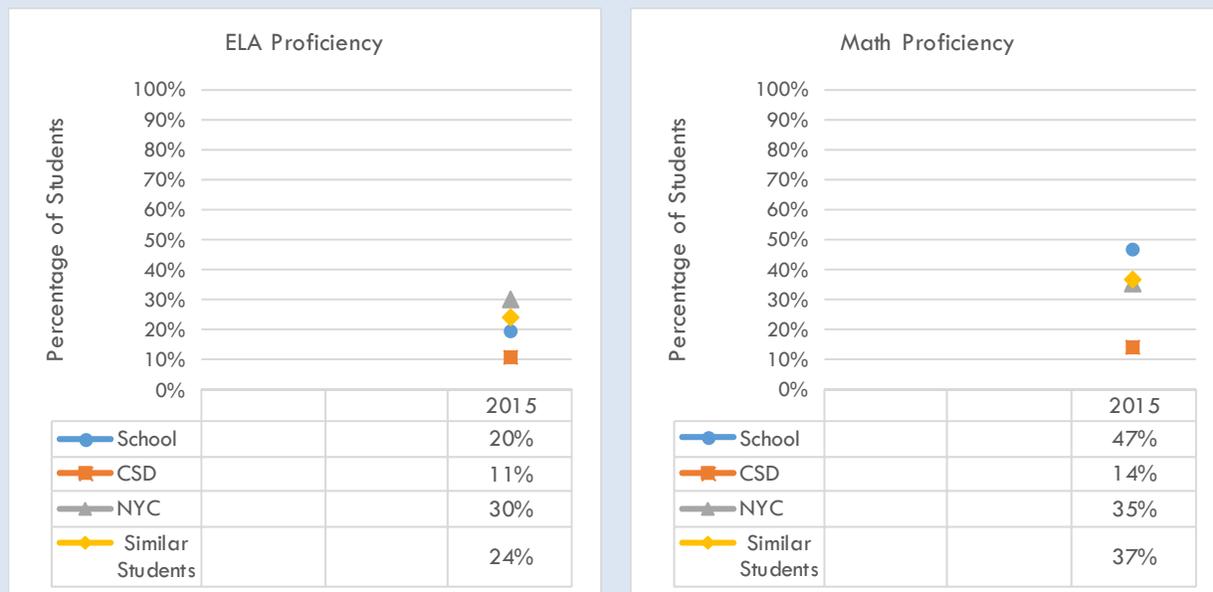
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



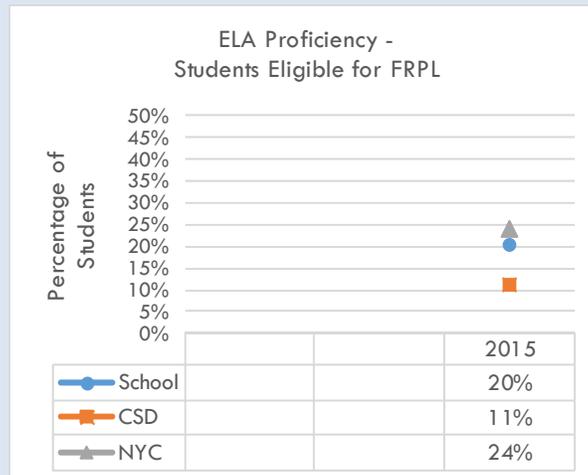
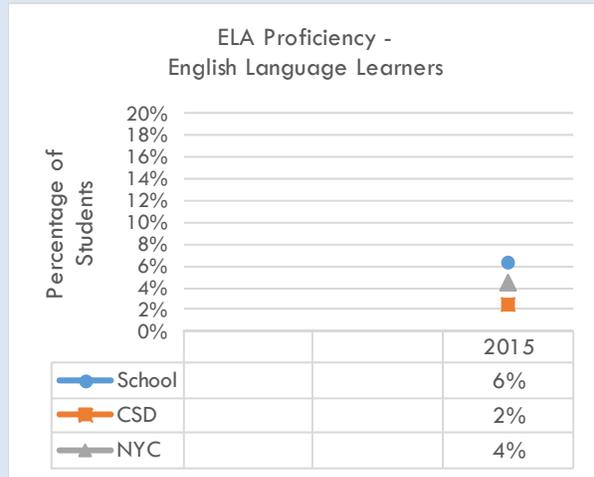
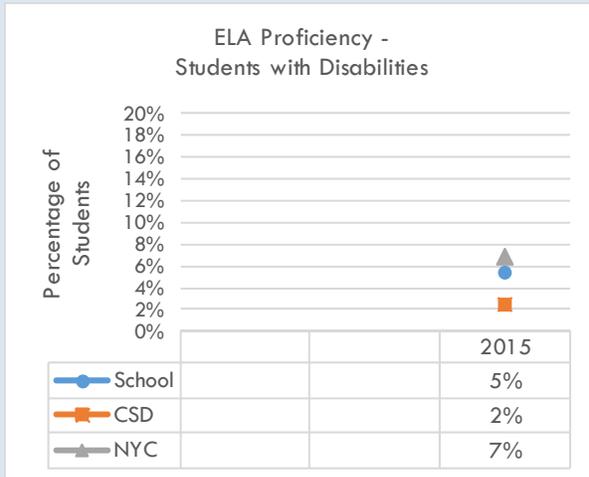
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

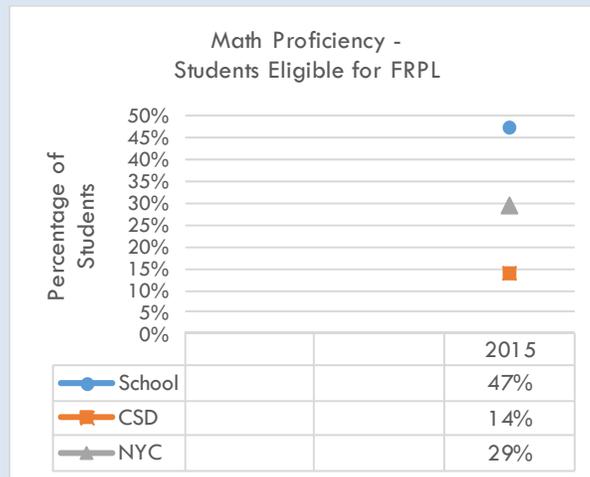
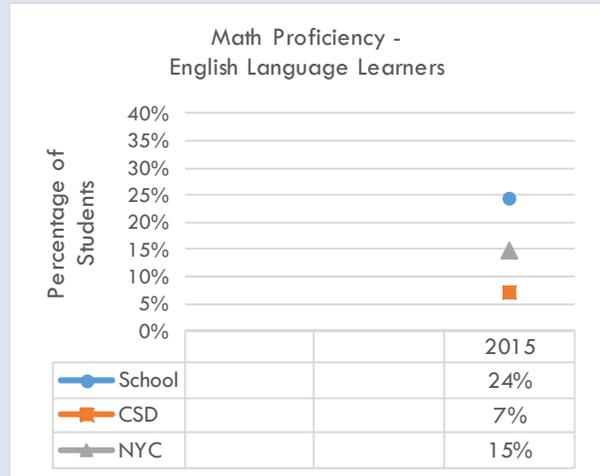
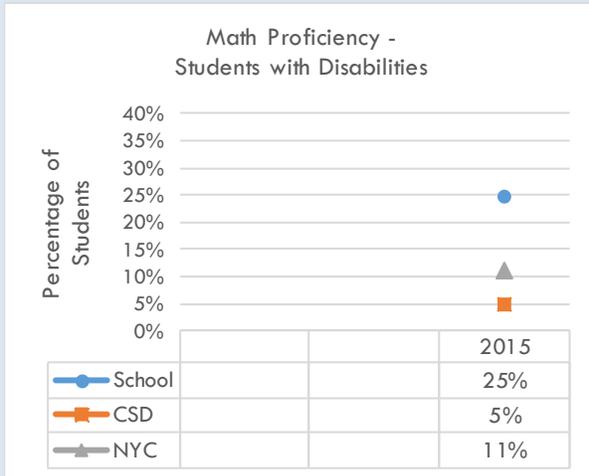
⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

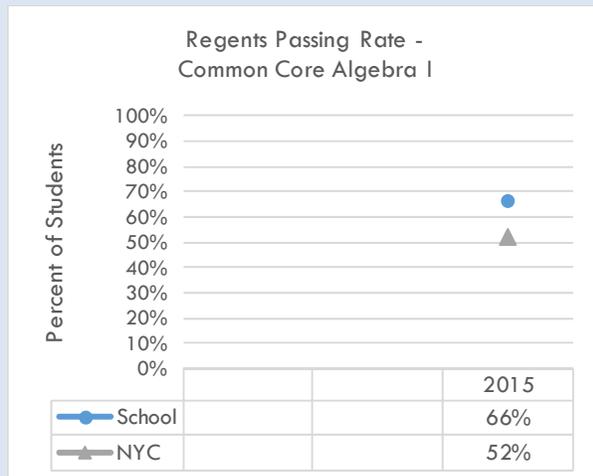
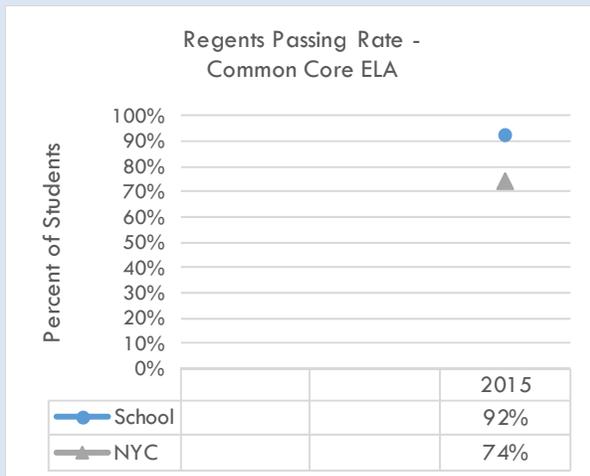
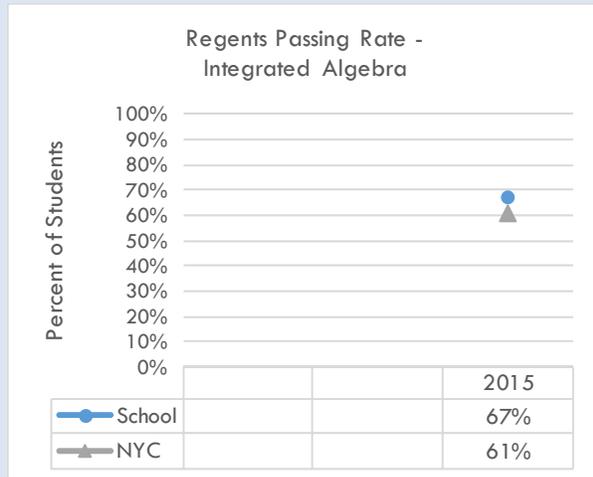
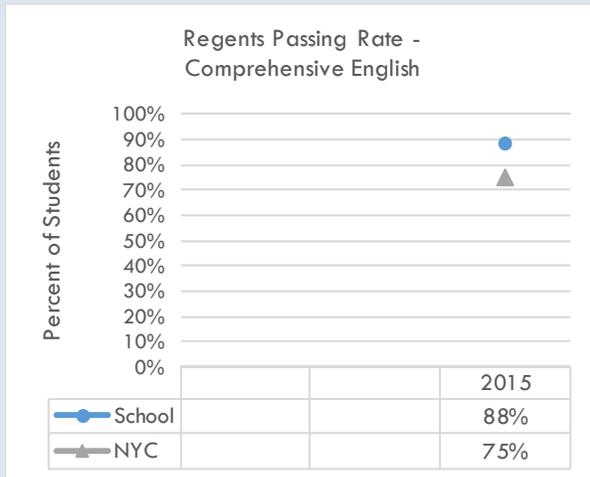
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH

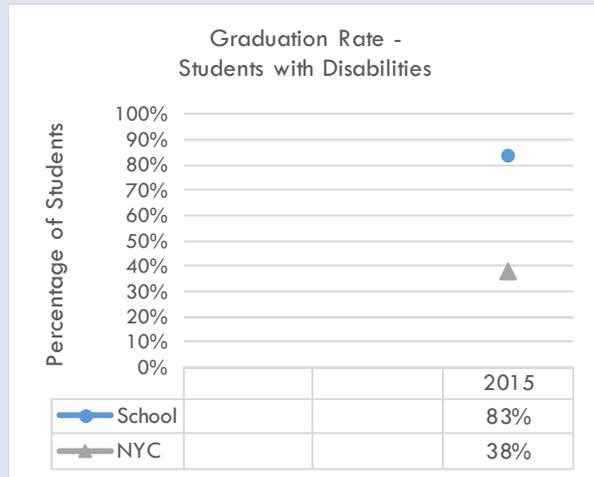
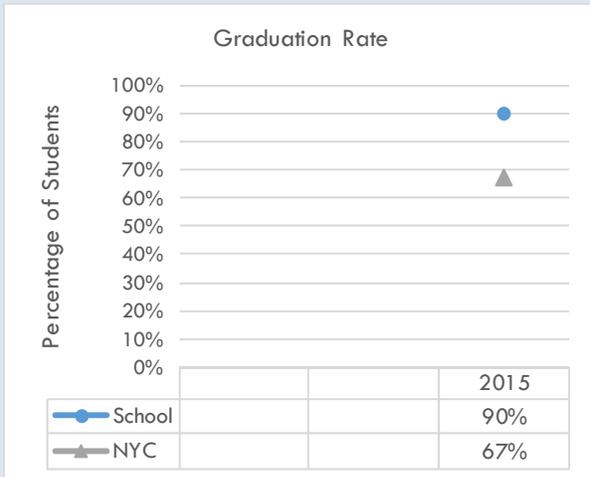


REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



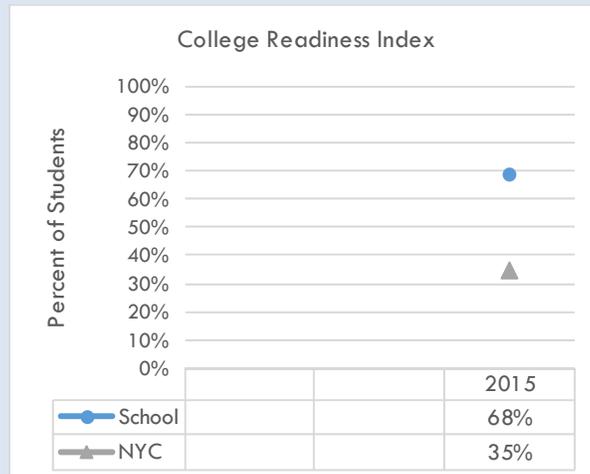
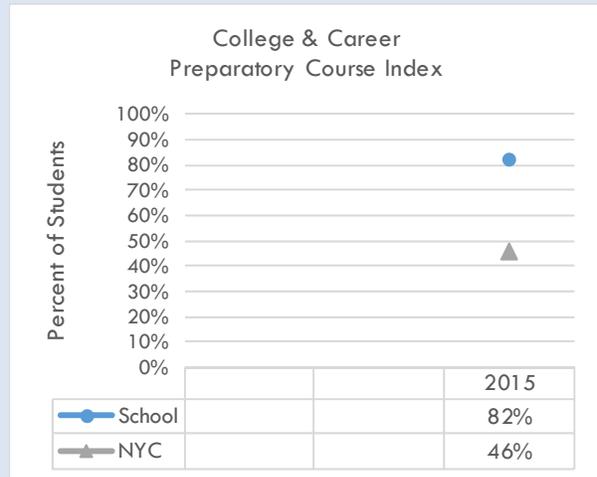
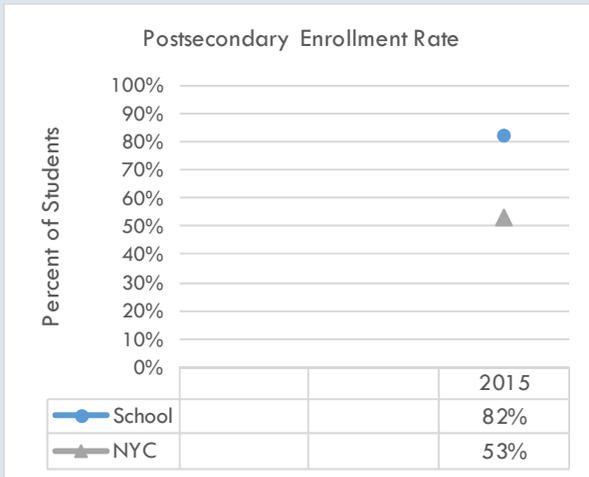
⁷ For additional Regents information, please see Appendix D.

CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not graduate sufficient numbers of English language learners to report on their outcomes.

COLLEGE & CAREER READINESS



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

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

HIGH EXPECTATIONS

KIPP Academy works to raise the bar for students and teachers. School believe that all of its 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

KIPP Academy values the can-do entrepreneurial spirit of its principals and teachers; leadership and staff have 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

A KIPP Academy principle is that there are no shortcuts. KIPP Academy's day starts earlier and ends later than at other schools. The school holds half-day classes on many Saturdays and its students begin school in August. Extra time allows for more 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

Another KIPP Academy principle is that success in school and in life depends on character. During each school day, in every lesson and every interaction, the school focuses as much on developing character – traits such as zest, grit, self-control, hope, love, gratitude, social intelligence, and humor – as it does on academic preparation.

THROUGH COLLEGE AND BEYOND

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

GOVERNANCE

The Board of Trustees consists of seven members, which is consistent with the minimum number of five and maximum number of 15 described in its bylaws. The Board has one committee, an audit and finance committee. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 11 times between July 1, 2015 and June 30, 2016. The school's website only posts the most recent Board meeting minutes so unable to confirm number of held meetings between July 1, 2015 and February 8, 2016 via posted minutes. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	Parent/Family Handbook is compliant but Employee Handbook dispute resolution process stops with school's Board of Trustees.

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁸	Not Compliant	Only most recent Board meeting minutes are posted on school website. June 2016 meeting had 3 of 6 members attending.

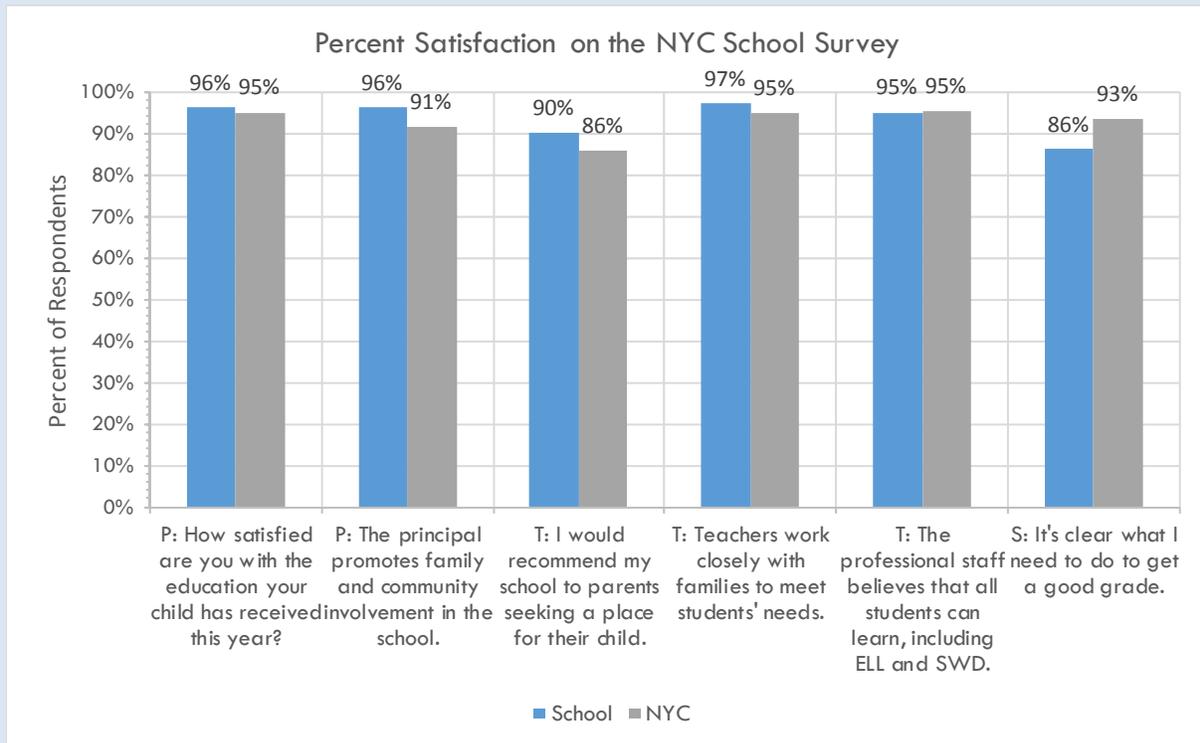
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

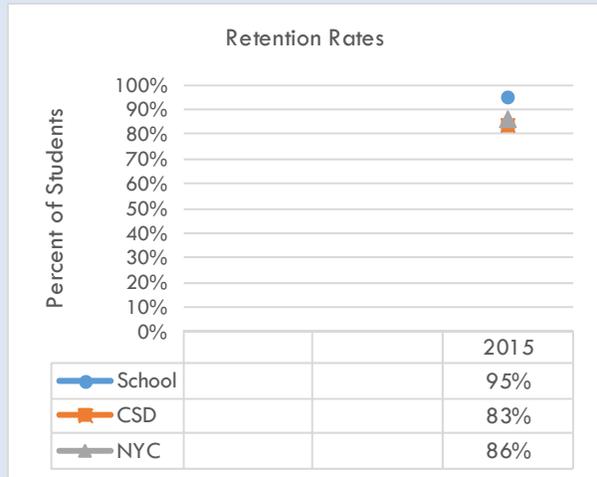
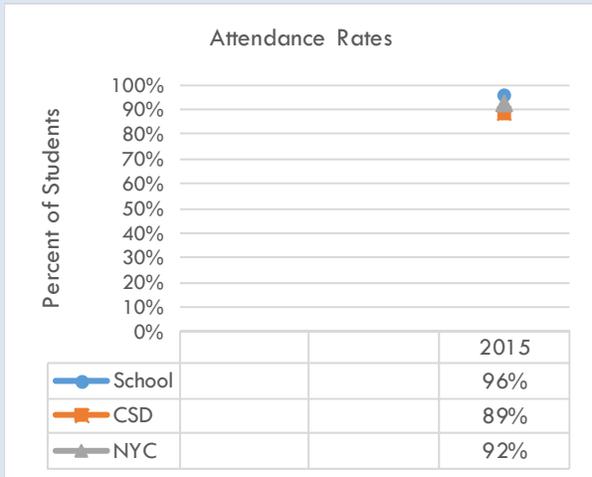
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	According to ACR Data Collection form, the number and percentage

⁸ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at a board meeting.

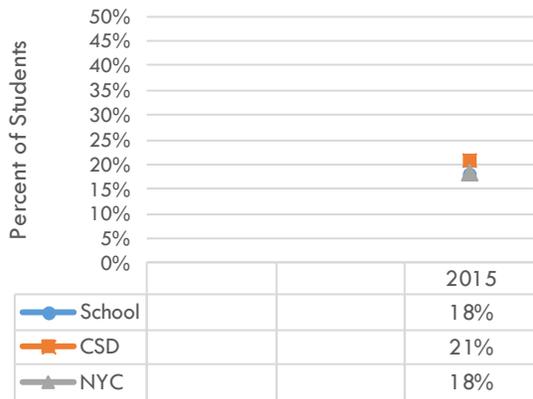
of uncertified teachers exceeds allowable requirements.

School is in compliance with employee fingerprinting requirements	Not Compliant	According to ACR Data Collection form, over half of 2015-16 new hires started prior to fingerprint clearance was received.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

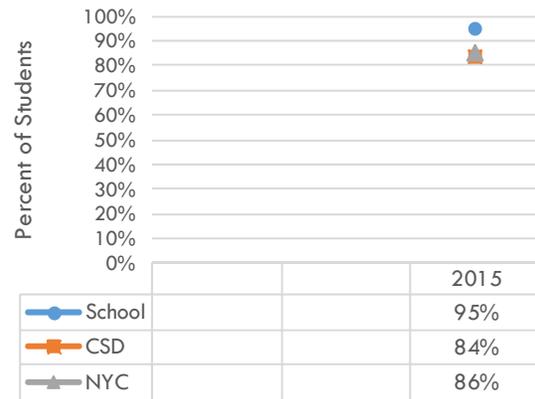




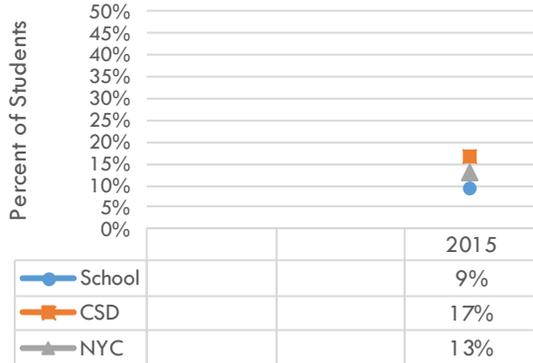
Enrollment Rates - Students with Disabilities



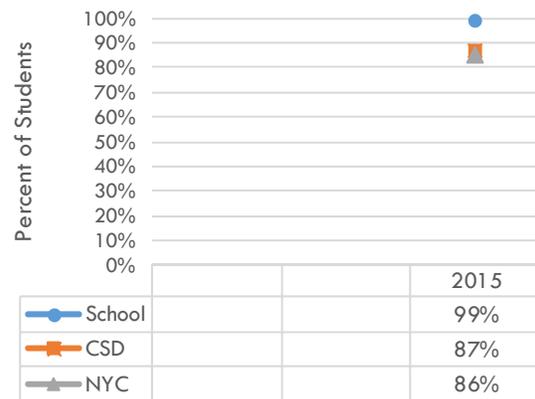
Retention Rates - Students with Disabilities



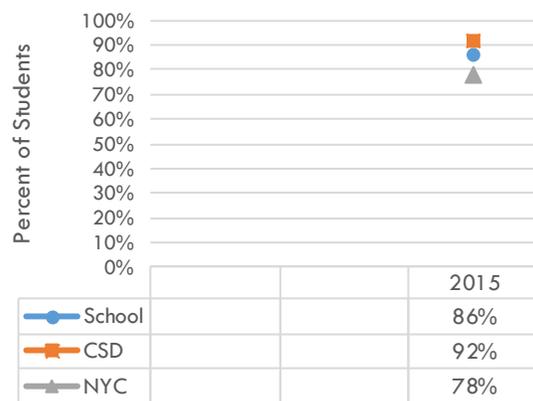
Enrollment Rates - English Language Learners



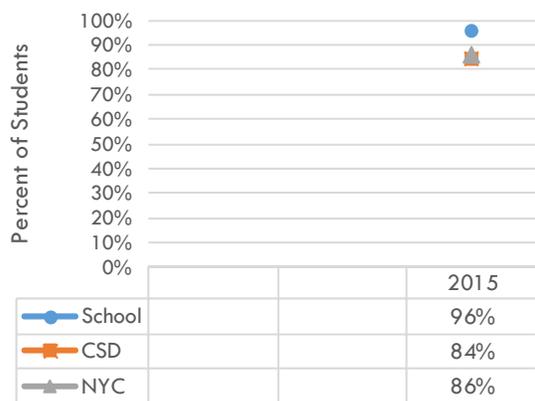
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for KIPP Academy Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

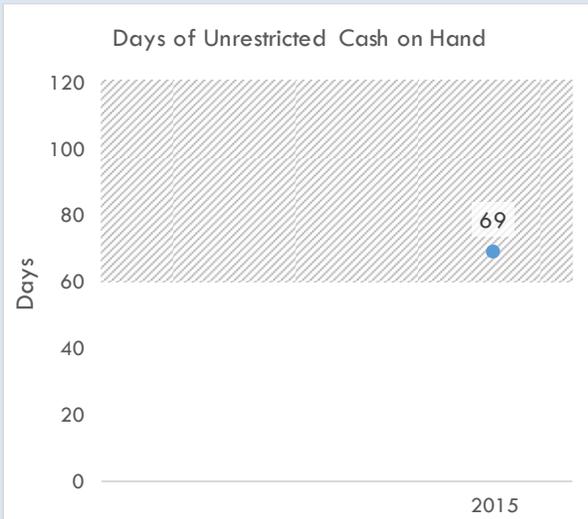
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

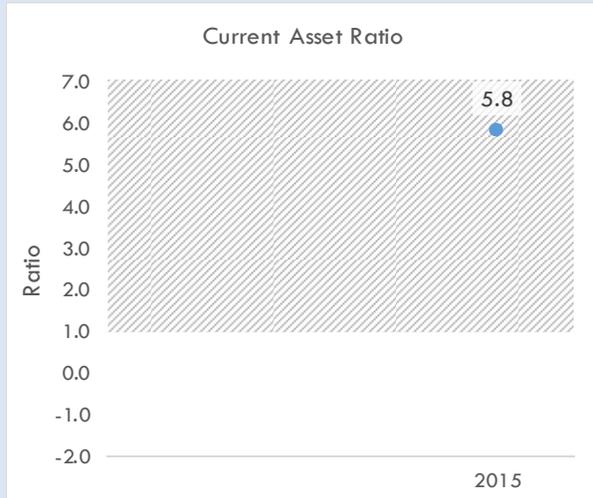
The school has an agreement with KIPP NYC, LLC institution. KIPP NYC provides the following services: leadership development, professional development, human resources support—including staff and teacher recruitment, data management, operational support, facilities management, fundraising, payroll services, financial services, and purchasing. The school pays a fee that is 11% of school budget for these services.

The school has \$75,000 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹



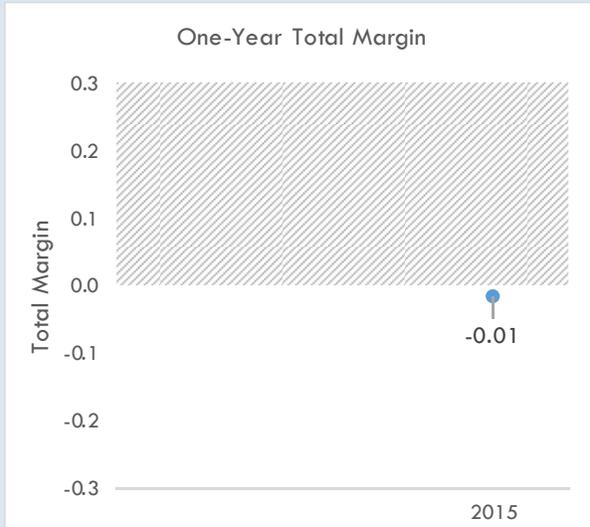
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



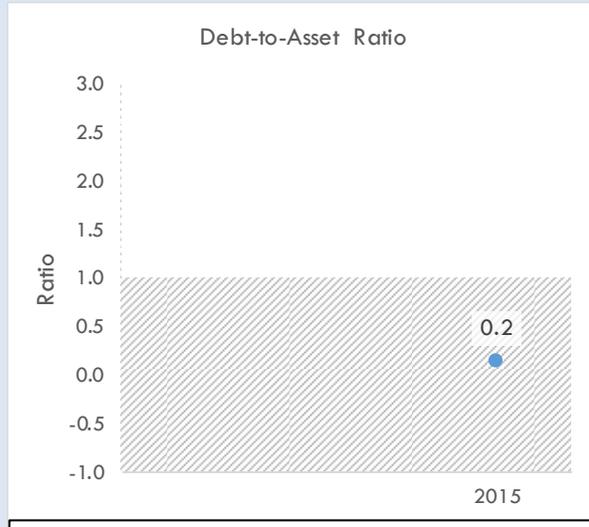
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

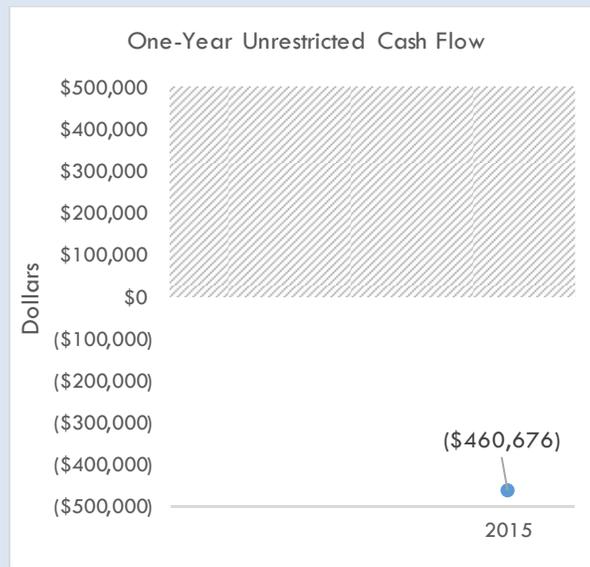
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

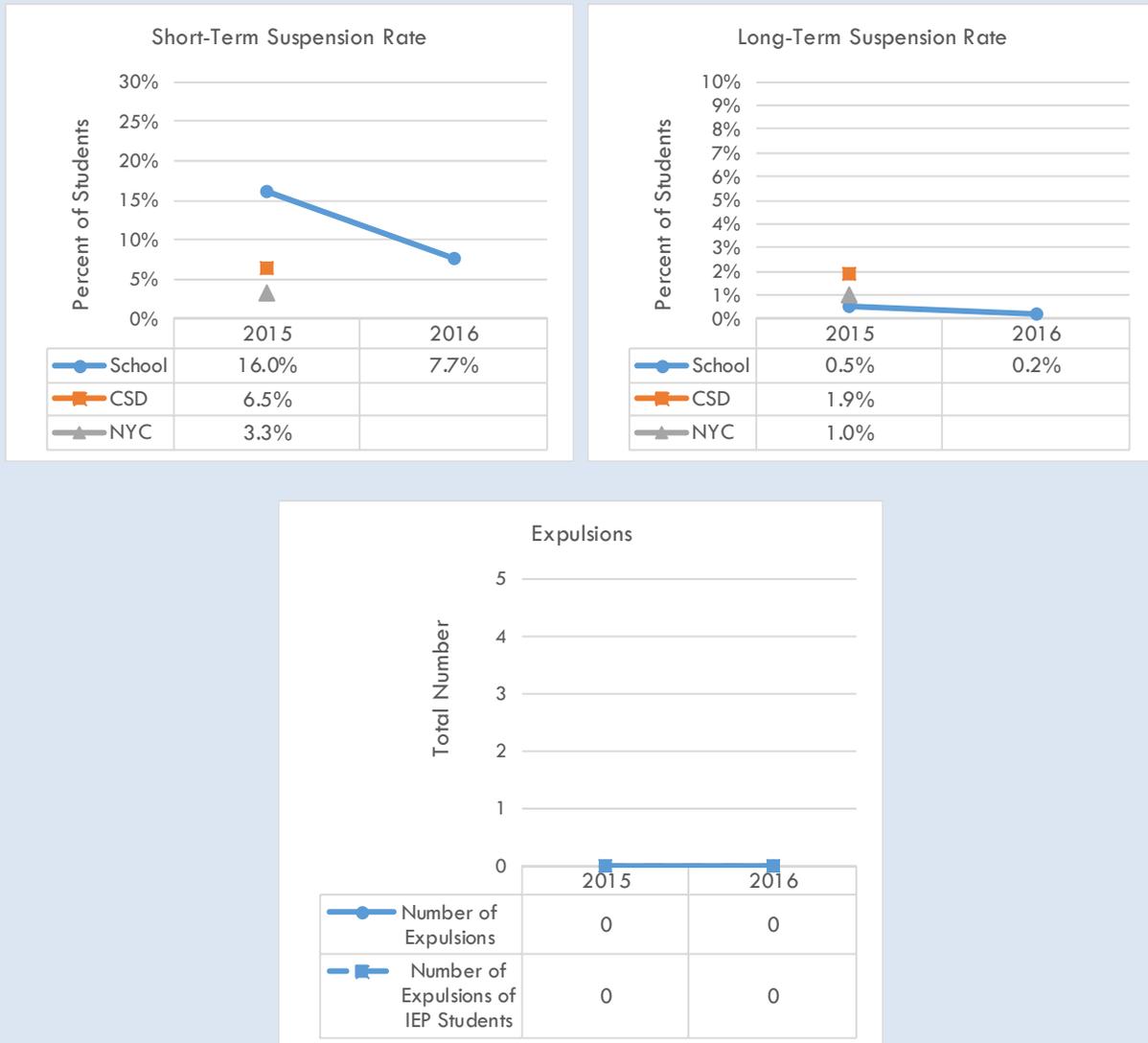
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	183
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 4: 4 sections per each grade Grade 5 – Grade 8: 3 sections per each grade Grade 9 – Grade 12: 3 sections per each grade
Primary Entry Grade(s)	K
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 2015-16)	3044
Number of Students Accepted via the Lottery (School Year 2015-16)	94 (Grade K)
<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

SUSPENSION AND EXPULSION RATES¹⁰



¹⁰ 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. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
KIPP Academy Charter School			
Grade 3	23%	26%	27%
Grade 4		19%	18%
Grade 5	16%	9%	6%
Grade 6	26%	17%	17%
Grade 7	37%	31%	15%
Grade 8	34%	23%	35%
DIFFERENCE FROM CSD			
Grade 3	13%	16%	12%
Grade 4		8%	6%
Grade 5	7%	-1%	-4%
Grade 6	18%	9%	7%
Grade 7	28%	23%	7%
Grade 8	24%	14%	25%

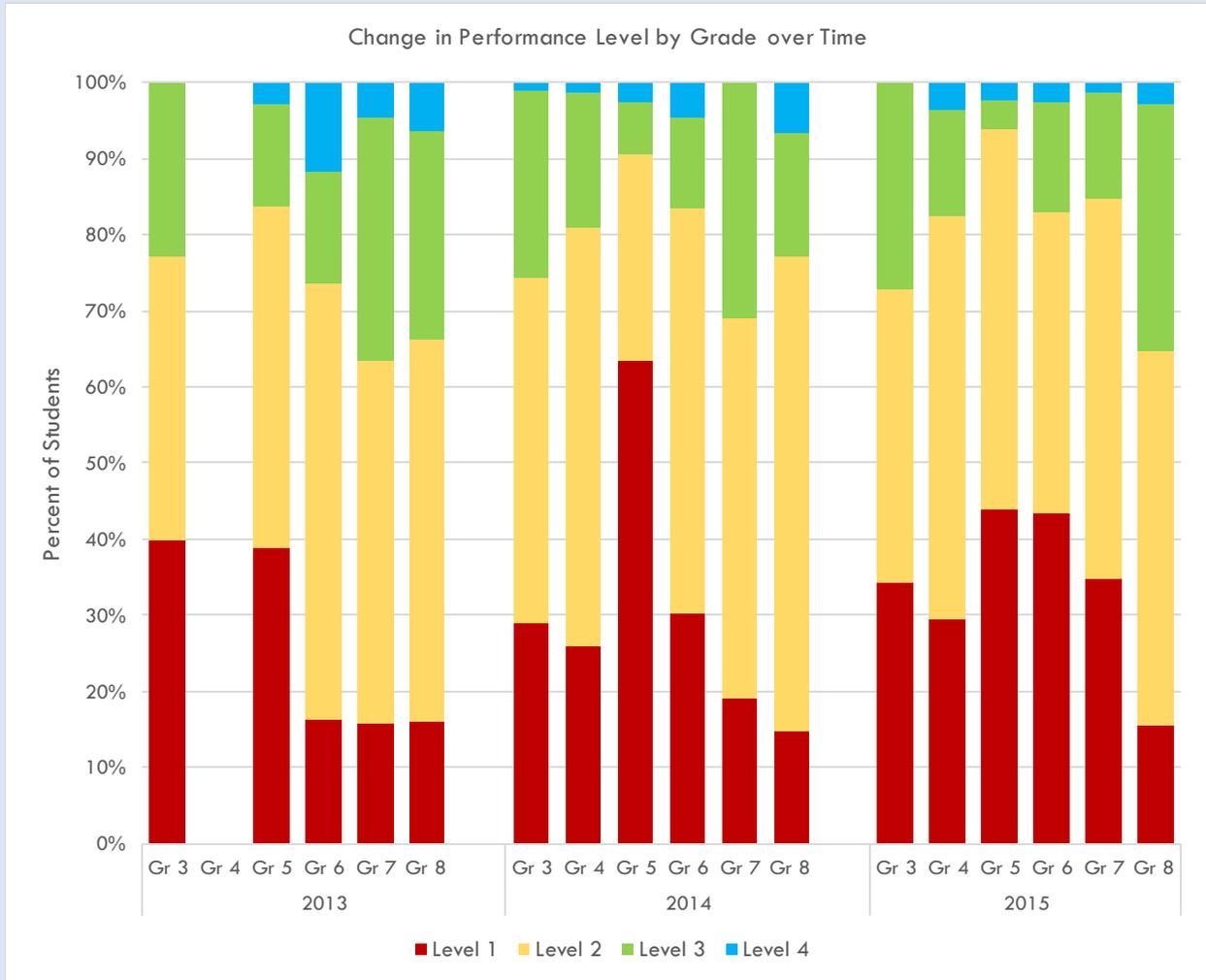
GRADE-LEVEL PROFICIENCY IN MATH

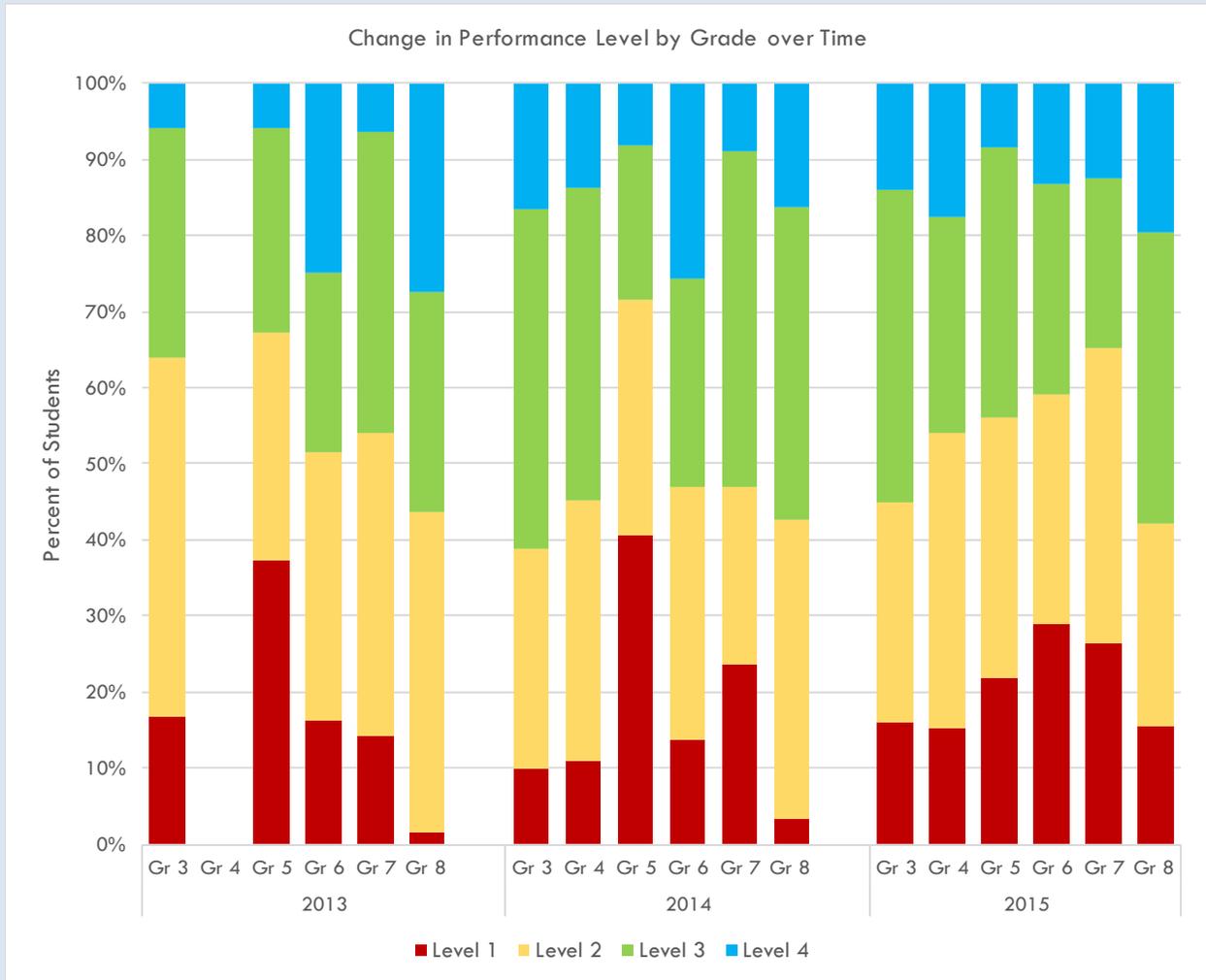
	2012-2013	2013-2014	2014-2015
KIPP Academy Charter School			
Grade 3	36%	61%	55%
Grade 4		55%	46%
Grade 5	33%	28%	44%
Grade 6	49%	53%	41%
Grade 7	46%	53%	35%
Grade 8	56%	57%	58%
DIFFERENCE FROM CSD			
Grade 3	24%	45%	35%
Grade 4		39%	30%
Grade 5	23%	12%	27%
Grade 6	40%	43%	28%
Grade 7	40%	44%	25%
Grade 8	48%	49%	49%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

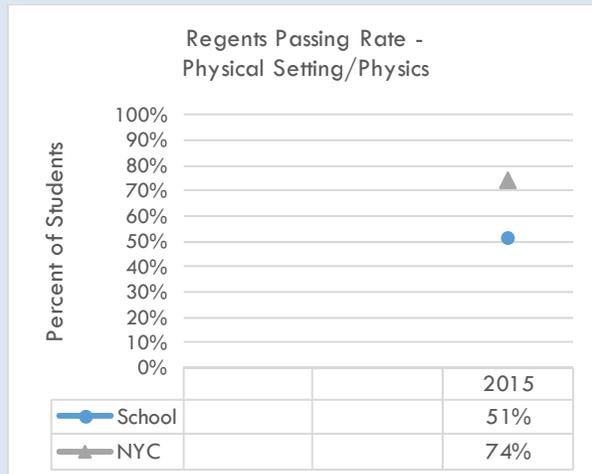
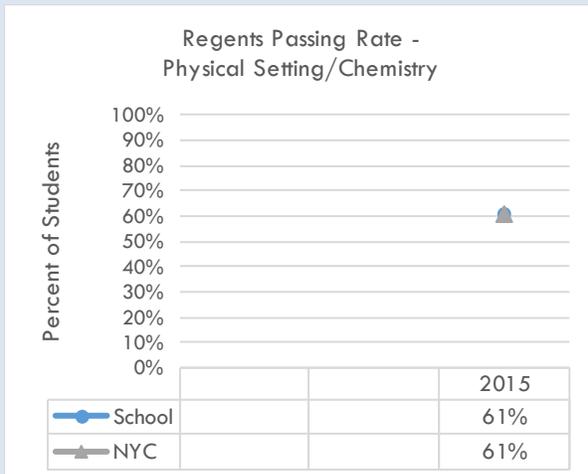
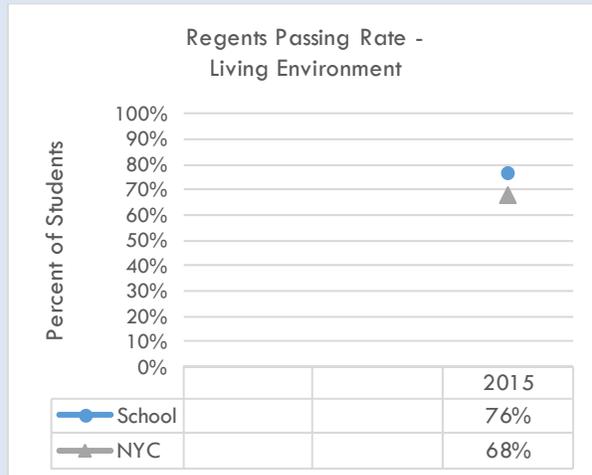
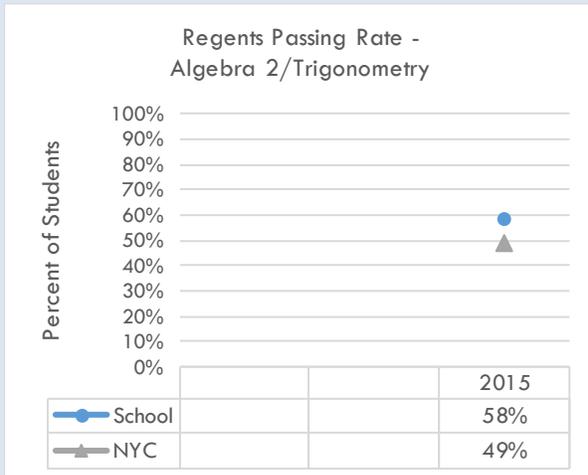
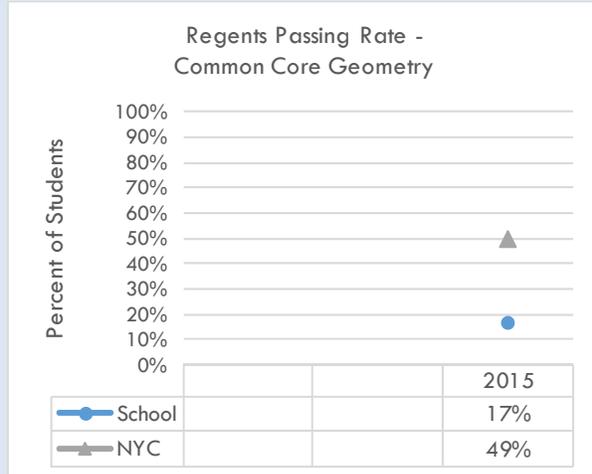
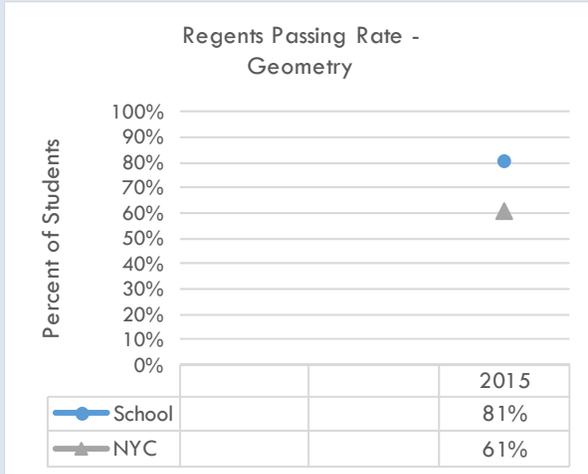
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

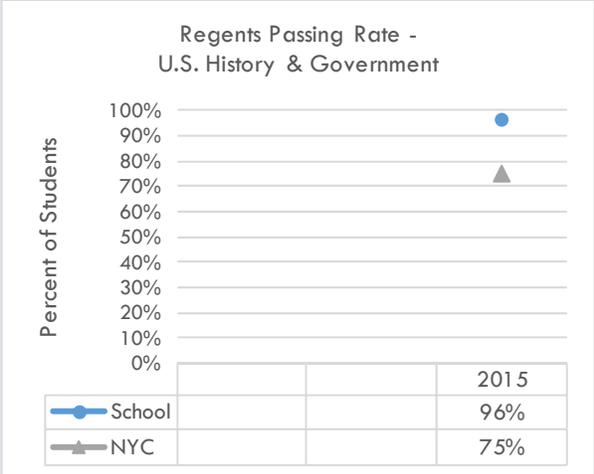
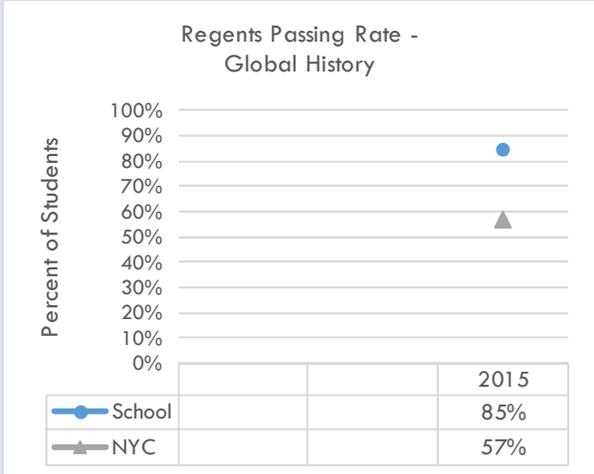
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 17 of 24 applicable academic charter goals in its most recent year
- Operational Goals:
 - 8 of 14 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	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.	Achieved
	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	Did Not Achieve KIPP Academy, along with all schools in the KIPP NYC network, have adopted a more rigorous reading curriculum, called KIPP Wheatley. All ELA teachers received extensive training in the implementation of

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

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).

this curriculum over the summer and continue to receive ongoing coaching and support in effective reading instruction on a weekly basis. To promote this emphasis on improved instructional practices, we have restructured our leadership team to include two Deans of Teaching and Learning, one focused on math and science, and the other focused on language arts. The higher level of teacher support provided by this structure will lead to better student outcomes.

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).

Did Not Achieve
KIPP Academy, along with all schools in the KIPP NYC network, have adopted the rigorous math curriculum, called Eureka. All math teachers received extensive training in the implementation of this curriculum over the summer and continue to receive ongoing coaching and support in effective math instruction on a weekly basis. To promote this emphasis on improved instructional practices, we have restructured our leadership team to include a Dean of Math, whose focus is one CGI and Eureka. We also have instructional coaches on each grade to push a higher level of teacher support provided by this structure will lead to better student outcomes.

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.)

Did Not Achieve
KIPP Academy, along with all schools in the KIPP NYC network, have adopted a more rigorous reading curriculum, called KIPP Wheatley. All ELA teachers received extensive training in the implementation of this curriculum over the summer and continue to receive ongoing coaching and support in effective reading instruction on a weekly basis. To promote this emphasis on improved instructional practices, we have restructured our leadership team to

	include two Deans of Teaching and Learning, one focused on math and science, and the other focused on language arts. The higher level of teacher support provided by this structure will lead to better student outcomes.
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.)	Achieved
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	Did Not Achieve KIPP Academy now has the support of a regional science coordinator as well as access to a common curriculum shared by all schools in the KIPP NYC network. This new curriculum, coupled with a significant investment in investigative materials for science classes made over the past summer, will result in more significant student outcomes in science.
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.)	Achieved
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.)	Achieved
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	Achieved.

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.

<p>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.</p>	<p>Achieved</p>
<p>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 will meet or exceed that of students in the same cohort across New York City.</p>	<p>Achieved</p>
<p>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).</p>	<p>Achieved</p>
<p>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)</p>	<p>Did Not Achieve 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 one or both of these exams. We were very close to these stretch goal and 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 making progress both aligning our History curricula vertically as well as making sure our courses are rigorous and Common Core aligned.</p>

Each year, 80% of the graduating cohort will have scored at least 75 on the New York State Regents examinations in Spanish
*cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

Did Not Achieve
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.

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 for this test will be 75% or greater.

Achieved

Each year, 50 percent of students in the Graduation Cohort will successfully pass a high school AP exam.

Did Not Achieve
We are working to increase the number of students successfully passing AP Examinations within a four years of beginning high school. We now offer pre- AP classes in 9th grade to prep our freshmen for the rigor of AP Classes. Currently, over 50% of our freshmen are in Honors classes. Over 60% of our upperclassmen are in or have taken an Honors or AP class. Our goal is for 75% of our kids to take an Honors or AP course before they leave high school and we are getting closer to these goals. We have increased the number of AP courses – but adding English Literature and Computer Science this year and we have nearly doubled enrollment in several other courses including AP Spanish Language, AP World History, and AP US History. We believe these changes will lead us to meet our charter goals within the next few years.

	Each year, 85 percent of students in the Graduation Cohort will gain admission into a two and/or four year college.	Achieved
	Each year, 70 percent of students in the Graduation Cohort will enroll in a two and/or four year college.	Achieved
	Each year, 85 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Achieved
	95% of alumni will earn a high school diploma within 5 years of finishing 8th grade.	Achieved
	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.	Achieved
	50% of alumni will earn a bachelor's degree within 6 years of matriculation	N/A
	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Achieved
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	Achieved
	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.	Achieved
Operational Goals	At least 80% of students will qualify for Free or Reduced Price Lunch	Achieved
	The percent of students in the incoming class classified as English Language Learners will be equivalent to or exceed that of the local CSD	Achieved
	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	Did Not Achieve Our lottery system offers no preference to students with IEPs, and a significant portion of our students with IEPs were evaluated by the CSE after being admitted

	to KIPP Academy. On the whole, our IEP population is comparable to district levels.
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 Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Achieved
Each year, leadership will engage in strategic goal setting aligned to the organization's mission, beliefs, and long-term priorities.	Achieved
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.	Did Not Achieve Although the percent agree or strongly agree goal was achieved, we are working to increase parent participation rate on the NYC DOE School survey.
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 attainment, culture and climate, school leadership and organizational systems, school talent, and teaching and learning. Only relevant for ES and MS.	Achieved
The average percentage of students responding agree or strongly agree to statements on the HSR survey will exceed 60% in the majority of survey categories. Categories include attainment, character, culture and climate, and teaching and learning. Only relevant for grades 3-8.	Achieved
75% of parents will agree or strongly agree with the statement: "I would recommend KIPP to other families"	Achieved

<p>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</p>	<p>Did Not Achieve While we just barely missed the goal, we are working to increase staff satisfaction at our school.</p>
<p>75% of staff will agree or strongly agree with the statement "I would recommend KIPP to a friend as a place of employment"</p>	<p>Did Not Achieve We saw the need for teachers to feel appreciated and valued, therefore have done unexpected things for teachers to show our appreciation, such as ice cream parties, candy feasts, and handwritten notes. We have also added tons of support for teachers. We now have content team meetings making teachers feel more comfortable delivering lessons. We have also added instructional coaches to ensure teachers are being observed and trying to avoid the burnout.</p>
<p>The average percentage of teachers responding agree 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.</p>	<p>Achieved</p>
<p>75% of students in grades 3 and above will agree or strongly agree with the statement "I would recommend KIPP to my family/friends"</p>	<p>Did Not Achieve We have incorporated more extra curricular activities to our school, such as Girls on the Run and Chess club. We have also added a daily intervention block for students that need extra support. We started it in the first week of September to be sure students were set up for success and did not shy away or become frustrated in their academics. We have also incorporated an incentive program that</p>

		has students really excited about working towards excellence. All of these things combined is what we hope would make students want to refer KIPP to a friend.
	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.)	Did Not Achieve While we just barely missed the goal, we are working to increase student satisfaction at our school.
Financial Goals	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.	Achieved
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Achieved

APPENDIX F: RECRUITMENT 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 (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (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.

KIPP Academy and the greater KIPP NYC network of charter schools is committed to enrolling and retaining students with disabilities, English Language Learners, and students who are eligible for the free or reduced price lunch program. Its recruiting efforts specifically target students in high needs communities in New York City, and employ efforts that it has found to be effective in enrolling students in these populations. These recruiting efforts have included leveraging the networks of the KIPP students, their families, and KIPP alumni as well as that of teachers and staff to spread the word about KIPP Academy's educational programming and class openings. Additionally, KIPP Academy and KIPP NYC have partnered with community organizations such as local places of worship, afterschool programs, day care centers, immigration centers, YMCAs, and boys and girls clubs for assistance in recruiting efforts

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- To specifically target families with limited English proficiency, KIPP recruits using bilingual materials and bilingual staff members.
- KIPP NYC provides a Community Resource Guide that helps school recruiters pinpoint churches, immigration centers, and community groups that serve ELLs.
- KIPP Academy post-lottery practice: when calling and meeting with bilingual families, staff make discusses school services for ELLs.
- Parents and families are kept informed of their child's performance and progress through periodic, bilingual communications, and have access to their child's teacher's cell phone number.

STUDENTS WITH DISABILITIES (SWD)

- KIPP NYC Community Resource Guide pinpoints extracurricular and afterschool programming that serves SPED students.
- KIPP Academy post-lottery practice: when calling and meeting with bilingual families, staff make discusses school services for SWDs.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- KIPP's lottery process gives an absolute preference to students eligible for the free and reduced price lunch program.
- KIPP NYC Community Resource Guide pinpoints NYCHA complexes in neighborhoods near school.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 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 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/ronlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on June 2, 2016, met with the leadership team, and observed ten classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

Across campuses, the CAT team observed:

- Evidence of a healthy balance between adult and student voice, at the middle school and High school, and mixed evidence of this in the elementary school
- Mixed evidence of students actively engaged in lessons and other school activities across all campuses
- Mixed evidence of students tracking adults and peers, and supportive language from all at the middle school and high school.
- Mixed evidence of teachers actively circulate and check in with students across all campuses
- Mixed evidence student responses push academic conversations forward across all campuses
- Evidence of AIMS and agendas are visibly posted at the middle school, mixed evidence of this at the high school and no evidence of this at the elementary school.
- Little evidence of reading and writing across the curriculum at the high school and middle school campuses; the elementary school did not identify this as a feature of the school.
- Mixed evidence of students pushing other students' thinking across campuses.
- Mixed evidence of extended independent practice for students to apply what they've learned at the middle school and high school campuses; no evidence of this in the elementary school.
- Evidence of plentiful feedback from teachers to improve at the middle school. Little evidence of this in the elementary school (Kindergarten class demonstrated evidence); No evidence of this at the high school