



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
KIPP NYC WASHINGTON HEIGHTS
ACADEMY CHARTER SCHOOL*

Report Date: December 1, 2021

Review Date: September 15, 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

586 West 177th Street, New York, New York | Grades: K-3 | Community School District 6
21 Jumel Place, New York, New York | Grades: 4-8 | Community School District 6



MISSION

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
793

Charter Expiration:
June 30, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
850

Charter Expiration:
July 31, 2024

KEY DESIGN ELEMENTS

High expectations;



More time on task;



Focus on results;



Power to lead;



Choice and commitment;



High quality instruction; and,



Character development.



CHARTER SCHOOL BACKGROUND

EDUCATION CORPORATION BACKGROUND

Currently authorized by the State University of New York Board of Trustees (“the Trustees”), the original charter of KIPP NYC Washington Heights Academy Charter School (“KIPP Washington Heights”) was approved by the New York State Board of Regents (“Board of Regents”) on September 13, 2011. The charter opened in fall 2012 serving 99 students in 5th grade. KIPP NYC Public Charter Schools (“KIPP NYC Schools”) is an education corporation authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) with the authority to operate eight charter schools including KIPP Washington Heights. KIPP Washington Heights, KIPP Always Mentally Prepared Charter School (“KIPP AMP”), KIPP Infinity Charter School (“KIPP Infinity”), KIPP Freedom Charter School (“KIPP Freedom”), and KIPP S.T.A.R. College Prep Charter School (“KIPP STAR”) merged under authorization of the SUNY Trustees effective July 1, 2019. The education corporation also operates KIPP Beyond Charter School (“KIPP Beyond”), KIPP Bronx Charter School II (“KIPP Bronx II”), and KIPP Bronx Charter School III (“KIPP Bronx III”), all of which the SUNY Trustees approved. KIPP NYC Schools contracts with KIPP NYC, LLC, (“KIPP NYC” or the “network”), a New York not-for-profit limited liability company, which via a shared services agreement provides support to KIPP NYC Schools and one charter school authorized by the New York City Schools Chancellor. The network provides support for academic instruction, professional development, fundraising, community outreach, finance, operations, facilities, technology, student and staff recruitment, and human resources.



NOTEWORTHY

In spring of 2020, KIPP NYC Schools established a family assistance fund to purchase and distribute groceries, personal care items, and technology. The education corporation also used the fund to cover utility bills, bereavement costs, and other urgent needs for members of the KIPP NYC Schools community. The fund raised over \$910,000 to provide assistance to students, families, and alumni.

SUMMARY OF COVID-19 RESPONSE

As a result of the shutdown due to COVID-19 at the end of 2019-20, KIPP NYC Schools transitioned to remote learning with synchronous instruction for all families. The education corporation’s charter schools distributed laptops and personal Wi-Fi devices too all students. Teachers delivered instruction over Zoom and used a variety of software applications including Zearn, Amplify, and Khan Academy. In order to accommodate the variety of challenges families faced, the charters provided flexible assessment windows and assignment deadlines to students. During 2020-21, KIPP NYC Schools continued to provide virtual learning and supplemented the program

CHARTER SCHOOL BACKGROUND

with an in-person learning option to certain students. At the beginning of the year, the network opened a learning center in an existing privately leased facility to offer supervised virtual instruction to students struggling to access technology including those living in temporary housing. The network established a single platform to consolidate its various software applications into one hub for students and teachers. In addition to streamlining the remote learning experience for students, the centralized platform allowed the network curriculum team to distribute lesson plans and resources to all teachers. In spring of 2021, the charters transitioned to a hybrid learning model offering in-person learning alongside remote instruction. Approximately 50% of the student body across the education corporation attended the in-person instruction with the remainder choosing to continue remote learning.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2023-24. *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of KIPP NYC Washington Heights Academy Charter School through June 30, 2024 to align the expiration date and renewal schedule going forward of each charter held by KIPP NYC Public Charter Schools. The Institute makes this recommendation based on KIPP NYC Washington Heights Charter School meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).¹*

The table below presents information on the Institute’s plan² to align the charter expiration dates of the charters under the education corporation. By the 2023-24 school year, all charter schools in KIPP NYC Schools will align. At that time, the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2021-22	2022-23	2023-24	2024-25	2025-26
KIPP AMP		Charter Expiration	Alignment Year		
KIPP Beyond			Alignment Year		Charter Expiration
KIPP Freedom		Charter Expiration	Alignment Year		
KIPP Bronx II			Alignment Year		
KIPP Bronx III			Alignment Year		
KIPP Infinity			Alignment Year		
KIPP STAR		Charter Expiration	Alignment Year		
KIPP Washington Heights	Charter Expiration		Alignment Year		

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another two years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

3. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the [Institute's website](#).

4. See New York Education Law § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

KIPP Washington Heights is an academic success having met or came close to meeting its key Accountability Plan goals over its five year charter term. The table below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

KIPP Washington Heights is an academic success. The charter met or came close to meeting its Accountability Plan goals over the charter term. The charter consistently outperformed the district over the term in English language arts (“ELA”), mathematics, and science. Notably in 2018-19, KIPP Washington Heights outperformed 77% of all public schools across the state in ELA and 87% of all public schools in mathematics. The charter consistently performed higher than expected compared to demographically similar schools.

Is the charter an effective, viable organization?

KIPP Washington Heights is an effective, viable organization. The KIPP NYC Schools board’s governance of the education corporation and oversight of the network and charter school leadership provide clear academic and financial accountability structures. In addition to operational services, KIPP NYC provides the charter with robust academic supports including leadership coaching that enable the program to run smoothly.

Is the charter fiscally sound?

KIPP Washington Heights is fiscally sound based on the fiscal evidence collected through renewal review. The education corporation has met its fiscal benchmarks and presents a reasonable and appropriate fiscal plan for the charter for the next charter term.

If the SUNY Trustees renew the education corporation’s authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

KIPP Washington Heights’ plans for the future, if renewed, are reasonable, feasible, and achievable. The charter school plans to continue implementing the same elements across the elementary and middle school programs during the next charter term. If renewed, the charter school plans to continue delivering high quality instruction and increase social emotional supports for students in order to address the accumulated impacts of remote learning. The KIPP NYC board plans to continue to recruit a diverse membership with a broad range of expertise.

EXECUTIVE SUMMARY

Based on the Institute’s review of the charter’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the charter’s academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant KIPP NYC Washington Heights Academy Charter School an initial renewal with an expiration date of July 31, 2024 to align with the renewal plan for KIPP NYC Public Charter Schools.



DP

DATA PRESENTATION

PAGES: 9-17

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

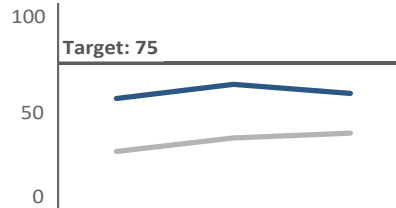


ACADEMIC PERFORMANCE

KIPP NYC WASHINGTON HEIGHTS CHARTER SCHOOL

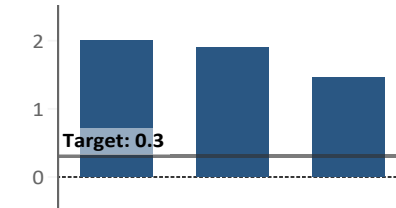
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



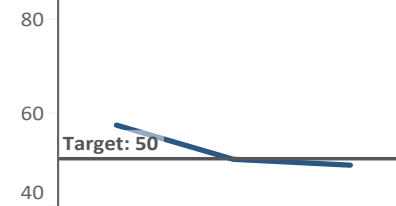
Test Year	Comp Grades	District %	Charter %
2017	3-8	30	57
2018	3-8	37	64
2019	3-8	39	60

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	1.98
2018	3-8	1.87
2019	3-8	1.44

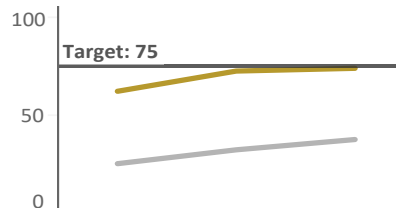
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	57.5
2018	50.2
2019	48.9

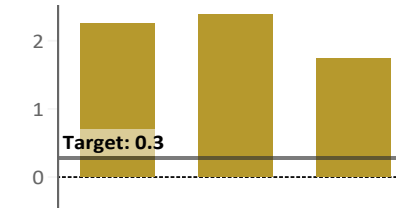
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



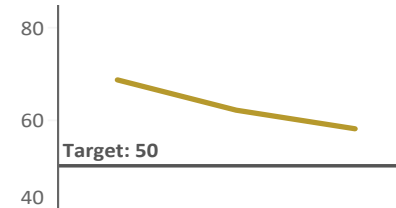
Test Year	Comp Grades	District %	Charter %
2017	3-8	26	63
2018	3-8	33	73
2019	3-8	38	74

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-8	2.24
2018	3-8	2.37
2019	3-8	1.74

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2017	68.8
2018	62.2
2019	58.2

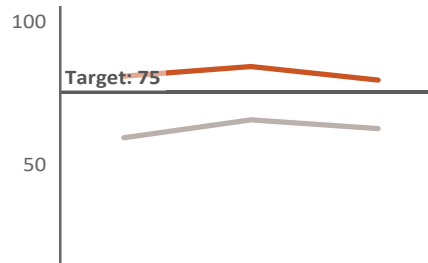


ACADEMIC PERFORMANCE

KIPP NYC WASHINGTON HEIGHTS CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure.
The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed **the district**.



Test Year	District %	Charter %
2017	59	81
2018	66	84
2019	63	80

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - INTERNALLY DEVELOPED*

Measure	Subgroup	Tested	Results
Growth	All students	178	38%
Equity 1	English Language Learners	13	62%
Equity 2	Students with disabilities	31	50%
Absolute	2+ students	490	34%

Measure	Subgroup	Tested	Results
Equity 1	English Language Learners	43	2%
Equity 2	Students with disabilities	122	6%
Absolute	2+ students	231	18%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	172	194	214
Tested on State Exam	98	98	111
Charter Percent Proficient on ELA Exam	20.4	25.5	22.5
District Percent Proficient	8.5	14.3	15.1
ELL Enrollment	118	110	99
Tested on NYSESLAT Exam	112	99	96
Charter Percent 'Commanding' or Making Progress	34.8	25.3	15.6

* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, KIPP Washington Heights met or came close to meeting its Accountability Plan goals in ELA, mathematics, and science. The charter outperformed the district in all subjects in every year of its Accountability Period with available state test data. During 2019-20 and 2020-21, the charter administered the STEP assessment as well as internally developed assessments aligned to the New York State standards to measure student growth and achievement. The charter school remained in good standing according to the state's accountability system over the term.

From 2016-17 to 2018-19, KIPP Washington Heights posted high outcomes as measured by the New York state assessments in ELA and mathematics. The charter school's students enrolled in at least their second year posted proficiency rates that exceeded the district rates by at least 21 percentage points in ELA and 36 percentage points in mathematics each year. In comparison to public schools across the state enrolling similar percentages of economically disadvantaged students, KIPP Washington Heights consistently performed higher than expected to a large degree in ELA and mathematics. Notably, the charter demonstrated consistently high mathematics growth over the term. The charter posted mean growth percentiles in mathematics that surpassed the target of 50 by at least 8 points each year. In alignment with high growth scores, the charter increased its average proficiency rate for students enrolled in at least their second year by 31 percentage points from 2014-15 to 2018-19. In the most recent year with available data, 74% of students enrolled in at least their second year scored proficient or higher in mathematics.

Given the absence of reliable and credible performance data from the state's ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with the charter to collect internal assessment data. In 2020-21, KIPP Washington Heights used the STEP assessment and the network's internally developed interim assessments aligned to state standards to measure student progress and achievement in 3rd – 8th grade. As it has in the past, the charter used these assessments to track student progress toward a proficiency standard over the year and to compare performance across subgroups. In 2020-21, 34% of students enrolled for at least their second year met the proficiency target in ELA and 18% of students did so in mathematics. Notably that year, 50% of tested students with disabilities and 62% of tested English language learners ("ELLs") met their reading growth goals in ELA. This level of performance exceeded the growth for all tested students by 12 percentage points and 24 percentage points, respectively.

COMPLIANCE REPORTING



HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. Over KIPP Washington Height's current charter term, the charter demonstrates a clear record of compliance including the terms of its charter applicable to KIPP Washington Heights.

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

Annual Reports

While KIPP NYC Schools properly submitted its annual report to the Institute and the New York State Education Department ("NYSED"), it has not posted annual reports on its website in accordance with the Act. The Institute will follow up with the education corporation to update the website prior to the next charter term.

Board Minutes

The minutes do not provide sufficient detail of all motions, proposals, and resolutions; the final vote of each board member; and the result of the vote. Minutes do not provide the specific reason the board has entered into executive session. The Institute will work with the education corporation to come into compliance by the end of the school year.

Complaints

The Institute received no formal complaints regarding the charter during the current charter term.

Compliance

The Institute issued no violation letters to the charter during the charter term.

FOIL

The education corporation has an appropriate Freedom of Information Law policy except it fails to link to the site for the New York State Committee on Open Government as required. The Institute will follow up with the education corporation to update the policy prior to the next charter term.

Open Meetings

While the board posts the notice for its meeting on the education corporation's website, the accompanying meeting materials must also be posted in accordance with the Open Meetings Law. The Institute will work with the education corporation to update its procedure prior to the next charter term.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 13%	OVERALL SATISFACTION 94%	TRUST 94%	EFFECTIVE SCHOOL LEADERSHIP 94%	STRONG FAMILY & COMMUNITY TIES 94%
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Parent Survey Data

The Institute compiled data from the New York City Department of Education (“NYCDOE”) annual family survey from the 2019-20 school year for KIPP Washington Heights. The NYCDOE and the Institute note that survey participation was much lower than previous years due to the ongoing COVID-19 pandemic. The Institute also recognizes that in addition to the NYCDOE survey, charter schools had multiple methods of gathering feedback from families regarding the quality of programming as well as understanding families’ health and safety concerns. In 2019-20, 13% of families who received the NYCDOE survey responded. Of the families who responded, 94% expressed satisfaction with the charter school.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on KIPP NYC Washington Heights Academy Charter School’s renewal application on November 1, 2021 by videoconference. Eight people spoke in favor of the renewal application. Some attendees spoke positively about the longevity and stability of leadership and the long term security of enrollment due to families continuing with the charter and attracting friends and family to enroll more students through word of mouth. In addition, attendees spoke to the charter’s comprehensive response during the pandemic and its ability to keep students engaged as evidenced by high attendance rates and wraparound supports for families, including a weekly food pantry. With 84% percent of the inaugural graduating class having matriculated into college, attendees spoke with a sense of pride about the accomplishments of the charter’s graduates and about the building’s positive impact on the surrounding community. Members of the charter leadership team in attendance emphasized its respect for its co-located schools working to create a scheduling system

COMMUNITY SATISFACTION

that meets the programming needs of all schools in the building. Parents spoke of the pride the charter instills in their children and how they are thankful their children have had this opportunity when so many other families do not. Parents spoke of the charter's dedication to the whole child, family involvement, and instilling a love of learning. No one spoke in opposition.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 94% of KIPP Washington Heights students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report on page 16.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

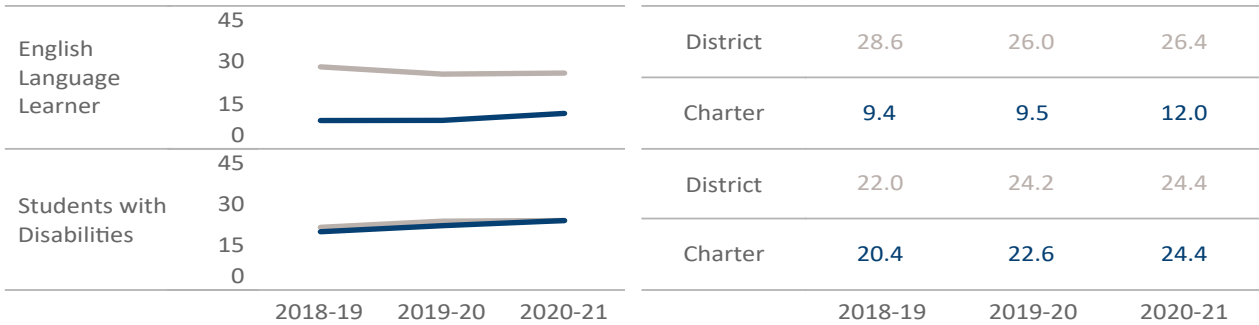


STUDENT DEMOGRAPHICS

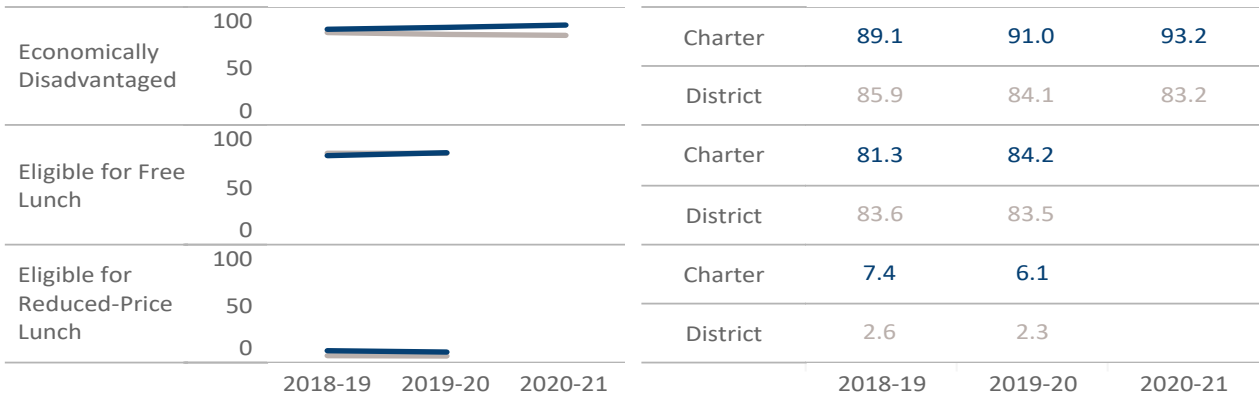
KIPP NYC Washington Heights Academy Charter School

Manhattan CSD 6

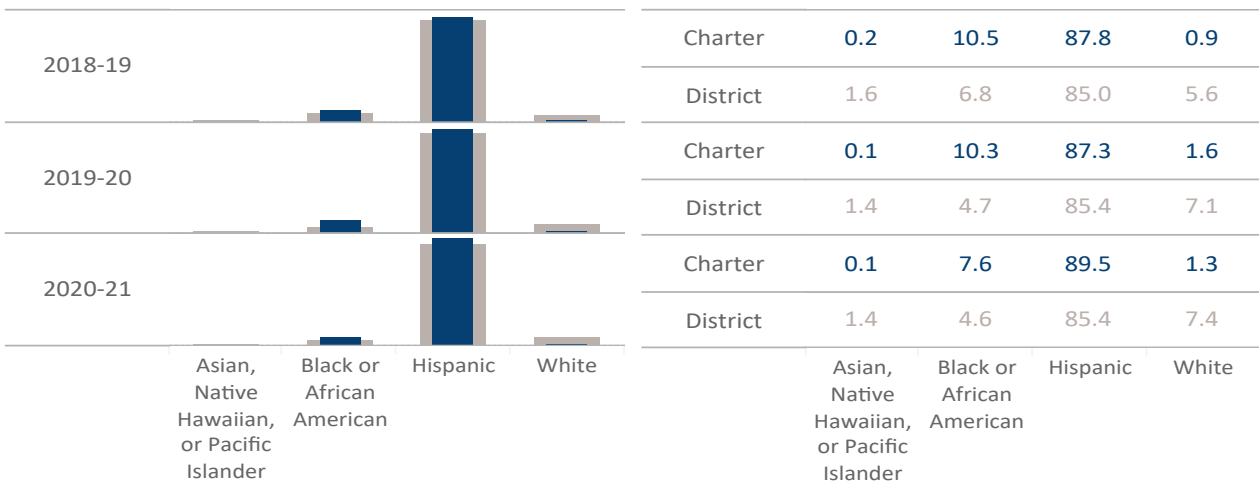
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



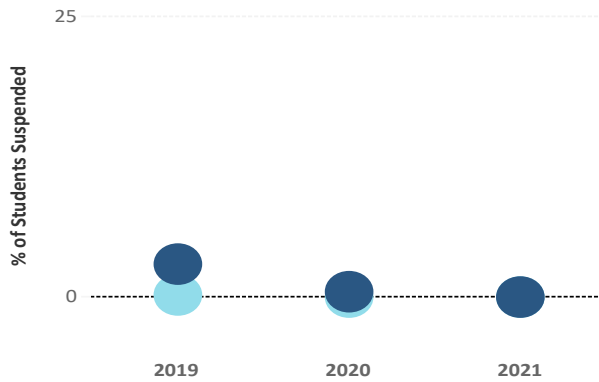
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

KIPP NYC Washington Heights Academy Charter School

Manhattan CSD 6



	ISS Rate	OSS Rate
2019	0.2	3.0
2020	0.0	0.5
2021	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

	2019	2020	2021
Expulsions	0	0	0

KIPP NYC Washington Heights Academy Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter School
enrollment	economically disadvantaged	90.5	93.2
	English language learners	35.7	11.8
	students with disabilities	15.6	24.2
retention	economically disadvantaged	91.7	93.8
	English language learners	92.5	98.7
	students with disabilities	92.7	92.1

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

KIPP Washington Heights makes good faith efforts to meet its enrollment and retention targets. The charter, with support from the network, conducts the following recruitment efforts:

- employing part time outreach specialists across the network on the community outreach team who attend community events, pre-Kindergarten ("pre-K") open houses, and public housing family days to distribute information about the charter and answer questions for prospective families;
- including a lottery preference for students who are eligible applicants for the FRPL program;
- distributing fliers, postcards, advertisements, and direct mailings in zip codes that the network identifies as having demographics matching the charter school's enrollment targets;
- partnering with universal pre-K programs and community daycare programs to hold information sessions for prospective families;
- translating all information session materials, recruitment materials, advertisements, and social media promotions into multiple languages;
- training outreach specialists with relevant information about the charter's offerings for students with individualized education programs ("IEPs") and ELLs in order to answer questions from prospective families; and,
- frequently surveying families and students about satisfaction with the charter's services as well as their intent to return in a future school year.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

KIPP NYC Public Charter Schools is fiscally sound as is KIPP Washington Heights based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that KIPP Washington Heights and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁵ The fiscal dashboard for KIPP Washington Heights and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the KIPP NYC Public Charter Schools education corporation because a charter is not a legally distinct fiscal entity.



KIPP Washington Heights opened in 2012-13 authorized by the Board of Regents and merged into an education corporation under SUNY Trustees’ authorization effective July 1, 2019. KIPP NYC Schools education corporation has the authority to operate an additional seven charters. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the charter and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the combined entity as fiscally strong.

KIPP NYC Schools currently contracts with KIPP NYC, which supports the charters in the areas of instructional management, recruiting, operations, finance, fundraising, human resources, real estate, technology, and professional development under the terms of a shared services contract that reflects a 11% fee over the charter term.



DOES THE EDUCATION CORPORATION OPERATE THE CHARTER PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

KIPP Washington Heights operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives for the charter and clear budget preparation procedures.	+

5. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

Education corporation board members, charter management, and staff members contribute to the charter budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes charter budget variances; the education corporation board addresses material variances and makes necessary revisions.	+
Actual charter expenses are equal to, or less than, actual charter revenue with no material exceptions.	+

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which the charter implements. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers fiscal operations for the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual, which covers the charter, on a regular basis.	JULY 2020

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+

FISCAL ANALYSIS

Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of the charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	N/A

FISCAL ANALYSIS

Since merging to authorization by the SUNY Trustees, the charter and education corporation have reported operating surpluses each year. The net assets of the charter school have grown to \$11.6 million contributing to a total of \$23.9 million in net assets for the merged education corporation. The education corporation benefits from a combined balance sheet, which is a combination of individual charters' assets and liabilities. In order to track the operations of any individual charter within a merged education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. The combined education corporation fiscal dashboard is strong. The 0.8 months of cash on hand is sufficient to pay short term liabilities. KIPP NYC has funded and maintained the required \$275,000 in a separate escrow account in the event it is needed due to dissolution.

FISCAL ANALYSIS

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "KIPP NYC Public Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2012-13 (Transfer from SED to SUNY 2019-20)

	2016-17	2017-18	2018-19	2019-20	2020-21
				MERGED	MERGED
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	13,448,805	13,509,072
Students with Disabilities	-	-	-	2,608,521	2,795,541
Grants and Contracts					
State and local	-	-	-	371,732	293,139
Federal - Title and IDEA	-	-	-	688,952	622,790
Federal - Other	-	-	-	122,916	473,055
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	25,000	-
Total Operating Revenue	-	-	-	17,265,927	17,693,597
Expenses					
Regular Education	-	-	-	10,342,879	12,101,898
SPED	-	-	-	2,078,874	1,688,312
Other	-	-	-	-	-
Total Program Services	-	-	-	12,421,753	13,790,210
Management and General	-	-	-	1,971,099	2,171,729
Fundraising	-	-	-	300	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	14,393,152	15,961,939
Surplus / (Deficit) From School Operations	-	-	-	2,872,775	1,731,658
Support and Other Revenue					
Contributions	-	-	-	47,725	55,394
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	43,995	39,074
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	91,720	94,468
Total Unrestricted Revenue	-	-	-	17,361,161	17,788,866
Total Temporarily Restricted Revenue	-	-	-	(3,514)	(801)
Total Revenue - GRAPHS 2 & 3	-	-	-	17,357,647	17,788,065
Change in Net Assets	-	-	-	2,964,495	1,826,126
Net Assets - Beginning of Year - GRAPH 2	-	-	-	6,764,240	9,740,225
Prior Year Adjustment(s)	-	-	-	11,490	(1,882)
Net Assets - End of Year - GRAPH 2	-	-	-	9,740,225	11,564,469

FISCAL ANALYSIS

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "KIPP NYC Public Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service	-	-	-	1,715,199	1,923,293
Administrative Staff Personnel	-	-	-	6,954,566	6,884,281
Instructional Personnel	-	-	-	91,291	65,607
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	8,761,056	8,873,181
Fringe Benefits & Payroll Taxes	-	-	-	1,769,902	1,864,757
Retirement	-	-	-	315,701	344,589
Management Company Fees	-	-	-	1,918,592	2,148,600
Building and Land Rent / Lease / Facility Financing	-	-	-	46,978	78,865
Staff Development	-	-	-	106,448	106,355
Professional Fees, Consultant & Purchased Services	-	-	-	167,867	81,179
Marketing / Recruitment	-	-	-	3,203	6,718
Student Supplies, Materials & Services	-	-	-	375,547	330,102
Depreciation	-	-	-	280,410	234,463
Other	-	-	-	635,957	1,895,013
Total Expenses	-	-	-	14,381,662	15,963,821

CHARTER ANALYSIS

ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	-	-	-	1,086	1,075
Final Chartered Enrollment (includes any revisions)	-	-	-	803	796
Actual Enrollment - GRAPH 4	-	-	SED	819	833
Chartered Grades	-	-	K-11	K-12	K-12
Final Chartered Grades (includes any revisions)	-	-	-	K-8	K-8

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016-17	2017-18	2018-19	2019-20	2020-21
Increase over prior year	-	-	-	-	16,150
	0.0%	0.0%	0.0%	0.0%	100.0%

PER STUDENT BREAKDOWN

Revenue	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	-	-	#VALUE!	21,082	21,241
Other Revenue and Support	-	-	#VALUE!	112	113
TOTAL - GRAPH 3	-	-	#VALUE!	21,194	21,354
Expenses	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	-	-	#VALUE!	15,167	16,555
Management and General, Fundraising	-	-	#VALUE!	2,407	2,607
TOTAL - GRAPH 3	-	-	#VALUE!	17,574	19,162
% of Program Services	0.0%	0.0%	#VALUE!	86.3%	86.4%
% of Management and Other	0.0%	0.0%	#VALUE!	13.7%	13.6%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	#VALUE!	20.6%	11.4%
% of Revenue Expended on Facilities	#DIV/0!	#DIV/0!	#DIV/0!	0.3%	0.4%

Student to Faculty Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	-	-	12.4	11.4

Faculty to Admin Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	-	-	4.1	4.6

Financial Responsibility Composite Scores - GRAPH 6

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

KIPP NYC PUBLIC CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

				MERGED	MERGED
	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents - GRAPH 1	-	-	-	11,538,948	7,007,553
Grants and Contracts Receivable	-	-	-	2,516,883	3,639,150
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	44,437	40,158
Contributions and Other Receivables	-	-	-	827,241	677,050
Total Current Assets - GRAPH 1	-	-	-	14,927,508	11,363,911
Property, Building and Equipment, net	-	-	-	8,589,407	6,907,434
Other Assets	-	-	-	1,065,632	10,741,675
Total Assets - GRAPH 1	-	-	-	24,582,546	29,013,020

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	2,234,309	4,237,440
Accrued Payroll and Benefits	-	-	-	185,662	182,852
Deferred Revenue	-	-	-	1,858	85,799
Current Maturities of Long-Term Debt	-	-	-	245,804	245,803
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	0	(223,199)
Total Current Liabilities - GRAPH 1	-	-	-	2,667,633	4,528,695
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	2,791,606	545,803
Total Liabilities - GRAPH 1	-	-	-	5,459,239	5,074,498

Net Assets

Without Donor Restrictions	-	-	-	19,049,526	23,566,020
With Donor Restrictions	-	-	-	73,781	372,502
Total Net Assets	-	-	-	19,123,307	23,938,522
Total Liabilities and Net Assets	-	-	-	24,582,546	29,013,020

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	-	79,089,299	85,423,417
Students with Disabilities	-	-	-	11,106,922	12,399,318
Grants and Contracts					
State and local	-	-	-	1,778,783	2,278,372
Federal - Title and IDEA	-	-	-	3,188,154	3,443,836
Federal - Other	-	-	-	1,343,754	2,752,342
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	615,318	1,978,686
Total Operating Revenue	-	-	-	97,122,231	108,275,971

Expenses

Regular Education	-	-	-	72,522,170	88,132,783
SPED	-	-	-	9,275,754	7,879,031
Other	-	-	-	-	-
Total Program Services	-	-	-	81,797,924	96,011,814
Management and General	-	-	-	11,161,109	13,298,651
Fundraising	-	-	-	33,770	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	92,992,803	109,310,465
Surplus / (Deficit) From School Operations	-	-	-	4,129,428	(1,034,494)

Support and Other Revenue

Contributions	-	-	-	151,868	768,707
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	595,043	5,067,553
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	746,911	5,836,260

Total Unrestricted Revenue	-	-	-	97,942,860	113,813,510
Total Temporarily Restricted Revenue	-	-	-	(73,718)	298,721
Total Revenue - GRAPHS 2 & 3	-	-	-	97,869,142	114,112,231

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	-	-	14,173,413	19,123,307
Prior Year Adjustment(s)	-	-	-	73,554	13,449
Net Assets - End of Year - GRAPH 2	-	-	-	19,123,306	23,938,522

FISCAL ANALYSIS

KIPP NYC PUBLIC CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21
Personnel Service	-	-	-	15,168,352	15,701,694
Administrative Staff Personnel	-	-	-	38,483,168	41,019,016
Instructional Personnel	-	-	-	1,367,175	1,169,521
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	55,018,695	57,890,232
Fringe Benefits & Payroll Taxes	-	-	-	10,905,889	12,119,424
Retirement	-	-	-	2,348,796	2,636,814
Management Company Fees	-	-	-	10,785,017	12,930,286
Building and Land Rent / Lease / Facility Financing	-	-	-	1,532,295	2,542,162
Staff Development	-	-	-	918,659	836,558
Professional Fees, Consultant & Purchased Services	-	-	-	977,893	871,389
Marketing / Recruitment	-	-	-	75,173	95,970
Student Supplies, Materials & Services	-	-	-	2,698,558	2,971,960
Depreciation	-	-	-	1,987,944	2,101,092
Other	-	-	-	5,563,468	14,043,141
Total Expenses	-	-	-	92,812,387	109,039,026

CHARTER ANALYSIS

ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
Original Chartered Enrollment	-	-	-	5,006	5,485
Final Chartered Enrollment (includes any revisions)	-	-	-	4,776	5,106
Actual Enrollment - GRAPH 4	-	-	-	4,813	5,261
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2016-17	2017-18	2018-19	2019-20	2020-21
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	-	-	-	20,179	20,581
Other Revenue and Support	-	-	-	155	1,109
TOTAL - GRAPH 3	-	-	-	20,334	21,690
Expenses	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	-	-	-	16,995	18,250
Management and General, Fundraising	-	-	-	2,326	2,528
TOTAL - GRAPH 3	-	-	-	19,321	20,778
% of Program Services	0.0%	0.0%	0.0%	88.0%	87.8%
% of Management and Other	0.0%	0.0%	0.0%	12.0%	12.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	5.2%	4.4%
% of Revenue Expended on Facilities	#DIV/0!	#DIV/0!	#DIV/0!	1.6%	2.3%

Student to Faculty Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	-	-	12.5	12.0

Faculty to Admin Ratio

2016-17	2017-18	2018-19	2019-20	2020-21
-	-	-	3.0	3.4

Financial Responsibility Composite Scores - GRAPH 6

Score	2016-17	2017-18	2018-19	2019-20	2020-21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	2.4	2.5
	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2016-17	2017-18	2018-19	2019-20	2020-21
0	0	0	12,259,875	6,835,216	
As % of Unrestricted Revenue	0.0%	0.0%	12.5%	6.0%	
Working Capital (Current) Ratio Score	0.0	0.0	5.6	2.5	
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	LOW	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Excellent	Good

Quick (Acid Test) Ratio

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	0.0	5.6	2.5	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	0.0	0.2	0.2	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016-17	2017-18	2018-19	2019-20	2020-21
0.0	0.0	0.0	1.5	0.8	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Good	Poor



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS REASONABLE, FEASIBLE, AND ACHIEVABLE?

KIPP Washington Heights is an academic success and is supported by an effective, viable organization. Both the charter and education corporation are fiscally sound and present sound financial plans. As such, the plans for KIPP NYC Schools to operate KIPP Washington Heights for the next charter term are reasonable, feasible, and achievable.

KIPP NYC WASHINGTON HEIGHTS ACADEMY CHARTER SCHOOL

Plans for the Charter's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. KIPP Washington Heights plans to continue to implement the same core elements of its educational program that enabled the charter to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term.

Plans for Board Oversight & Governance. Trustees express interest in continuing to serve KIPP NYC Schools during the next charter term. The board plans to include input from families and the wider community into its strategic planning and operations.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the two year financial plan, KIPP NYC Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

KIPP Washington Heights will continue to operate its program in the existing facilities that are located in NYCDOE co-located space. The facility provides the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	793	850
Grade Span	K-8	K-8
Teaching Staff	64	68
Days of Instruction	181	181

KIPP Washington Heights

Ax

APPENDICES

PAGES Ax 1-17

CO ^A CHARTER OVERVIEW	BS ^B BENCHMARK SUMMARY	EO ^C ED CORP OVERVIEW	RI ^D REPORT INFORMATION
PAGE Ax 1	PAGE Ax 3	PAGE Ax 6	PAGE Ax 14



KIPP NYC PUBLIC CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES
Rafael Mayer	Kange Kaneene
TREASURER	Erica Dewan
Richard Taft	Adaobi Kanu
	Gwendolyn Brunson

CHARTER SCHOOL LEADERS

PRINCIPAL
<i>Rebecca McMurdie, Elementary (2017-18 to present)</i>
<i>Danny Swersky, Middle School (2012-13 to present)</i>
<i>Anokhi Saraiya, Elementary (2014-15 to July 2016)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	NYSED	NYSED		K-10
2018-19	NYSED	NYSED		K-11
2019-20	803	819	102%	K-8
2020-21	796	837	105%	K-8
2021-22	793	820	103%	K-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2021-22	Renewal Review	September 15, 2021

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2021	Sinnjinn Bucknell	Director of Performance and Systems



BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common program design across multiple charters, the Institute provides an analysis and description of the charters' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter school design that produced the high quality outcomes captured in the body of this renewal report.

ASSESSMENT

KIPP NYC Schools have an assessment system that improves instructional effectiveness and student learning. The charters regularly administer a variety of valid and reliable assessments aligned to the charters' curriculum and state performance standards. In ELA, charters use the STEP assessment and Fountas and Pinnell Benchmark Assessment System ("F&P") at the elementary program. Across all grades, the charters administer internally developed interim assessments ("IAs") and portfolio assessments that include a guided research writing piece. In mathematics, the charters deliver curriculum-based assessments as well as network developed bi-weekly quizzes. KIPP NYC Schools also use the nationally normed i-Ready to identify students for targeted academic interventions. At the high school level, in addition to curriculum based assessments and IAs, approximately 75% of students take at least one Advanced Placement exam in any subject. Teachers across each charter supplement these assessments with exit tickets, running records, and other informal assessments. Teachers use these data to adjust strategic groupings, determine content to reteach, and modify questioning strategies within lesson plans. The charters have a valid and reliable process for scoring the assessment suite, and leaders make results available to all stakeholders. Leaders and teachers use data to guide their practice and regularly communicate student progress to parents.

CURRICULUM

KIPP NYC Schools implement an effective curricular program with sufficient resources to support teachers in instructional planning. The network works to ensure the curriculum is both culturally responsive and aligned to New York State Learning Standards. Notably, the charters emphasize texts, perspectives, and intellectual work of people of color while supporting students in understanding patterns of injustice in their communities. The network provides charters with a framework, supporting documents, and performance expectations that enable teachers to develop high quality lesson plans aligned to state standards. In ELA, the education corporation uses KIPP Wheatley, a reading program that includes rigorous fiction and non-fiction units tailored to students' backgrounds and interests. Teachers also deliver regular instruction in guided reading, close reading, and writing. In mathematics, the charter schools use a modified version of Eureka Math, a comprehensive mathematics curriculum closely aligned to state standards. The charters provide dedicated planning time for teachers to adjust lesson plans to anticipate student misconceptions and tailor content to student needs.

PEDAGOGY

High quality instruction is evident across all KIPP NYC Schools. Lessons include clear objectives aligned to purposeful activities. Teachers employ multiple strategies to check for student understanding such as circulating the classroom, conferencing with students, and using student hand signals. In most lessons teachers use strategic groupings of students to allow for more targeted instruction. Across the education corporation, teachers challenge students with rigorous content and embed opportunities for higher order thinking throughout lessons. Teachers frequently ask students to elaborate on their answers and provide specific evidence to back up assertions. Across all of the education corporation’s charter schools, teachers maintain classrooms that focus on academic achievement. Teachers implement clear and consistent routines to ensure students are engaged throughout lessons. A sense of urgency is evident across classrooms in all the charter schools.

INSTRUCTIONAL LEADERSHIP

KIPP NYC Schools establishes strong instructional leadership practices across its charters. The leadership teams establish an environment of high expectations for both adults and students within the charter school community. Leaders communicate schoolwide priorities and provide teachers with information about the decision making process, which helps to strengthen teachers’ investment in the education corporation’s mission. As a result, teacher preparation and classroom instruction focus on student mastery and growth. Within this structure, teachers receive frequent and effective support, differentiated by grade and content. Each charter provides teachers with sustained, systemic, and effective coaching aimed at improving teachers’ instructional effectiveness. Instructional leaders conduct regular lesson observations and follow up meetings to review areas of growth and action steps. Leaders hold teachers accountable for quality instruction and student achievement through this consistent coaching and feedback system. If a teacher is not meeting expectations leaders escalate the frequency and intensity of the coaching cycle and implement performance improvement plans when necessary.

AT-RISK PROGRAM

KIPP NYC Schools has programs in place to meet the needs of students with disabilities, ELLs, and students who are at risk of academic failure. The charter schools have clear systems to identify students in each of these subgroups. Each charter administers a battery of assessments in the early fall designed to identify students performing below grade level expectations. The charter schools also have a clear process to identify students who may require evaluation for special education services and work closely with the district committee on special education (“CSE”) and families to ensure students receive the evaluations in a timely manner. Families complete the Home Language Identification Survey as part of the admissions packet and school staff members interview families to identify students who need to complete the New York State Identification Test for English Language Learners (“NYSITELL”). Once identified, the education corporation has sufficient services to support the learning needs of students with disabilities, ELLs, and students who struggle academically. All the charters offer integrated co-teaching (“ICT”) classrooms across all grade levels where a certified special education teacher provides support to students with disabilities and students struggling academically while



general education teachers provide instruction concomitantly. For ELLs, ELL coordinators oversee the charters' teachers in providing language acquisition supports in both the regular classroom environment and in small groups pull out sessions. All these supports establish an at-risk program that produces high achievement for students with disabilities and ELLs at the education corporation. In 2018-19, students with disabilities and ELLs enrolled at KIPP NYC Schools posted proficiency rates in ELA and mathematics that exceeded their district and statewide peers.

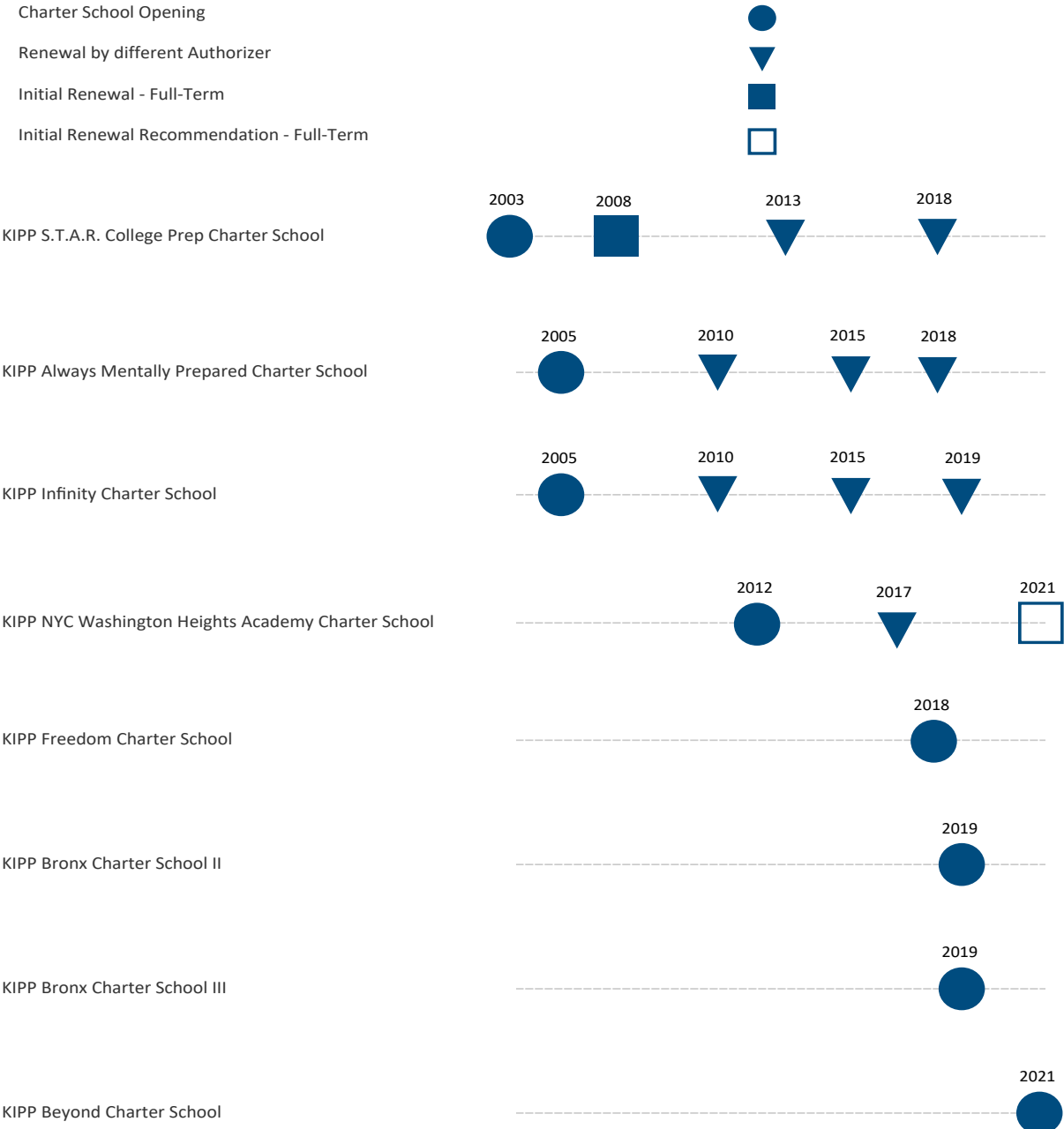
ORGANIZATIONAL CAPACITY

KIPP NYC Schools has clear operational procedures and an organizational structure that effectively supports the delivery of the academic program at each charter. The network provides support with fundraising, community outreach, finance, operations, facilities, technology implementation, student and staff member recruitment, and human resources. The network also provides the charters with professional development support, curriculum, and assessments. These network supports allow school based instructional leaders to focus on delivering the academic program successfully. The network and charter schools have clear lines of accountability that ensure leaders and teachers know who to go to for what. Instructional leadership positions have clearly defined responsibilities. KIPP NYC Schools maintain sufficient enrollment and have high retention year over year. The charters closely monitor progress toward meeting enrollment and retention targets for student subgroups. Notably, the majority of the charters far exceed the enrollment targets for students with disabilities.

BOARD OVERSIGHT AND GOVERNANCE

The KIPP NYC Schools' board works effectively to meet each charter school's Accountability Plan goals. Board members have experience in education, finance, facilities, and other areas that enable them to provide effective oversight of the network and charters. As the education corporation continues to increase the number of students it serves, the board plans to continue developing its governance capacity. Board members request and receive information on the charters that allows them to provide sufficient oversight. Network leaders provide the board with monthly data reports on progress across the charters related to academics, culture, operations, and finance. Informed by this data, the board establishes clear priorities aligned to the charter schools' academic, fiscal, and operational success, and implements clear systems to monitor ongoing progress toward meeting these goals. The board creates measurable annual performance goals, conducts an annual evaluation of the network, and holds the network accountable for academic, financial, and operational success.

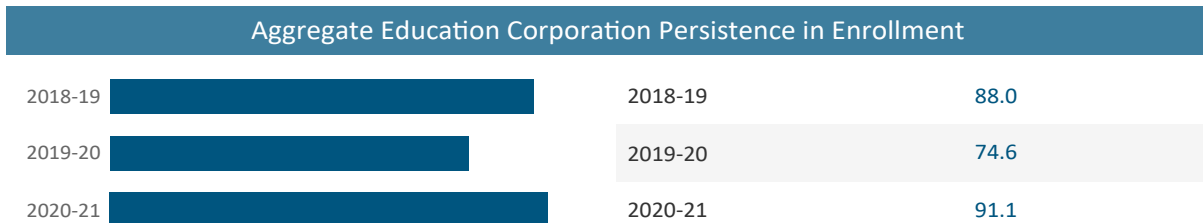
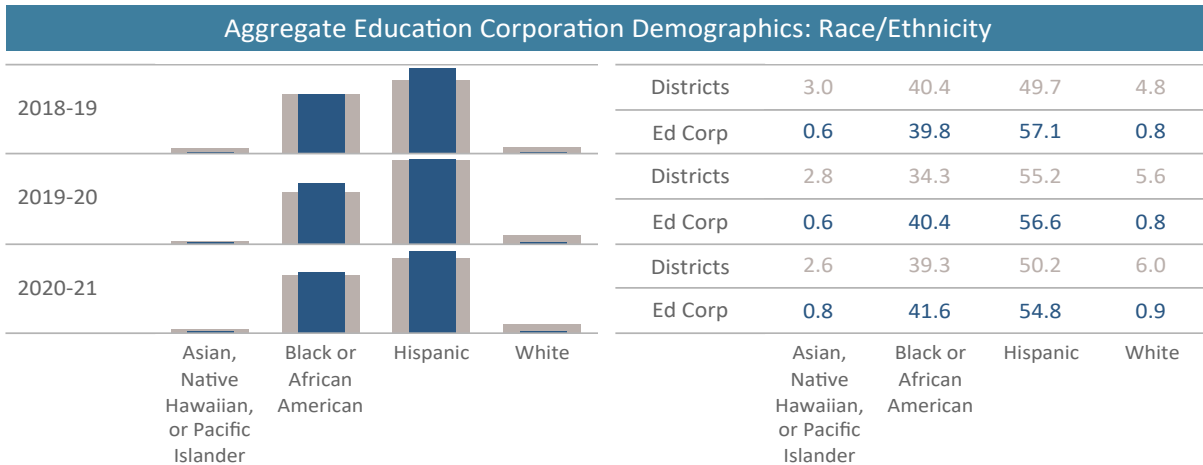
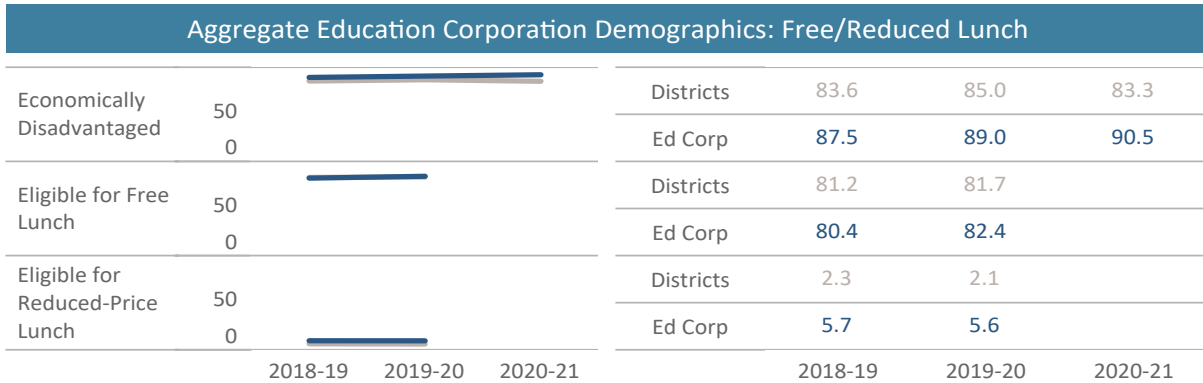
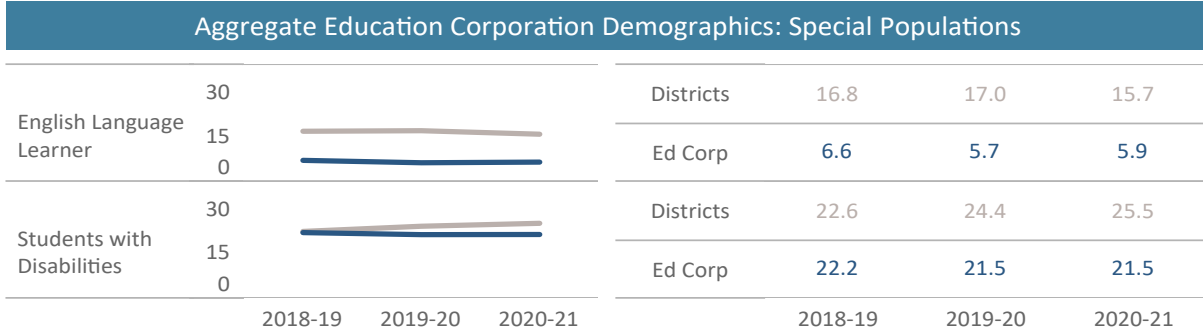
EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
KIPP Always Mentally Prepared Charter School	Brooklyn CSD 17	Co-Located	798	K-8
KIPP Beyond Charter School	Manhattan CSD 3	Private	96	6
KIPP Bronx II Charter School	Bronx CSD 7	Private	175	K,6
KIPP Bronx III Charter School	Bronx CSD 7	Private	645	K-2, 5-8
KIPP Freedom Charter School	Bronx CSD 7, 10	Co-Located	735	K-3, 5-8
KIPP Infinity Charter School	Manhattan CSD 5	Co-Located	1,762	K-12
KIPP NYC Washington Heights Charter School	Manhattan CSD 6	Co-Located	793	K-8
KIPP S.T.A.R. College Prep Charter School	Manhattan CSD 5	Co-Located	794	K-8

KIPP NYC Public Charter Schools Aggregate Education Corporation Enrollment and Persistence

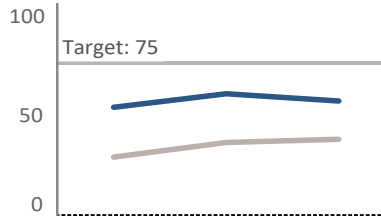


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charters' 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

KIPP NYC PUBLIC CHARTER SCHOOLS:
AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

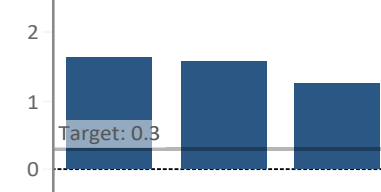
KIPP NYC Public Charter Schools
EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	District %	Ed.Corp. %
2017	29	54
2018	36	60
2019	38	57

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2017	1.61
2018	1.57
2019	1.25

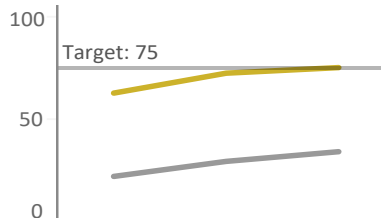
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2017	59.1
2018	53.5
2019	50.4

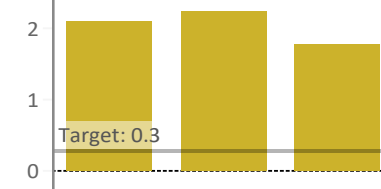
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



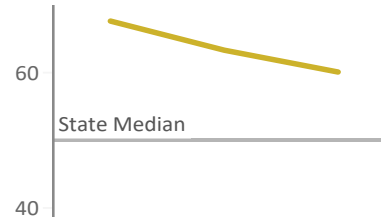
Test Year	District %	Ed.Corp. %
2017	22	63
2018	30	73
2019	34	75

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2017	2.10
2018	2.21
2019	1.76

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



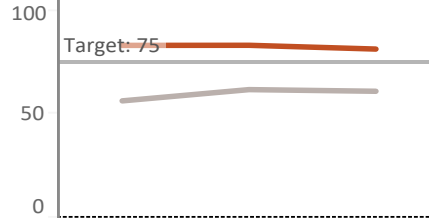
Test Year	Ed. Corp. Mean Growth Percentile
2017	67.8
2018	63.4
2019	60.2

* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City CSDs in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

**KIPP NYC PUBLIC CHARTER SCHOOLS:
AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS**

**KIPP NYC Public Charter Schools
EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE**

Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



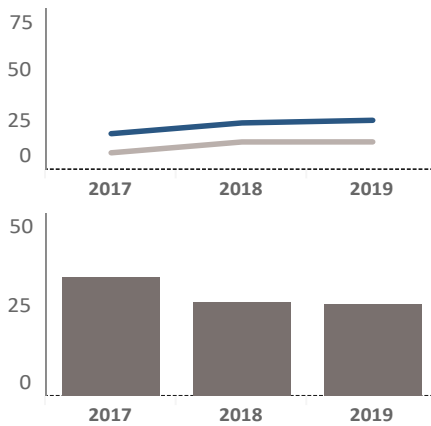
Test Year	District %	Ed.Corp. %
2017	56	83
2018	62	83
2019	61	81

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - INTERNALLY DEVELOPED*

Measure	Subgroup	AMP		Bronx III		Freedom		Infinity		STAR		W Heights	
		Tested	Results	Tested	Results	Tested	Results	Tested	Results	Tested	Results	Tested	Results
Growth	All students	203	36.6%	NA	NA	204	61.4%	193	43.4%	178	38.0%		
Equity 1	English Language Learners	7	14.3%	NA	NA	30	51.4%	9	22.2%	13	62.0%		
Equity 2	Students with disabilities	38	19.7%	NA	NA	37	58.5%	58	35.3%	31	50.0%		
Absolute	2+ students	507	50.2%	231	37.6%	257	34.0%	463	38.1%	539	47.3%	490	33.8%

Measure	Subgroup	AMP		Bronx III		Freedom		Infinity		STAR		W Heights	
		Tested	Results	Tested	Results	Tested	Results	Tested	Results	Tested	Results	Tested	Results
Equity 1	English Language Learners	11	47.1%	25	12.5%	4	15.0%	60	26.5%	17	23.5%	43	2.3%
Equity 2	Students with disabilities	93	31.2%	66	19.2%	56	20.8%	129	25.0%	153	19.9%	122	5.7%
Absolute	2+ students	457	55.5%	237	33.0%	255	31.9%	460	51.1%	484	40.0%	231	17.7%

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION**



Ed. Corp. Enrollment Receiving Mandated Academic Services	799	885	935
Tested on State Exam	397	430	488
Ed. Corp. Percent Proficient on ELA Exam	18.1	23.5	24.8
Composite District Percent Proficient	8.6	14.0	14.1
Ed. Corp. ELL Enrollment	297	289	276
Tested on NYSESLAT Exam	284	268	257
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	32.7	25.4	24.9

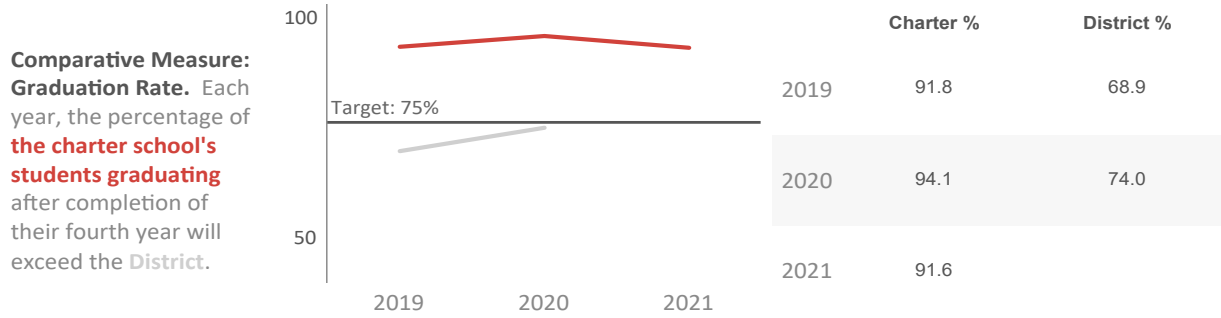
* For description of internal assessments, see section 1A.
**The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

KIPP NYC PUBLIC CHARTER SCHOOLS:
AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS

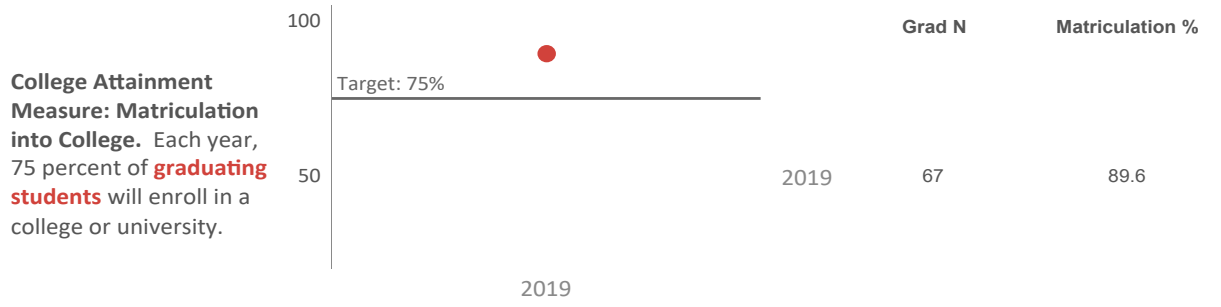
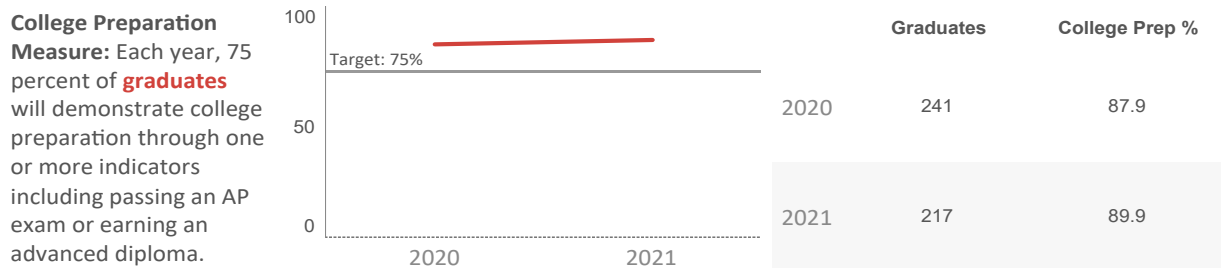
KIPP Infinity Charter School

Manhattan CSD 5

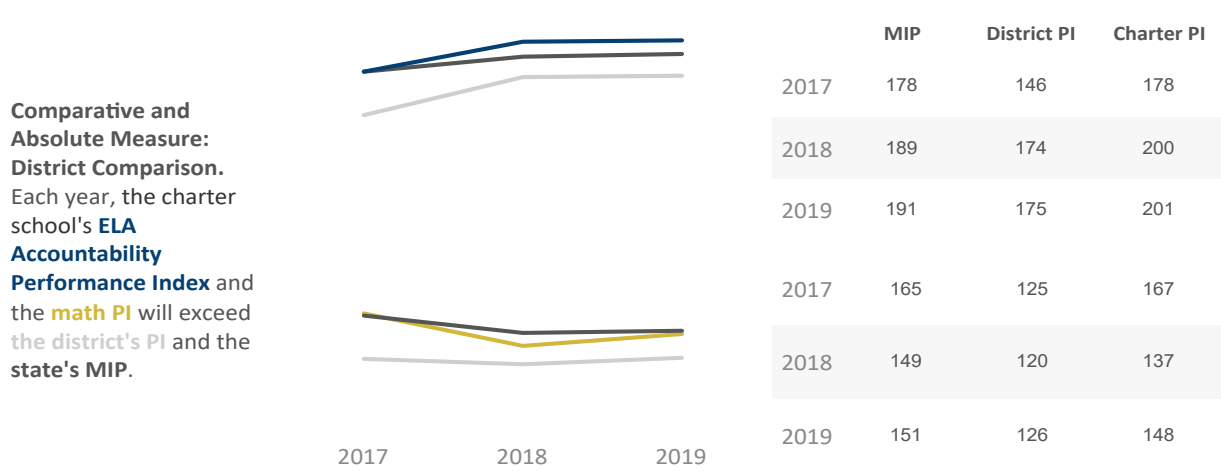
HIGH SCHOOL GRADUATION RATE



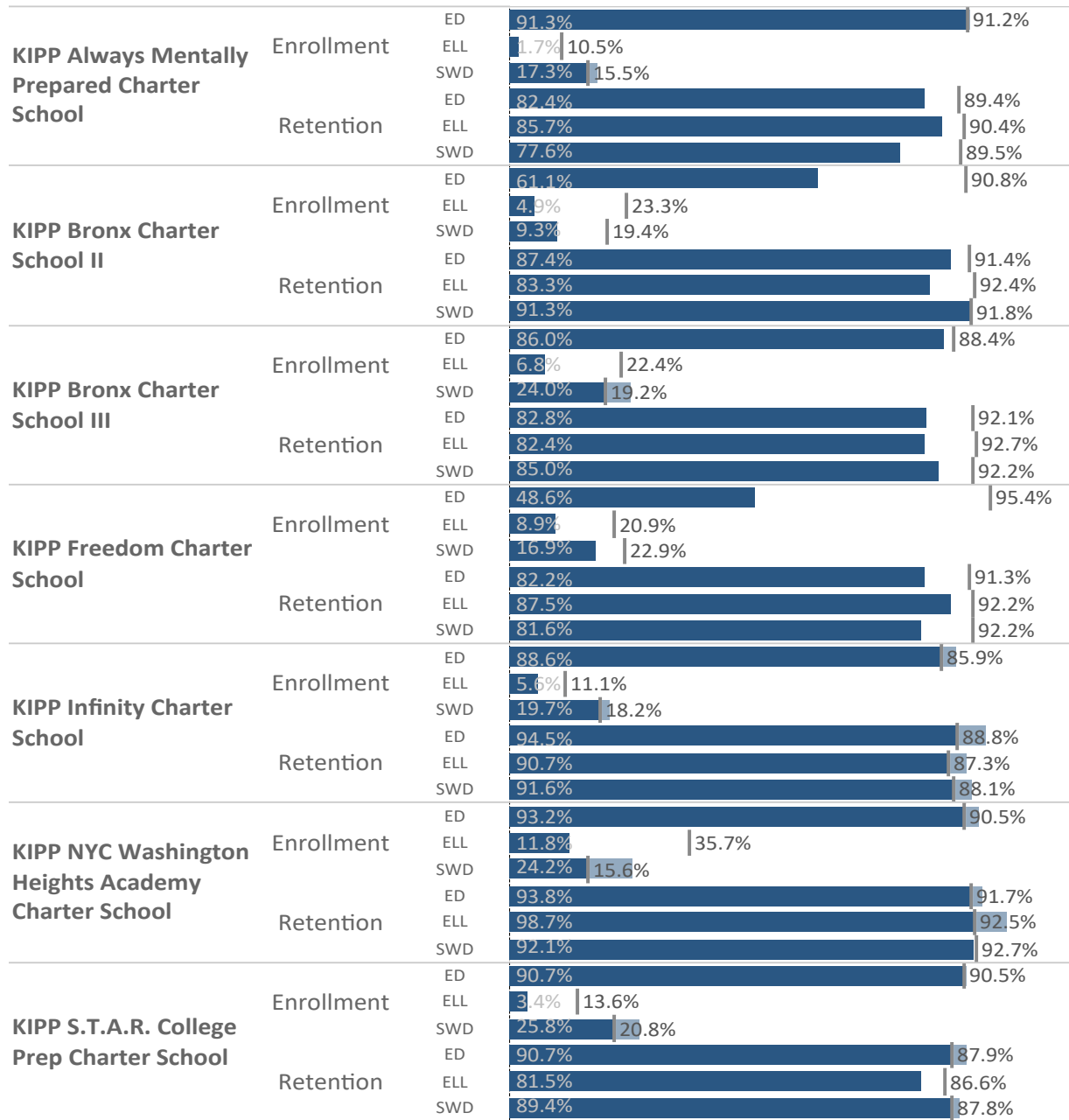
COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS

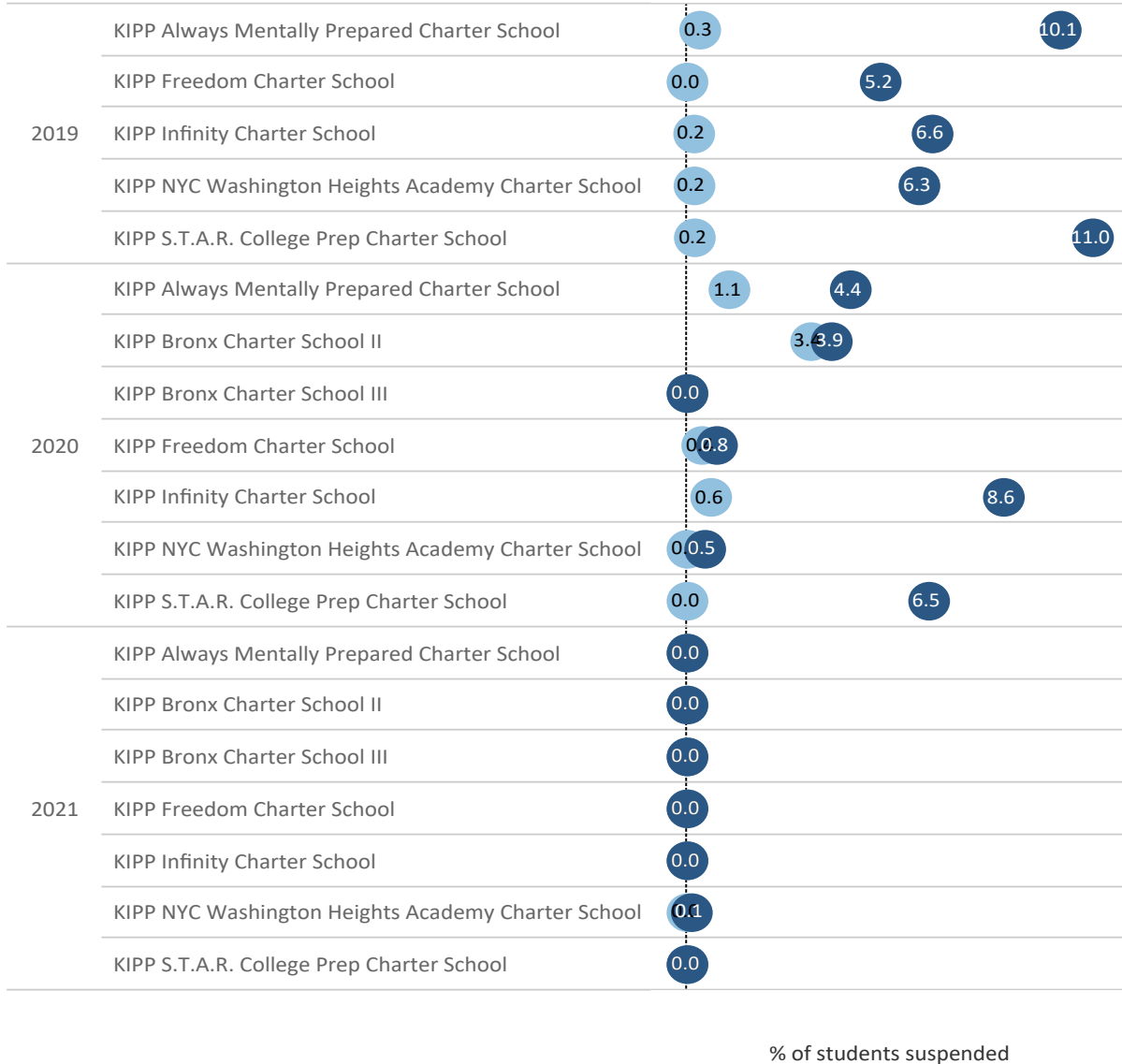


ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the network.

Suspensions: KIPP NYC Public Charter Schools's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

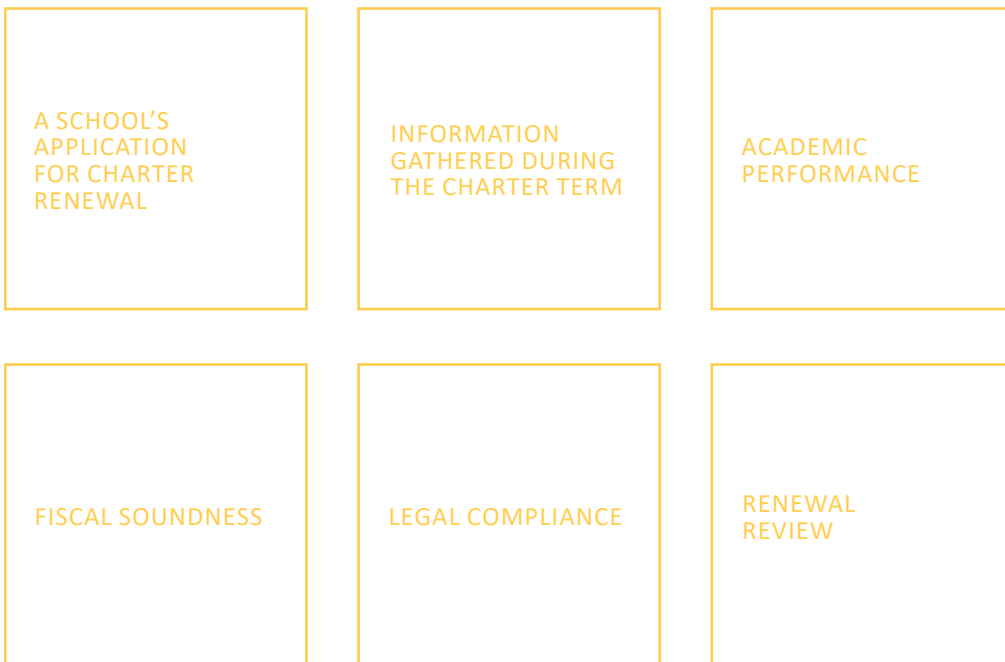
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute’s website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters, and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present charters':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the charter school's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter school's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd – 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle school programs. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data are not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charter schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York