



**THE SUNY CHARTER SCHOOLS  
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
KIPP TROY PREP CHARTER SCHOOL*

**Report Date: October 4, 2023**

**Review Date: March 22 – 23, 2023**

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**Charter Schools Institute**  
The State University of New York

# CONTENTS

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**1** CHARTER SCHOOL BACKGROUND

**2** RENEWAL RECOMMENDATION

**3** EXECUTIVE SUMMARY

**5** DATA PRESENTATION

**20** FISCAL ANALYSIS

**27** FUTURE PLANS

**28** APPENDICES

A: Charter School Overview

B: Education Corporation Overview

C: Report Information

## CHARTER SCHOOL BACKGROUND

# KIPP TROY PREP CHARTER SCHOOL

3055 6<sup>th</sup> Avenue, Troy New York | Grades: K-4 | City School District of Troy  
2 Polk Street, Troy New York | Grades: 5-12 | City School District of Troy

The original charter for the school up for renewal was approved under the name True North Troy Preparatory Charter School by the SUNY Trustees in October 2007. In August 2009, True North Troy Preparatory Charter School opened its doors to serve 78 students in grade 5. Uncommon Schools, Inc., a New Jersey not-for-profit corporation served as the charter management organization until July 1, 2022 when True North Troy Preparatory Charter School joined the KIPP Public Schools Network as part of the consolidation of the charter with KIPP Albany Community Public Charter Schools. KIPP Albany Community Public Charter Schools was renamed KIPP Capital Region Public Charter Schools (“KIPP Capital Region” or “the education corporation”). Upon this consolidation, True North Troy Preparatory Charter School became known as KIPP Troy Prep Charter School (“KIPP Troy”). KIPP Troy serves 745 students in Kindergarten – 12<sup>th</sup> grade.

### MISSION

*The mission of KIPP Troy is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character.*

### KEY DESIGN ELEMENTS

Intentional, standards-driven teaching and the systematic use of objective student performance data to inform decision-making;



Recruiting and supporting great teachers;



Allocation of extra resources and time to teaching core subjects: reading, writing, and mathematics;



Focus on the development of core knowledge and skills necessary for success in college; and,



Implementation of a strong system of behavioral standards and school culture.



### CURRENT CHARTER INFORMATION

Serves: Kindergarten – 12<sup>th</sup>

Chartered Enrollment:  
751

Charter Expires on:  
July 31, 2024

### FUTURE CHARTER INFORMATION

Serves: Kindergarten – 12<sup>th</sup>

Chartered Enrollment:  
1,358

Charter Expiration  
July 31, 2029

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Full-Term Renewal.** *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of KIPP Troy Prep Charter School for a period of five years with authority to provide instruction to students in Kindergarten through 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,358 students. The Institute makes this recommendation as KIPP Troy Prep Charter School meets the requirements for renewal set forth in the Policies for 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”).<sup>1</sup>*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### 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 five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

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

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

#### FINDINGS & INFORMATION

##### *Is the charter an academic success?*

KIPP Troy is an academic success. Over the current charter term, the school meets its Accountability Plan goals.

- KIPP Troy outperformed the City School District of Troy (the “district”) in English language arts (“ELA”) and mathematics every year.
- The school delivers high quality teaching and learning for students. Leaders have clear structures and procedures in place to support teachers in delivering high quality instruction.
- The school has a comprehensive system of formative and summative assessments that allow teachers to use data to target individual, small group, and whole class instructional interventions.

##### *Is the charter an effective, viable organization?*

KIPP Troy is an effective, viable organization. The school’s organizational structure fosters academic success. The board provides effective oversight of the school’s academic performance but has the opportunity to articulate key metrics and priorities for holding KIPP Capital Region accountable for each school meeting its key Accountability Plan goals in a future charter term.

##### *Is the charter fiscally sound?*

KIPP Capital Region and KIPP Troy are fiscally sound based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation demonstrated fiscal soundness over the majority of the charter term.

##### *If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?*

KIPP Troy’s plans for the future are reasonable, feasible, and achievable. The school plans to implement the elements that have led to its success over the current charter term. The education corporation is planning to expand KIPP Troy high school program in the next charter term by matriculating incoming 9<sup>th</sup> grade students across all KIPP Capital Region schools at KIPP Troy beginning in the 2025-26 school year. As part of its expansion plan, the education corporation also plans to build a new site to relocate KIPP Troy’s high school program. Through the high school expansion, KIPP Troy will offer students more diverse academic coursework and enrichment opportunities, including additional classes in core academic areas to allow for more differentiation, more specialized courses within each subject area, additional language course offerings, and additional elective courses such as career and technical education coursework and a musical instrument program.

## EXECUTIVE SUMMARY

KIPP Troy delivers a high quality educational program to students and families. The school provides an extended day that allows for more learning time for students, data-driven instruction and daily interventions, and robust professional supports for teachers. The extended school day allows more time on literacy and math each day, daily intervention time, and built-in enrichment for students in Kindergarten – 8<sup>th</sup> grade. After merging with the KIPP Capital Region in July 2022, the school overhauled the schoolwide curriculum in ELA, mathematics, and science based on the education corporation’s selections. The school adopted KIPP-developed materials for ELA, mathematics, Amplify Science in 3<sup>rd</sup> – 8<sup>th</sup> grade.

At the high school, the extended school day provides additional time for academics where students enroll in more coursework, engage in college preparatory classes, plan for the college application process, work on their college applications, and receive college planning support from high school staff. Teachers analyze data each week to track student progress and adjust instruction based on student needs. Teachers also use academic data to assign students to small groups to provide targeted instruction in literacy and math during daily protected intervention times at KIPP Troy. Teachers collaborate frequently during lesson internalization meetings, grade level team meetings, and content team meetings. Additionally, teachers engage in weekly professional learning on Friday afternoons and weekly professional support with their instructional coaches.

KIPP Capital Region (or the “education corporation”)’s leadership team provides shared services between schools across the region. The regional and school based team structures mirror each other, with each having a team focused on teaching and learning, and a team focused on operations. To prepare for its high school expansion in the next charter term through the matriculation of all students across the education corporation at KIPP Troy’s high school program, KIPP Capital Region is working to fully align the high school program by planning backwards from college graduation in order to ensure that KIPP Troy is continuing to provide students what they need to succeed in college and beyond. While the regional and school based teams collaborate to ensure they are working efficiently and effectively toward meeting the school’s academic needs, the education corporation has the opportunity to strengthen its systems and supports to ensure KIPP Troy maintains strong academic achievement in a future charter term given the relocation and expansion plans for the high school program and the recent mergers of KIPP Tech Valley Charter School and KIPP Albany Community Charter School. The board actively examines the performance of KIPP Capital Region; however, the board has the opportunity to strengthen its evaluations of the regional team’s systems to support KIPP Troy and its high school expansion by defining clear milestones and performance targets for KIPP Capital Region.

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 Troy Prep Charter School a Full-Term Subsequent Renewal of five years.

A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 6-19'. At the bottom of the image, there are four small white boxes, each containing a letter and a corresponding category name: 'AP' for Academic Performance, 'CP' for Compliance Performance, 'CS' for Community Satisfaction, and 'SD' for Student Demographics.

# DP

DATA PRESENTATION

PAGES: 6-19

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

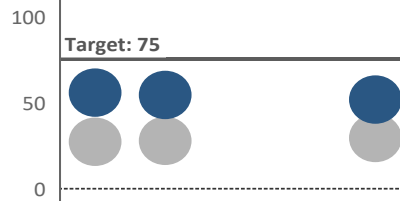
STUDENT  
DEMOGRAPHICS

# ACADEMIC PERFORMANCE

## KIPP TROY PREP 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.



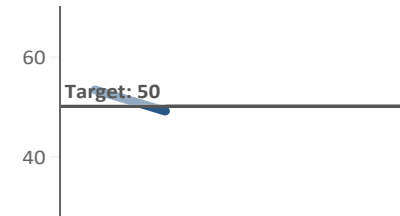
Test Year	Comp Grades	District %	Charter %
2018	3-8	28	57
2019	3-8	29	55
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	30	53

**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
2018	3-8	1.07
2019	3-8	1.03
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.70

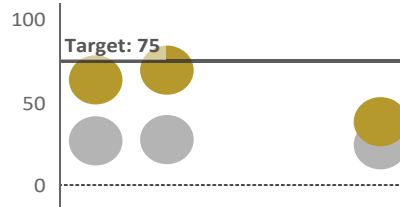
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	53.5
2019	49.3
2020	N/A
2021	N/A
2022	N/A

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



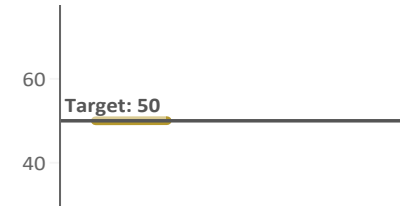
Test Year	Comp Grades	District %	Charter %
2018	3-7	27	64
2019	3-7	28	70
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	25	39

**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
2018	3-7	1.41
2019	3-7	1.31
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	0.58

**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**.

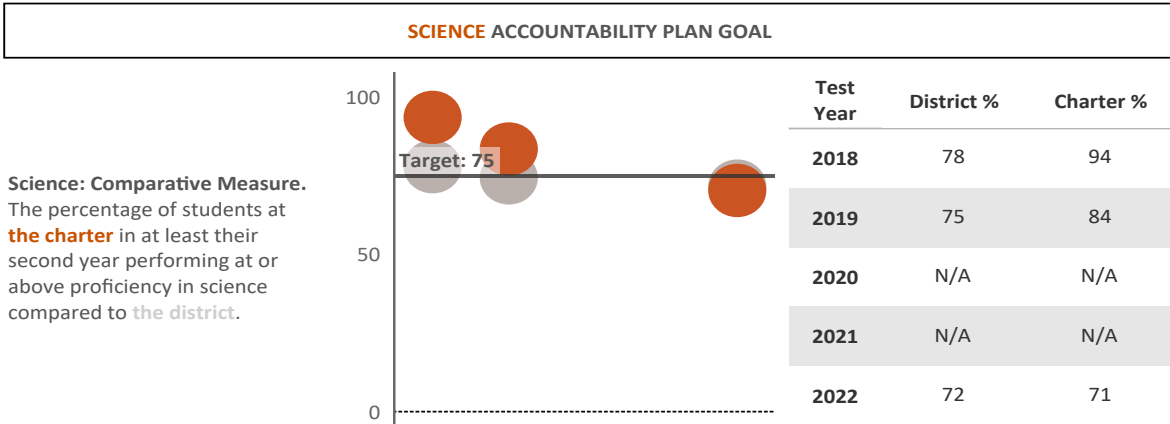


Test Year	Charter Mean Growth
2018	50.2
2019	50.3
2020	N/A
2021	N/A
2022	N/A



# ACADEMIC PERFORMANCE

## KIPP TROY PREP CHARTER SCHOOL



**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	65	69	75
Tested on State Exam	38	30	36
Charter Percent Proficient on ELA Exam	18.4	16.7	22.2
District Percent Proficient	4.1	6.6	4.8
ELL Enrollment	13	9	7
Tested on NYSESLAT Exam	11	8	6
Charter Percent 'Commanding' or Making Progress	54.5	25.0	16.7

\* The academic outcome data about the performance of students receiving special education services and English language learners ("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".

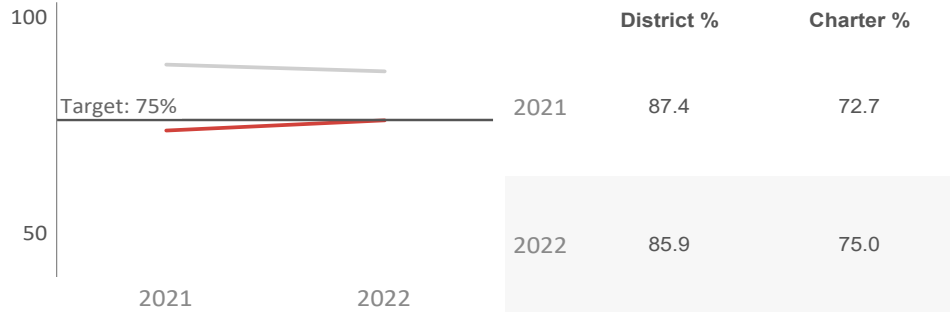


# ACADEMIC PERFORMANCE

## KIPP TROY PREP CHARTER SCHOOL

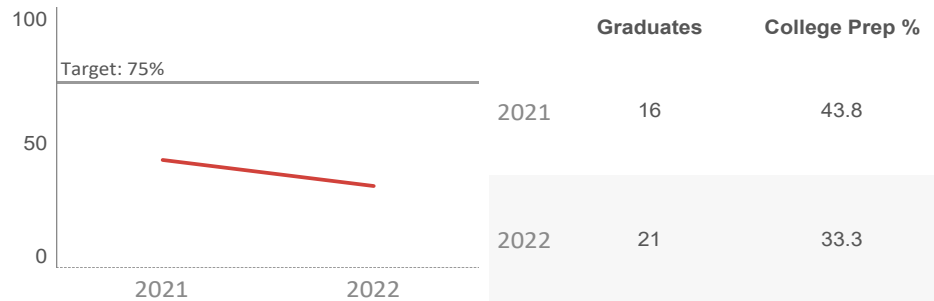
### HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of **the charter school's students graduating** after completion of their fourth year will exceed the **District**.

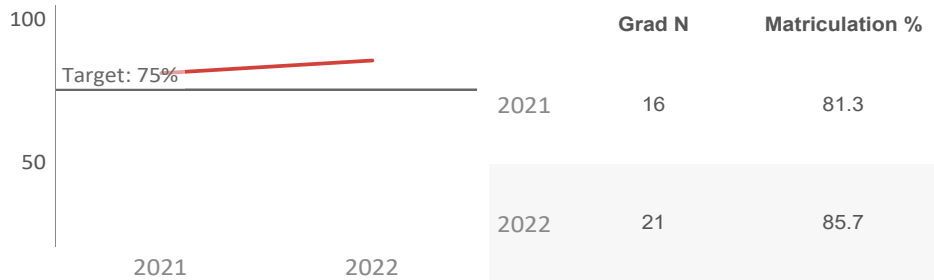


### COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure:** Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.

N/A

## ACADEMIC PERFORMANCE



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

KIPP Troy met or came close to meeting its key academic Accountability Plan goals over the charter term. The charter exceeded all comparative targets under the English Language Arts (“ELA”) and mathematics goals in each year with available and reliable state exam data. The charter also came close to meet its graduation, college preparation, science, and social studies goals, and met its Every Student Succeeds Act (“ESSA”) goal.

KIPP Troy graduated its first four year Graduation Cohort in 2020-21 and came close to the absolute target of 75% with 73% of the 2017 Cohort graduating after years. In 2021-22, the school met the target with 75% of students graduating after four years. Given that the school posted graduation rates below the district in both years, KIPP Troy must improve its comparative performance in its future charter term. The charter came close to meeting its college preparation goal in both years. The school posted high matriculation rates in both years with available data. Notably in 2021-22, 86% of the school’s graduates matriculated into a college program in the following year exceeding the absolute target by 11 percentage points.

Over the charter term, KIPP Troy outperformed the district in ELA and mathematics every year. The school’s students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least 23 percentage points in ELA and at least 14 percentage points in mathematics each year. From 2017-18 through 2021-22, excepting 2019-20 and 2020-21 when state assessment scores were unreliable or unavailable, the charter posted effect sizes in both subjects that exceeded the target of 0.3. This level of achievement indicates the charter performed higher than expected to a large degree in comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students. The charter’s mean growth percentiles in ELA and mathematics were at or around the target of 50 in all years with available data.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

KIPP Troy utilizes a robust assessment system to evaluate students' academic progress and needs and improve teaching and learning across the school. The school administers a comprehensive array of assessments aligned to curriculum and state standards, including network-developed interim assessments four times per year, end of unit curriculum-embedded exams across all grade levels, and i-Ready online tests in ELA and mathematics three times per year. Teachers frequently develop quizzes to gauge students' mastery of concepts or skills between the more formal exams. The education corporation provides quarterly professional development for all staff to norm the scoring practices of open-ended questions and essays according to established rubrics and to ensure the validity and reliability of assessment tools and results.

After each assessment cycle, data is promptly available to students, teachers, and school leaders through the Illuminate and PowerSchool online platforms and analyzed during network-wide professional development "data days." A combination of network and school-level instructional leaders subsequently support KIPP Troy teachers in analyzing and disaggregating data to inform instruction and interventions, with additional guidance for new and inexperienced staff, such as formatted sheets to identify priority content and skills gaps to incorporate into future lessons. General and special education teachers systematically utilize assessment data and performance trends to identify standards for reteaching, adjust pacing guides, and differentiate leveled practice assignments. KIPP Troy principals collaborate with the KIPP Capital Region team to identify necessary professional development topics and prioritize their sequencing based on quantitative assessment and qualitative classroom observation data. Instructional leaders also work with individual teachers during their weekly coaching meetings to ensure student misconceptions and address priority standards. However, teachers are not held accountable for student outcomes as part of their annual professional evaluations.

KIPP Troy updates students and their families about their progress and growth through regular phone calls, texts, or emails based on parent and guardian preferences. Teachers enter all grades into PowerSchool by the end of each week, and the charter distributes quarterly progress reports and report cards. KIPP Troy also invites families to biannual conferences with teachers to discuss students' strengths and weaknesses and collaborate on needed academic or behavioral support plans. As KIPP Troy students progress through middle school into high school, they are encouraged and expected to assume more responsibility for monitoring their own performance and determining appropriate next steps to seek additional help as necessary.

#### CURRICULUM

KIPP Troy's newly adopted curriculum materials support most teachers' instructional planning. The school has curriculum frameworks that provide a strong foundation for instruction and robust suites of materials aligned to grade level expectations and state standards for the elementary and middle school grade spans. After merging with the KIPP Capital Region in July 2022, the school has overhauled the schoolwide curriculum in ELA, math, and science based on the network's selections. These include KIPP Wheatley for ELA, Illustrative Math, and Amplify Science for Kindergarten through 8<sup>th</sup> grades. Teachers receive scope and sequence documents, pacing guides, unit plans, daily lesson plans, texts, student practice assignments, and end of unit

## ACADEMIC PERFORMANCE

assessments in each content area. Elementary and middle school teachers access a bank of social studies instructional materials for planning standards-aligned lessons; the network intends to institute a standardized curriculum in this subject next year. The education corporation's leadership team and school leaders have managed the curricular transitions with transparency and continue to provide professional development sessions and coaching to support teachers in implementing the new programs with fidelity. With reduced responsibility for creating instructional plans, leaders expect Kindergarten – 8<sup>th</sup> grade teachers to devote their time to internalizing the materials and identifying ways to support students' diverse learning needs during lesson activities. At the high school level, teachers have access to course-specific curricular documents from the KIPP national organization but assume a more active role in developing or refining lesson plan materials, particularly for Advanced Placement classes for which there is limited precedent. Based on these resources and guidance from the education corporation's leadership team and school level instructional leaders, teachers generally know what to teach and when to teach it. Post-merger, the school has relied mainly on the education corporation's process for selecting and developing curriculum materials to provide feedback about the strengths and weaknesses of each content area. When leaders and teachers identify deficiencies or request supplemental materials, it is evident how quickly or effectively KIPP Capital Region aims to respond with solutions.

### PEDAGOGY

High quality instruction is evident across the school insofar as teachers have access to comprehensive supporting materials aligned with the grade level's daily instructional schedule. Teachers at KIPP Troy are well prepared and demonstrate sufficient knowledge of their content to deliver effective instruction. Most lessons included a connection to material learned previously. In some instances, teachers appropriately deviated from planned material to deliver a mini lesson on prerequisite students may not have mastered to ensure all students could attain the current learning objective. This approach is a commonly recognized, effective strategy to accelerate learning in the wake of the COVID-19 pandemic. Co-teachers have clear roles and support lead teachers to deliver effective instruction in various ways including parallel teaching, circulating and supporting students with written work, or conferencing with students to check for understanding.

Teachers and co-teachers plan and use various effective strategies to check for student understanding of lesson objectives, including cold calling, student conferencing, and monitoring written work. Teachers often adjust whole group instruction to address student misconceptions. Each lesson includes an exit ticket. Exit ticket questions and tasks align to each lesson objective and produce data teachers use to inform future lessons and reteach opportunities.

Most lessons include opportunities for students to engage in higher order thinking. Instruction at the elementary level included myriad opportunities for students to conference with each other about lesson content, ask questions, and push each other to develop deeper understanding. Students demonstrate confidence to take risks, make mistakes, and learn from them. Embedded routines for student to student interaction are comfortable and familiar which contribute to teachers' maximizing learning time. At the middle and high school levels, the SUNY visit team observed fewer opportunities for student to student interactions, but lesson materials included questions and other opportunities for students to grapple with higher order thinking problems.

## ACADEMIC PERFORMANCE

Teachers use a variety of clear, precise routines to manage classroom behavior and maximize students' engagement with lesson content. In a few instances where students were struggling to focus, teachers or coaches address the situation quickly by offering students a few options to self-manage and get back into the lesson quickly without disturbing other students.

### INSTRUCTIONAL LEADERSHIP

KIPP Troy has several elements of strong instructional leadership. The school establishes an environment of high expectations for both teachers and students in which leaders consistently coach teachers to develop both content knowledge and pedagogical skills. As such, teachers establish a high bar for mastery in student responses and most provide feedback to help guide students' growth and encourage academic exploration. Principals at the elementary, middle, and high school level lead the academic vision of the charter with support from assistant principals and instructional coaches aligned to specific content areas or grade bands. Principals and coaches conduct evaluations of each teacher three times per year according to a standardized rubric. School leaders implement a sustained and effective coaching and feedback cycle that improves teachers' instructional effectiveness. Teachers and coaches complete pre-work for each meeting, and the coaching cycle consists of an internalization session to script questions, identify foundational skills in which students may require support, plan for misconceptions, and produce mastery responses. Leaders then observe the internalized lesson, provide feedback, and hold a follow up meeting to analyze student data collected during the lesson. Coaching adheres to a scope and sequence that identifies distinct priorities throughout each stage of the year. While this cycle is largely consistent across the program, leaders and teachers identify that staff coverage issues have affected consistency at several points throughout the year. Several instructional coaches are also classroom teachers, and short and long term vacancies sometimes require those coaches to fill in or otherwise disrupt their scheduled coaching cycle.

While most instructional leaders possess the content knowledge and technical expertise necessary to support teaching staff, several are new to their leadership roles or new to the charter. Therefore, coaching is less consistent and well developed at the high school level because of coverage issues and new leadership resetting the culture. Principals evaluate and coach the instructional coaches, and the KIPP Capital Region teaching and learning team holds monthly meetings for instructional leaders across all three charters. However, the KIPP Capital Region teaching and learning team has the opportunity to sufficiently differentiate the quality and quantity of these coaching supports in order to strategically develop the skills of the full instructional leadership team. Given the unique needs of each campus and program, and makeup of teaching experience on site, leaders may require development in specific areas of content, pedagogy, personnel management, or specialized student supports. Principals across the KIPP Capital Region education corporation participate in weekly professional development sessions, and instructional leaders sometimes meet with content staff from the regional team to do walk throughs and discuss trends in curriculum implementation. While regional staff provides professional development to instructional leaders to turnkey to school staff on a weekly basis, these sessions are not consistently interrelated with classroom practices or needs aligned to the elementary, middle, and high school programs at each different charter. School leaders indicate that opportunities to provide input on professional development topics specific to their teaching staff's needs could drive more targeted, strategic instructional development across the entire scope of the Kindergarten – 12<sup>th</sup> grade program.

## ACADEMIC PERFORMANCE

### AT-RISK PROGRAM

KIPP Troy has staff and services in place to meet the needs of its students with disabilities but does not have a fully established program for English language learners or adequate staff capacity to serve its large number of students at-risk for academic failure. While the school deploys clear and standardized procedures for identifying students in each at-risk subgroup, as well as documented processes for serving and progress monitoring students of concern, current staffing levels and space constraints negatively impact its ability to meet the level of need and learning loss across the school. The school employs nine certified special educators to provide resource room, consultant teacher, and direct consultant teacher services for students with disabilities as required in their individualized education programs (“IEPs”). KIPP Troy does not currently have an experienced, certified, or content-area trained teacher on staff to serve its eleven English language learners (“ELLs”), so these students primarily receive literacy-based small supports within the classroom.

Disaggregated data from assessments provide timely information on students’ learning needs and inform tier 1 and tier 2 interventions for students struggling academically, which general education classroom teachers provide and track over eight-to-twelve-week cycles. The school has also instituted a daily intervention block in the Kindergarten – 12<sup>th</sup> grade instructional schedule to provide more time for class-wide remediation. However, due to special education teachers’ nearly full caseloads and the lack of supplemental staff available to provide targeted instruction outside of the classroom, the school cannot currently offer sufficient intervention services to all that score below grade level expectations. Generally, only students scoring in the bottom five percent on schoolwide screener and interim assessments in both ELA and mathematics receive accelerated, individualized tier 3 interventions in small group, pull out format.

KIPP Troy’s student support team, which is composed of instructional leaders, relevant grade level general and special education staff, and the social worker, meets monthly and tracks the progress of at-risk students through the charter’s robust assessment and data analysis protocols. While instructional coaches may focus on building teachers’ abilities to identify and implement effective intervention strategies in the classroom within individual coaching and grade level team meetings, there is limited evidence of ongoing network-wide or school-wide professional development specific to serving at-risk students in compliant and high-quality ways. The school’s weekly instructional schedule generally includes protected time for coordination between special educators and general education classroom teachers to regularly meet, discuss students’ progress, and collaborate on next steps.

### ORGANIZATIONAL CAPACITY

KIPP Troy’s organizational structure works effectively deliver the educational program. The school based organizational structure replicates the regional structure, with a team focused on teaching and learning and another focused on the daily operations of the school.

KIPP Troy’s principal focuses on teaching and learning and is responsible for the academic and character outcomes of students. The principal oversees, leads, and communicates the vision that informs the school’s cultures, goals, and college and career preparation paths for high school students. KIPP Troy’s leadership team includes an assistant principal, a dean of students, and an instructional coach at each site. The school based

## ACADEMIC PERFORMANCE

director of operations (“DOO”) leads alongside the principal to deliver the educational program. The DOO implements and maintains clear operational systems that allow school leaders and teachers to focus on strong academic achievement and effective family engagement.

KIPP Capital Region team is working to provide curricular guidance, instructional coaching, and professional development opportunities. The regional operations team ensures the schools’ finances are managed responsibly and provides support with facilities planning and daily school operational needs such as transportation, food services, technology, and supplies. The KIPP Capital Region team also supports KIPP Troy with human resource needs as well as staff recruitment support.

### BOARD OVERSIGHT & GOVERNANCE

While KIPP Capital Region’s board provides effective oversight of the school’s educational program and progress toward meeting its Accountability Plan goals, the board has the opportunity to continue to assess and develop an understanding of the needs of KIPP Troy staff and students as well the opportunity to articulate key metrics and goals for KIPP Capital Region given the recent merger of KIPP Troy and KIPP Albany, the shift to a KIPP Capital Regional leadership team, and the high school expansion where all three KIPP Capital Region middle school students will matriculate at KIPP Troy high school.

The KIPP Capital Region Board consists of 15 members who represent the community and bring a range of professional expertise, including professional experience in education, finance, real estate, and community engagement. The board governs the school through oversight of the chief executive officer who is responsible for the performance of all schools in the KIPP Capital Region. The board has procedures and structures in place such as quarterly meetings, committee structures, and management reports to effectively monitor and oversee the school’s academic achievement and operations. Regional leaders share regular updates with board members on aspects of the charter, including state and interim assessment data, enrollment, budget, and staffing. School leaders also periodically share highlights about KIPP Troy students, staff, families, and events.

While reports and committee structures allow for data points in areas of academics, finance, leadership, development, and governance, the board has an opportunity to articulate clear priorities and key metrics more systematically in order to maintain the strength of KIPP Troy’s educational program, continue to monitor the charter’s academic outcomes effectively, and effectively hold the CEO and KIPP Capital Region accountable for the school’s academic success. The board actively examines the performance of KIPP Capital Region; however, the board has the opportunity to strengthen its evaluations of the regional team’s systems to support KIPP Troy by defining clear milestones and performance targets for KIPP Capital Region. Such evaluations would position the board to hold the regional team accountable in ways that maintain the charter’s continued success in meetings its Accountable Plan goals and achieving its mission in a future charter term.

## COMPLIANCE REPORTING



### HAS THE SCHOOL 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. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### KIPP TROY PREP CHARTER SCHOOL

##### **Admissions Policy**

The school's admissions policy needs to provide a limit of 15% for students of employees of the school. The Institute will work with the education corporation to update the policy prior to the next charter term.

##### **Annual Reports**

The school submitted its annual reports to the Institute and NYSED on time and has posted the accountability plan progress report component. The charter needs to post the August 1<sup>st</sup> submission as well as the annual independent audit, as components of the annual report, to its website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

##### **FOIL**

At the time of the renewal submission the education corporation did not have a complete Freedom of Information Law policy or subject matter list with link to the Committee on Open Government available on its website. The Institute will work with the education corporation to update the policy prior to the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit 35 of 55 lead teachers, or 20 teachers more than the limit allowed by the Act, were uncertified. All 35 uncertified teachers met the additional qualifications under the Act. The network offers a tuition assistance reimbursement program for full-time employees to obtain additional education, certification, or professional development as well as stipends to eligible employees for approved tuition, exam fees and/or initial licensing/credentialing expenses. The network partners with Grand Canyon University to offer discounts on coursework and Relay Graduate School of Education for administrators and teachers to maintain certification.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### **Parent Survey Data**

KIPP Troy surveyed families ahead of the 2021-22 school year with an open-ended question survey to understand families’ experience with KIPP Troy. For 2021-22, 14% of families who received the survey responded. In analyzing the open-ended responses from families, the majority of comments described a positive experience with the school. The Institute recommends that KIPP Capital Region and KIPP Troy develop a more robust survey system to conduct on an annual basis to receive feedback from families.

### **Parent Focus Group**

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of English language learners (“ELLs”).

The seven families in attendance at the focus group indicated high levels of satisfaction with KIPP Troy. Families appreciate the consistent levels of communication from the school and individual teachers, and families report having a good understanding of student performance. Families also expressed high levels of satisfaction with the curricular programs citing that many of the activities and lessons include a wide range of diversity. Families also noted that they appreciate the communication around the possible move of the high school from Troy to Albany, and felt that their voices were heard when it came to suggestions and concerns regarding the move.

### **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 Troy City School District held its required hearing on KIPP Troy’s renewal application on May 3, 2023 at the district offices. No one spoke in support or opposition to the application.

### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 82% of KIPP Troy 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.

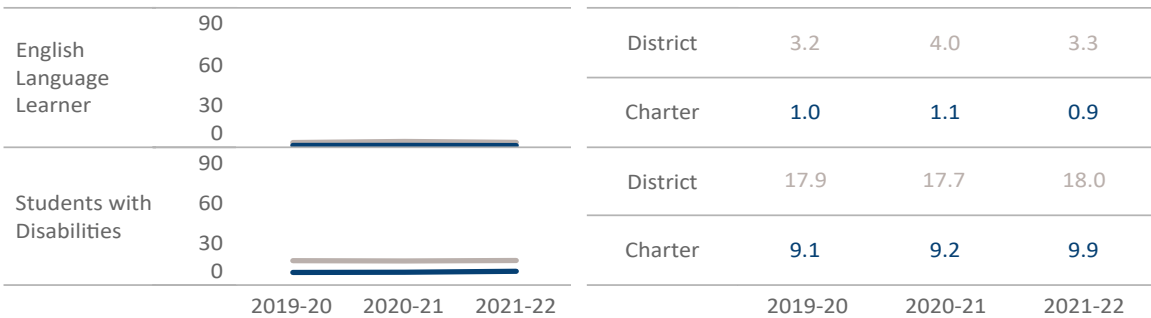
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.*

# STUDENT DEMOGRAPHICS

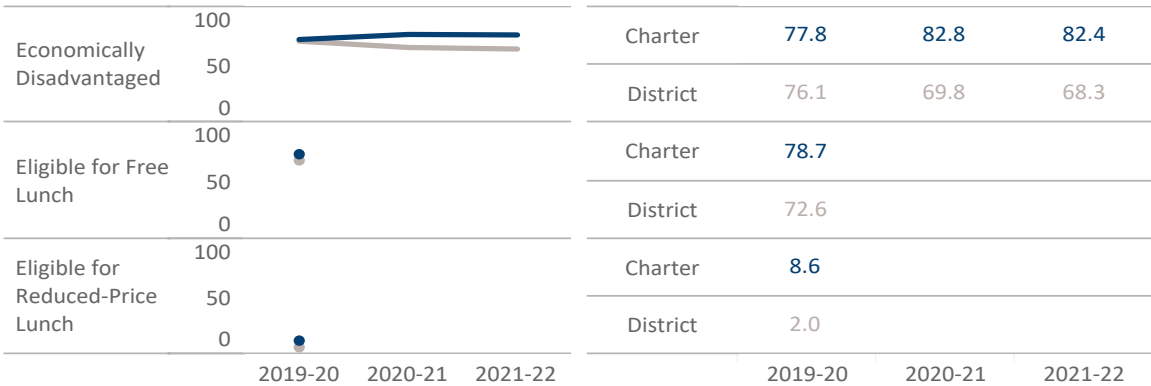
## KIPP Troy Preparatory Charter School

## Troy City School District

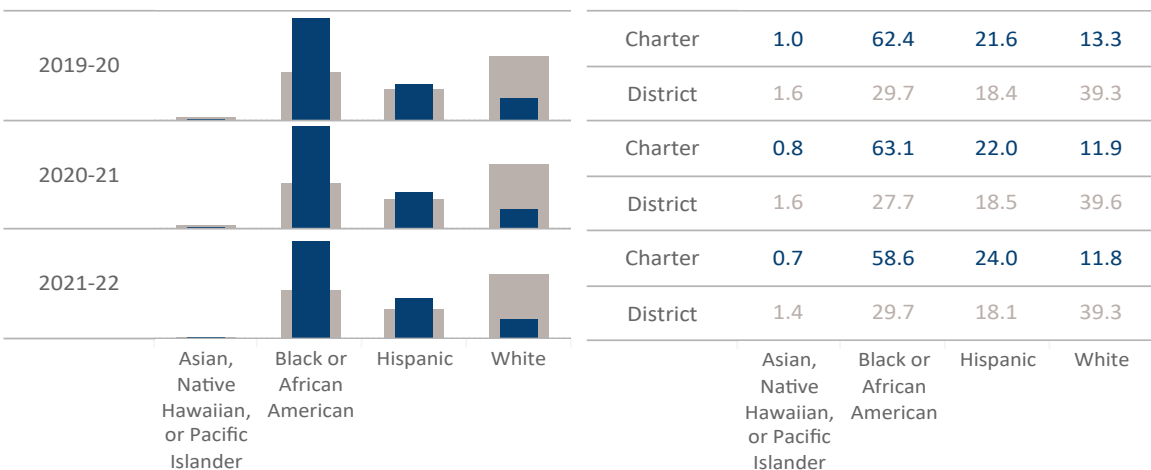
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

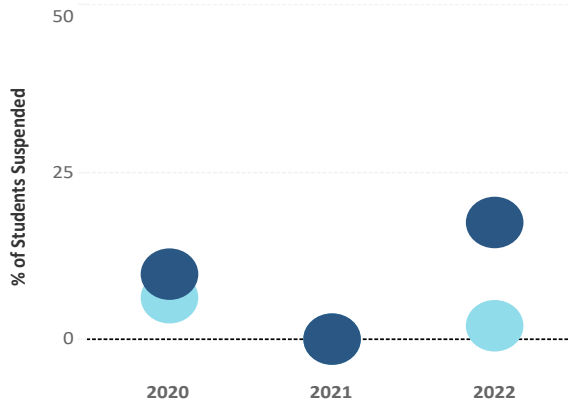


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

# STUDENT DEMOGRAPHICS

## KIPP Troy Preparatory Charter School

## Troy City School District



	ISS Rate	OSS Rate
2020	6.4	9.9
2021	0.3	0.3
2022	2.3	17.6

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

	2020	2021	2022
Expulsions	0	0	0

### KIPP Troy Preparatory Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	68.9	82.4
	English language learners	2.0	0.9
	students with disabilities	16.2	9.9
retention	economically disadvantaged	90.9	82.1
	English language learners	86.2	62.5
	students with disabilities	90.1	81.2

\* 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 Troy makes good faith efforts to meet its enrollment and retention targets. The school has met its enrollment targets for economically disadvantaged students and ELLs and its retention targets for subgroups of students. The school plans to conduct the following recruitment efforts to meet its targets:

- conducting enrollment events in neighborhoods with high rates of economically disadvantaged populations;
- conducting follow-up phone calls to families who express interest at enrollment events;
- communicating clearly that KIPP Troy is a tuition-free public school in promotional materials to prevent confusion with tuition-based private schools;
- distributing enrollment information to families who expressed interest in enrollment events but were unable to attend offering an extended school day;
- translating application and other recruitment materials into Spanish, the most common home language of ELL students in Troy;
- adding information about services supporting ELL students to key marketing and recruitment materials;
- encouraging current ELL families to refer new families to enroll at KIPP Troy using referral incentives;
- building and enhancing partnerships across the KIPP Capital Region network with outside organizations, particularly those who work directly with populations of students with disabilities;
- providing supports for families in need (e.g., two free uniforms for all students, free transportation to school);
- connecting families to community services that provide free or reduced-price supports (e.g., food pantry, education programming, community dental provider);
- promoting the enrichment opportunities that students at KIPP Troy have (e.g., afterschool clubs, field trips, college visits) that may not be available to students at other schools;
- promoting the resources available to English language learners and their families through the regional team (KIPP Capital Region) and KIPP network of schools, such as additional translation services;
- strengthening the relationship between ELL families and the school via frequent communication about scholars' progress in their ELL programming;
- Providing a full range of high-quality special education services in accordance with students' individualized education plans (IEPs), including resource rooms, 1:1 aides, and integrated co-teaching;
- continuing to foster high levels of communication between special education staff and families of students with disabilities to ensure families understand and are satisfied with the services their children are receiving; and,
- providing counseling services through in-school and external providers to support social-emotional needs.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*KIPP Capital Region Public Charter Schools is fiscally sound as is its school, KIPP Troy based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that KIPP Troy and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup> The fiscal dashboard for KIPP Troy and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the KIPP Capital Region Public Charter Schools education corporation because a school is not a legally distinct fiscal entity.*

The Institute reviewed the most recent audited financial statements for Kipp Capital Region for the fiscal year that ended June 30<sup>th</sup>, 2021-22. The Institute finds the Education Corporation’s fiscal condition to be strong with net assets of approximately \$23 million with excess of 3 months of cash on hand. In addition, the charters’ leadership and boards maintain constant oversight of financial condition and loan covenant requirements to ensure fiscal stability going forward throughout the next term.



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

***The education corporation operates pursuant to a long-range financial plan in which it 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 and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the 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.	+

3. 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

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.	<b>JUNE 2022</b>

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied 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 will 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 EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources 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 and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	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.	N/A
The education corporation is in compliance with all loan covenants.	+

# FISCAL ANALYSIS

## KIPP TROY PREP CHARTER SCHOOL

NOTE: Effective 2021-22, the charter merged finances with the education corporation, "KIPP Capital Region 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 2009-10

MERGED

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	1,530,991	2,647,688	2,373,306	4,289,907	6,203,800
Grants and Contracts Receivable	361,107	308,703	260,035	569,363	380,631
Accounts Receivable	911,738	417,053	1,135,375	610,095	168,580
Prepaid Expenses	260,924	379,566	218,233	118,602	2,727
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - <b>GRAPH 1</b></b>	<b>3,064,760</b>	<b>3,753,010</b>	<b>3,986,949</b>	<b>5,587,967</b>	<b>6,755,738</b>
Property, Building and Equipment, net	1,647,068	1,628,741	1,428,614	1,513,962	1,317,792
Other Assets	75,465	75,984	76,327	76,462	76,596
<b>Total Assets - <b>GRAPH 1</b></b>	<b>4,787,293</b>	<b>5,457,735</b>	<b>5,491,890</b>	<b>7,178,391</b>	<b>8,150,126</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	457,394	552,509	380,338	652,404	620,543
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	176,273
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - <b>GRAPH 1</b></b>	<b>457,394</b>	<b>552,509</b>	<b>380,338</b>	<b>652,404</b>	<b>796,816</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - <b>GRAPH 1</b></b>	<b>457,394</b>	<b>552,509</b>	<b>380,338</b>	<b>652,404</b>	<b>796,816</b>
<b>Net Assets</b>					
Without Donor Restrictions	4,329,899	4,829,242	5,111,552	6,525,987	7,353,310
With Donor Restrictions	-	75,984	-	-	-
<b>Total Net Assets</b>	<b>4,329,899</b>	<b>4,905,226</b>	<b>5,111,552</b>	<b>6,525,987</b>	<b>7,353,310</b>
<b>Total Liabilities and Net Assets</b>	<b>4,787,293</b>	<b>5,457,735</b>	<b>5,491,890</b>	<b>7,178,391</b>	<b>8,150,126</b>
<b>Operating Revenue</b>					
Resident Student Enrollment	8,834,919	9,992,424	10,309,833	11,175,056	11,371,804
Students with Disabilities	337,965	376,833	408,946	440,123	493,285
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	373,023	325,724	296,223	282,040	319,211
Federal - Other	349,596	209,104	71,917	389,493	855,231
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	567,751	612,672	527,187	209,613	830,781
<b>Total Operating Revenue</b>	<b>10,463,254</b>	<b>11,516,757</b>	<b>11,614,106</b>	<b>12,496,325</b>	<b>13,870,312</b>
<b>Expenses</b>					
Regular Education	8,009,341	9,199,985	9,594,672	9,037,305	10,809,044
SPED	333,720	383,334	399,778	376,554	450,376
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>8,343,061</b>	<b>9,583,319</b>	<b>9,994,450</b>	<b>9,413,859</b>	<b>11,259,420</b>
Management and General	1,420,850	1,597,208	1,579,707	1,843,241	1,961,076
Fundraising	-	-	-	-	-
<b>Total Expenses - <b>GRAPHS 2, 3 &amp; 4</b></b>	<b>9,763,911</b>	<b>11,180,527</b>	<b>11,574,157</b>	<b>11,257,100</b>	<b>13,220,496</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>699,343</b>	<b>336,230</b>	<b>39,949</b>	<b>1,239,225</b>	<b>649,816</b>
<b>Support and Other Revenue</b>					
Contributions	4,000	127,499	138,730	166,442	163,958
Fundraising	-	-	-	-	-
Miscellaneous Income	10,805	111,598	27,647	8,768	13,549
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>14,805</b>	<b>239,097</b>	<b>166,377</b>	<b>175,210</b>	<b>177,507</b>
<b>Total Unrestricted Revenue</b>	<b>10,478,059</b>	<b>11,755,854</b>	<b>11,780,483</b>	<b>12,671,535</b>	<b>14,047,819</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - <b>GRAPHS 2 &amp; 3</b></b>	<b>10,478,059</b>	<b>11,755,854</b>	<b>11,780,483</b>	<b>12,671,535</b>	<b>14,047,819</b>
<b>Change in Net Assets</b>	<b>714,148</b>	<b>575,327</b>	<b>206,326</b>	<b>1,414,435</b>	<b>827,323</b>
<b>Net Assets - Beginning of Year - <b>GRAPH 2</b></b>	<b>3,615,751</b>	<b>4,329,899</b>	<b>4,905,226</b>	<b>5,111,552</b>	<b>6,525,987</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - <b>GRAPH 2</b></b>	<b>4,329,899</b>	<b>4,905,226</b>	<b>5,111,552</b>	<b>6,525,987</b>	<b>7,353,310</b>



# FISCAL ANALYSIS

## KIPP TROY PREP CHARTER SCHOOL

NOTE: Effective 2021-22, the charter merged finances with the education corporation, "KIPP Capital Region 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

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	1,546,063	1,827,316	1,927,742	2,063,396	2,247,578
Instructional Personnel	2,649,659	2,847,459	2,951,235	3,112,084	3,376,333
Non-Instructional Personnel	78,159	69,006	47,548	47,381	58,035
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>4,273,881</b>	<b>4,743,781</b>	<b>4,926,525</b>	<b>5,222,861</b>	<b>5,681,946</b>
Fringe Benefits & Payroll Taxes	725,449	908,589	1,009,424	1,043,288	1,118,902
Retirement	99,591	112,097	116,704	136,381	154,855
Management Company Fees	777,592	881,863	1,299,539	1,457,454	1,543,169
Building and Land Rent / Lease / Facility Financing	553,086	876,469	837,112	836,471	836,101
Staff Development	295,048	273,175	263,300	131,262	163,666
Professional Fees, Consultant & Purchased Services	254,594	258,374	283,910	304,455	383,571
Marketing / Recruitment	35,759	34,719	25,450	9,874	82,281
Student Supplies, Materials & Services	664,527	819,581	702,506	306,898	454,014
Depreciation	329,579	424,309	421,364	441,175	461,042
Other	1,754,805	1,847,570	1,688,323	1,366,981	2,340,949
<b>Total Expenses</b>	<b>9,763,911</b>	<b>11,180,527</b>	<b>11,574,157</b>	<b>11,257,100</b>	<b>13,220,496</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	515	515	683	729	742
Final Chartered Enrollment (includes any revisions)	598	646	683	729	742
Actual Enrollment - <b>GRAPH 4</b>	579	641	687	745	745
Chartered Grades	K-8	K-8	K-11	K-12	K-12
Final Chartered Grades (includes any revisions)	K-9	K-10	-	-	-

#### Primary School District: TROY CITY SD

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2017-18	2018-19	2019-20	2020-21	2021-22
	15,110	15,530	15,307	14,824	15,358
	0.9%	2.7%	-1.5%	-3.3%	3.5%

#### PER STUDENT BREAKDOWN

##### Revenue

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	18,081	17,975	16,902	16,770	18,630
Other Revenue and Support	26	373	242	235	238
<b>TOTAL - GRAPH 3</b>	<b>18,106</b>	<b>18,348</b>	<b>17,144</b>	<b>17,005</b>	<b>18,868</b>

##### Expenses

	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	14,417	14,958	14,545	12,634	15,123
Management and General, Fundraising	2,455	2,493	2,299	2,474	2,634
<b>TOTAL - GRAPH 3</b>	<b>16,872</b>	<b>17,450</b>	<b>16,844</b>	<b>15,107</b>	<b>17,757</b>
% of Program Services	85.4%	85.7%	86.4%	83.6%	85.2%
% of Management and Other	14.6%	14.3%	13.6%	16.4%	14.8%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>7.3%</b>	<b>5.1%</b>	<b>1.8%</b>	<b>12.6%</b>	<b>6.3%</b>
<b>% of Revenue Expended on Facilities</b>	<b>5.3%</b>	<b>7.6%</b>	<b>7.2%</b>	<b>6.7%</b>	<b>6.0%</b>

#### Student to Faculty Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
	9.6	10.2	10.9	12.8	10.9

#### Faculty to Admin Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
	3.0	3.3	2.4	2.0	2.1

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

	2017-18	2018-19	2019-20	2020-21	2021-22
	2.9	3.0	2.8	3.0	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low  $\geq 3.0$  / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent  $\geq 3.0$  / Good 1.4 - 2.9 / Poor < 1.4)

	2017-18	2018-19	2019-20	2020-21	2021-22
	2,607,366	3,200,501	3,606,611	4,935,563	5,958,922
	24.9%	27.2%	30.6%	39.0%	42.4%
	6.7	6.8	10.5	8.6	8.5
	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score  
Risk (Low  $\geq 2.5$  / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent  $\geq 2.5$  / Good 1.0 - 2.4 / Poor < 1.0)

	2017-18	2018-19	2019-20	2020-21	2021-22
	6.1	6.1	9.9	8.4	8.5
	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

	2017-18	2018-19	2019-20	2020-21	2021-22
	0.1	0.1	0.1	0.1	0.1
	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2017-18	2018-19	2019-20	2020-21	2021-22
	1.9	2.8	2.5	4.6	5.6
	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
	Good	Good	Good	Excellent	Excellent

## FISCAL ANALYSIS

### KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS (COMBINED)

#### 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

				MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21	2021-22
Current Assets					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	12,566,300	12,242,566
Grants and Contracts Receivable	-	-	-	1,230,187	2,783,398
Accounts Receivable	-	-	-	914,697	1,245,602
Prepaid Expenses	-	-	-	100,059	180,383
Contributions and Other Receivables	-	-	-	136,093	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	<b>14,947,336</b>	<b>16,451,949</b>
Property, Building and Equipment, net	-	-	-	28,604,662	28,782,919
Other Assets	-	-	-	636,638	636,673
<b>Total Assets - GRAPH 1</b>	-	-	-	<b>44,188,636</b>	<b>45,871,541</b>
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	781,170	998,096
Accrued Payroll and Benefits	-	-	-	544,483	711,912
Deferred Revenue	-	-	-	-	5,000
Current Maturities of Long-Term Debt	-	-	-	371,004	389,985
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	<b>1,696,657</b>	<b>2,104,993</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	28,141,717	27,610,164
<b>Total Liabilities - GRAPH 1</b>	-	-	-	<b>29,838,374</b>	<b>29,715,157</b>
Net Assets					
Without Donor Restrictions	-	-	-	14,321,068	16,123,132
With Donor Restrictions	-	-	-	29,194	33,252
<b>Total Net Assets</b>	-	-	-	<b>14,350,262</b>	<b>16,156,384</b>
<b>Total Liabilities and Net Assets</b>	-	-	-	<b>44,188,636</b>	<b>45,871,541</b>
Operating Revenue					
Resident Student Enrollment	-	-	-	22,973,680	36,412,007
Students with Disabilities	-	-	-	232,978	856,996
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	-	606,169	985,081
Federal - Other	-	-	-	1,240,870	4,396,559
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	490,959	2,359,991
<b>Total Operating Revenue</b>	-	-	-	<b>25,544,656</b>	<b>45,010,634</b>
Expenses					
Regular Education	-	-	-	14,724,994	30,602,346
SPED	-	-	-	617,365	1,871,561
Other	-	-	-	2,824,796	2,682,229
<b>Total Program Services</b>	-	-	-	<b>18,167,155</b>	<b>35,156,136</b>
Management and General	-	-	-	4,527,888	7,821,618
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	<b>22,695,043</b>	<b>42,977,754</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	<b>2,849,613</b>	<b>2,032,880</b>
Support and Other Revenue					
Contributions	-	-	-	253,659	405,692
Fundraising	-	-	-	34,027	21,127
Miscellaneous Income	-	-	-	216,292	173,746
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	<b>503,978</b>	<b>600,565</b>
Total Unrestricted Revenue	-	-	-	26,330,664	45,611,199
Total Temporarily Restricted Revenue	-	-	-	(282,030)	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	<b>26,048,634</b>	<b>45,611,199</b>
Change in Net Assets	-	-	-	3,353,591	2,633,445
Net Assets - Beginning of Year - GRAPH 2	-	-	-	10,996,671	20,876,249
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	<b>14,350,262</b>	<b>23,509,694</b>

# FISCAL ANALYSIS

## KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service	-	-	-	3,631,965	8,754,604
Administrative Staff Personnel	-	-	-	7,115,369	11,163,969
Instructional Personnel	-	-	-	1,675,124	900,822
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>12,422,458</b>	<b>20,819,395</b>
Fringe Benefits & Payroll Taxes	-	-	-	3,046,381	4,734,346
Retirement	-	-	-	513,417	737,088
Management Company Fees	-	-	-	-	1,543,169
Building and Land Rent / Lease / Facility Financing	-	-	-	981,107	836,101
Staff Development	-	-	-	146,232	682,859
Professional Fees, Consultant & Purchased Services	-	-	-	1,327,921	1,944,835
Marketing / Recruitment	-	-	-	83,577	182,775
Student Supplies, Materials & Services	-	-	-	983,144	2,358,999
Depreciation	-	-	-	969,638	1,725,685
Other	-	-	-	2,221,168	7,262,502
<b>Total Expenses</b>	-	-	-	<b>22,695,043</b>	<b>42,827,754</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	-	-	-	2,249	2,311
Final Chartered Enrollment (includes any revisions)	-	-	-	2,249	2,311
Actual Enrollment - <b>GRAPH 4</b>	-	-	-	2,268	2,370
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	-	-	-	11,262	18,992
Other Revenue and Support	-	-	-	222	253
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>11,485</b>	<b>19,246</b>

##### Expenses

	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	-	-	-	8,010	14,834
Management and General, Fundraising	-	-	-	1,996	3,300
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>10,006</b>	<b>18,135</b>
% of Program Services	0.0%	0.0%	0.0%	80.0%	81.8%
% of Management and Other	0.0%	0.0%	0.0%	20.0%	18.2%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	14.8%	6.1%
<b>% of Revenue Expended on Facilities</b>	#DIV/0!	#DIV/0!	#DIV/0!	3.8%	1.9%

#### Student to Faculty Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
	-	-	-	15.9	11.7

#### Faculty to Admin Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
	-	-	-	2.6	1.7

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	2.6	2.7
	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	0	0	0	13,250,679	14,346,956
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	50.3%	31.5%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	8.8	7.8
Risk (Low $\geq$ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent $\geq$ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Risk (Low $\geq$ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	8.8	7.7
Rating (Excellent $\geq$ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	LOW	LOW
	N/A	N/A	N/A	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.7	0.6
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	MEDIUM	MEDIUM
	N/A	N/A	N/A	Good	Good

#### Months of Cash - GRAPH 8

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	6.6	3.4
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	LOW	LOW
	N/A	N/A	N/A	Excellent	Excellent

## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

*KIPP Troy is an academic success supported by an effective, viable organization. The school and KIPP Capital Region are fiscally sound and present sound financial plans. As such, the plans for the school for the next charter term are reasonable, feasible, and achievable.*

#### KIPP TROY PREP 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 Troy plans to implement the same educational program that has enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. KIPP Troy will expand its high school program significantly in the next charter term by matriculating 8<sup>th</sup> grade students across KIPP Capital Region schools at KIPP Troy High School. The education corporation also plans to relocate the high school as part of its expansion plan and will be building a new facility for its high school program.

**Plans for Board Oversight & Governance.** KIPP Troy’s current board members express interest in continuing to serve the school in the next charter term.

**Fiscal & Facility Plans.** KIPP Troy is projecting a total net income of \$1,683,444 over the next charter term. This is largely from the projected net income for fiscal years 2027–28 and 2028–29. These surpluses will offset any net income deficits from the first three years of the charter term as the charter grows its enrollment in the new high school. Fiscal year 2025–26 will be the first year the charter realizes the interest expense from new facility financing arrangements related to the expanded high school, causing the \$529,504 net income deficit for that year. The charter currently has more than \$24 million in net assets to cover any deficits during the first 3 years of the charter should that be necessary.

In the next charter term, Troy Prep is planning on expanding their high school which includes building a new facility. KIPP Capital Region has engaged Level Field Partners, a firm that has deep experience with charter school construction projects, to support the school with planning the financing for the new facilities project and the school expect to have a fully developed financing plan in the spring of 2023. Troy Prep has been planing for the new high school facilities project since 2021 and have budgeted out the costs over all the charters by enrollment diligently Troy Prep currently leases all of its facilities from Uncommon Schools but the KIPP Capital Region is in the process of finalizing a purchase agreement for each space the school is leasing.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	751	1358
<b>Grade Span</b>	K-12	K-12
<b>Teaching Staff</b>	65	110
<b>Days of Instruction</b>	180	180

KIPP Troy

# Ax

## APPENDICES

PAGES Ax 1-12

<sup>A</sup>  
**CO**  
CHARTER  
OVERVIEW  
PAGE Ax 1

<sup>B</sup>  
**EO**  
ED. CORP  
OVERVIEW  
PAGE Ax 2

<sup>C</sup>  
**RI**  
REPORT  
INFORMATION  
PAGE Ax 9



**KIPP TROY PREP CHARTER SCHOOL BOARD OF TRUSTEES**

CHAIR	TRUSTEES
John Reilly	Ronald Mexico
VICE CHAIR	Robert Bellafiore
Dr. Shai Butler	Dr. Don-Lee Appllys
TREASURER	Jeffrey Buell
Guy Alonge III	Kelly Kimborough
SECRETARY	Kathryn Marie Hohman
Carl S. Young	Dr. Kimberly Young Wilkins
	Sharif Kabir
	Siena Dean

**CHARTER CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	646	641	99%	K – 10
2019-20	683	687	101%	K – 11
2020-21	729	745	102%	K – 12
2021-22	742	745	100%	K – 12
2022-23	751	741	99%	K – 12

**CHARTER SCHOOL VISIT HISTORY**

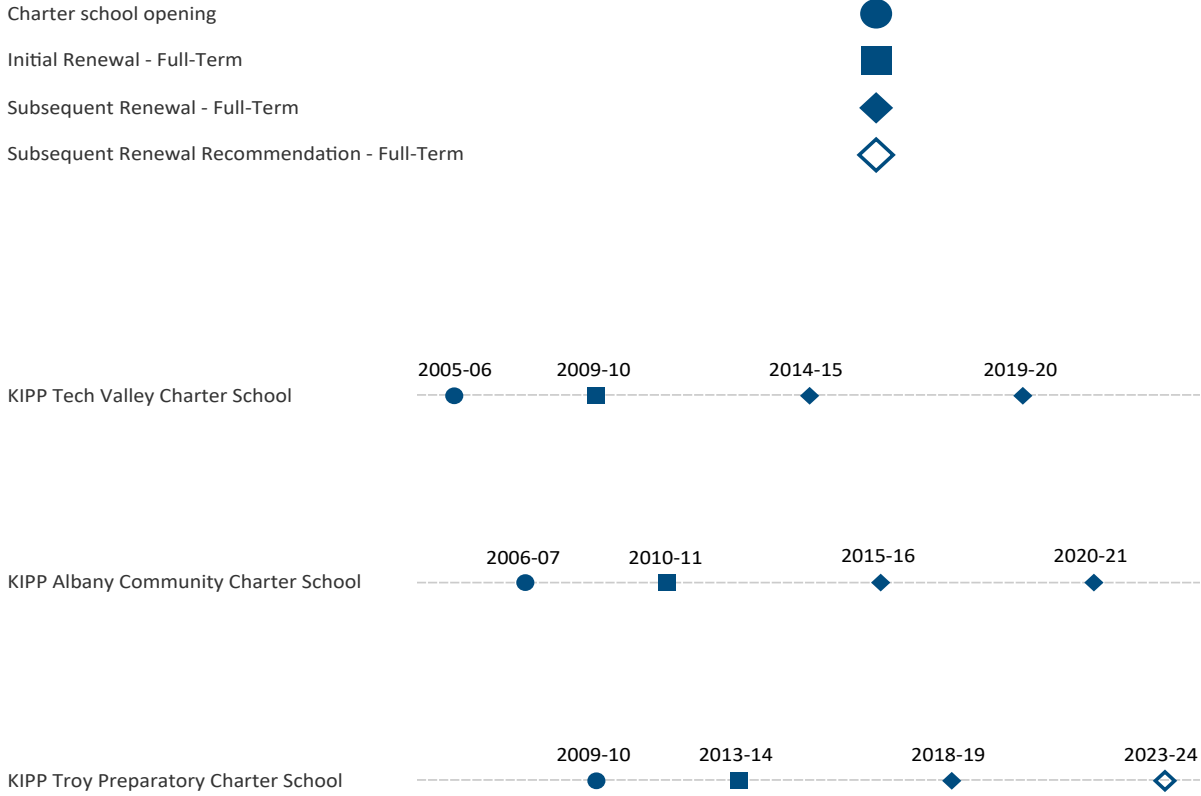
SCHOOL YEAR	VISIT TYPE	DATE
2009-10	First Year Visit	March 18, 2010
2011-12	Evaluation Visit	May 21 – 22, 2012
2013-14	Initial Renewal	November 6 – 7, 2013
2018-19	Subsequent Renewal	September 19 – 20, 2018
2023-24	Subsequent Renewal	March 22 – 23, 2023

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 22 – 23, 2023	Vickie Masséus	School Evaluation Analyst
	Katy Clayton	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Kathryn Connell-Espinosa	Executive Director
	Heather Wendling	External Consultant



**EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL**



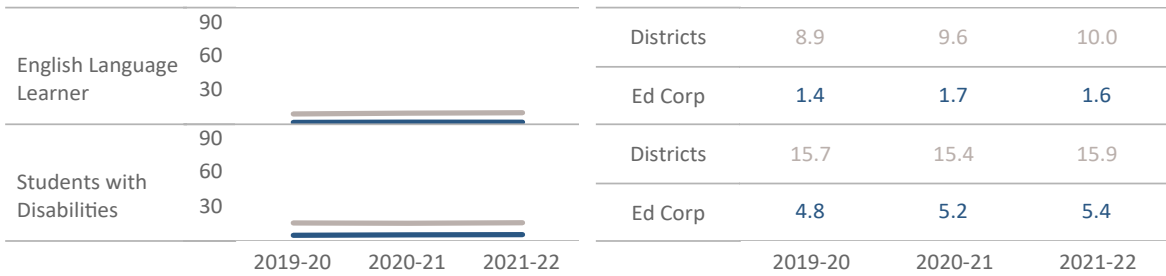
**EDUCATION CORPORATION CHARTER CHARACTERISTICS**

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
KIPP Troy Prep Charter School	Troy	NO	751	K – 12
KIPP Albany Community Charter School	Albany	NO	901	K – 8
KIPP Tech Valley Charter School	Albany	NO	724	K – 8

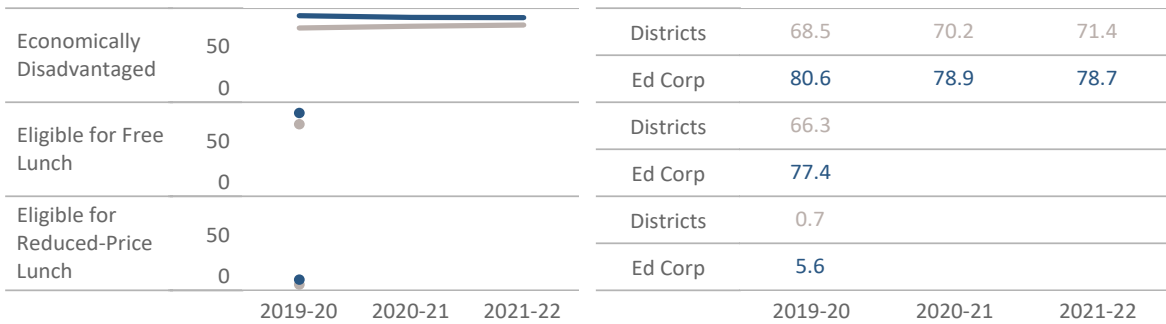


**KIPP Capital Region Public Charter Schools Aggregate Education Corporation Enrollment and Persistence**

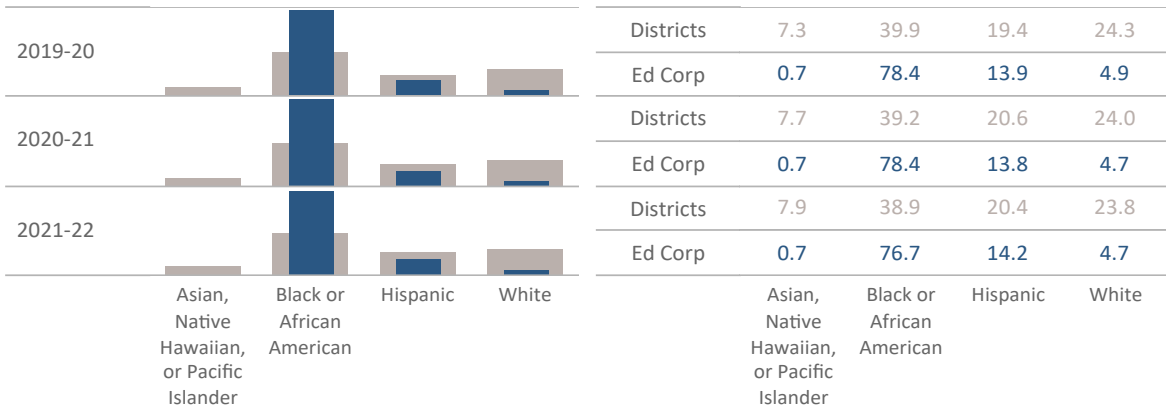
**Aggregate Education Corporation Demographics: Special Populations**



**Aggregate Education Corporation Demographics: Free/Reduced Lunch**



**Aggregate Education Corporation Demographics: Race/Ethnicity**



**Aggregate Education Corporation Persistence in Enrollment**

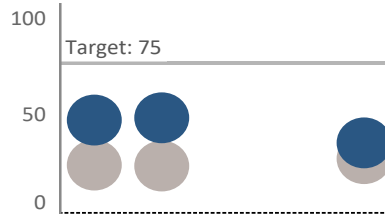


\* Data reported in these charts reflect BEDS day enrollment counts as reported by NYSED except for the schools' 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



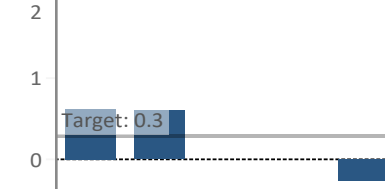
**KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS:  
AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS**

**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	Districts %	Ed.Corp. %
2018	24	47
2019	24	48
2020	N/A	N/A
2021	N/A	N/A
2022	28	35

**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
2018	0.63
2019	0.61
2020	N/A
2021	N/A
2022	-0.25

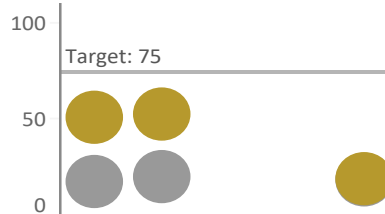
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	52.3
2019	51.5
2020	N/A
2021	N/A
2022	N/A

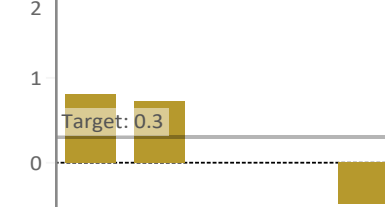
**EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE**

**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	Districts %	Ed.Corp. %
2018	18	51
2019	21	53
2020	N/A	N/A
2021	N/A	N/A
2022	19	20

**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
2018	0.81
2019	0.73
2020	N/A
2021	N/A
2022	-0.47

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

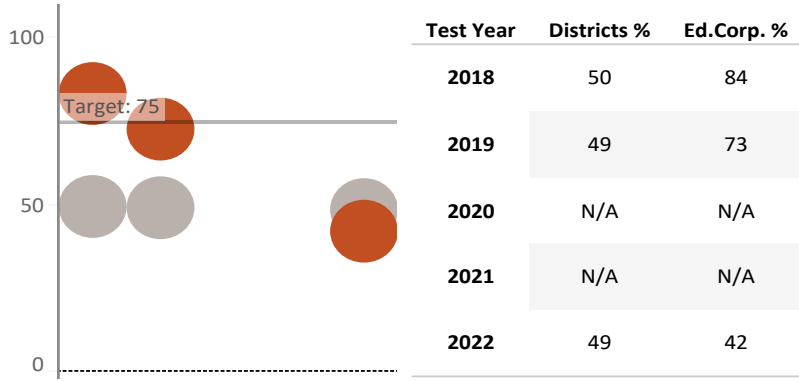


Test Year	Ed. Corp. Mean Growth Percentile
2018	55.6
2019	56.6
2020	N/A
2021	N/A
2022	N/A

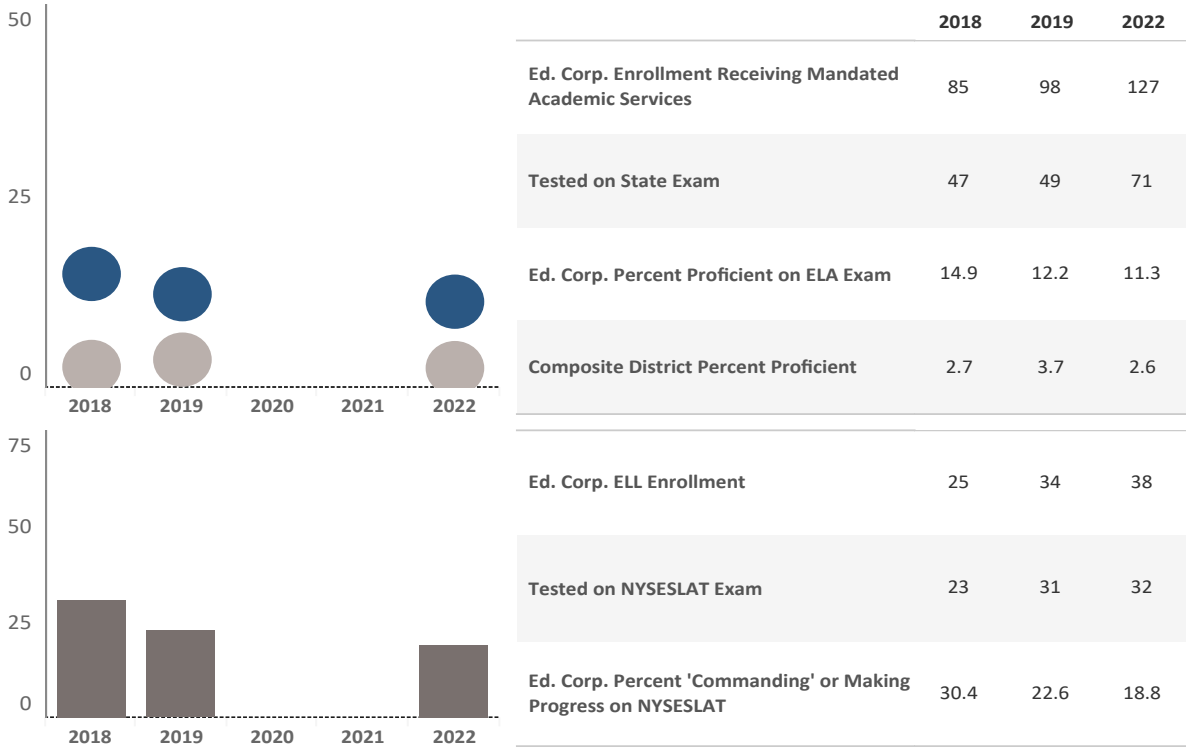


**KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS:  
 AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS**

**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.



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



\*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.

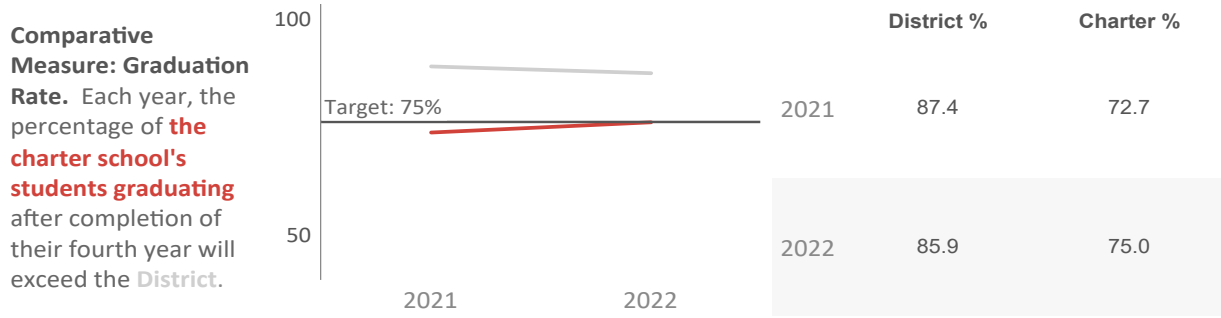


**KIPP CAPITAL REGION PUBLIC CHARTER SCHOOLS:  
 AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS**

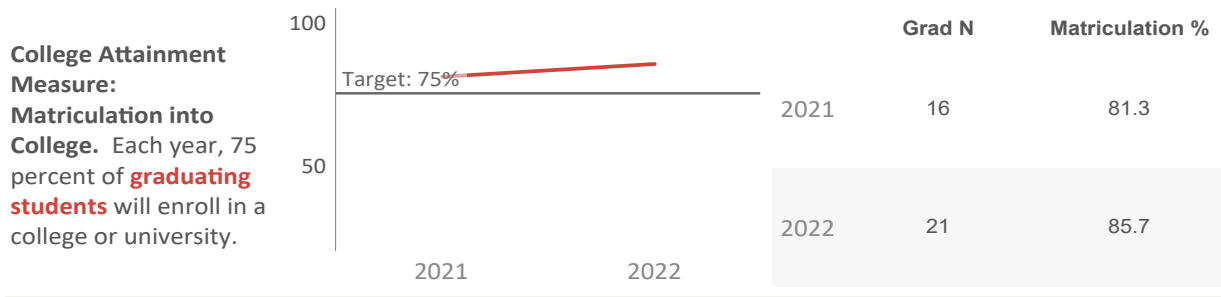
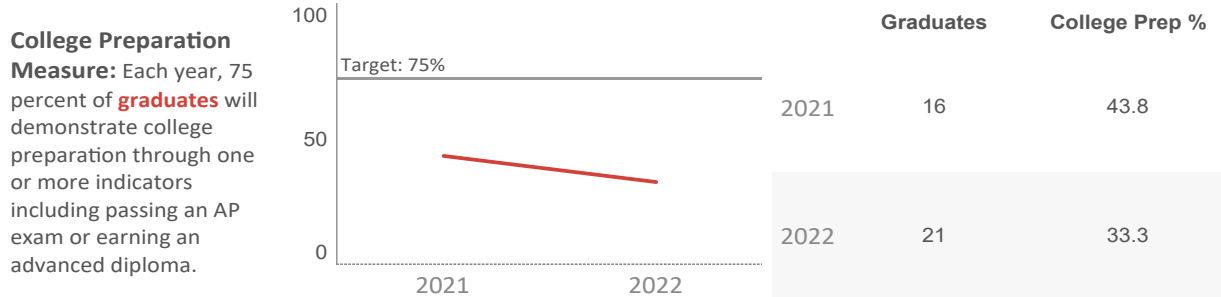
KIPP Troy Prep Charter School

Troy City School District

**HIGH SCHOOL GRADUATION RATE**



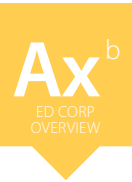
**COLLEGE PREPARATION AND ATTAINMENT**



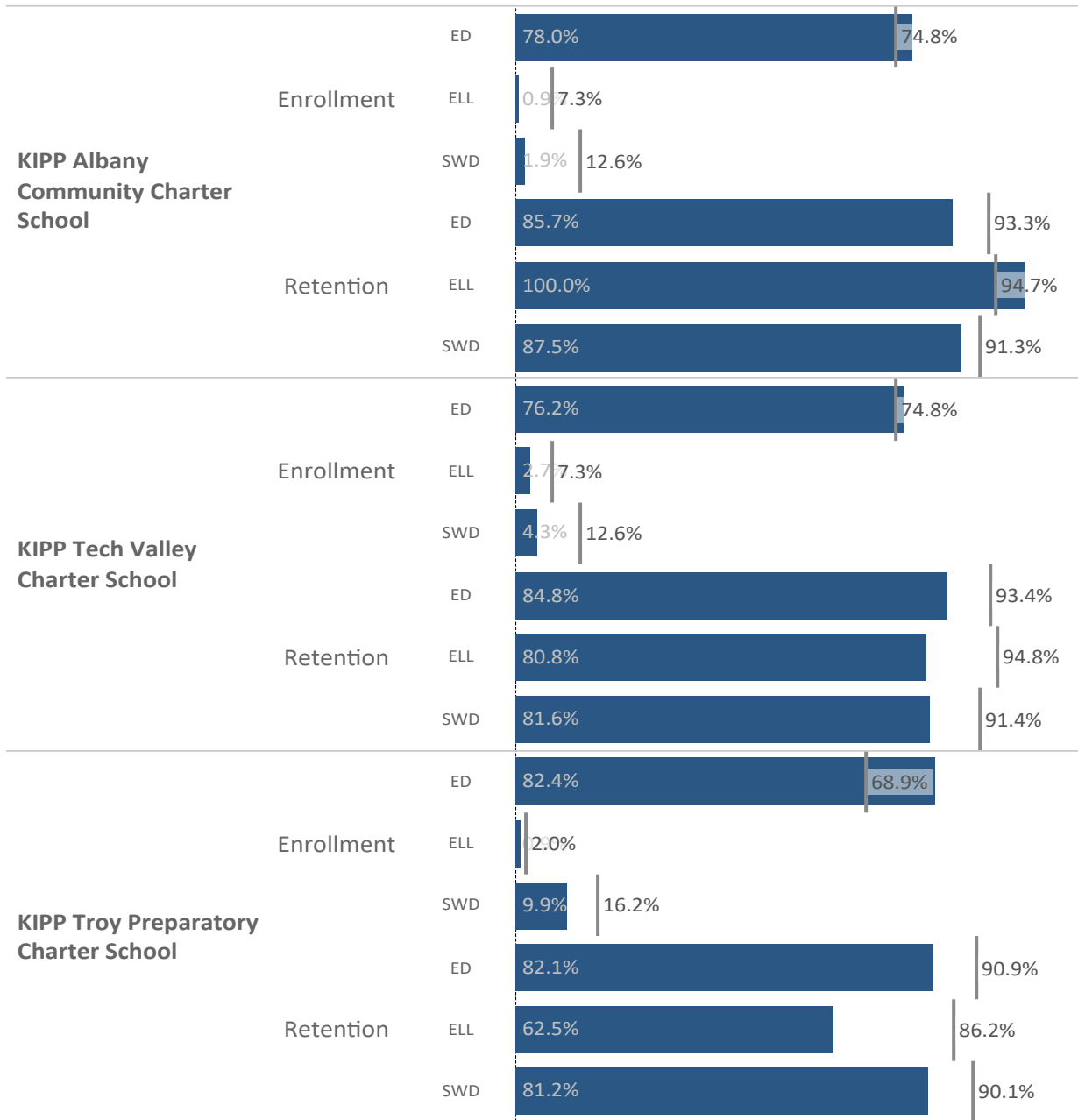
**ENGLISH LANGUAGE ARTS AND MATHEMATICS**

**Comparative and Absolute Measure: District Comparison.** Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

N/A

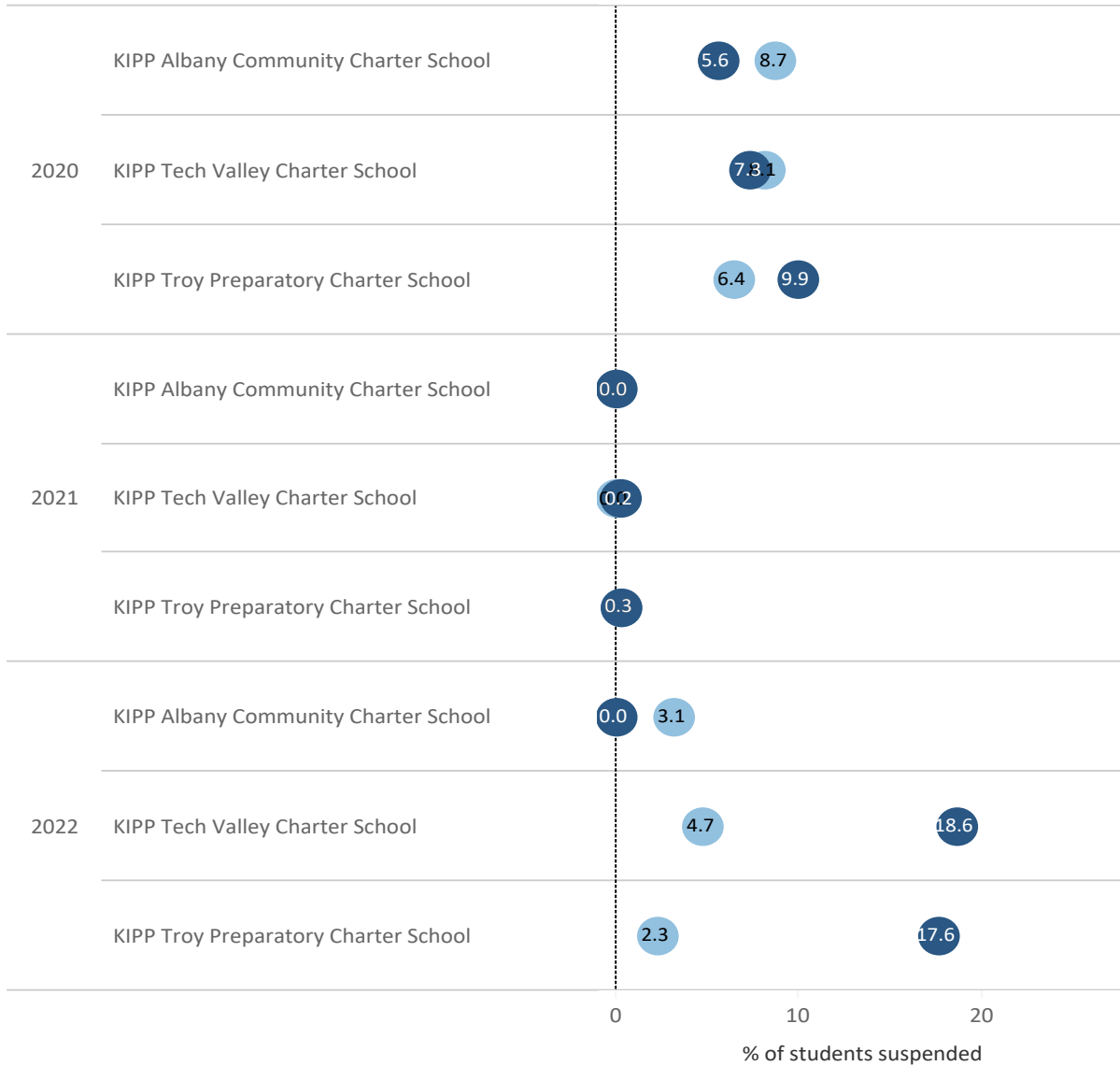


ENROLLMENT AND RETENTION TARGETS



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 education corporation.

**Suspensions: The education corporation'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.

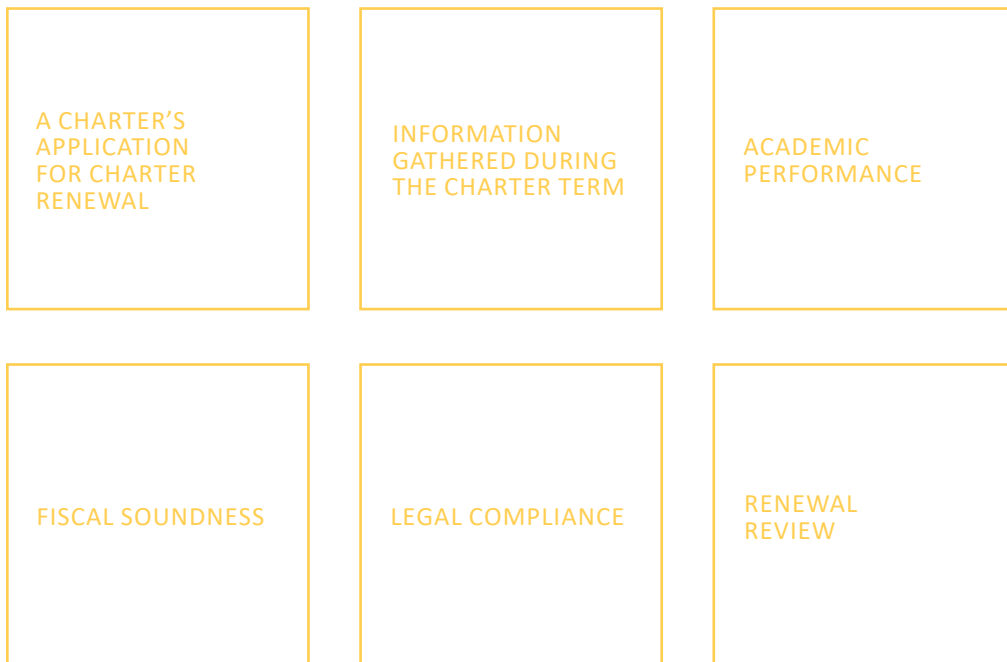
**During the most recent school year, the education corporation expelled 0 students.**

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’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”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter’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”),<sup>2</sup> which specify in detail what a successful charter school 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 CHARTER, ARE THE EDUCATION CORPORATION’S 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.

At the beginning of the Accountability Period,<sup>3</sup> 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"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> 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 schools':

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

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER 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 CHARTER 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 education corporation'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'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 charter 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 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. 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 is not sufficiently reliable or credible for cogent analyses of charter 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, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter 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