

Appendix A



**Charter Renewal Application
Submitted to PCSB on October 12, 2015**

RENEWAL APPLICATION COVER SHEET

Name of school: KIPP DC

Point person for renewal process: Amanda Borden

Certification Statement:

I, Terence Golden, certify that the information submitted in this charter renewal application is accurate to the best of my knowledge and that this application has been reviewed by the school's Board of Trustees.

I also certify that the school has submitted the most current version of the school's articles of incorporation and bylaws to Epicenter as part of its renewal application.

Authorized Signature:



Must be a member of the Board of Trustees

Print Name: Terrence Golden

Date: 10/9/15

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I. Review of Charter Performance

Mission and History

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, D.C. KIPP DC students develop the knowledge, skills and character necessary to become thoughtful, influential, and successful citizens in the competitive world. KIPP DC will raise expectations of public education in underserved communities by cultivating high-performing educational leaders and by serving as a model of excellence.

Over the last fourteen years, KIPP DC has built the highest quality and largest network of charter schools in Washington, D.C., while serving under-resourced neighborhoods. From the 2001 inception of KEY Academy with 80 fifth grade students in a church basement in Anacostia, we now serve over 5,100 students at sixteen schools in grades PreK3 through twelve across six campuses in Wards 5, 6, 7, and 8. After extending our middle school model beyond KEY Academy to include two additional middle schools, AIM Academy and WILL Academy, we expanded to serve pre-school through high school with the opening of LEAP Academy in 2007 and our high school, KIPP DC College Preparatory, in 2009. Since then, we have grown our Benning, Douglass, and Shaw Campuses to offer grades PreK3 through eight. In 2013, we opened the Webb Campus in Ward 5 which currently serves approximately 750 students, and will eventually serve over 1,000. In 2014, we again expanded our model with the re-start of the Arts & Technology Public Charter School in Ward 7 (now called the Joel E. Smilow Campus). In August 2015, we opened our sixteenth school, Valor Academy, a middle school at the Smilow Campus, as well as The Learning Center at our Douglass Campus which serves students whose Individualized Education Programs (IEPs) indicate that they require specialized instruction and related services in a full-time setting outside of general education.

2001	2005	2006	2007	2009	2010	2011	2012	2013	2014	2015
KEY ACADEMY MIDDLE SCHOOL	AIM ACADEMY MIDDLE SCHOOL	WILL ACADEMY MIDDLE SCHOOL	LEAP ACADEMY ECE SCHOOL	DISCOVER ACADEMY ECE SCHOOL	GROW ACADEMY ECE SCHOOL	HEIGHTS ACADEMY ELEMENTARY SCHOOL	LEAD ACADEMY ELEMENTARY SCHOOL	CONNECT ACADEMY ECE SCHOOL	NORTHEAST ACADEMY MIDDLE SCHOOL	VALOR ACADEMY MIDDLE SCHOOL
				PROMISE ACADEMY ELEMENTARY SCHOOL				SPRING ACADEMY ELEMENTARY SCHOOL	ARTS & TECH ACADEMY ECE SCHOOL	
				COLLEGE PREP HIGH SCHOOL					QUEST ACADEMY ELEMENTARY SCHOOL	
										

Our eligible schools all rank in the top tier (Tier One)¹ of public charter schools in the District. KIPP DC is a non-profit 501(c)(3) operating under the laws of the District of Columbia.

KIPP DC School Program

¹ All eligible schools. See Exhibit B of the Appendix, PCSB PMF reports 2010-2014

KIPP DC is one of the largest and highest performing networks of public schools in Washington, D.C. Our students attend school Monday through Friday from 8:00am until 4:15pm. They also attend school for three weeks during the summer. On average, KIPP DC students spend over 30% more time in the classroom than their peers in the D.C. Public School system. The first lesson our students learn is the year that they will go to college, and each homeroom class is named after the teacher's alma mater. Over 80% of our students qualify for the free/reduced price lunch program, 72% come from Wards 7 and 8, and 98% are African-American. All KIPP schools share a core set of operating principles known as the Five Pillars:

1. **High Expectations.** KIPP DC schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds.
2. **Choice & Commitment.** Students, their parents, and the faculty of each KIPP DC school choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP DC schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.
4. **Power to Lead.** The principals of KIPP DC schools are effective instructional and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel, allowing them maximum effectiveness in helping students learn.
5. **Focus on Results.** KIPP DC schools relentlessly focus on student growth and academic performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

During the 2014-2015 school year, KIPP DC schools served over 4,500 students at fifteen schools on six campuses.

Early Childhood and Elementary Program

All KIPP DC PreK4 through upper elementary students attend school from 8:00am – 4:15pm, and attend school in July. PreK3 students attend school from 8:00am – 4:00pm. Four or five homerooms at each grade level are each taught by two full-time teachers (a Lead Teacher and a co-teacher) in grades PreK3 to 1. The co-teachers maintain stability and support student learning in the classroom by staying with their homeroom for the entire day.

Students in grades K to 4 have robust and rigorous learning experiences in literacy, math, social studies, science, PE, and the arts. Our instruction is aligned to the Common Core State Standards to ensure that students are on an educational trajectory that puts them soundly on

the path to college. Instruction is also individualized through our blended learning model which serves to complement the instructional core.

Early childhood and elementary schools hold Saturday School five times a year. During 2014-2015, a variety of parent/child classes were offered, including: Music, Art, Basketball, Dance, Yoga, Cheerleading, and Cooking. Schools often offer Saturday field trips to extend their learning, explore their community, and broaden the connection of families to school staff. These classes offer an opportunity for parents and students to learn and explore side- by-side with their teachers. Saturday School is also a great opportunity for parents to build team and family connections amongst themselves and for students to explore their interests and hobbies to make sure that we are teaching the whole child, at all times.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students who need additional support.

Middle School Program

All KIPP DC middle school students attend school from 8:00am – 4:15pm and attend school in the summer. KIPP DC middle schools currently serve fifth, sixth, seventh, and eighth grade. All grades take Reading, Writing, Math, Science, Social Studies, Music or Orchestra, and Physical Education. In addition to these core classes, students may take electives such as Spanish, Art, and Technology. Learning is individualized as every student has time each day for remediation or acceleration.

There are a variety of teaching methodologies employed by the teaching staff and teachers have similar instructional approaches building-wide. The math curriculum is based on the Common Core State Standards. Teachers use a wide variety of materials in planning lessons and delivering content to ensure students master the standards. The literacy program is also aligned to the Common Core State Standards and incorporates both Readers and Writers Workshop learned at the Columbia University Teacher's College.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students who need additional support.

High School Program

KIPP DC College Preparatory (KCP) is designed with a focus on ensuring that our students are well prepared for success in college. The school has a longer day and year so that students can accelerate their learning and access more opportunities to take multiple AP courses before they graduate. Teachers use the ACT as their guide, planning and implementing rigorous lessons and

instructional activities designed to ultimately improve each and every student's performance on the ACT. An advisory program is designed to strengthen relationships between students and staff and ensure students' success. Community meetings and events are intended to ensure that all students learn the school's core values, can reflect on their priorities and progress, and feel a part of a greater school community.

KCP is built on a model that prioritizes the importance of excellent instruction, takes care in knowing students well, and builds strong student and family relationships so that students will be successful and college-ready when they graduate. There is a 1 to 10 adult to student ratio and an intentional focus on shepherding students through the college application process. Counselors also guide students in selecting summer opportunities annually. As seniors, students have a college counseling course every day. Additionally, students receive support from the KIPP Through College (KTC) program. KTC supports KIPP DC alumni on their journey to a college degree – helping them navigate the application process, access financial aid, connect to internships, and build the advocacy and decision-making skills needed to persist and graduate from college.

KCP also offers a full complement of activities, sports, and clubs for students, including but not limited to, traditional sports like football, basketball, and track to an equestrian club, debate club, dance, performance choir, student government, etc. Teachers hold office hours weekly to ensure that students who need or want additional support have time and opportunities to receive it. Students participate in at least one extracurricular club and many also participate in intramural sports and fulfill community service hours annually. Through these opportunities, students build their leadership and teamwork skills. Many students also participate in summer internships to support college and career readiness.

A. Fulfillment of Charter Goals & Academic Achievement

KIPP DC's exceptional performance and progress against our charter goals and our academic achievement has been documented annually since our founding in 2001. The chart below summarizes the evidence to support our track record, specifically over the last 5 years.

KIPP DC Goals and Academic Achievement Expectations	Evidence
1. Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	2011-2015 Assessment Results (DC CAS, NWEA) PMF ECE Indicators QSR – January 2015
2. Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive high schools of their choice.	2011-2015 Assessment Results MS, HS matriculation and graduation rates PMF Outcomes QSR – January 2015
3. Schools will maintain a daily attendance rate of 93% or higher.	2011-2015 Attendance Rates
4. Students will benefit from enrichment activities.	Saturday School & Clubs Participation QSR Evidence
5. Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	KIPP Healthy Schools & Regions Survey Results
6. Principals will ensure fiscal and physical sustainability of the school.	KIPP Healthy Schools & Regions Survey Results Annual audits Facility Compliance Requirements
7. The Board will provide sufficient and effective support to school leaders	Governance Approach Board Minute Review KIPP Healthy Schools & Regions School Leader Survey Results
8. School leaders will create a culture among staff that facilitates professional growth.	KIPP Healthy Schools & Regions Survey Results PD Calendar QSR Evidence
9. Schools will cultivate an environment in which parents will support and participate in their child's education.	KIPP Healthy Schools & Regions Survey Results Parent involvement narrative
10. Schools will provide a safe environment in which to learn.	KIPP Healthy Schools & Regions Survey Results Discipline data QSR Evidence

Assessment Results

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with the Common Core State Standards and measure progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K to 8. KIPP DC sets aggressive but achievable goals around proficiency and growth on the PARCC assessment, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Early childhood programs measure reading and mathematics student achievement in PK3 and PK4 with the Peabody Picture Vocabulary Test (PPVT) and the Test of Early Mathematics Ability (TEMA).

KIPP Foundation Healthy Schools and Regions Survey

KIPP DC also measures the health and strength of our schools by conducting surveys of critical stakeholder groups – families, students, teachers, staff, and school leaders – each year in January. The KIPP Foundation Healthy Schools & Regions (HSR) survey measures key outcomes associated with six essential questions:

- Are we serving the children who need us?
- Are our students staying with us?
- Are KIPP students progressing and achieving academically?
- Are KIPP alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

By having a broad set of data, leaders can make more informed decisions, identify and celebrate strengths, and set goals for continued improvement.

Student outcomes for the 2014-2015 school year from the PARCC assessment have not yet been released. The D.C. Office of the State Superintendent of Education (OSSE) estimates that PARCC results will be released in late fall of 2015. Each school's descriptions below thus include data from the NWEA MAP, PPVT, or TEMA assessments, along with other measures such as in-seat attendance rates and Healthy Schools and Regions Survey results.

Goals 1 & 2: Academic Proficiency and Academic Preparedness

All KIPP DC schools have demonstrated a steady track record of excellent academic results since the founding of our first school, KEY Academy in 2001. All eligible schools have earned a Tier One rating in the Public Charter School Board's Performance Management Framework (PMF) rankings since its inception, due to very strong DC CAS proficiency levels and Median Growth Percentile (MGP).

Historical PMF Tier results - tiers and overall score

KCP		AIM		KEY		WILL		Promise	
Tier	Score	Tier	Score	Tier	Score	Tier	Score	Tier	Score
2011	1	81.1	1	85.2	1	86.4	1	85.6	-
2012	1	66.8	1	89.3	1	87.6	1	73.8	-
2013	1	76.2	1	82.9	1	91	1	80.7	1
2014	1	83.6	1	79.3	1	89.1	1	73.1	77

Note: Other KIPP DC schools were not eligible for PMF scoring in 2014, based on grades served.

DC CAS Results

	Math DC CAS Proficiency			Reading DC CAS Proficiency		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
KCP	76%	87%	95%	KCP	52%	68%
AIM	85%	78%	69%	AIM	59%	58%
KEY	78%	86%	87%	KEY	67%	76%
WILL	67%	79%	72%	WILL	55%	62%
Heights	-	-	76%	Heights	-	42%
Promise	28%	63%	76%	Promise	52%	56%
						53%

	Math DC CAS 1 year MGP			Reading DC CAS 1 year MGP		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
KCP	53	55	65	KCP	45	45.5
AIM	80	75	67	AIM	72	56
KEY	71	72	72	KEY	70	70.5
WILL	62	82	66	WILL	58	58
Promise	-	78.5	73	Promise	-	74
						66

NWEA Target Outcomes - Kindergarten				
% Meeting or Exceeding Growth Targets				
School	NWEA Math			
Discover	71%	88%	86%	78%
Grow	60%	87%	97%	98%
LEAP	61%	78%	79%	69%
NWEA Reading				
Discover	47%	75%	65%	64%
Grow	68%	75%	74%	89%
LEAP	65%	82%	66%	51%

KIPP DC is preparing students for college preparatory middle schools, high schools, and college, starting with KEY Academy in 2001, the opening of four other middle schools, and KIPP DC

College Preparatory (KCP) high school in 2009. Since KCP opened in 2009, approximately 70% of KIPP DC eighth graders have matriculated to KCP. Of the minority who did not continue high school at KIPP DC, 77% matriculated at college prep high schools-- selective admission DCPS, private, and parochial high schools – with very strong graduation rates. Beyond high school, 76% of all KIPP DC eighth grade graduates have gone on to matriculate to college.

Cohort	HS Graduation Rate
Class of 2009	100%
Class of 2010	91%
Class of 2011	95%
Class of 2012	92%
Class of 2013	99%
Class of 2014	91%

KCP began offering AP classes with its first class of twelfth graders in 2012-13. Over the last three years, students have passed AP exams at a rate of 32% in 2013, 39% in 2014, and 22% in 2015². At the same time, KCP has started a dual-enrollment program with Trinity Washington University. In the first year of our partnership, 28% of KCP seniors were enrolled and passed their dual enrollment courses, with 50% of seniors earning college credit through AP exams or dual enrollment. ACT scores have improved year-over-year, with 62% of twelfth graders scoring a 16 or higher in 2012-13, 72% in 2013-14 and 81% in 2014-15.

KCP has three classes of graduates to date with exceptional graduation and college matriculation rates³:

KCP	2013	2014	2015
High School graduation	99%	100%	91%
College matriculation	92%	87%	89%
College persistence	68%	88%	98%

The QSR conducted in February 2015 found that “[KCP] students across observations seemed prepared to succeed in grade level classes”.

² Ratio of students passing AP exams (score of 3, 4 or 5) to total number of 12th grade students each year.

³ Data as of 9/30/2015.

Goal 3: Attendance

One of KIPP DC's five pillars, is *More Time*. Beyond designing schools with a longer school day and longer school year, School Leaders are committed to doing whatever it takes to achieve the highest attendance rates for our students. KIPP DC schools in-seat attendance rates are consistently high.

	In-Seat Attendance Rates, by School and School Year			
	2011-12	2012-13	2013-14	2014-15
KCP	95%	94%	94%	93%
AIM	94%	95%	94%	93%
KEY	95%	95%	94%	95%
Northeast	-	-	-	95%
WILL	93%	95%	96%	97%
LEAP	94%	94%	94%	93%
ATA	-	-	-	94%
Connect	-	-	93%	95%
Discover	92%	93%	92%	93%
Grow	94%	95%	94%	92%
Heights	93%	94%	93%	94%
Lead		94%	96%	95%
Promise	96%	95%	95%	96%
Quest	-	-	-	95%
Spring	-	-	96%	94%

Goal 4: Enrichment Activities

Athletics, Activities, Saturday School, and High School Clubs Participation

With programs ranging from drumline to soccer, to Debate Club, football, and dance— KIPP DC students have unlimited opportunities to expand their horizons as students, artists, writers, dancers, musicians, actors, and athletes. Across KIPP DC schools, athletics and student clubs are an integral part of the academic and character development programs that prepare students for success in high school and college. Family-oriented Saturday School sessions (five times per year) in our Early Childhood and Elementary Schools take us on adventures in our classrooms and in our community. A truly great way to build our KIPP DC Team and Family, students and families explore museums, the zoo, and historic sites together and engage in school-based family activities like making a family crest, dance lessons, or building college-knowledge. Whether it is a sports team such as soccer or cheerleading that fosters teamwork and leadership skills, or an elective such as poetry slam or photography that encourages self-expression and creativity – KIPP DC’s extracurricular programs offer students unique, engaging opportunities for personal growth.

The QSRs that were conducted in early 2015 found strong evidence of KIPP DC’s robust enrichment activities across grade levels:

- *“Each classroom has a Discovery block daily, which offers classes in music, art, science, physical education, and character education”* – Discover Academy QSR (ECE)
- *“..students take music, technology, art or PE classes each week”* – Heights Academy QSR (Elementary)
- *“Information in the hallway was present for basketball tournaments, running club (Fleet Feet) and after school tutoring”* – KEY Academy QSR (Middle)
- *“[KCP] offers a range of enrichment activities, both during the school day and outside of school...a diversity of activities, including sculpture, studio art, web design, orchestra, woodwinds and percussion...clubs and activities such as the Horseback Riding Club and Boot Camp”* – KCP QSR (High)

Goal 5: School Program & Environment

KIPP DC schools are relentlessly focused on creating an environment that fosters academic growth and builds social skills.

Data from our annual Healthy Schools & Regions survey show high levels of satisfaction amongst parents and staff for the school program and environment⁴.

Year	Teachers Healthy Schools & Regions Survey Results, KIPP DC, Average by Year
2011-12 Results	My school has clear academic goals. 98%
	My school's mission is important to me. 98%
	Our curriculum is rigorous and prepares students for college. 91%
	Staff at this school do whatever it takes to help students achieve in school and life. 95%
	Students at this school are encouraged to think critically. 86%
	Students at this school learn oral and written communications skills that prepare them for the next level of learning (MS, HS, college). 82%
	Teachers at this school push students to think critically. 86%
	The school's leadership prioritizes improving teaching and learning. 92%
2012-13 Results	With hard work, all students at this school are capable of attending college. 94%
	My school has clear academic goals. 95%
	My school's mission is important to me. 98%
	Our curriculum is rigorous and prepares students for college. 87%
	Staff at this school do whatever it takes to help students achieve in school and life. 96%
	Students at this school are encouraged to think critically. 81%
	Students at this school learn oral and written communications skills that prepare them for the next level of learning (MS, HS, college). 81%
	Teachers at this school push students to think critically. 86%
2013-14 Results	The school's leadership prioritizes improving teaching and learning. 89%
	With hard work, all students at this school are capable of attending college. 92%
	My school has clear academic goals. 89%
	My school's mission is important to me. 97%
	Our curriculum is rigorous and prepares students for college. 86%
	Staff at this school do whatever it takes to help students achieve in school and life. 94%
	Students at this school are encouraged to think critically. 81%
	Students at this school learn oral and written communications skills that prepare them for the next level of learning (MS, HS, college). 84%
2014-15 Results	Teachers at this school push students to think critically. 89%
	The school's leadership prioritizes improving teaching and learning. 82%
	With hard work, all students at this school are capable of attending college. 93%
	My school has clear academic goals. 86%
	My school's mission is important to me. 94%
	Our curriculum is rigorous and prepares students for college. 83%
	Staff at this school do whatever it takes to help students achieve in school and life. 89%
	Students at this school are encouraged to think critically. 85%
	Students at this school learn oral and written communications skills that prepare them for the next level of learning (MS, HS, college). 77%
	Teachers at this school push students to think critically. 83%
	The school's leadership prioritizes improving teaching and learning. 78%
	With hard work, all students at this school are capable of attending college. 92%

⁴ See Appendix C for full set of survey data by year.

Additionally, the Qualitative School Reviews conducted during the 2014-15 school year found strong evidence of KIPP DC meeting this goal. From the QSR reports:

- *“..it is clear that the principal has created an educational environment that fosters learning. The principal also spent most of her day working at a student desk in the hall of the kindergarten classrooms to monitor the environment and keep a pulse on the school environment” – Discover Academy QSR (ECE)*
- *“The QSR team rated 93% of the observations as proficient or distinguished in Communicating with Students. Students appeared to be very engaged in their learning and teachers monitored students through discussions, math work on white boards, and small group work. The QSR team scored 100% of observations rated as proficient in Establishing a Culture for Learning. Teachers encouraged persistence on the part of students and recognized students’ hard work” – Lead Academy QSR (Elementary)*
- *“KIPP DC – AIM PCS developed social improvement in students through a paycheck system of student recognition, a focus on being productive in class, and by recognizing students who demonstrate positive character traits like grit. Teachers encouraged hard work on the part of students and recognized student effort, with 80% of observations rated as proficient or distinguished in Establishing a Culture for Learning” – AIM Academy QSR (Middle)*
- *“Teachers demonstrated high regard for student ability and consistently pushed students to remain persistent in completing high quality academic tasks. They also encouraged and praised student effort. Teachers narrated positive behavior promoting social improvement.” – KCP QSR (High)*

Goal 6: Fiscal & Physical Sustainability

KIPP DC develops detailed 5-year financial budgets to plan for the fiscal and physical sustainability of our schools. Additionally, KIPP DC maintains insurance and substantial capital reserves that are adjusted annually based on engineering studies across all campuses.

KIPP DC invests in the infrastructure of our campuses annually to maintain high-quality, high-functioning, and safe buildings for our students. As KIPP DC has expanded to six campuses in the 2015-16 school year, the organization has made investments in renovating and expanding existing buildings and fields. Over the last five years, KIPP DC has invested over \$11 million in repairs and renovations to facilities⁵.

Capital Expenditures (major repairs, not financed)					
By Year, By Type	FY2011	FY2012	FY2013	FY2014	FY2015 (budgeted)
Leased Facilities	\$2,500,000	\$177,846	\$581,525	\$3,480,455	\$3,656,525
Owned Facilities	-	\$14,092	\$61,121	\$347,787	\$515,000

Goal 7: Board Support

⁵ See Financial Audits and annual Facilities Expenditure Data submission

The KIPP DC Board supports the work of KIPP DC and provides mission-based leadership and strategic governance. While day-to-day operations are led by KIPP DC's Chief Executive Officer (CEO) and Chief Operating Officer (COO), the Board-Leadership relationship is a partnership, and the appropriate involvement of the Board is both critical and expected.

The full Board of Directors meets four times per year, with the Finance Committee meeting at least four times – and more frequently as needed⁶. Board attendance is strong with the required quorum in attendance (in person or via phone) at all meetings since KIPP DC's founding in 2001. The Board is made up of notable professionals and thought leaders, as well as members of the KIPP DC community. The majority of the members are D.C. residents, two members are parents of KIPP DC students, and one member is a current teacher at a KIPP DC school.

Goal 8: Professional Growth Culture

KIPP DC teachers and school leaders are committed to professional growth on a daily basis, through informal observations, weekly coaching sessions, weekly grade level meetings and more formal annual reviews. Teachers and school leaders have 15-18 professional development days annually. Professional development includes in-house training and coaching, attendance at the national KIPP School Summit, as well as external training programs such as Achievement Network, the Teachers College Reading & Writing Project, the Wilson Reading System, Cognitively Guided Instruction, No-Nonsense Nurturer, and professional development from experts in the field such as Jessica Minihan, Dan Willingham, and Jonathan Fribley. See a sample professional development schedule from Summer 2015 in Appendix G. As a basis for leadership development, all school leaders and non-instructional managers participate in an annual robust 360 Feedback Survey.

Goal 9: Parent Support & Participation

⁶ See Board Meeting Notes in EpiCenter

KIPP DC schools are heavily invested in parent engagement and encouraging parents to support their students to and through college graduation. When families first enroll at KIPP DC, parents and teachers sign a Commitment to Excellence. Parents are invited to take part in Saturday School at KIPP DC early childhood schools and elementary schools and are invited to join KIPP Parent Organizations and the network-wide Parent Booster Club. Teachers receive professional development about building positive relationships with families and are encouraged to communicate weekly with parents, if not more. In addition to our “open door policy” for parents who want to sit in on classes, our families are frequently invited to our schools for events and special themed celebrations such as “Muffins with Mom” and “Donuts with Dad.”

KIPP Healthy Schools & Region Survey Results provide evidence of a positive environment of parent support and participation across all KIPP DC schools⁷.

Parents Healthy Schools & Regions Survey Results, by School, by Year	
2011-12 Results	average
I am well informed about how my child is doing in school.	91%
I feel comfortable talking with my child's teachers.	93%
Parents are actively involved with the school.	76%
Parents are involved in making important school decisions.	65%
The school communicates with families openly and respectfully.	87%
2012-13 Results	
I am well informed about how my child is doing in school.	90%
I feel comfortable talking with my child's teachers.	92%
Parents are actively involved with the school.	71%
Parents are involved in making important school decisions.	62%
The school communicates with families openly and respectfully.	86%
2013-14 Results	
I am well informed about how my child is doing in school.	91%
I feel comfortable talking with my child's teachers.	93%
Parents are actively involved with the school.	70%
Parents are involved in making important school decisions.	61%
The school communicates with families openly and respectfully.	88%
2014-15 Results	
I am well informed about how my child is doing in school.	90%
I feel comfortable talking with my child's teachers.	90%
Parents are actively involved with the school.	72%
Parents are involved in making important school decisions.	64%
The school communicates with families openly and respectfully.	87%

Additionally, the KIPP DC Board of Trustees always includes two parents, rotating on a bi-annual basis across schools and grade levels. Parent board members are not only full voting members

⁷ See HSR results in Appendix C

of the Board but are consulted on an ad hoc basis regarding decisions affecting students and families.

Goal 10: Safe Environment

KIPP DC staff are committed to creating and maintaining safe learning environments for all students and staff. See Appendix E for detailed 2011-2015 data.

Parents Healthy Schools & Regions Survey Results, by School, by Year	
2011-12 Results	average
My child feels safe at school.	90%
The school is having a positive impact on my child's conduct/behavior.	86%
2012-13 Results	
My child feels safe at school.	89%
The school is having a positive impact on my child's conduct/behavior.	84%
2013-14 Results	
My child feels safe at school.	91%
The school is having a positive impact on my child's conduct/behavior.	85%
2014-15 Results	
My child feels safe at school.	90%
The school is having a positive impact on my child's conduct/behavior.	84%

The Qualitative Site Reviews conducted during the 2014-2015 school year cited strong evidence of a safe environment. From the reports:

- *“Teachers encouraged students to be safe in the classrooms and hallways. In multiple observations, the teachers reminded students to move safely to the circle or while dancing during movement break”* – Discover Academy QSR (ECE)
- *“There were security cameras and monitors in the school building. All visitors adhered to the sign-in procedures...”* – Heights Academy QSR (Elementary)
- *“Security personnel at each entrance who required visitors to provide identification in order to enter the building. A staff member accompanied all visitors in the building.”* – Lead Academy QSR (Elementary)
- *“Overall the school environment appeared to be extremely safe and conducive to learning”* – KEY Academy QSR (Middle)
- *“The QSR team observed a safe and stable school environment for students to learn at [KCP]”* – KCP QSR (High)

B. Compliance with Charter and Applicable Laws

Organizational Performance

As an organization, we hold ourselves to the highest standards with a strong emphasis on excellent management. We are quick to address any issues that arise. Our financial and compliance oversight includes not only the Public Charter School Board, but also the KIPP Foundation, our lenders, Standard & Poor's, and other external parties. Our S&P rating of BBB+ is the highest of any charter school in the District.

Non-Academic Performance

KIPP DC prides itself on its exemplary record of accuracy and timeliness in regards to Public Charter School Board and Office of the State Superintendent compliance. No documents or processes submitted by any KIPP DC school were found to be non-compliant during the 2010-2011, 2011-2012, 2013-2014 or 2014-15 school years. KIPP DC has also achieved 100% of teachers in core subjects meeting NCLB Highly Qualified Status. In recognition of the need for excellent, highly qualified teachers, KIPP DC continues to grow (along with its partners) the Capital Teaching Residency, a program to train highly qualified teachers from start to finish. During the 2014-15 visits by the Public Charter School Board, KIPP DC's Board of Trustees was found to be highly functioning and supporting KIPP DC in acquiring and allocating resources that support the KIPP DC mission.

REQUIRED DOCUMENTATION

A. Articles of Incorporation

(Attachment)

B. By-laws

(Attachment)

C. Financial Audits (2011-2014)

(Attachment)

APPENDIX

A. Assessment Data

(Attachment)

B. PMF Reports

(See PCSB PMF reports - <http://dashboard.dcpcsb.org/detailed>)

C. Healthy Schools & Regions Survey Data

(Attachment)

D. Discipline Data

Discipline Data	AIM	KCP	Discover Grow	Heights KEY	LEAP	Promise WILL	Lead	Connect Spring	NE	Quest	ATA
2011-12 Discipline Outcomes (source = FERPA report on PCSB website)											
% of students with discipline events (suspension or expulsion)	26.0%	59.0%	6.0%	n/a	28.0%	5.0%	11.0%	37.0%			
% instructional days lost	0.6%	1.2%	0.1%	0.1%	0.7%	0.5%	0.1%	0.2%	0.9%		
% students expelled	n/a	5.0%	n/a	0.0%	0.0%	r/a	0.0%	n/a	3.0%		
2012-13 Discipline Outcomes (source = Equity Reports discipline by school on PCSB website and KIPP DC 2012-13 Annual Report)											
Expulsion Rate	1.2%	0.8%	0.0%	0.0%	0.5%	0.0%	0.2%	1.8%	0.9%		
Rate for Suspended 1+ days (Suspension Rate)	29.4%	23.6%	3.9%	0.6%	10.5%	33.9%	3.3%	9.9%	31.2%	0.9%	
Rate for Suspended 11+ days (Long-term Suspension Rate)	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
2013-14 Discipline Outcomes (source = Equity Reports discipline by school on PCSB website and KIPP DC 2013-14 Annual Report)											
Expulsion Rate	3.3%	1.4%	0.0%	0.0%	0.0%	0.0%	0.2%	0.5%	0.0%	0.0%	0.0%
Rate for Suspended 1+ days (Suspension Rate)	28.7%	26.7%	3.9%	1.3%	6.1%	28.1%	1.7%	8.1%	29.4%	3.3%	1.0%
Rate for Suspended 11+ days (Long-term Suspension Rate)	0.3%	1.2%	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%	0.0%	0.0%	0.0%
2014-15 Discipline Outcomes (source = PCSB validated data and KIPP DC 2014-15 Annual Report)											
Expulsion Rate	2.5%	3.1%	0.0%	0.0%	0.2%	0.9%	0.0%	0.0%	2.3%	0.0%	0.0%
Rate for Suspended 1+ days (Suspension Rate)	42.7%	28.0%	2.4%	2.2%	6.5%	38.9%	2.0%	9.8%	34.3%	7.0%	1.3%
Rate for Suspended 11+ days (Long-term Suspension Rate)	0.9%	2.2%	0.0%	0.0%	0.6%	0.0%	0.5%	0.9%	0.3%	0.0%	0.0%

E. Professional Development Calendar

Professional Development at KIPP DC: A Snapshot for Summer SY 2015-16

June 15-16	Early Literacy PD for Leaders (via Teachers College)
July 14	Instructional Leadership Team PD for CAOs and all MDs
July 15-16	Principal Summer PD
July 16	Literacy Leaders PD
July 21	Close Reading PD for Literacy Leaders
July 20	CTR Induction
July 22	New Teacher PD
July 23-24	School-based PD
July 24	LLI Initial Users (for ECE & ES)
July 27, July 31	Introduction to Cognitively Guided Instruction
July 28- 29	KIPP DC Summer Institute for all KIPP DC Employees (specific PD strands based on role) at the National Conference Center in Leesburg, VA*
July 30	Behavior Code Training with Jessica Minihan (focus on ES & ECE)
July 31	LLI Initial Users (for Secondary)
August 3-7	School-Based PD
Summer 2015	Ongoing PD for Student Support Services (including, but not limited to PD on: FBA & BIP, SEDs, CPI, etc)
Aug 31- Sept 1	School-based PD
Aug 31- Sept 1	STEP PD
August 31	Introduction to CKLA K-3
Sept 11	Introduction to Wilson Fundations
Sept 11	Introduction to CKLA K-3

*See Overview of Summer Institute Professional Development Offerings for all school and headquarters-based staff

Overview of the 2015-16 Summer Institute Offerings for School-Based and Headquarters Staff

WHERE	DAY 1: Opening Session 90 minutes	DAY 1: Session 1 90 minutes	DAY 1: Session 2 90 minutes	DAY 2: Session 3 90 minutes	DAY 2: Session 4 90 minutes	DAY 2: Session 5 90 minutes	DAY 2: Session 6- School Based Sessions 90 minutes
Ballroom AB	All in Grand Ballroom	CTR Cohort PD	CTR Cohort PD	CTR Cohort PD	CTR Cohort PD	CTR Cohort PD	WILL Team
Ballroom C	All in Grand Ballroom	Interactive Modeling Part I with Libby Diamond	Interactive Modeling Part II with Libby Diamond	Introduction to Wilson Foundations Part I, with Sally Scott	Introduction to Wilson Foundations Part II, with Sally Scott	Introduction to Wilson Foundations Part III, with Sally Scott	Promise Team
Ballroom D	All in Grand Ballroom	LEA Conversion & Five-Year Goals	Medicaid, Logging Practices, & Evaluation Cycle	Expectations for Evaluations, ECE Evaluation Shifts, & Exemplary SEPs & AEDs Part I	Expectations for Evaluations, ECE Evaluation Shifts, & Exemplary SEPs & AEDs Part II	SEDS TRAINING or WORK GROUPS	Grow Team
LOUDOUN THEATRE	All in Grand Ballroom	Together Professional	Together Professional	Headquarters Team General Session	Strategic Planning		AIM Team
N3-375(forum room)	All in Grand Ballroom	Kindergartners Level Up! Unpacking A-F with Hannah Schneider	Foundations for Great Independent Reading in Kindergarten with Whitney Mercer	Introduction to the CKLA Skills Strand Part I, with Mari Jo Stewart	Introduction to the CKLA Skills Strand Part II, with Mari Jo Stewart	Introduction to the CKLA Skills Strand Part III with Mari Jo Stewart	Quest Team
N3-455	All in Grand Ballroom	SPARK Part I	SPARK Part II	SPARK Part I	SPARK Part II	SPARK Part III	
N3-457	All in Grand Ballroom	Planning for Quest 4th Grade Literacy Teachers with Megan Gentzler	Planning for Quest 4th Grade Literacy Teachers with Megan Gentzler			8th to 9th Grade Transition Planning for Students with IEPs with Tara Miller	
N3-459	All in Grand Ballroom			What does it take to be a successful KIPP DC music teacher? with Khala and Dawn	KIPP DC Music Strands and Standards with Khala and Dawn	KIPP DC Music Strands and Standards with Khala and Dawn	
N3-460	All in Grand Ballroom	Melissa Kim & Kim Neal principal 1:1	Melissa Kim & Kim Neal principal 1:1	Melissa Kim & Kim Neal principal 1:1	Melissa Kim & Kim Neal principal 1:1	Melissa Kim & Kim Neal principal 1:1	
N3-555	All in Grand Ballroom	Framing Data & Collaboration in Science with Bob Ettinger	Experiential Science Lesson & Reflection	Connecting to ACT & Selecting a Focus Science/Engineering Practice	Planning a Lesson to Integrate the Science/Engineering Practice	Feedback on Lessons & Reflection	LEAD Team
N3-585(forum room)	All in Grand Ballroom	Introduction to My Math with Lisa Ramish	Problem of the Day with Lisa Ramish				
N3-740	All in Grand Ballroom	Quality vs. Quantity: Building Excellence in Student Work with Judith Stroman	Creating a Rigorous Art Program with Judith Stroman	Intense Preparation: Producing High Quality Student Work with Judith Stroman	Intense Preparation Part II: Producing High Quality Student Work with Judith Stroman	Authentically Engaging Students in the Art Studio Community with Judith Stroman	
N3-744	All in Grand Ballroom	Designing the Middle School Spanish Curriculum with the End in Mind	Aligning the Spanish Curriculum	How to Utilize a Textbook in the Foreign Language Classroom	How to Structure a Spanish Unit & Lesson	How can my FLANG Class be Fun and Engaging?	
N3-749 (forum room)	All in Grand Ballroom	Breakout Space for TLC Large Group	Breakout Space for TLC Large Group	Breakout Space for TLC Large Group	Breakout Space for TLC Large Group	Breakout Space for TLC Large Group	KEY Team
N3-848	All in Grand Ballroom	Toth & Finley & Kosoy Breakout	Toth & Finley & Kosoy Breakout	Toth & Finley & Kosoy Breakout	Toth & Finley & Kosoy Breakout	Toth & Finley & Kosoy Breakout	
N4-155	All in Grand Ballroom	Close Reading Part I	Close Reading Part II	Building Scaffolds for Close Reading with Liz Strelzel	Building Fluency Skills with Adolescent Readers with Martha Hoffman	Making the Most of Instructional Tech Reading Programs with the IT Team	Student Support Team
N4-246	All in Grand Ballroom	Deans List Office Hours for MS for MS Leaders Session 1	Deans List Office Hours for MS Leaders Session 2	FBAs & BIPs Part I	FBAs & BIPs Part II	FBAs & BIPs Part III	
N4-248	All in Grand Ballroom			Making Proud Choices Part I, with Christy Robinson	Making Proud Choices Part II	Making Proud Choices Part III	Spring Team
N4-296	All in Grand Ballroom	Diving Deeply into the Mathematical Practices, Part I with Kara Imm	Diving Deeply into the Mathematical Practices, Part II with Kara Imm	Bringing the work of Mathematical Practices into your Classroom Every Day Part I, with Lisa Ramish	Bringing the work of Mathematical Practices into your Classroom Every Day Part II, with Lisa Ramish	Bringing the work of Mathematical Practices into your Classroom Every Day Part III, with Lisa Ramish	ATA TEAM
N4-345	All in Grand Ballroom	Creating a Unit Objectives Plan with Susannah Kapp	Detail to Address the "What, Why, How, and By" Part I	Pushing Teaching Points in Detail to Address the "What, Why, How, and By" Part II	Plan the "Small Group" sections of the Lesson Plans	Pushing for Excellence: Reviewing Student Work to Give Meaningful Feedback	LEAP Team
N4-368	All in Grand Ballroom			Close Reading Part I with Jessica Tzuker	Close Reading Part II with Jessica Tzuker	Shared Reading Using Nonfiction Texts with Emily Morris	Valor Team
N4-585	All in Grand Ballroom	Analyzing Nonfiction Text & Crafting Strong Arguments In Social Studies Part I, with Elisa Zonana	Analyzing Nonfiction Text & Crafting Strong Arguments In Social Studies Part II, with Elisa Zonana	Analyzing Nonfiction Text & Crafting Strong Arguments In Social Studies Part III, with Elisa Zonana	Analyzing Nonfiction Text & Crafting Strong Arguments In Social Studies Part IV, with Elisa Zonana	Analyzing Nonfiction Text & Crafting Strong Arguments In Social Studies Part V, with Elisa Zonana	Northeast Team
N4-586	All in Grand Ballroom	CGI Strengthening, Part I	CGI Strengthening, Part II	Foundations for Great Independent Reading with Whitney Mercer	Keeping Mini-Lessons Mini with Whitney Mercer	Leveling Up: Moving Readers Through Levels with Whitney Mercer	Connect Team
N4-666	All in Grand Ballroom	Special Education at The Learning Center Part I	It's Time to Play a Game!	Special Education at The Learning Center Part II	Create Our Own Social Learning Units	Review Social Learning Units with Protocol	The Learning Center Staff
N4-849	All in Grand Ballroom	CLASS Overview	CLASS Instructional Support	CLASS Instructional Support Part I - Concept Development	CLASS Instructional Support Part II - Concept Development	CLASS Instructional Support	Discover Team
Potomac DE	All in Grand Ballroom	ST Math 201: Taking the Program to the Next Level with Jessica Peters	Introduction to ST Math with Jessica Peters	Close Reading Part I with Ali Turro	Close Reading Part II with Ali Turro	Foundations for Great Independent Reading with Megan Gentzler	Heights Team

Professional Development Overview, School Year 2013-2014

Capital Teaching Residency (CTR)	School-Based	KIPP DC-wide Initiatives	School Leaders
<p>All:</p> <ul style="list-style-type: none"> Summer Induction (one full day; three Wednesday afternoon sessions) Summer Institute at The Homestead (4 days in August) – Child Development 101, Introduction to CCSS, Building Relationships with Students and Families, State of Education Reform Saturday Sessions (Crucial Conversations, The Together Teacher, Etc...) Bi-monthly TNP seminars for the Special Education and Secondary CTRs Bi-monthly certification seminars (internal accreditation) for the Early Childhood/Elementary CTRs Mentor teachers assigned to each CTR; Onboarding a Manager of Special Education Residents Participate in all school-based PD in addition to all of the above CTR Alumni: American University partnership for Master's degree 	<p>All:</p> <ul style="list-style-type: none"> Two Day New Teacher Orientation in June/July One week of PD sessions before Summer School in July, <i>including CCSS sessions from coaching list</i> One week of PD sessions before the regular school year begins in mid-August, <i>including CCSS sessions from coaching list</i> <i>My Math</i> curriculum training for all PK-4 through 5th grade schools Quarterly data days (supported by the region's CAOs, Instructional Coaches and Data Managers) Weekly grade level meetings Weekly faculty meetings One-on-one coaching by administrators (informal/formal observations, evaluations) Writing rubric calibration 	<p>All:</p> <ul style="list-style-type: none"> KIPP DC Summer Institute in August at The Homestead – Three PD Strands: CTR, Reader's Workshop Training, Special Education Staff Training on the new Sped model for KIPP DC Action Learning Projects – one for technology implementation, one for writing across the grade levels, one for special education feedback on the new model (meet once a month throughout the year with expected outcome/deliverables) 1 excellent school visit day each school year built into the calendar Individual coaching from the Instructional Support Team (Literacy/Math) PD sessions for individual schools based on school data Sending a team to the NWEA MAP Conference in June to learn more about how to use data to drive instructional choices and implementation <p>Primary Schools:</p> <ul style="list-style-type: none"> <i>My Math</i> curriculum adoption PK-4 through 5th grade <i>Optional, but encouraged:</i> Monthly 	<p>All:</p> <ul style="list-style-type: none"> Quarterly School Leader meetings Weekly check-ins with CAOs Monthly check-in with ED Annual 360 review process, TNP Insight Survey (MOY and EOY) and KIPP Healthy Schools Survey – all for evaluating/coaching School Leaders and measuring the “health” of the schools Annual KIPP School Leader Retreat High Impact School Leader Activities Framework (KIPP Foundation) KIPP DC School Leader Retreat through the KIPP Foundation School Leader collaborative planning time throughout the year

		<p>literacy and math evening sessions – topics will vary according to trends noticed by coaches in schools and through data analysis</p> <ul style="list-style-type: none"> • STEP Partnership with University of Chicago – a STEP literacy coach assigned to each primary school, visits 3 – 6 times a year to work with school leaders and coaches • Blended Learning: DreamBox, iReady Math, Lexia, Waterford Early Learning, Zearn Math Pilot • Continuing literacy Response to Intervention (piloted last year); beginning the math pilot of Response to Intervention <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Homegrown Teachers' College Writing Institute (Grade 3 -8) • Math In the City training on conceptual mathematics and the mathematical processes • Read 180 training and implementation • Pilot of 1:1 laptop initiative with 8th graders and HS • ACT and AP training at HS 	
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Appendix B



ANNUAL REPORT

2013-2014

Submitted by:
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KIPP DC Board Chair

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School Leader List for 2013-2014

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KIPP DC AIM Academy
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KIPP DC WILL Academy
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KIPP DC LEAP Academy
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KIPP DC Discover Academy
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KIPP DC Grow Academy
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KIPP DC Connect Academy
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KIPP DC Promise Academy
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Andhra Lutz, Principal
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andhra.lutz@kippdc.org

KIPP DC Heights Academy
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Gaelan Gallagher, Principal
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gaelan.gallagher@kippdc.org

KIPP DC Lead Academy
Mekia Love, Principal
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KIPP DC Spring Academy
Lindsey Hoy, Principal
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KIPP DC College Preparatory
Jessica Cunningham, Principal
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jessica.cunningham@kippdc.org

I. School Description

Mission Statement

Our mission is to create and sustain the highest quality school system for the most underserved communities in Washington, D.C. KIPP DC students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. KIPP DC will raise expectations of public education in underserved communities by cultivating high-performing educational leaders and by serving as a model of excellence.

KIPP DC School Program

KIPP DC is the highest performing network of public schools in Washington, DC. Our students attend school Monday through Friday from 8 a.m. until 4:30 PM. They also attend school during three Saturdays each month for extracurricular and enrichment activities, and for one month during the summer. On average, KIPP DC students spend over 40% more time in the classroom than their peers in the DC public school system. The first lesson our students learn is the year they will go to college, and each homeroom class is named after the teacher's alma mater. Over 80% of our students qualify for the free/reduced price lunch program, 71% come from Wards 7 and 8, and 99% are African-American.

KIPP Schools share a core set of operating principles known as the Five Pillars:

1. **High Expectations.** KIPP DC schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds.
2. **Choice & Commitment.** Students, their parents, and the faculty of each KIPP DC school choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP DC schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.
4. **Power to Lead.** The principals of KIPP DC schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel, allowing them maximum effectiveness in helping students learn.
5. **Focus on Results.** KIPP DC schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

During the 2013-2014 school year, KIPP DC schools served over 3,600 students at twelve schools on four campuses.

Early Childhood and Elementary Program

All KIPP DC PreK4 through upper elementary students attend school from 8:00 am – 4:30 pm, and attend school in July. PreK3 students attend school from 8:00 am – 3:00 pm. Schools utilize a team teaching model. Four homerooms at each grade level are each taught by two full-time teachers (a Lead Teacher and a co-teacher). The co-teachers maintain stability in their classroom by staying with their homeroom for the entire day. The team teaching model is successful for several reasons. One, it allows each teacher to hone in on the subject matter they he or she is most passionate about. Two, it allows the co-teachers to witness several different strategies in the classroom as well as practice being the lead teacher each day. Finally, it helps the entire team with lesson planning each week – they are able to discuss and then divide and conquer, which means that more gets done each week.

Early childhood schools hold a Parent and Child Saturday School once a month. During 2013-2014, a variety of parent/child classes were offered, including: Music, Art, Basketball, Dance, Yoga, Cheerleading and Cooking. These classes offer each child an opportunity to receive undivided attention from parent or guardian” to “these classes offer an opportunity for parents and students to learn side by side once a month. Parent and Child Saturday School is also a great opportunity for parents to build team and family connections amongst themselves and for students to explore their interests and hobbies to make sure that we are teaching the whole child, at all times.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students needing additional support.

Middle School Program

All KIPP DC middle school students attend school from 8 AM – 4:30 PM, go to school on Saturday, and attend school in July. KIPP DC middle schools currently serve fourth, fifth, sixth, seventh, and eighth grade. All grades take Reading, Writing, Math, Science, Social Studies, Music or Orchestra, and Physical Education. In addition to these core classes, sixth, seventh, and eighth grade students take electives such as Spanish and Technology. Every student is in a “Learning Team,” which allocates time each day for remediation or acceleration. Each learning team has a smaller teacher-student ratio and students are grouped with similar educational needs. Thus, students who require support in certain subject areas have those needs met, while advanced students deepen their knowledge of the core subject areas through extensive exploration.

There are a variety of teaching methodologies employed by the teaching staff and teachers have similar instructional approaches building-wide. Teachers use a myriad of techniques including: songs, chants, call and response, lecture, independent work, and cooperative learning. The math curriculum is based on the Common Core State Standards and teachers use a wide variety of materials in planning lessons and delivering content. The literacy program is also aligned to the Common Core State Standards and incorporates both Reader’s and Writer’s Workshop learned at the Columbia University Teacher’s College and guided reading.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students needing additional support.

High School Program

KIPP DC College Preparatory is designed with the focus on ensuring students are well prepared for success in college. The school is built with a longer day and year which allows students to accelerate their learning and increase the number of students who can take multiple AP courses before they graduate. Advisory is designed to strengthen relationships between students and staff and ensure students' success. Community Meetings are run by grade level administrators and have a set weekly focus that ensures all students learn the school's core values and emphasizes character development of all students before graduation. The message focuses on the skills and traits students will need to graduate from college.

KCP is built on a model that prioritizes the importance of relationships as a key element to ensure that students at the school are successful and college ready when they graduate. There is a 10 to 1 adult to student ratio and a focus on shepherding students through the college application process. Counselors also guide students in selecting summer opportunities annually. As seniors, students have an everyday college counseling course.

Students participate in at least one extracurricular club and many also participate in intramural sports through these opportunities students build their leadership and teamwork skills. Most students also participate in summer internships to support college and career readiness.

Students with IEPs are supported with inclusion, pull-out tutoring, and a variety of self-contained classes. The special education team ensures that schedules are designed to meet all students' needs and appropriate courses are available to students who arrive at KCP with academic deficits.

II. School Performance

A. Performance and Progress

KIPP DC Goals and Academic Achievement Expectations	Evidence
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	2013-14 Assessment Results
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive high schools of their choice.	2013-14 Assessment Results
Students will benefit from enrichment activities.	Saturday School & Clubs Participation
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	KIPP Healthy Schools & Regions Student Survey Results
Principals will ensure fiscal and physical sustainability of the school.	KIPP Healthy Schools & Regions School Leader Survey Results
School leaders will create a culture among staff that facilitates professional growth.	KIPP Healthy Schools & Regions Teacher Survey Results
Schools will cultivate an environment in which parents will support and participate in their child's education.	KIPP Healthy Schools & Regions Parent Survey Results
Schools will maintain a daily attendance rate of 93% or higher.	2013-14 Attendance Rates
Schools will provide a safe environment in which to learn.	KIPP Healthy Schools & Regions Student Survey Results KIPP Healthy Schools & Regions Teacher Survey Results
The Board will provide sufficient and effective support to school leaders.	KIPP Healthy Schools & Regions School Leader Survey Results

2013-14 Assessment Results

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the District of Columbia Comprehensive Assessment System (DC CAS) and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with Common Core State Standards and, in addition, the NWEA MAP measures progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-11. KIPP DC sets aggressive but achievable goals around proficiency and growth on the DC CAS, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP.

Early childhood programs measure reading and math student achievement in PK3 and PK4 with the Peabody Picture Vocabulary Test (PPVT) and the Test of Early Mathematics Ability (TEMA).

Saturday School and High School Clubs Participation

With programs ranging from Drumline to Shakespeare Theatre – KIPP DC students have unlimited opportunities to expand their horizons as artists, writers, dancers, musicians, actors, and athletes. At KIPP schools across the country, Saturday School and student clubs are an integral part of the academic and character development programs that prepare students for success in high school and college. Whether it is a sports team such as lacrosse or soccer that fosters teamwork and leadership skills, or an elective such as poetry slam or photography that encourages self-expression and creativity – KIPP DC's extracurricular programs offer students unique, engaging opportunities for personal growth.

KIPP Foundation Healthy Schools and Regions Survey

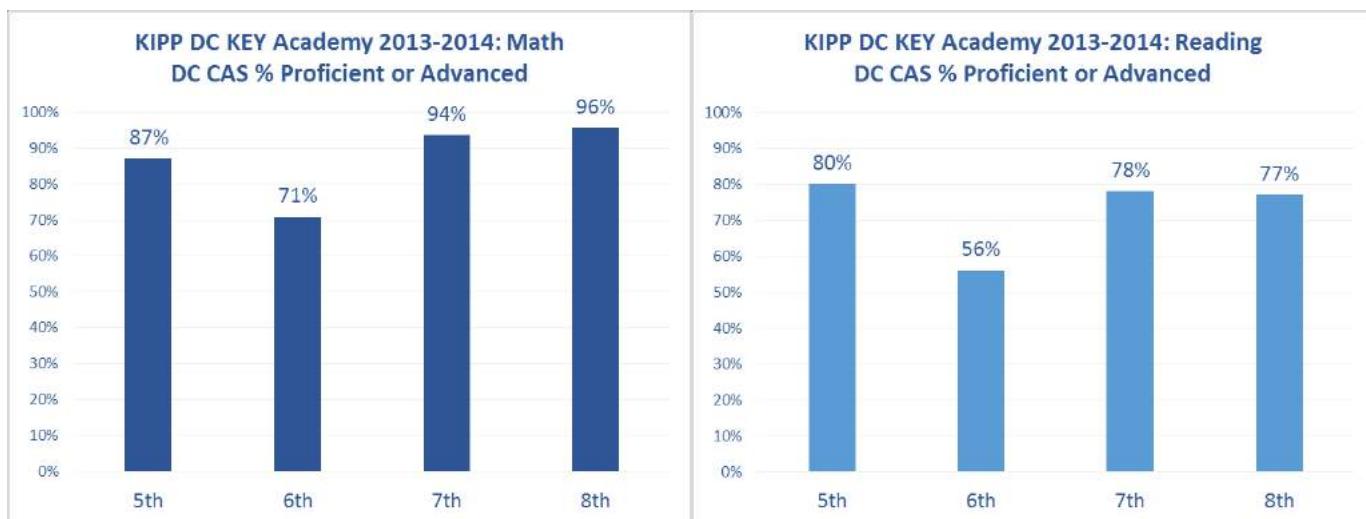
KIPP DC measures the health and strength of our schools by conducting surveys of critical stakeholder groups – families, students, teachers, staff, and school leaders – each year in January. The KIPP Foundation Healthy Schools & Regions (HSR) survey measures key outcomes associated with six essential questions:

- Are we serving the children who need us?
- Are our students staying with us?
- Are KIPP students progressing and achieving academically?
- Are KIPP alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

By having a broad set of data, leaders can make more informed decisions, identify and celebrate strengths, and set goals for continued improvement.

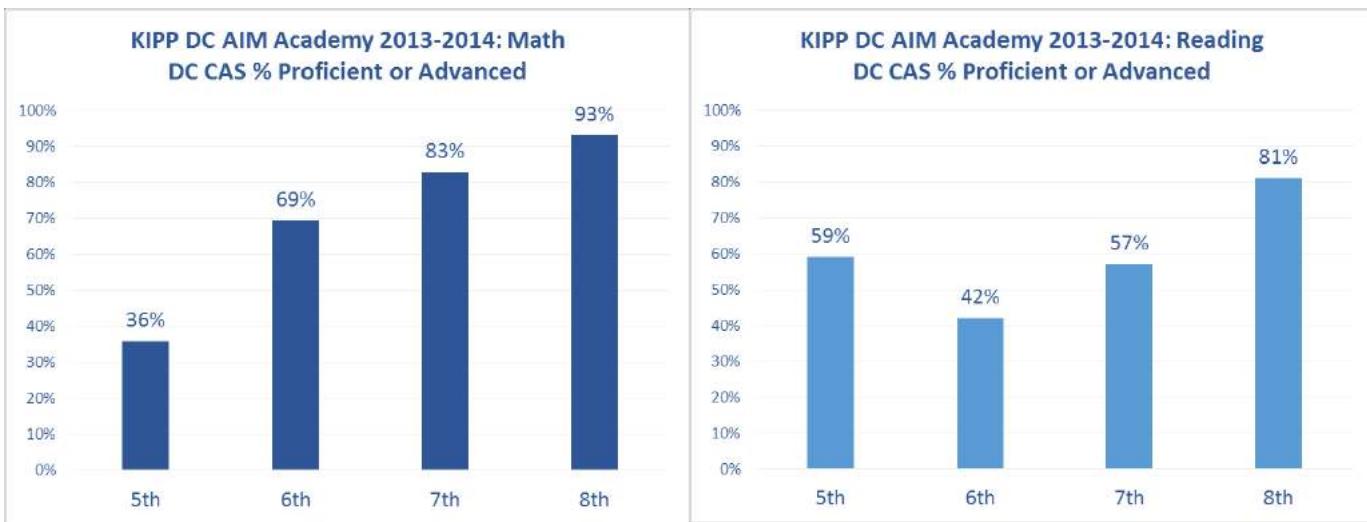
KIPP DC KEY Academy

On the DC CAS, 87% of KEY students were proficient or advanced in math and 73% of KEY students were proficient or advanced in reading. Of note, 96% of 8th grade students at KEY Academy were proficient or advanced at Math. KEY Academy's in-seat attendance rate for the 2013-2014 school year was 94%, and Saturday School attendance was over 85%. On the 2013-2014 Healthy Schools and Regions Survey, 98% of KEY parents responded that they were satisfied or very satisfied with their school, and 100% of teachers



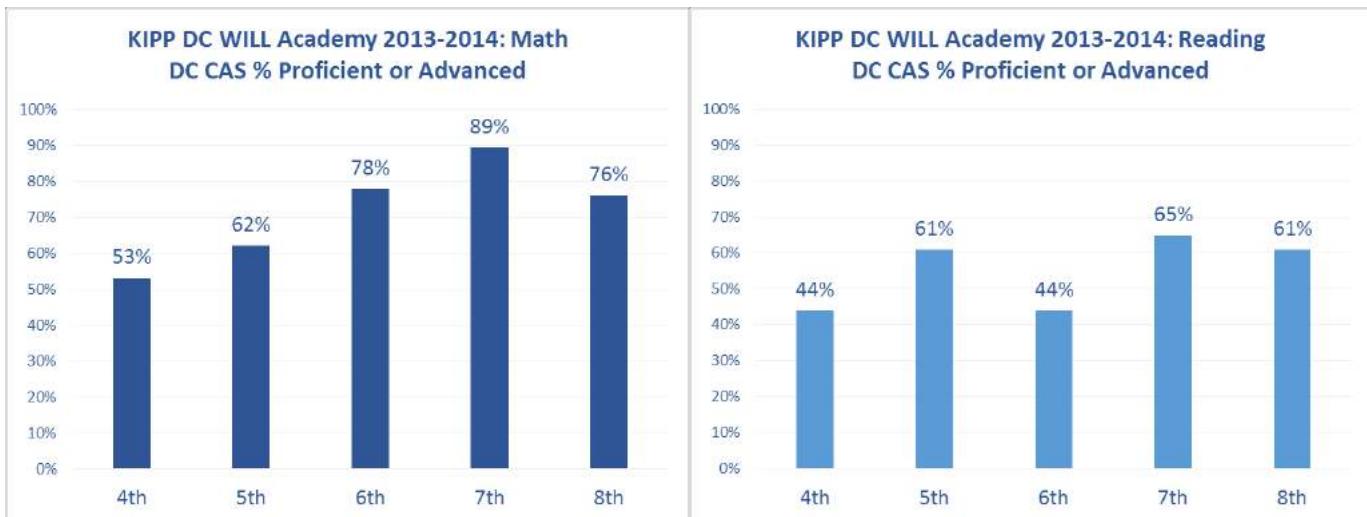
KIPP DC AIM Academy

On the DC CAS, 70% of AIM students were proficient or advanced in math and 60% of AIM students were proficient or advanced in reading. Notably, 93% of 8th grade students were proficient or advanced in math and over 81% proficient or advanced in reading. AIM Academy's in-seat attendance rate for the 2013-2014 school year was 94%. On the 2013-2014 Healthy Schools and Regions Survey, 97% of AIM parents responded that they were satisfied or very satisfied with their school, and 89% of teachers agreed that "Staff at this school do whatever it takes to help students achieve in school and life."



KIPP DC WILL Academy

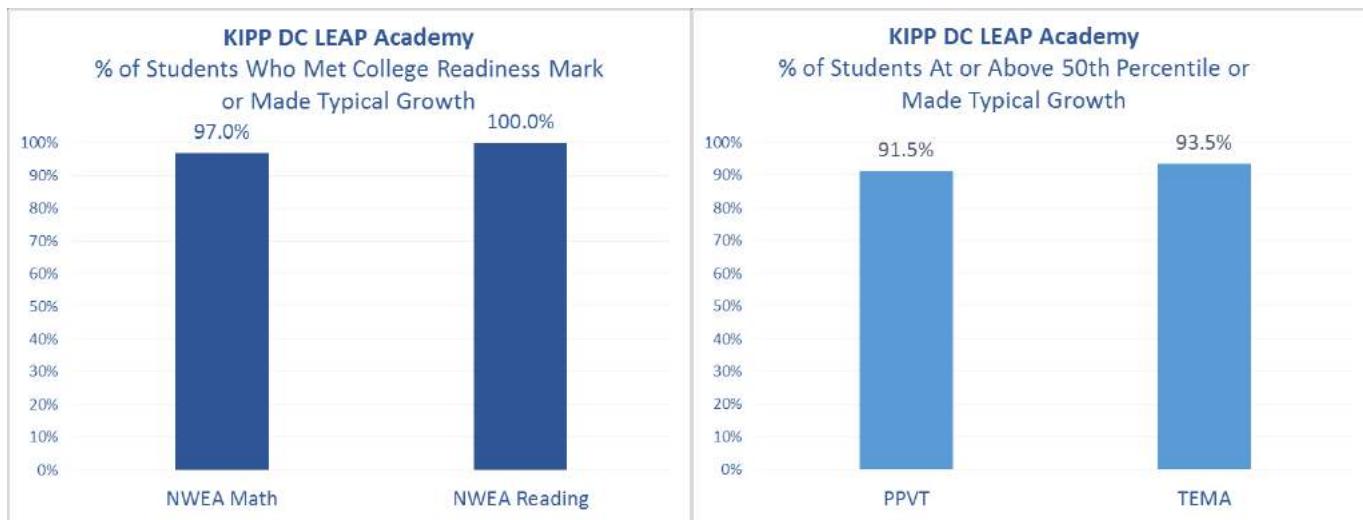
On the DC CAS, 72% of WILL students were proficient or advanced in math and 55% of WILL students were proficient or advanced at reading. Most notably, 88% of 7th grade students were proficient or advanced in math. WILL Academy's in-seat attendance rate for the 2013-2014 school year was 96%, and Saturday School attendance was over 82%. On the 2013-2014 Healthy Schools and Regions Survey, 98% of WILL parents responded that they were satisfied or very satisfied with their school, and 97% of teachers agreed that "My school's mission is important to me."



KIPP DC LEAP Academy

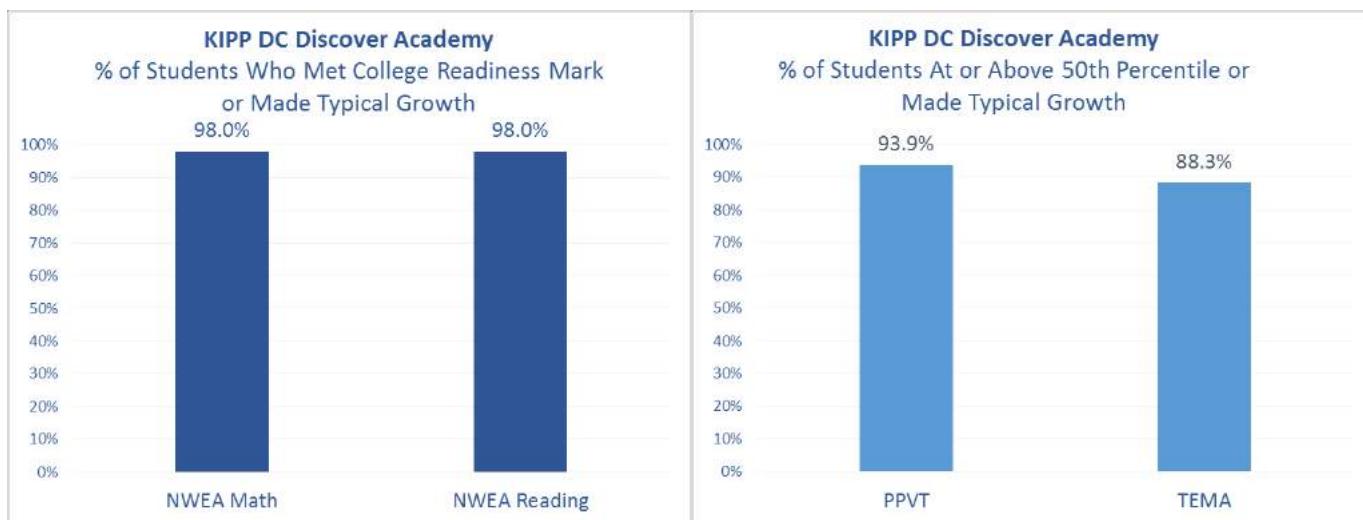
91.5% of LEAP PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the PPVT, and 93.5% of LEAP PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the TEMA. 97% of kindergarten students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 100% met the college

readiness mark or made typical growth in reading. LEAP Academy had an in-seat attendance rate of 93%, and Saturday School attendance was over 95%. On the 2013-2014 Healthy Schools and Regions Survey, 100% of LEAP parents responded that they were satisfied or very satisfied with their school, and 96% of teachers would recommend KIPP as a great place to work.



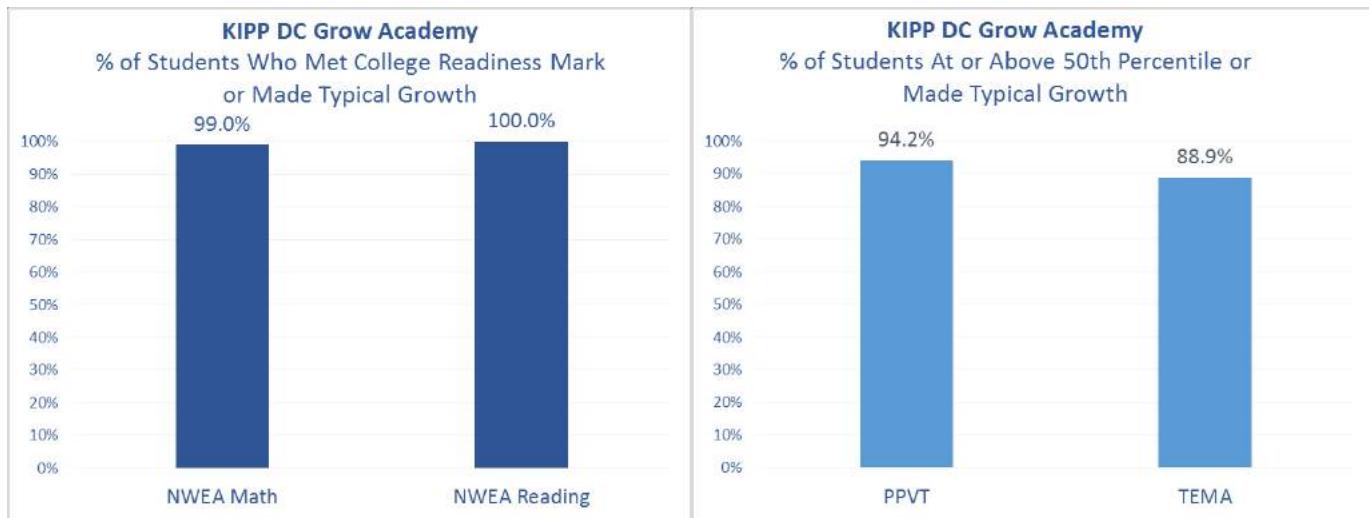
KIPP DC Discover Academy

93.9% of Discover PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the PPVT, and 88.3% of Discover PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the TEMA. 98% of kindergarten students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 98% met the college readiness mark or made typical growth in reading. Discover Academy had an in-seat attendance rate of 93%, and Saturday School attendance was over 87%. On the 2013-2014 Healthy Schools and Regions Survey, 97% of Discover parents responded that they were satisfied or very satisfied with their school, and 100% of teachers agreed that "My school's mission is important to me."



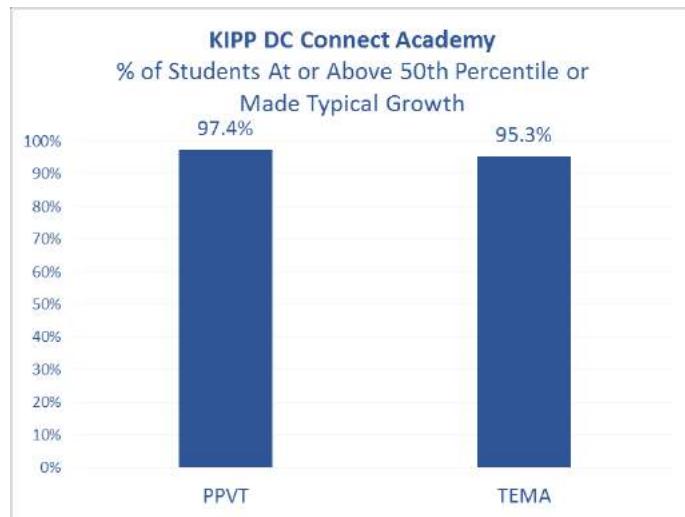
KIPP DC Grow Academy

94.2% of Grow PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the PPVT, and 88.9% of Grow PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the TEMA. 99% of kindergarten students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 100% met the college readiness mark or made typical growth in reading. Grow Academy had an in-seat attendance rate of 94%, and Saturday School attendance was over 91%. On the 2013-2014 Healthy Schools and Regions Survey, 98% of Grow parents responded that they were satisfied or very satisfied with their school, and 100% of teachers agreed that "Staff at this school do whatever it takes to help students achieve in school and life."



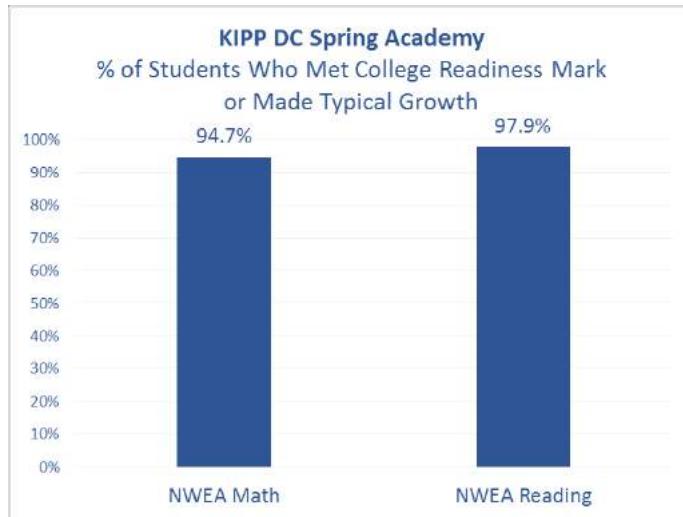
KIPP DC Connect Academy

97.4% of Connect PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the PPVT, and 95.3% of Connect PK3 and PK4 students made 4 standard score points worth of growth or achieved a standard score of 86 on the TEMA. Connect Academy had an in-seat attendance rate of 93%, and Saturday School attendance was over 92%. On the 2013-2014 Healthy Schools and Regions Survey, 100% of Connect parents responded that they were satisfied or very satisfied with their school, and 100% of teachers agreed that "My school's mission is important to me."



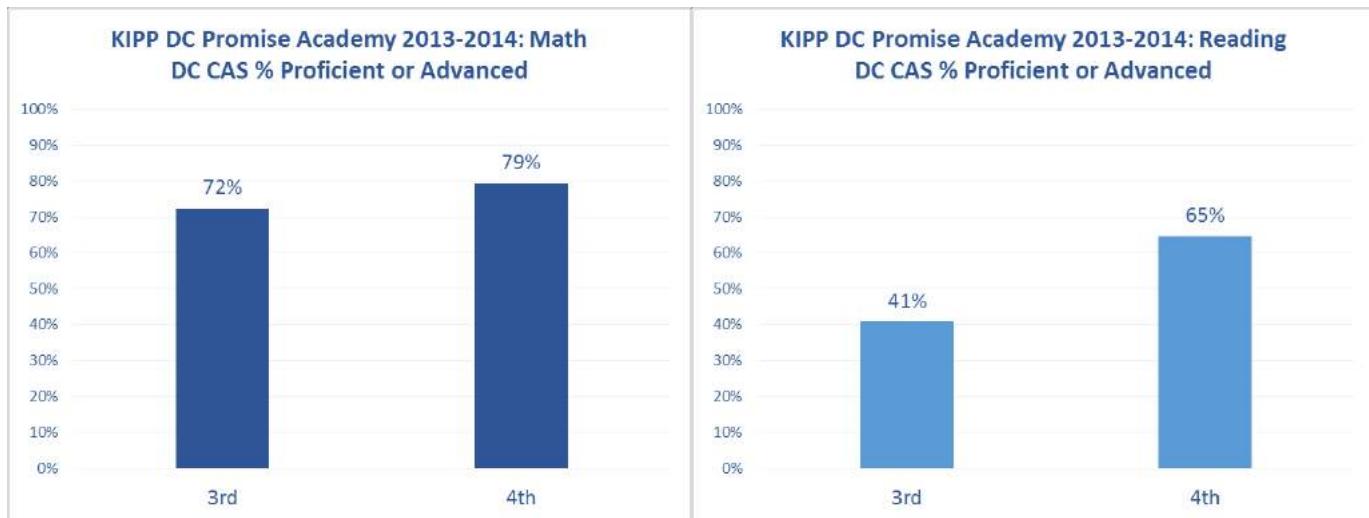
KIPP DC Spring Academy

94.7% of kindergarten students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 97.9% met the college readiness mark or made typical growth in reading. Spring Academy had an in-seat attendance rate of 96.1%, and Saturday School attendance was over 95%. On the 2013-2014 Healthy Schools and Regions Survey, 99% of Spring parents responded that they were satisfied or very satisfied with their school, and 90% of teachers agreed that "Our curriculum is rigorous and prepares students for college."



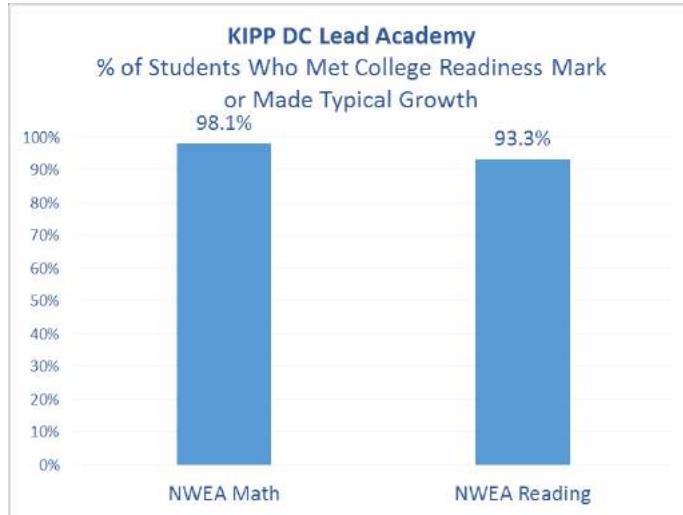
KIPP DC Promise Academy

On the DC CAS, 76% of Promise students were proficient or advanced in math and 53% of Promise students were proficient or advanced at reading. 95.9% of 1st and 2nd grade students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 83.1% met the college readiness mark or made typical growth in reading. Promise Academy had an in-seat attendance rate of 94%, and Saturday School attendance was over 87%. On the 2013-2014 Healthy Schools and Regions Survey, 97% of Promise parents responded that they were satisfied or very satisfied with their school, and 97% of teachers agreed that "My school's mission is important to me."



KIPP DC Lead Academy

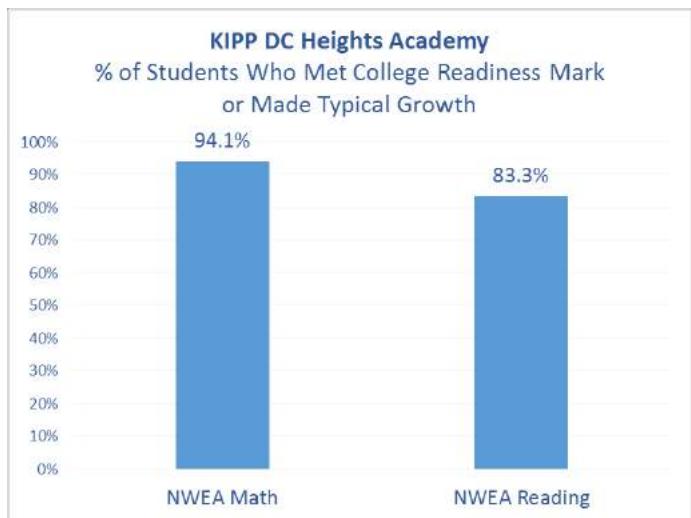
98.1% of Lead students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 93.3% met the college readiness mark or made typical growth in reading. Lead Academy had an in-seat attendance rate of 96%, and Saturday School attendance was over 90%. On the 2013-2014 Healthy Schools and Regions Survey, 99% of Lead parents responded that they were satisfied or very satisfied with their school, and 100% of teachers agreed that "Staff at this school do whatever it takes to help students achieve in school and life."



KIPP DC Heights Academy

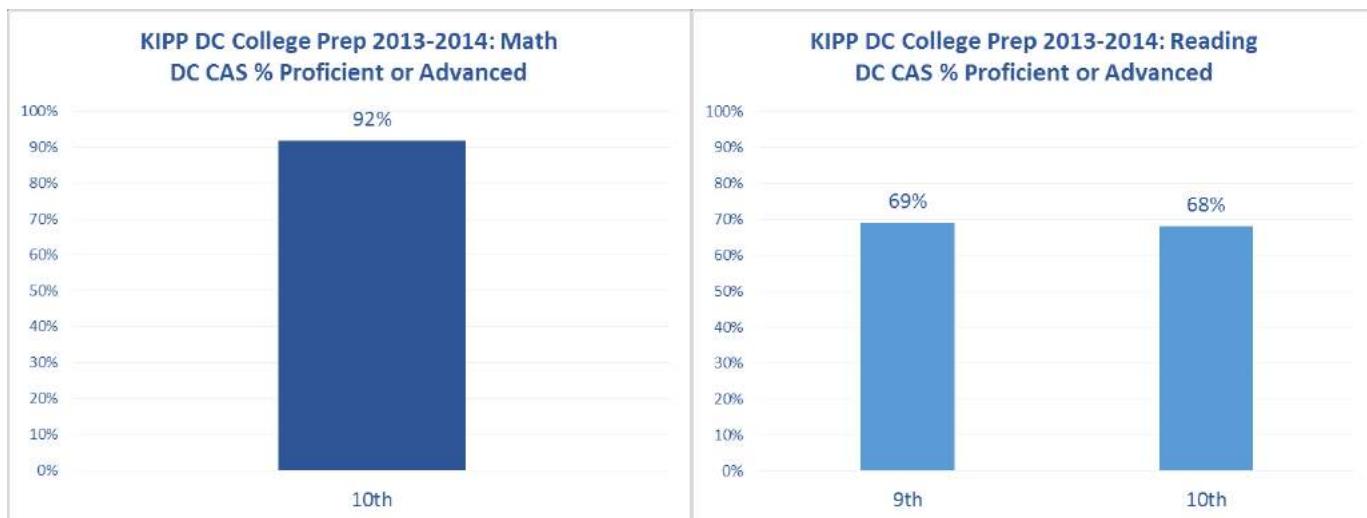
On the DC CAS, 76% of Heights 3rd grade students were proficient or advanced in math and 42% were proficient or advanced at reading. 94.1% of 1st and 2nd grade students met the college readiness mark or made typical growth in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 83.3% met the college readiness mark or made typical growth in reading. Heights Academy had an in-seat attendance rate of 93%, and Saturday School attendance was over 84%. On the 2013-2014 Healthy Schools and Regions Survey, 99% of Heights parents responded that they were satisfied or very satisfied with their school, and 100% of teachers agreed that "Our curriculum is rigorous and prepares students for college."





KIPP DC College Preparatory

On the DC CAS, 92% of 10th grade students were proficient or advanced in math and 69% of 9th and 10th grade students were proficient or advanced at reading. College Prep's in-seat attendance rate for the 2013-2014 school year was 94%, and high school club participation was over 50%. On the 2013-2014 Healthy Schools and Regions Survey, 98% of KCP parents responded that they were satisfied or very satisfied with their school, and 97% of teachers agreed that "My school's mission is important to me." 83% of students would recommend KIPP to their friends and family.



Non-Academic Performance

KIPP DC prides itself on its exemplary record of accuracy and timeliness in regards to Public Charter School Board and Office of the State Superintendent compliance. No documents or processes submitted by any KIPP DC school were found to be non-compliant during the 2013 - 2014 school year. 100% of KIPP DC teachers met NCLB Highly Qualified Status in 2013 - 2014. In recognition of this continued need for excellent, highly qualified teachers, KIPP DC continues to grow (along with its partners) the Capital Teaching Residency, a program to train highly qualified teachers from start to finish.

During 2013-2014 visits by the Public Charter School Board, KIPP DC's Board of Trustees was found to be highly functioning and supporting KIPP DC in acquiring and allocating resources that support the KIPP DC mission.

Certification of Authorizations

DC Public Charter School Board
3333 14th Street, NW – Suite 210
Washington, D.C. 20010

To Whom It May Concern:

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the KIPP DC Public Charter School are in full force and effect.

Allison Fansler
President and Chief Operating Officer

B. Lessons Learned and Actions Taken

Preparing Students for the Competitive World

Since 2001, KIPP DC has worked to ensure that all students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. Understanding the critical role that technology plays in today's society, we have made it a priority to invest in the initiatives that bring the most cutting-edge technology and tools to our students, teachers, and schools.

KIPP DC's renewed technology initiatives are focused around three main goals: increasing instructional sustainability, driving student achievement through blended learning, and developing technology-literate students. It is KIPP DC's hope that our students will not only be well-versed in modern technology, but also able to bridge the digital divide that often serves as a barrier to educational and career access in under-resourced communities.

1. Increasing Instructional Sustainability

Teachers often spend more time planning lessons and grading than they do teaching in front of a class. KIPP DC utilizes technology to improve instructional sustainability, enabling our teachers to automate high-impact tasks and differentiate their instruction with innovative programs and tools. Instructional Sustainability Initiatives Include:

- Interactive whiteboards to create engaging, multi-media lessons and activities
- Clickers to help teachers quickly survey class comprehension with handheld student response systems
- Document cameras to display texts and documents at a moment's notice
- Google Apps to create websites and online lessons and assignments
- Global Scholar to help teachers quickly build, administer, and analyze assessments
- SchoolForce to provide teachers, students, and parents with access to performance data
- Data warehouse to draw complex correlations between teacher, student, and organizational data

2. Driving Student Achievement through Blended Learning

KIPP DC provides blended learning opportunities to engage students and offer differentiated, self-paced instruction. With the support of technology-based student achievement initiatives, our students show tremendous academic growth. Student Achievement Initiatives Include:

- Lexia Learning to increase literacy amongst our special education students with adaptive software
- DreamBox to tailor math lessons to individual students and provide performance data to teachers
- Khan Academy to provide students with engaging online lessons and differentiated, self-paced learning opportunities
- Online language courses to provide foreign language classes to our students outside of our current offerings
- Online credit recovery courses to provide high school students with the courses and credits needed to ensure on-time graduation

3. Developing Technology-Literate Students

Students in under-resourced communities often lack access to technology in their day-to-day lives. To ensure that our students can compete in the modern world, our students receive the exposure and training needed to effectively utilize technology. Tools for Technology-Literate Students Include:

- Tablets to expose our students to modern laptops and innovative learning applications
- Computer labs to offer lessons in computer skills, online research opportunities, and blended learning opportunities

- Mobile laptop carts to provide teachers and students with online resources by way of a transportable hub

Expanding Student Services

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students needing additional support.

Over the 2013-2014 school year, KIPP DC piloted a resource instruction model where students who fell 10-15% below achievement targets on the NWEA MAP at pilot schools received additional support and intervention where appropriate. Support ranges from core subject instruction in smaller class settings with highly qualified special education teachers, to participation in Lexia Learning and other intervention curricula during pull-out sessions. For the 2014-2015 school year, all schools serving 1st through 8th grade students will employ the resource room model with consistent qualifications for entry into extra support services and clear pathways for re-entry to the general education setting.

C. Unique Accomplishments

KEY Academy was a 2013-2014 OSSE Reward School

WILL Academy hosted 40 principals and instructional coaches from across the country who came to observe best practices in literacy instruction

The New York Times visited our Connect Academy to learn more about new charter schools opening up in the District.

On the MAP test, 97% of Grow kindergarten students met their growth goals in math the 3rd best scores of KIPP schools nationally.

KEY hosted more than 10 visits from KIPP Foundation Fisher Fellows

Of Grow Academy lead teachers, 12 out of 13 teachers returned as lead teachers this year.

KEY Academy was a 2013-14 KIPP Foundation Featured School

WILL Academy teacher Ms. Holder had 100% of her 6th graders in special education reach their tiered targets on the NWEA.

Grow Academy teacher Ms. Nickens-El won the Harriet Ball Excellence in Teaching Award. It is an award given to 10 KIPP teachers nationally and comes with \$10,000 award.

Grow implemented the Tools of the Mind curriculum and has seen a significant increase in students' academic skills and social emotional growth.

99% of Lead parents reported they were 'satisfied' or 'very satisfied' with their school.

KEY Academy hosted over 20 visitors from various education organizations

Discover, Heights, College Prep and AIM Academies hosted a visit from Councilmember Mendelson

Fourth grade students attended the Buddy Bison program to learn about local efforts to improve the environment

KEY Academy staff did professional development for CTR, TFA, Accelerate Institute

Discovery Academy students took field trips to the pumpkin patch, a drum performance at the Natural History Museum, a theater performance, and the zoo.

Connect Academy taught over 10,000 small groups last year, ensuring that every student received the exact lesson they needed to grow.

Connect Academy trained 9 Capital Teaching Residents, all of whom are teaching this year.

5 seventh grade WILL students were accepted into the 'A Better Chance' Scholars Program

Connect Academy became one of the first KIPP schools to start with 2 founding grades.

Promise, KEY, and LEAP Academies hosted a visit from Councilmember Catania

D. List of Donors

Amount (Total \$)	Donor Type
\$707,200.00	Corporation, Foundation, Trust or Fund
\$497,774.28	Corporation, Foundation, Trust or Fund
\$492,756.72	Corporation, Foundation, Trust or Fund
\$100,000.00	Corporation, Foundation, Trust or Fund
\$432,000.00	Corporation, Foundation, Trust or Fund
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\$292,800.00	Corporation, Foundation, Trust or Fund
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Amount (Total \$)	Donor Type
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Amount (Total \$)	Donor Type
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\$500.00	Corporation, Foundation, Trust or Fund
\$500.00	Corporation, Foundation, Trust or Fund
\$500.00	Corporation, Foundation, Trust or Fund

Appendices

Staff Roster for SY2013-2014

School	Position	Last Name
AIM Academy	5th Grade Math	Marshall
AIM Academy	5th Grade Non-Fiction	McLeod
AIM Academy	5th Grade Reading	Mann
AIM Academy	5th Grade Writing	Loth
AIM Academy	6th Grade Math	Maye
AIM Academy	6th Grade Non-Fiction	Gerald (Lewis)
AIM Academy	6th Grade Reading	Rose
AIM Academy	6th Grade Writing	Johnson
AIM Academy	7th Grade English	Weir
AIM Academy	7th Grade History	Manon
AIM Academy	7th Grade Math	Maxwell
AIM Academy	7th Grade Science	Miller
AIM Academy	8th Grade English	Schneeman
AIM Academy	8th Grade History	Hewitt
AIM Academy	8th Grade Math	Ramacciotti
AIM Academy	8th Grade Science	Montgomery
AIM Academy	Assistant Orchestra Teacher	Lewis
AIM Academy	Behavioral Support Specialist	Alprin
AIM Academy	CTR SPED Teaching Fellow	Collins
AIM Academy	CTR Teaching Fellow A	Alli
AIM Academy	CTR Teaching Fellow B	Strangfeld
AIM Academy	Lunch Administrator	Granberry
AIM Academy	Office Manager	Jordan
AIM Academy	Orchestra	Pattie
AIM Academy	Physical Education	Brown
AIM Academy	Principal	Ochs
AIM Academy	Social Worker	Soper
AIM Academy	Spanish	Craighill
AIM Academy	SPED Teacher A	Dykstra
AIM Academy	SPED Teacher B	McArdle
AIM Academy	SPED Teacher C	Pak
AIM Academy	SPED Teacher D	Murray
AIM Academy	TEAM Teacher D - Split with AIM/WILL	Corliss
AIM Academy	TFA Intern	Farrelly
AIM Academy	Vice Principal A	Petersen
AIM Academy	Vice Principal B	Murray
College Prep	Algebra II	Stanley
College Prep	AP Biology / Anatomy	Bagby

School	Position	Last Name
College Prep	Art	Zulu
College Prep	Band / Drumline	Henderson
College Prep	Biology	Lane
College Prep	Biology Teacher B	Sears
College Prep	Calculus & Statistics / AP Calc	Olivier
College Prep	Chemistry / AP Chem	Smith
College Prep	Counselor - 11th & 12th Grade College Counselor A	Bragg
College Prep	Counselor - 11th & 12th Grade College Counselor B	Briggs
College Prep	Counselor - 12th grade Transition	Den Houter
College Prep	CTR SPED Teaching Fellow	Waites
College Prep	CTR Teaching Fellow A	Muzzi
College Prep	CTR Teaching Fellow B	Ji
College Prep	Dean of Students	Young
College Prep	English & Composition Teacher	Yates
College Prep	English 10	Almagor
College Prep	English 11 / AP Lit Comp	Johnston
College Prep	English 12 / AP Lit	Dougherty
College Prep	English 9	Iantorno
College Prep	Geometry	Loveridge
College Prep	Government / AP Gov	Ayala
College Prep	Lunch Administrator	Jones
College Prep	Office Manager	Holland
College Prep	Part-Time Music	Taylor
College Prep	Part-Time Orchestra	Johnson
College Prep	Physical Education	Leonard
College Prep	Physical Education/Health Teacher (FY14)	Walker
College Prep	Pre-Calculus / Statistics	Walton
College Prep	Principal	Cunningham
College Prep	Remedial English Teacher	Hill
College Prep	Remedial Math Teacher	Rogoff
College Prep	Social Worker - Split with AIM/KCP	Optican
College Prep	Social Worker A	Garman
College Prep	Spanish I	Gleason
College Prep	Spanish II	Lowrey
College Prep	SPED Coordinator	Miller
College Prep	SPED English Teacher	Parkey
College Prep	SPED History Teacher	Gleditsch
College Prep	SPED Math Teacher	Sens
College Prep	SPED Science Teacher	Ciarcia

School	Position	Last Name
College Prep	SPED Science Teacher	Woolery
College Prep	SPED Social Studies Teacher	Taylor
College Prep	SPED Teacher	Haveson
College Prep	Technology Teacher	Petrone
College Prep	Temporary World History I Teacher	Dwivedi
College Prep	US History / AP US History	Delaloye
College Prep	Vice Principal - 11th and 12th grade	Conner
College Prep	Vice Principal - 9th and 10th grade	McNabb
College Prep	World History I	Shelton
College Prep	World History II	Billups
Connect Academy	CTR Pre-K Co-Teacher A	Sullivan
Connect Academy	CTR Pre-K Co-Teacher B	Carlson
Connect Academy	CTR Pre-K Co-Teacher C	McDonald
Connect Academy	CTR Pre-K Co-Teacher D	Rafferty
Connect Academy	CTR Preschool Co-Teacher A	Boyd
Connect Academy	CTR Preschool Co-Teacher B	Huvos
Connect Academy	CTR Preschool Co-Teacher C	Brown
Connect Academy	CTR Preschool Co-Teacher D	Coradzzi
Connect Academy	CTR Preschool Co-Teacher E	Isamah
Connect Academy	Lunch Administrator - Split with Connect/Spring	Green
Connect Academy	Office Manager	Shelton
Connect Academy	Pre-K Lead A	Wilkerson
Connect Academy	Pre-K Lead B	Kyles
Connect Academy	Pre-K Lead C	Zaletel
Connect Academy	Pre-K Lead D	DeCoteau
Connect Academy	Preschool Lead A	Gumby
Connect Academy	Preschool Lead B	Laguna
Connect Academy	Preschool Lead C	Zelaya
Connect Academy	Preschool Lead D	Peel
Connect Academy	Preschool Lead E	Field
Connect Academy	Principal	Tiengtum
Connect Academy	Social Worker - Split with Connect/Spring	Kirshbaum
Connect Academy	Specials Assistant Teacher	Jones
Connect Academy	Specials Teacher A	Mathews
Connect Academy	Specials Teacher B	Berg
Connect Academy	SPED Teacher	Wolf
Connect Academy	Vice Principal	Rosenbaum
Discover Academy	CTR Kindergarten Co-Teacher A	Hutcheson
Discover Academy	CTR Kindergarten Co-Teacher B	Stewart

School	Position	Last Name
Discover Academy	CTR Kindergarten Co-Teacher C	Steadman
Discover Academy	CTR Kindergarten Co-Teacher D	Wiggins
Discover Academy	CTR Pre-K Co-Teacher A	Bernstein
Discover Academy	CTR Pre-K Co-Teacher B	Rodriguez
Discover Academy	CTR Pre-K Co-Teacher C	Terry
Discover Academy	CTR Pre-K Co-Teacher D	Harter
Discover Academy	Discovery	Biby
Discover Academy	Floating Teacher's Assistant	Coleman
Discover Academy	Kindergarten Lead A	Truitt
Discover Academy	Kindergarten Lead B	Blalock
Discover Academy	Kindergarten Lead C	Chin
Discover Academy	Kindergarten Lead D	Meyers
Discover Academy	Lunch Administrator	Freeman
Discover Academy	Office Manager	Jones
Discover Academy	Physical Education	Frye
Discover Academy	Pre-K Lead A	Nelson
Discover Academy	Pre-K Lead B	Corey
Discover Academy	Pre-K Lead C	Wiklund
Discover Academy	Pre-K Lead D	Sterling Scott
Discover Academy	Preschool Assistant Teacher A	Mills
Discover Academy	Preschool Assistant Teacher B	Adams Jr.
Discover Academy	Preschool Assistant Teacher C	Anore
Discover Academy	Preschool Assistant Teacher C	May
Discover Academy	Preschool Assistant Teacher D	Somerville
Discover Academy	Preschool Assistant Teacher E	Ferguson
Discover Academy	Preschool Lead A	Renix
Discover Academy	Preschool Lead B	Thomas
Discover Academy	Preschool Lead C	Fernandez Smith
Discover Academy	Preschool Lead D	Baxter Hallum
Discover Academy	Preschool Lead E	Warner
Discover Academy	Principal	Johnson
Discover Academy	Social Worker	Palloni (Lampe)
Discover Academy	Specials Assistant Teacher	Williams
Discover Academy	SPED CTR	Baraba
Discover Academy	SPED Teacher	Choi
Discover Academy	Vice Principal A	Danylchuk
Discover Academy	Vice Principal B	Wynn
Grow Academy	Art	Kallus
Grow Academy	CTR Kindergarten Co-Teacher A	Neuhaus

School	Position	Last Name
Grow Academy	CTR Kindergarten Co-Teacher B	Holiday
Grow Academy	CTR Kindergarten Co-Teacher C	McCrimmon
Grow Academy	CTR Kindergarten Co-Teacher D	Ogundiran
Grow Academy	CTR Pre-K Co-Teacher A	Basom
Grow Academy	CTR Pre-K Co-Teacher B	Fable
Grow Academy	CTR Pre-K Co-Teacher C	Siegel
Grow Academy	CTR Pre-K Co-Teacher D	Maryan
Grow Academy	CTR: SPED Co-Teacher B	Kayode
Grow Academy	Kindergarten Lead A	Helgesen
Grow Academy	Kindergarten Lead B	Guzman
Grow Academy	Kindergarten Lead C	Nickens-EI
Grow Academy	Kindergarten Lead D	Wheeler
Grow Academy	Lunch Administrator	Acker
Grow Academy	Music	Mealing
Grow Academy	Office Manager	Mosby
Grow Academy	Office Manager (FY 15)	Mosby
Grow Academy	Physical Education	Williams
Grow Academy	Pre-K Lead A	Fube
Grow Academy	Pre-K Lead B	Ezomoghene
Grow Academy	Pre-K Lead C	Murphy
Grow Academy	Pre-K Lead D	Haney
Grow Academy	Preschool Assistant Teacher A	Carter
Grow Academy	Preschool Assistant Teacher B	Allen
Grow Academy	Preschool Assistant Teacher C	Williams
Grow Academy	Preschool Assistant Teacher D	Billingslea
Grow Academy	Preschool Assistant Teacher E	Campbell
Grow Academy	Preschool Lead A	Galloway
Grow Academy	Preschool Lead B	Lewis
Grow Academy	Preschool Lead C	Morman
Grow Academy	Preschool Lead D	Muhammad
Grow Academy	Preschool Lead E	Walker
Grow Academy	Principal	Kossoy
Grow Academy	Social Worker	Whittington
Grow Academy	Specials Assistant Teacher	Manier
Grow Academy	SPED Teacher A	Negrete
Grow Academy	TFA Intern	Dewdney
Grow Academy	Vice Principal A	Diamond
Grow Academy	Vice Principal B	Ellis
Heights Academy	1st Grade Lead A	Betzel

School	Position	Last Name
Heights Academy	1st Grade Lead B	Craig
Heights Academy	1st Grade Lead C	David
Heights Academy	2nd Grade Lead A	Darby
Heights Academy	2nd Grade Lead B	Robinson
Heights Academy	2nd Grade Lead C	Wong
Heights Academy	2nd Grade Lead D	Stauber
Heights Academy	3rd Grade Lead A	Conti
Heights Academy	3rd Grade Lead B	Huhn
Heights Academy	3rd Grade Lead C	Mason
Heights Academy	3rd Grade Lead D	Stanfield
Heights Academy	Behavioral Support Specialist	Young
Heights Academy	CTR 1st Grade Co-Teacher A	Jackson
Heights Academy	CTR 1st Grade Co-Teacher B	Lewis
Heights Academy	CTR 1st Grade Co-Teacher C	Totman
Heights Academy	Lunch Administrator	McIntyre
Heights Academy	Lunch Administrator	Settle
Heights Academy	Office Manager	Smith
Heights Academy	Orchestra - Music/Violin	Brown
Heights Academy	Physical Education	Ross
Heights Academy	Principal	Brauer
Heights Academy	Social Worker	Berkowitz
Heights Academy	Specials Teacher	Fraser
Heights Academy	SPED Teacher A	Williams
Heights Academy	SPED Teacher B	Tinney
Heights Academy	Teaching Fellow	McSwain
Heights Academy	TEAM Teacher A	Patrick
Heights Academy	TEAM Teacher B	Kudchadkar
Heights Academy	TEAM Teacher C	Stevens
Heights Academy	TEAM Teacher D	Eshman
Heights Academy	TEAM Teacher E	Wofford
Heights Academy	Vice Principal	Gallagher
KEY Academy	5th Grade Math	Douglass
KEY Academy	5th Grade Reading	Delk
KEY Academy	5th Grade Science	Ellis
KEY Academy	5th Grade Social Studies	Haurin
KEY Academy	6th Grade Math	Brock
KEY Academy	6th Grade Reading	Kohne
KEY Academy	6th Grade Science	Pratt-Tuke
KEY Academy	6th Grade Social Studies	van der Walt

School	Position	Last Name
KEY Academy	7th Grade English	Pietroski
KEY Academy	7th Grade History	Wieczorek
KEY Academy	7th Grade Math	Lawrence
KEY Academy	7th Grade Science	Satoh
KEY Academy	8th Grade English	Escobar
KEY Academy	8th Grade History	Flynn
KEY Academy	8th Grade Math	Mauter
KEY Academy	8th Grade Science	Looft
KEY Academy	Behavioral Support Specialist	Wieland
KEY Academy	Building Tech - Benning	Sands
KEY Academy	CTR SPED Teaching Fellow	Amaro
KEY Academy	CTR Teaching Fellow A	Bartoshuk
KEY Academy	CTR Teaching Fellow B	Weinstock
KEY Academy	Lunch Administrator	Henson
KEY Academy	Music - Split with KEY/WILL	Pereira
KEY Academy	Office Manager	Jones
KEY Academy	Orchestra	Johnson
KEY Academy	Physical Education	Martin
KEY Academy	Principal	Ayala
KEY Academy	Social Worker	Younger
KEY Academy	Spanish	Vernon
KEY Academy	SPED Teacher A	Ball
KEY Academy	SPED Teacher B	Dillon
KEY Academy	SPED Teacher C	Myers
KEY Academy	Vice Principal A	Fiorello
KEY Academy	Vice Principal B	Newell
Lead Academy	1st Grade Lead A	Doss
Lead Academy	1st Grade Lead B	Collier
Lead Academy	1st Grade Lead C	Witherspoon
Lead Academy	1st Grade Lead D	Greenberg
Lead Academy	2nd Grade Lead A	Lesley
Lead Academy	2nd Grade Lead B	Spangler
Lead Academy	2nd Grade Lead C	Hernandez
Lead Academy	CTR 1st Grade Co-Teacher A	Ramaswamy
Lead Academy	CTR 1st Grade Co-Teacher B	Bellin
Lead Academy	CTR 1st Grade Co-Teacher C	Ives
Lead Academy	CTR 1st Grade Co-Teacher D	Thomas
Lead Academy	Lunch Administrator	Slade
Lead Academy	Office Manager	Allen

School	Position	Last Name
Lead Academy	Part-Time Art Teacher	Beavers
Lead Academy	Physical Education	Fears
Lead Academy	Principal	Love
Lead Academy	Social Worker	Leiner
Lead Academy	SPED CTR	Vu
Lead Academy	SPED Teacher	Ascher
Lead Academy	Teacher's Assistant A	Rodriguez
Lead Academy	TEAM Teacher A	McDonald
Lead Academy	TEAM Teacher B	Isaacson
Lead Academy	TEMPORARY TEAM Teacher	Maze
Lead Academy	Vice Principal	LeDoux
LEAP Academy	Creative Arts	Wall
LEAP Academy	CTR Kindergarten Co-Teacher A	McMillan
LEAP Academy	CTR Kindergarten Co-Teacher B	Nadal
LEAP Academy	CTR Kindergarten Co-Teacher C	McMahon
LEAP Academy	CTR Kindergarten Co-Teacher D	Childers
LEAP Academy	CTR Pre-K Co-Teacher A	Stover
LEAP Academy	CTR Pre-K Co-Teacher B	Kimbel
LEAP Academy	CTR Pre-K Co-Teacher C	Uyenco
LEAP Academy	CTR Pre-K Co-Teacher D	Norris
LEAP Academy	Dance	Tomlinson
LEAP Academy	Kindergarten Lead A	Johnston (Dietz)
LEAP Academy	Kindergarten Lead B	Irvin
LEAP Academy	Kindergarten Lead C	Blair
LEAP Academy	Kindergarten Lead D	Woods
LEAP Academy	Lunch Administrator	Barclift
LEAP Academy	Office Manager	Dicks
LEAP Academy	Physical Education	Nickerson
LEAP Academy	Pre-K Lead A	Doyle
LEAP Academy	Pre-K Lead B	Lloyd
LEAP Academy	Pre-K Lead C	Price
LEAP Academy	Pre-K Lead D	Wall
LEAP Academy	Preschool Assistant Teacher A	Dean
LEAP Academy	Preschool Assistant Teacher B	Dicks
LEAP Academy	Preschool Assistant Teacher C	Bisram
LEAP Academy	Preschool Assistant Teacher D	Fitzhugh
LEAP Academy	Preschool Assistant Teacher E	Petty
LEAP Academy	Preschool Lead A	Klein
LEAP Academy	Preschool Lead B	Cauley

School	Position	Last Name
LEAP Academy	Preschool Lead C	McIntosh
LEAP Academy	Preschool Lead D	Ourisman
LEAP Academy	Preschool Lead E	McPherson
LEAP Academy	Principal	Clayman
LEAP Academy	Social Worker	Bailey (Herron)
LEAP Academy	Specials Assistant Teacher	Fitzhugh
LEAP Academy	SPED CTR	Schoyer
LEAP Academy	SPED Teacher	Allegrotti
LEAP Academy	TEMPORARY Teaching Fellow	Perkins
LEAP Academy	Vice Principal A	Taylor
LEAP Academy	Vice Principal B	Allegrotti
Promise Academy	1st Grade Lead A	Marlowe
Promise Academy	1st Grade Lead B	Daddazio
Promise Academy	1st Grade Lead C	Ryan
Promise Academy	1st Grade Lead D	Schram
Promise Academy	2nd Grade Lead A	Jones
Promise Academy	2nd Grade Lead B	Robinson (Leak)
Promise Academy	2nd Grade Lead B (FY 15)	Larcom
Promise Academy	2nd Grade Lead C	Tsien
Promise Academy	2nd Grade Lead D	Browne
Promise Academy	3rd Grade Lead B	Dierolf
Promise Academy	3rd Grade Lead C	Rodriguez
Promise Academy	3rd Grade Lead D	Trotter
Promise Academy	4th Grade Lead Literacy A	Rasmussen
Promise Academy	4th Grade Lead Literacy B	Mull
Promise Academy	4th Grade Lead Math A	Burney
Promise Academy	4th Grade Lead Math B	Li
Promise Academy	CTR 1st Grade Co-Teacher A	Vomund
Promise Academy	CTR 1st Grade Co-Teacher B	Crenshaw
Promise Academy	CTR 1st Grade Co-Teacher C	Curtis
Promise Academy	CTR 1st Grade Co-Teacher C (FY 15)	Petersen
Promise Academy	CTR 1st Grade Co-Teacher D	Welch
Promise Academy	CTR SPED Teaching Fellow	King
Promise Academy	General Knowledge - 2nd Grade	Campbell
Promise Academy	General Knowledge - 3rd Grade	Lee
Promise Academy	General Knowledge - 4th Grade	Kozik
Promise Academy	Instructional Coach	Johnson
Promise Academy	Lunch Administrator	Franklin
Promise Academy	Office Manager	Myers

School	Position	Last Name
Promise Academy	Orchestra A	Irvin
Promise Academy	Orchestra B	Major
Promise Academy	Physical Education	Davis
Promise Academy	Principal	McNabb
Promise Academy	Social Worker	Zarb
Promise Academy	Special Education Teacher's Assistant	Dandy
Promise Academy	Special Education Teacher's Assistant	Garlington
Promise Academy	SPED Teacher A	Marshall
Promise Academy	SPED Teacher B	Forde
Promise Academy	SPED Teacher C	Crehan
Promise Academy	SPED Teacher D	Davis
Promise Academy	TEAM Teacher A	Fredericks
Promise Academy	TEAM Teacher B	Hardin
Promise Academy	TEAM Teacher C	Beck
Promise Academy	TEAM Teacher D	Stolzenberg
Promise Academy	Vice Principal A	Meyer
Promise Academy	Vice Principal B	Huseby
Spring Academy	CTR Kindergarten Co-Teacher A	Nordby
Spring Academy	CTR Kindergarten Co-Teacher B	York
Spring Academy	CTR Kindergarten Co-Teacher C	Martinez
Spring Academy	CTR Kindergarten Co-Teacher D	Adams
Spring Academy	Kindergarten Lead A	Robinson
Spring Academy	Kindergarten Lead B	Rogalsky
Spring Academy	Kindergarten Lead C	Finkelstein
Spring Academy	Kindergarten Lead D	Johnson
Spring Academy	Office Manager	Brown
Spring Academy	Principal	Hoy
Spring Academy	Social Worker - Split with Connect/Spring	Kirshbaum
Spring Academy	Specials Assistant Teacher	Lowe
Spring Academy	Specials Teacher	Boswell
Spring Academy	SPED Teacher	Sheppard
WILL Academy	4th Grade Literacy A	Salgado
WILL Academy	4th Grade Literacy B	Santoro
WILL Academy	4th Grade Math Teacher	Jones
WILL Academy	4th Grade Social Studies	Wiseman
WILL Academy	5th Grade Literacy A	Gould
WILL Academy	5th Grade Literacy B	Trowell
WILL Academy	5th Grade Math	Gyemfi
WILL Academy	5th Grade Science	Flaherty

School	Position	Last Name
WILL Academy	6th Grade Literacy A	Forys
WILL Academy	6th Grade Literacy B	Boyd
WILL Academy	6th Grade Math	Brogan
WILL Academy	6th Grade Science	Robinson
WILL Academy	7th Grade English	Beal
WILL Academy	7th Grade History	Harbaugh
WILL Academy	7th Grade Math	Rottman
WILL Academy	7th Grade Science	Thompson
WILL Academy	8th Grade English	Welsh
WILL Academy	8th Grade History	Curwen
WILL Academy	8th Grade Math	Stidham
WILL Academy	8th Grade Science	Sandusky
WILL Academy	Behavioral Support Specialist	Ruocco
WILL Academy	CTR SPED Teaching Fellow	Tufts
WILL Academy	CTR Teaching Fellow A	Hall
WILL Academy	CTR Teaching Fellow B	Jones
WILL Academy	Lunch Administrator	Jones
WILL Academy	Lunch Administrator	Wideman
WILL Academy	Office Manager	Mosley
WILL Academy	Orchestra	Johns
WILL Academy	Physical Education	Askew
WILL Academy	Principal	Williams
WILL Academy	Social Worker	Steinhoff
WILL Academy	Spanish	Long
WILL Academy	Special Education Teaching Fellow	Romaine Jr.
WILL Academy	SPED Teacher A	Zivin
WILL Academy	SPED Teacher B	Holder
WILL Academy	SPED Teacher C	Madison
WILL Academy	SPED Teacher D	Priehs
WILL Academy	SPED: Temporary Special Education Teacher	Preskill
WILL Academy	Vice Principal A	Bosch

* 100% of KIPP DC lead teachers have bachelor's degrees, and 49% of lead teachers have master's degrees.

Board Roster for SY2013-2014

Terry Golden, Chair* Bailey Capital Corporation	Earl Galleher Basho, Inc.	Carol Ludwig*
David Bradley* The National Journal Companies	Don Graham* Washington Post Company	Hudson LaForce W.R. Grace & Co
Tamica Cain* Parent Representative	Charlene Drew Jarvis* Venture Philanthropy Partners	Heimy Salgado, Teacher Rep* KIPP DC: WILL Academy
John Duff, Treasurer* Duff Ackerman and Goodrich LLC	Kenya King * Parent Representative	Susan Schaeffler* KIPP DC
		Stu Solomon Accenture
		.

*denotes board member who is a D.C. resident

KIPP DC, KIPP DC – Douglass QALICB, Inc., and KIPP DC – Shaw QALICB, Inc.

Consolidated Financial Statements

For the Year Ended June 30, 2014

— ♦ —
and
Accountant's Compilation Report
— ♦ —



Certified Public Accountants

ACCOUNTANT'S COMPILATION REPORT

To the Board of Trustees of KIPP DC

We have compiled the accompanying draft consolidated statements of financial position of KIPP DC, KIPP DC – Douglass QALICB, Inc., and KIPP DC – Shaw, Inc. (KIPP DC) as of June 30, 2014 and the prior fiscal year end, and the related consolidated statement of activities for the year ended June 30, 2014. We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with accounting principles generally accepted in the United States of America.

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the accounting principles general accepted in the United States of America (GAAP) and for designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of the financial statements.

Our responsibility is to conduct the compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of a compilation is to assist management in presenting financial information in the form of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements.

Management has elected to omit substantially all of the disclosures and the statement of cash flows required by GAAP. If the omitted disclosures and the statement of cash flows were included in the financial statements, they might influence the user's conclusions about KIPP's financial position, changes in its net assets, and its cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The accompanying Report to the D.C. Public Charter School Board and budget information are presented only for supplementary analysis purposes. Such information has been compiled from information that is the representation of management, without audit or review, and, accordingly, we do not express an opinion or any other form of assurance on such data.

DRAFT

Raffa, P.C.

Washington, DC
August 5, 2014

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Financial Position
As of June 30, 2014

	Current Year	Prior Fiscal Year End	Change
ASSETS			
Current Assets			
Cash and Equivalents - Unrestricted	\$ 7,333,855	\$ 5,337,355	\$ 1,996,500
Cash and Equivalents- Restricted	5,923,276	2,180,872	3,742,404
Investments - Unrestricted	55,534,468	50,687,900	4,846,568
Investments - Restricted	10,450,640	1,239,766	9,210,874
Receivables	2,549,016	2,985,465	(436,449)
Promises to Give	685,000	20,000	665,000
Accrued Interest Income	27,486	23,777	3,709
Other Receivables	474,005	28,000	446,005
Prepaid Expenses	1,126,536	1,009,589	116,947
Total - Current Assets	<u>84,104,282</u>	<u>63,512,724</u>	<u>20,591,558</u>
Noncurrent Assets			
Deferred Rental Income	253,720	54,669	199,051
Deposits	218,896	197,711	21,185
Promises to Give, net	1,782,700	106,800	1,675,900
Interest Rate Cap	3,047	17,081	(14,034)
Sinking Funds	499,085	287,908	211,177
Note Receivable	17,705,702	17,705,702	-
Debt Issuance Costs, net	2,764,789	1,575,049	1,189,740
Total - Noncurrent Assets	<u>23,227,939</u>	<u>19,944,920</u>	<u>3,283,019</u>
Property and Equipment			
Land	8,900,235	5,800,235	3,100,000
Building and Improvements	41,249,030	31,393,248	9,855,782
Construction in Progress	10,733,588	4,819,439	5,914,149
Leasehold Improvements	68,557,569	48,821,157	19,736,412
Furniture and Equipment	394,829	295,694	99,135
Computer Hardware and Software	504,396	439,594	64,802
Accumulated Depreciation	(11,067,695)	(8,204,384)	(2,863,311)
Total - Property and Equipment	<u>119,271,952</u>	<u>83,364,983</u>	<u>35,906,969</u>
Total Assets	<u><u>\$ 226,604,173</u></u>	<u><u>\$ 166,822,627</u></u>	<u><u>\$ 59,781,546</u></u>

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Financial Position
As of June 30, 2014

	Current Year	Prior Fiscal Year End	Change
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts Payable and Accrued Expenses	\$ 6,571,997	\$ 4,981,316	\$ 1,590,681
Notes Payable	5,625,000	2,905,444	2,719,556
Refundable Advances and Agency Funds	-	60,000	(60,000)
Deferred Revenue	<u>3,643,056</u>	<u>3,141,413</u>	<u>501,643</u>
Total - Current Liabilities	15,840,053	11,088,173	4,751,880
Non-Current Liabilities			
Notes Payable, net	111,178,220	79,587,444	31,590,776
Capital Lease Obligation	1,447,790	1,339,148	108,642
Deferred Rent Expense	<u>672,147</u>	<u>407,815</u>	<u>264,332</u>
Total - Non-Current Liabilities	113,298,157	81,334,407	31,963,750
Total Liabilities	<u>129,138,210</u>	<u>92,422,580</u>	<u>36,715,630</u>
Net Assets			
Unrestricted	69,399,822	73,342,887	(3,943,065)
Temporarily Restricted	5,000,227	1,057,160	3,943,067
Change in Net Assets	<u>23,065,914</u>	<u>-</u>	<u>23,065,914</u>
Total - Net Assets	97,465,963	74,400,047	23,065,916
Total Liabilities and Net Assets	<u><u>\$ 226,604,173</u></u>	<u><u>\$ 166,822,627</u></u>	<u><u>\$ 59,781,546</u></u>

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Activities Budget vs. Actual
For the Year Ended June 30, 2014

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY14
REVENUES				
Per Pupil Revenue				
Base Per Pupil Allocation	\$ 38,246,614	\$ 38,246,608	\$ 6	\$ 38,246,608
Special Ed Per Pupil Allocation	7,469,309	6,164,033	1,305,276	6,164,033
LEP/NEP Per Pupil Allocation	75,382	75,382	0	75,382
Summer School Per Pupil Allocation	2,900,787	2,853,374	47,413	2,853,374
Facility Per Pupil Allocation	10,917,000	10,920,000	(3,000)	10,920,000
Total - Per Pupil Revenue	<u>59,609,092</u>	<u>58,259,397</u>	<u>1,349,695</u>	<u>58,259,397</u>
Other Public Funds				
Title Funds Revenue	2,981,270	2,243,939	737,331	2,243,939
Food Program Revenue	3,032,577	3,075,276	(42,699)	3,075,276
Medicaid Reimbursements	79,290	170,000	(90,710)	170,000
Federal Grants	4,632,632	5,264,614	(631,982)	5,264,614
State and Local Grants	172,448	-	172,448	-
Total - Other Public Funds	<u>10,898,217</u>	<u>10,753,829</u>	<u>144,388</u>	<u>10,753,829</u>
Private Revenue				
Contributions and Private Grants	16,276,379	4,471,953	11,804,426	4,471,953
Total - Private Contributions	<u>16,276,379</u>	<u>4,471,953</u>	<u>11,804,426</u>	<u>4,471,953</u>
Investment Income				
Interest Income	316,466	386,934	(70,468)	386,934
Unrealized Gain (Loss) on Investment	(4,952)	-	(4,952)	-
Realized Gain (Loss) on Investment	4,656	-	4,656	-
Total - Investment Income	<u>316,170</u>	<u>386,934</u>	<u>(70,764)</u>	<u>386,934</u>
Additional Revenue				
Student Uniform Fees	120,857	161,405	(40,548)	161,405
Student Meal Fees	53,341	88,713	(35,372)	88,713
Student Activity Fees	53,112	89,266	(36,154)	89,266
Other Student Fees	46,457	14,500	31,957	14,500
Rental Income	109,030	111,762	(2,732)	111,762
Fee Income	64,650	15,000	49,650	15,000
Miscellaneous Income	34,950	-	34,950	-
Total - Additional Revenue	<u>482,398</u>	<u>480,646</u>	<u>1,752</u>	<u>480,646</u>
Total - Revenues	<u>87,582,256</u>	<u>74,352,760</u>	<u>13,229,496</u>	<u>74,352,760</u>

See Accountant's Compilation Report

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Activities Budget vs. Actual
For the Year Ended June 30, 2014

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY14
EXPENSES				
Personnel Costs				
<i>Salary Expense</i>				
Principals/Exec Leadership	4,368,075	4,333,416	34,658	4,333,416
Administrative Salaries	4,665,066	4,834,612	(169,546)	4,834,612
Instructional Salaries	15,658,566	16,042,272	(383,706)	16,042,272
Instructional Support Salaries	3,683,415	3,713,948	(30,533)	3,713,948
Student Support Salaries	1,943,417	2,149,087	(205,671)	2,149,087
Contracted Program Staff	175,880	145,630	30,250	145,630
Supplemental School Staff	348,743	297,133	51,610	297,133
Coaching Stipends	21,500	28,000	(6,500)	28,000
Bonuses	1,136,874	1,175,750	(38,876)	1,175,750
Substitutes	750	-	-	-
<i>Employee Benefits and Payroll Taxes</i>				
Payroll Taxes	2,527,617	2,635,566	(107,948)	2,635,566
Employee Benefits	3,171,637	3,727,014	(555,376)	3,727,014
<i>Other Staff-Related Costs</i>				
Payroll and HR Processing Fees	101,375	102,000	(625)	102,000
Staff Recruitment	41,905	101,325	(59,420)	101,325
Staff Development	923,661	1,115,303	(191,642)	1,115,303
Staff Meals, Events, Awards	410,674	533,687	(123,013)	533,687
Total - Personnel Costs	<u>39,179,158</u>	<u>40,934,743</u>	<u>(1,756,335)</u>	<u>40,934,743</u>
Direct Student Expense				
Educational Supplies	1,244,964	1,379,017	(134,052)	1,379,017
Classroom Furniture and Equipment	442,968	389,825	53,143	389,825
Student and Technology	719,728	856,700	(136,971)	856,700
Educational Consultants	539,301	450,400	88,901	450,400
Software Licenses - Instructional	164,304	268,225	(103,921)	268,225
Student Assessment	123,150	140,414	(17,264)	140,414
Student Uniform Expense	230,974	283,070	(52,096)	283,070
Contracted Food Service	3,328,918	3,367,690	(38,772)	3,367,690
Student Transportation	214,626	352,421	(137,794)	352,421
Student Lodging	33,241	89,050	(55,809)	89,050
Student Snacks & Other Meals	78,679	137,080	(58,401)	137,080
Extracurricular Activities	160,694	296,860	(136,166)	296,860
Financial Assistance	75,000	124,550	(49,550)	124,550
Other Direct Student Expense	35,236	116,910	(81,674)	116,910
Total - Direct Student Expense	<u>7,391,785</u>	<u>8,252,211</u>	<u>(860,426)</u>	<u>8,252,211</u>

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Activities Budget vs. Actual
For the Year Ended June 30, 2014

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY14
Occupancy Expenses				
Rent	789,650	837,738	(48,089)	837,738
Contracted Parking	38,443	39,975	(1,532)	39,975
Utilities	895,837	961,069	(65,233)	961,069
Janitorial Service	797,141	775,233	21,908	775,233
Janitorial Supplies	88,632	70,121	18,511	70,121
Security Service	550,048	518,240	31,808	518,240
Repairs & Maintenance	448,177	260,259	187,918	260,259
Property Taxes	12,465	14,000	(1,535)	14,000
Other Contracted Services	778,466	683,233	95,233	683,233
Interest Expense	4,215,074	3,908,058	307,017	3,908,058
Financing Costs	912,770	123,420	789,349	123,420
Total - Occupancy Expenses	9,526,701	8,191,346	1,335,355	8,191,346
Professional Fees				
Accounting Fees	166,286	156,000	10,286	156,000
Audit & Tax Fees	77,490	90,000	(12,510)	90,000
Technology Consultants	736,334	670,500	65,834	670,500
Legal Fees	76,794	75,000	1,794	75,000
Consultants (non-ed)	332,105	614,785	(282,680)	614,785
Management Fees	15,000	-	-	-
Total - Professional Fees	1,404,010	1,606,285	(217,276)	1,606,285
Office Expenses				
Administrative Supplies	102,826	100,450	2,376	100,450
Administrative Furniture & Equipment	65,589	113,900	(48,311)	113,900
Staff Technology	644,775	521,350	123,425	521,350
Software Licenses-Admin	264,615	263,630	985	263,630
Telecommunications & Internet Activities	665,537	789,221	(123,683)	789,221
Printing & Photocopying	408,793	413,250	(4,457)	413,250
Postage & Courier	25,327	36,300	(10,973)	36,300
Business Insurance	272,603	300,000	(27,397)	300,000
Licenses, Dues & Memberships	350,815	334,198	16,617	334,198
Bank and Credit Card Fees	29,476	13,600	15,876	13,600
Total - Office Expenses	2,830,356	2,885,899	(55,543)	2,885,899

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Activities Budget vs. Actual
For the Year Ended June 30, 2014

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY14
General Expenses				
Staff Travel	50,962	99,050	(48,088)	99,050
Outreach	134,333	209,750	(75,417)	209,750
Student Recruitment	27,891	57,545	(29,654)	57,545
Charter Board Admin Fee	359,734	342,310	17,424	342,310
Sub-grants	221,561	104,689	116,872	104,689
Other Taxes	9,449	-	9,449	-
Bad Debt Expense	76,800	-	-	-
Other General Expenses	323,061	-	323,061	-
Contingency	-	1,491,442	(1,491,442)	1,491,442
Depreciation Expense	2,863,312	2,855,981	7,331	2,855,981
Amortization Expense	117,231	102,683	14,547	102,683
Total - General Expenses	<u>4,184,333</u>	<u>5,263,450</u>	<u>(1,155,917)</u>	<u>5,263,450</u>
Total - Expenses	<u>64,516,343</u>	<u>67,133,935</u>	<u>(2,710,142)</u>	<u>67,133,935</u>
Change in Net Assets	<u>\$ 23,065,914</u>	<u>\$ 7,218,825</u>	<u>\$ 15,847,088</u>	<u>\$ 7,218,826</u>

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2015

	FY2015
Revenue	
Base Per Pupil Allocation	\$ 53,735,413
Special Ed Per Pupil	8,482,574
LEP/NEP Per Pupil	79,073
Summer School Per Pupil	3,600,632
Facility Per Pupil Allocation	14,026,752
Public Revenue Subtotal	\$ 79,924,444
Other Public Revenue	
NCLB Entitlement Revenue	\$ 2,598,023
Food Program Revenue	3,808,910
Federal Grants	3,954,115
State and Local Grants	200,000
Other Public Revenue Subtotal	\$ 10,561,048
Private Revenue	
Contributions & Private Grants	\$ 6,244,891
Student Uniform Fees	200,960
Student Meal Fees	90,555
Student Activity Fees	102,987
Other Student Fees	19,000
Interest Income	400,577
Rental Income	114,634
Miscellaneous Income	50,000
Private Revenue Subtotal	\$ 7,223,605
TOTAL REVENUE	\$ 97,709,096

Salaries and Benefits

Principals/Exec Leadership	\$ 5,976,463
Administrative Salaries	6,530,328
Instructional Salaries	21,967,730
Instructional Support Salaries	4,524,676
Student Support Salaries	2,687,522
Contracted Program Staff	263,450
Supplemental School Staff	403,306
Coaching Stipends	24,000
Bonuses	1,515,750
Payroll Taxes	3,536,684
Employee Benefits	5,302,656
Payroll and HR Processing Fees	141,740
Staff Recruitment	162,700
Staff Development	1,262,403
Staff Meals, Events, Awards	610,560
Salaries & Benefits Subtotal	\$ 55,109,968

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2015

	FY2015
Direct Student Costs	
Educational Supplies	\$ 1,878,892
Classroom Furniture and Equip	768,175
Classroom Technology	1,688,378
Software Licenses - Educ	434,109
Educational Consultants	640,995
Student Assessment	410,684
Student Uniform Expense	350,110
Contracted Food Service	4,226,897
Student Transportation	419,837
Student Lodging	100,200
Student Snacks & Other Meals	170,804
Extracurricular Activities	343,681
Financial Assistance	229,900
Other Direct Student Expense	64,720
Direct Student Costs Subtotal	\$ 11,727,381
Office Expenses	
Administrative Supplies	\$ 180,402
Admin Furniture & Equipment	243,750
Administrative Technology	683,144
Software Licenses - Admin	409,321
Telecommunications & Internet	789,923
Printing & Photocopying	595,250
Postage & Courier	45,650
Business Insurance	372,000
Licenses, Dues & Memberships	420,299
Bank and Credit Card Fees	21,500
Office Expense Subtotal	\$ 3,761,239
Occupancy Expense	
Rent	\$ 830,089
Contracted Parking	59,886
Utilities	1,704,230
Janitorial Service	1,454,545
Janitorial Supplies	127,992
Security Service	934,519
Repairs & Maintenance	456,842
Property Taxes	14,000
Other Contracted Services	1,032,643
Interest Expense	6,194,910
Financing Costs	103,375
Occupancy Expense Subtotal	\$ 12,913,031

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2015

		FY2015
Professional Fees		
Accounting Fees	\$	184,000
Audit & Tax Fees		91,300
Technology Consultants		1,348,000
Legal Fees		105,000
Consultants (non-ed)		237,961
Professional Fees Subtotal	\$	1,966,261
General Expenses		
Staff Travel (non-PD)	\$	96,800
Outreach		336,500
Student Recruitment		69,155
Charter Board Admin Fee		452,002
Sub-grants		17,963
Depreciation Expense		4,096,140
Amortization Expense		102,683
Contingency		2,385,617
General Expense Subtotal	\$	7,556,860
TOTAL EXPENSE		\$ 93,034,740
NET INCOME / (LOSS)		\$ 4,674,356

2013-2014 Data Submission

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC AIM Academy
	PCSB	Audited Enrollment Total	338
	PCSB	Grade 5 Audited Enrollment	88
	PCSB	Grade 6 Audited Enrollment	88
	PCSB	Grade 7 Audited Enrollment	84
	PCSB	Grade 8 Audited Enrollment	78
Student Data Points	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	28.99%
	PCSB	Expulsion Rate	3.25%
	PCSB	Instructional Time Lost to Discipline	0.54%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	6.80%
	PCSB	Mid-Year Entry Rate	0.60%
Faculty & Staff	KIPP DC	Number of Teachers	29
	KIPP DC	Teacher Attrition Rate	15%
Facilities Information	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC College Preparatory
	PCSB	Audited Enrollment Total	424
	PCSB	Grade 9 Audited Enrollment	153
	PCSB	Grade 10 Audited Enrollment	114
	PCSB	Grade 11 Audited Enrollment	96
	PCSB	Grade 12 Audited Enrollment	61
Student Data Points	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	26.42%
	PCSB	Expulsion Rate	1.42%
	PCSB	Instructional Time Lost to Discipline	0.58%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	8.30%
	PCSB	Mid-Year Entry Rate	0.00%
Faculty & Staff	KIPP DC	Number of Teachers	39
	KIPP DC	Teacher Attrition Rate	16%
Facilities Information	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	Advanced Placement	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Discover Academy
	PCSB	Audited Enrollment Total	306
	PCSB	PK3 Audited Enrollment	100
	PCSB	PK4 Audited Enrollment	103
	PCSB	KG Audited Enrollment	103
Student Data Points	KIPP DC	Total number of instructional days	180
	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	3.92%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.04%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	2.60%
	PCSB	Mid-Year Entry Rate	0.00%
Faculty & Staff	KIPP DC	Number of Teachers	33
	KIPP DC	Teacher Attrition Rate	13%
Facilities Information	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC KEY Academy
	PCSB	Audited Enrollment Total	334
	PCSB	Grade 5 Audited Enrollment	96
	PCSB	Grade 6 Audited Enrollment	86
	PCSB	Grade 7 Audited Enrollment	81
Student Data Points	PCSB	Grade 8 Audited Enrollment	71
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	28.44%
	PCSB	Expulsion Rate	0.6%
	PCSB	Instructional Time Lost to Discipline	0.55%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Promotion Rate (KG and higher)	96.8%
	PCSB	Mid-Year Withdrawal Rate	3.00%
	PCSB	Mid-Year Entry Rate	0.90%
	KIPP DC	Number of Teachers	28
Facilities Information	KIPP DC	Teacher Attrition Rate	18%
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor competitions	Yes
	KIPP DC	Playground	Yes
Education Offerings	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Lead Academy
	PCSB	Audited Enrollment Total	215
	PCSB	Grade 1 Audited Enrollment	111
	PCSB	Grade 2 Audited Enrollment	104
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	3.26%
Student Data Points	PCSB	Expulsion Rate	0.00%
	PCSB	Instructional Time Lost to Discipline	0.03%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	1.90%
	PCSB	Mid-Year Entry Rate	0.00%
Faculty & Staff	KIPP DC	Number of Teachers	19
	KIPP DC	Teacher Attrition Rate	56%
Facilities Information	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC LEAP Academy
	PCSB	Audited Enrollment Total	303
	PCSB	PK3 Audited Enrollment	103
	PCSB	PK4 Audited Enrollment	100
	PCSB	KG Audited Enrollment	100
Student Data Points	KIPP DC	Total number of instructional days	180
	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	1.65%
	PCSB	Expulsion Rate	0.00%
	PCSB	Instructional Time Lost to Discipline	0.02%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	1.00%
	PCSB	Mid-Year Entry Rate	1.30%
Faculty & Staff	KIPP DC	Number of Teachers	33
	KIPP DC	Teacher Attrition Rate	18%
Facilities Information	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Grow Academy
	PCSB	Audited Enrollment Total	304
	PCSB	PK3 Audited Enrollment	101
	PCSB	PK4 Audited Enrollment	101
	PCSB	KG Audited Enrollment	102
Student Data Points	KIPP DC	Total number of instructional days	180
	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	1.32%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.0%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	3.90%
	PCSB	Mid-Year Entry Rate	0.3%
Faculty & Staff	KIPP DC	Number of Teachers	32
	KIPP DC	Teacher Attrition Rate	19%
Facilities Information	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Heights Academy
	PCSB	Audited Enrollment Total	314
	PCSB	Grade 1 Audited Enrollment	119
	PCSB	Grade 2 Audited Enrollment	105
	PCSB	Grade 3 Audited Enrollment	90
	KIPP DC	Total number of instructional days	180
Student Data Points	PCSB	Suspension Rate	6.05%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.09%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	1.00%
	PCSB	Mid-Year Entry Rate	0.00%
Faculty & Staff	KIPP DC	Number of Teachers	26
	KIPP DC	Teacher Attrition Rate	19%
Facilities & Resources	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Connect Academy
	PCSB	Audited Enrollment Total	203
	PCSB	PK3 Audited Enrollment	102
	PCSB	PK4 Audited Enrollment	101
	KIPP DC	Total number of instructional days	180
Student Data Points	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	0.99%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.01%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	4.40%
Faculty & Staff	PCSB	Mid-Year Entry Rate	0.50%
	KIPP DC	Number of Teachers	23
	KIPP DC	Teacher Attrition Rate	24%
	KIPP DC	Square footage for entire classroom space	10,200
	KIPP DC	Square footage for entire building	14,500
	KIPP DC	Cafeteria	Yes
Facilities Information	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Promise Academy
	PCSB	Audited Enrollment Total	409
	PCSB	Grade 1 Audited Enrollment	100
	PCSB	Grade 2 Audited Enrollment	108
	PCSB	Grade 3 Audited Enrollment	98
Student Data Points	PCSB	Grade 4 Audited Enrollment	103
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	8.56%
	PCSB	Expulsion Rate	0.24%
	PCSB	Instructional Time Lost to Discipline	0.20%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	2.70%
	PCSB	Mid-Year Entry Rate	0.20%
Faculty & Staff	KIPP DC	Number of Teachers	38
	KIPP DC	Teacher Attrition Rate	44%
Facilities Information	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC WILL Academy
	PCSB	Audited Enrollment Total	388
	PCSB	Grade 4 Audited Enrollment	81
	PCSB	Grade 5 Audited Enrollment	77
	PCSB	Grade 6 Audited Enrollment	81
	PCSB	Grade 7 Audited Enrollment	77
	PCSB	Grade 8 Audited Enrollment	72
Student Data Points	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	29.64%
	PCSB	Expulsion Rate	0.52%
	PCSB	Instructional Time Lost to Discipline	0.59%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	4.40%
	PCSB	Mid-Year Entry Rate	0.50%
	KIPP DC	Number of Teachers	33
Faculty & Staff	KIPP DC	Teacher Attrition Rate	30%
	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
Facilities Information	KIPP DC	Playing field large enough to hold outdoor sports competitions	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC Spring Academy
	PCSB	Audited Enrollment Total	101
	PCSB	Grade 1 Audited Enrollment	101
Student Data Points	KIPP DC	Total number of instructional days	180
	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	9.90%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.14%
	PCSB	Promotion Rate (All Grades)	96.90%
	PCSB	Mid-Year Withdrawal Rate	3.00%
	PCSB	Mid-Year Entry Rate	2.00%
	KIPP DC	Number of Teachers	11
Facilities Information	KIPP DC	Teacher Attrition Rate	40%
	KIPP DC	Square footage for entire classroom space	10,200
	KIPP DC	Square footage for entire building	14,500
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

KIPP DC Teacher Salaries	Minimum	\$42,400.08
	Maximum	\$94,500.00
	Average	\$59,504.16

Appendix C



District of Columbia Public Charter School Board

File - KIPP DC ~~6/20/06~~

FAB

Charter Amendment
Request
Correspondence

June 20, 2006

Ms. Susan Schaeffler
Executive Director
KIPP DC Public Charter School
910 17th Street, NW
Washington, DC 20006

Dear Ms. Schaeffler:

The D.C. Public Charter School Board (PCSB) fully approved the request to amend the charter of KIPP DC Public Charter School presented at its meeting on June 19, 2006. Please note that KIPP DC must first request the PCSB's approval to begin operating in new facilities for each campus, as well as demonstrate readiness to open through a Pre-Opening Visit.

We hope that the expansion will further enhance the educational programs available for students at in the District of Columbia.

Sincerely,

Thomas A. Nida
Chair

cc: Mr. Earl Galleher

 R/he - KIPP

KIPP DC:KEY Academy

Knowledge Empowers You.

June 7, 2004

Tamara Lumpkin
DC Public Charter School Board
1438 U Street, NW
Suite 401
Washington, D.C. 20009

Dear Tamara Lumpkin,

Per our last conversation, I would like to indicate in writing, our interest in expanding our current charter agreement (KIPP DC: KEY Academy) to include additional future campuses. Specifically, we are kindly requesting that we be allowed to open a second middle school campus in the summer of 2005, a third, middle school campus in the summer of 2006 and one high school campus in the summer of 2007. We are passionate about in serving a higher number of underserved students and truly believe that the KIPP model can benefit many students in DC.

Additional information about the target neighborhoods and projected enrollments can be found in the chart below. It is important to note that the educational model of the additional middle schools will be exactly the same as the original DC KIPP School, KEY Academy. The high school will feature a different educational model that is geared to serving students in grades nine through twelve. Should you have any questions about our request, feel free to contact me anytime. I look forward to hearing from you soon.

Year	2005	2006	2007
School Type	Middle School #2	Middle School #3	High School
Neighborhood	Ward 1	Ward 7	Ward 6
Grades Served	5 - 8	5 - 8	9 - 12
Students / grade	80	80	90
Max enrollment	320	320	360


Sincerely,
Susan Schaeffler
KIPP DC Board of Trustees

Cc: John Alford
Michael Kimsey
Earl Galleher



May 8, 2006

Ms. Susan Schaeffler
KIPP DC Public Charter School
910 17th St., NW, Suite 1050
Washington, DC 20006

Dear Ms. Schaeffler:

The Board has received and staff has reviewed your charter amendment request to add grades to the existing KIPP DC Public Charter School charter. The Board invites your participation in a public hearing, as required by the District of Columbia School Reform Act of 1995, as amended. The Board's public hearing will be held on Tuesday, May 16, 2006 at 6:00 PM at the Board's office located at 3333 14th St., NW, 2nd floor.

You are invited to speak for up to five minutes about the proposed charter amendment. The presentation may include summary information about the impact of the proposed charter amendment on the mission and goals of the school, the population to be served, the education program, the business plan and plan of operations, the accountability plan, and the location of the school. You may have a total of three representatives seated at the panel table to make the presentation.

Following your presentation, time will be allotted for the Board to ask questions and for the public to testify on issues related to the charter amendment request. Those issues are the impact the proposed charter amendment will have on (1) students, parents, and communities; (2) other public schools in the District of Columbia; and (3) the quality of education in the city.

During the public comment period following each panel presentation, each speaker will be allotted up to two minutes. Individuals who wish to testify should notify the Board by 3:00 PM on the day of the hearing to be placed on the hearing schedule and should send, by May 26, 2006, a written copy of their testimony to the Board.

If you invite members of the public to testify on behalf of your proposed charter amendment, please ask them to call the Board prior to the public hearing. If several individuals wish to testify on behalf of your school, they should be encouraged to testify as a group in order to take full advantage of the opportunity presented by the public hearing.

Please contact us immediately if you have questions or need additional information.

Sincerely,

Tamara A. Lumpkin
Deputy Director

Appendix D

January 10, 2007

DC Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

To the Public Charter School Board:

Please accept this letter as a response to the materials provided in our 5 year charter review packet. KIPP DC: KEY Academy has had considerable success in its first five years of operation. We would like to highlight the following:

- KIPP DC: KEY Academy has made AYP every year since opening
- Our students have gained admission to the country's top high schools
- Our test scores have consistently been among the highest in the city
- Our students have participated in extraordinary extra-curricular programs
- Our teachers have been recognized nationally for their excellence
- Our operations and financial management have been exemplary
- We have shared best practices with schools across the city and country
- We have been featured in national news programs, newspapers, and magazines as a model for urban education

Our performance, as measured by our accountability plan, over the past five years has been strong. On our 5 year review, **we met 2 out of 3 of our academic performance standards**. This current year, over 63% of our students scored proficient or better in math and over 65% of our students scored proficient or better in reading on the DC CAS. We made AYP in every category. We did not meet our third academic performance standard because we switched from using the Stanford-9 test to the Stanford-10, which makes data comparisons difficult. While the scores from the two tests are convertible for the sake of numerical comparison, converted scores do not give a full picture of student achievement because the two tests assess performance on different learning standards.

The school established a baseline in fall of 2005 for the Stanford 10 and will continue to test all students in the spring and new students in the fall to create a more complete picture of the success of our students. Although the spring 2005 Stanford-9 to spring Stanford-10 comparisons were not entered as evidence for our 5 year review, our students showed significant gains on the Stanford-10 during the 2005-2006 school year. Looking at growth from fall 2005 to spring 2006, we can see that our student's hard work paid off.

Fall 2005 to Spring 2006 Stanford 10 Test Scores	
Average NCE gain in Math	+ 20.1 NCE
Average NCE gain in Reading	+ 11.4 NCE

Fall 2005 to Spring 2006 Stanford 10 Test Scores	
% of Students making positive NCE growth in Math	97.5%
% of Students making positive NCE growth in Reading	85.6 %

These numbers include all grades, 5th though 8th

In future years, we will be able to use fall Stanford-10 to spring Stanford-10 scores to capture the phenomenal growth of our fifth graders. In addition, we are exploring the possibility of cooperating with DCPS to acquire 4th grade DC CAS scores for our students to provide a more complete picture of first year growth.

Our performance in the non-academic and governance categories was also excellent. **We met 4 out of 4 non-academic standards.** We had over 95% average daily attendance, we had a re-enrollment rate of 97%, we were fully enrolled with students still on wait-lists, 95% of our students matriculated to one of their top 5 high schools, 90% of our students participated in our Saturday School program, and 98% of our students participated in our orchestra program. In addition, **we received Fully Functioning or Exemplary in every category for our organizational performance covering governance, compliance, and fiscal management.** We have had unqualified financial audits every year, we have submitted timely financial and compliance reports to the PCSB, our board adheres to our by-laws and has structures in place to appropriately govern our school, we have sufficient financial resources to support our academic program, and our school design furthers our mission.

KIPP DC: KEY Academy is committed to continuous program improvement. Over the past five years, we have improved a number of systems and procedures and implemented many of the recommendations from the PCSB. We addressed our challenges with tracking student attendance by creating an attendance intervention plan, clearly assigning attendance monitors, and fully implementing PowerSchool, our student information system. We have employed three part-time social workers to serve our students' social and emotional needs and have partnered with a community organization that provides counseling and individual and family therapy for our students. Our board has become more involved with our accountability plan and has better communicated the goals and accomplishments of our organization to our parents and the wider KIPP DC community. The administration has enhanced professional development programs to benefit both the novice and veteran teacher and provided considerable support in ensuring that each teacher is highly qualified under NCLB. We are also actively recruiting a more diverse staff, reaching out to excellent male and African-American candidates.

While our current facilities are adequate here at the Blue Castle, we are thrilled to begin construction on our new building. Our new facility will be more age appropriate for our students, featuring a full-size gym, locker rooms, and up-to-date science labs. We will also partner with a handful of community organizations near our new site to provide our

students with a brand new auditorium, full-size fields, and PE space. Additionally, we are exploring the possibility of creating of a school library in the new facility.

We revised our original Accountability Plan in 2004 by articulating some of our performance indicators for academic and non-academic goals that were ambiguous and did not accurately capture the successes of our program. In addition, we have attached another revision of our Accountability Plan to guide us for the next five years.

The support, encouragement, and feedback we have received from the PCSB over the years has helped us become a better organization. Thank you for believing in us from the start and helping us along the way. We appreciate the efforts of the PCSB to ensure that all of DC's children have the opportunity to attend an excellent school.

Earl Galleher
Chairman of the Board
KIPP DC: KEY Academy

Appendix E

Charter Review Analysis – KIPP DC Public Charter School Based On Charter Review Framework

ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 3 academic standards below:

Criterion #1: The school must attain the majority of the fifth year academic performance goals.

KIPP DC: KEY Academy has 9 academic performance goals. Two of the 5th year targets were related to the state assessment when it was a norm referenced test. In SY 2005-2006, the State Education Agency changed its assessment from the SAT-9 to the DC CAS, which is a criterion referenced test. Consequently, two targets could not be measured and KIPP DC: KEY Academy will not be penalized. Thus, in order to meet Criterion #1, KIPP:DC KEY Academy must meet 4 out of 7 academic targets.

The school met 2 goals related to the district-wide standardized assessment (DC CAS) in reading and mathematics and 1 goal related to acceptance to the top 5 high schools of their choice. KIPP DC: KEY Academy changed versions of their internal assessment, SAT – 9 to SAT 10, and did not convert the SAT-9 scores. As a result, KIPP DC: KEY Academy was unable to provide data for the remaining 4 targets related to SAT – 10 and NCE gains and was not given credit. KIPP DC: KEY Academy met 3 of its 7 academic targets.

Overall, KIPP DC: KEY Academy Public Charter School did not meet this criterion.

Criterion #2: The school must achieve no less than school-wide middle performance levels in reading and mathematics on the DC CAS.

KIPP DC: KEY Academy achieved the school-wide middle performance levels in reading and mathematics on the DC CAS. The school-wide average in reading was 65.22%. The school-wide average in mathematics was 63.88%.

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

Criterion #3: The school currently meets the State Education Agency's standard for AYP in reading and mathematics.

KIPP DC: KEY Academy met the State Education Agency's 2005-2006 AYP standard in reading and mathematics.

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

OUTCOME: KIPP DC: KEY Academy Public Charter School met 2 of 3 academic standards, and thus does meet the standards for academic performance.

Charter Review Analysis – KIPP DC Public Charter School Based On Charter Review Framework

NON-ACADEMIC PERFORMANCE

A school becomes a candidate for revocation if it fails to meet 2 of the 4 non-academic standards below:

Criterion #1: For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the five year targets.

KIPP DC: KEY Academy has 3 non-academic targets. Therefore, the school needs to meet 3 of 3 non-academic targets. The school met all targets and thus, did meet this criterion.

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

Criterion #2: The school must attain the attendance targets set in its accountability plan.

KIPP DC: KEY Academy's fifth year attendance target was 93%. The school's daily attendance rate for the 2005-2006 school year was 95.04%. Therefore, the school met the fifth year attendance target set in its accountability plan.

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

Criterion #3: Enrollment levels must be sufficient to sustain the economic viability of the school.

KIPP DC: KEY Academy's student enrollment levels are sufficient to sustain the fiscal viability of the school.

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

Criterion #4: Re-enrollment of eligible students should average 75 percent or higher for the past two years.

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

KIPP DC: KEY Academy's re-enrollment data for 2004-2005 was 87% and for 2005-2006 the re-enrollment rate was 97.2%. The average re-enrollment rate is 92.1%; therefore, the school did meet the re-enrollment standard.

Overall, KIPP DC: KEY Academy Public Charter School did meet this criterion.

OUTCOME: KIPP DC: KEY Academy Public Charter School met 4 of the 4 non- academic standards, and thus does meet the standards for non-academic performance.

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – GOVERNANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Meetings and Board Structure	3.5
PCSB Action	4
Annual Reporting	3.5
Adequate Resources	4
Implementation of School Design	4
Leadership	4
Operating within Bylaws	3.5

OUTCOME: KIPP DC: KEY Academy Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories, and thus meets this standard for organizational performance.

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE - COMPLIANCE

Criterion: A school will be a candidate for a Charter Warning if it demonstrates a low or no evidence of development or implementation as it relates to compliance with applicable laws, rules and regulations based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

Category	Performance Level/Rating
Health and Safety Regulations	3.5
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	4
Inventory of School's Assets	3.5
Open Enrollment Process	3
NCLB Requirements	3.5

OUTCOME: KIPP DC: KEY Academy Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories, and thus meets this standard for organizational performance.

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT

Fiscal Management Criterion: A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

Category	Performance Level/Rating
1. Accounting Policies	5.0
2. Financial Reporting	4.75
3. Internal Controls	5.0
4. Transparency of Financial Management	5.0
5. Fiscal Prudence	5.0

OUTCOME: KIPP DC Public Charter School demonstrated satisfactory or above average performance in 5 out of 5 categories, and thus meets this standard for organizational performance.

Charter Review Analysis – KIPP DC Public Charter School Based On Charter Review Framework

Executive Summary

KIPP DC: KEY Academy Public Charter School met the academic, non-academic, and organizational performance standards in governance, compliance, and fiscal management, and thus is not a candidate for revocation.

Academic

KIPP DC: KEY Academy met 2 of 3 academic standards. The school had 9 academic targets; however 2 were omitted due to the change in the State Assessment and could not be measured due to the absence of common data. KIPP DC: KEY Academy met 2 goals related to the district-wide standardized assessment (DC CAS) in reading and mathematics and met its goal related to students being accepted to one of their top five high schools of choice. However, KIPP DC: KEY Academy did not meet four targets related to gains on the Spring 2006 SAT – 10 because the Spring 2005 SAT-9 scores were not converted to SAT-10 as agreed in its revised Accountability Plan and could not be compared to obtain the growth measure. Therefore, KIPP DC; KEY Academy did not meet the majority of its academic targets.

Non-Academic

KIPP DC: KEY Academy met 4 of 4 non-academic performance standards. The school met 100% of its fifth-year targets and the enrollment levels are sufficient to sustain the school's economic viability.

Organizational – Governance

KIPP DC: KEY Academy's board has performed extremely well in governing the school, demonstrating exemplary or fully functioning performance in 7 of 7 categories. Specifically, KIPP DC: KEY Academy performed well in the areas of board meetings, deployment of adequate resources, implementation of school design, and the establishment of stable leadership.

Organizational – Compliance

KIPP DC: KEY Academy met the organizational performance standards for compliance. Specifically, the school demonstrated exemplary or fully functioning compliance in 7 of 7 categories over the past five years. The school should continue to appropriately address NCLB requirements related to “HQT”.

Organizational – Fiscal Management

KIPP DC: Key Academy Public Charter School met the organizational performance standards for fiscal management demonstrating satisfactory or above average performance in 5 out of 5 categories. Based on the information available, the PCSB believes that KIPP DC: Key Academy has effectively developed and implemented strong fiscal management practices. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to the PCSB for review when required. Annual budgets are extremely thoughtful and reflect careful planning and financial savvy. As with any not-

**Charter Review Analysis – KIPP DC Public Charter School
Based On Charter Review Framework**

for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

Appendix F

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

Staff Proposal	School Request
<input checked="" type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Notice of Concern	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Notice of Deficiency	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Notice of Probation	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Revocation	<input type="checkbox"/> Approve E-Rate Plan
<input checked="" type="checkbox"/> Charter Continuance	
<input type="checkbox"/> PCSB Policy	

PREPARED BY: **Monique Miller**

SUBJECT: **Candidacy for Charter Continuance**

DATE: **December 19, 2011**

BACKGROUND

The review of a school's charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) ("Act"). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; *or* 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; *or*
- (3) Scores 20 percentage points or below in the most recent year.²

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

KIPP DC Public Charter School (KIPP DC) is in its 11th year of operation. In these 11 years, this local education agency (LEA) has evolved from a single middle school that opened in the fall of 2001 to currently operating nine schools in three locations. These schools serve preschool through 12th grade students as a result of a charter amendment submitted and approved in the spring of 2006. The school's original mission was "*to prepare students with the academic, intellectual, and character skills that are necessary for success in high school, college, and the world beyond*" and has evolved to include "*to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.*" KIPP DC started the 2001-2002 school year with 80 fifth grade students and currently has an LEA enrollment of 2,632 students (unaudited). KIPP DC will open its final elementary school KIPP DC: LEAD Academy in July 2012. KIPP DC is currently pursuing accreditation as a system under the Middle States Association of Colleges and Schools and expects to earn accreditation in spring, 2013.

Program Development/Self Study Reviews conducted during school year 2010-2011 at KIPP DC: Discover, Promise, LEAP, College Prep, and Grow to gauge the implementation of the schools' program revealed that KIPP DC is implementing its program with a high degree of fidelity which is reflected in the proficient and exemplary ratings the school received in most indicators. The adequate ratings received were related to the utilization of effective strategies that provide opportunities for student learning and active engagement in the learning process. While some effective strategies are used, it was not school-wide and PDR teams across schools noted similarly that there was a need to strengthen strategies related to small group instruction, rigor, questioning, student discourse and engagement to increase higher order thinking skills and to continue to challenge advanced students. Once KIPP DC's education pipeline is fully implemented and students matriculate through the system starting in early childhood grades, it will become critical for KIPP DC to focus on enhancing curricular materials as well as higher order, differentiated instructional strategies to address the needs of its advanced learners as indicated in the PDR/SSR reports.

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

KIPP DC Public Charter School is a local education agency with multiple schools that are all in Tier I scoring **86.4%, 85.2%, 85.5%, and 81.2%** under the PMF. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter, including violations relating to the education of children with disabilities; has not engaged in a pattern of fiscal mismanagement; has engaged in generally accepted accounting principles, and is economically viable.

PROPOSAL

KIPP DC Public Charter School is a candidate for charter continuance as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act.

Date: _____

PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal: _____

Appendix G



December 20, 2011

Mr. Terry Golden
Chairman
KIPP DC
1003 K St., NW
Suite 700
Washington, DC 20001

Dear Mr. Golden,

This letter serves to inform you that in its public meeting held on December 19, 2011, the District of Columbia Public Charter School Board (PCSB) granted charter continuance to KIPP DC Public Charter School (KIPP DC) as it met the PMF academic standard and the non-academic criteria stated in §38-1802.13(a)(b) of the School Reform Act and approved KIPP DC's request to operate the KIPP DC: LEAD Academy PCS at 421 P Street, NW for the 2012 – 2013 school year. Prior to the opening of the new facilities, PCSB staff will conduct a Pre-Opening Visit to document the site's readiness.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the charter review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Jones".

Brian Jones
Chair

cc: Susan Schaeffler, Executive Director
Mekia Love, Founding Principal

Appendix H

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – LEAP Academy PCS (KIPP DC – LEAP PCS) serves approximately 300 students in grades pre-kindergarten-3 (PK3) through kindergarten in the multi-campus Benning Road facility in Ward 7. This campus opened in 2007. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in December 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from December 1 through December 12, 2014. A team of three PCSB staff members (including PCSB's Special Education Specialist) conducted observations of 11 classrooms. A member of the PCSB staff also attended a Board of Trustees meeting.

The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 95% of the observations as distinguished or proficient in the Classroom Environment domain. All four components scored over 90% proficient or distinguished, with two having 100% of the observations earning the top categories. Teachers had consistent routines and practices in place to ensure smooth transitions for students so minimal instructional time was lost. Student behavior was closely monitored and teachers had effective strategies in place to help students succeed in managing their own behavior.

The QSR team scored 84% of the observations as distinguished or proficient in the Instruction domain, with every classroom was proficient in Engaging Students in Learning. Across the school, students were actively engaged in learning. Teachers provided activities that had multiple correct answers (such as identifying words that started with the letter F) and by a mix of different groupings (whole group, small group and independent work).

As stated in the special education questionnaires submitted by the school, KIPP DC believes in a holistic approach when providing case management and special education services for students with disabilities throughout the Benning facility. This was evident during the QSR observations. In many observations both a general education teacher and a special education teacher worked together to instruct and serve all students. Students with disabilities had access to related services such as speech, occupational therapy, etc., which were also observed. The QSR team observed quality instruction and inclusion for students with disabilities. The teachers incorporated manipulatives, small group learning activities, and other supports to engage their students and to ensure that students were learning. The QSR team also observed the genuine excitement and eagerness that many of the students with disabilities expressed, particularly in the resource room and one-on-one settings.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this qualitative site review shows that KIPP DC – LEAP Academy PCS (KIPP DC – LEAP PCS) is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i></p> <p>KIPP DC – LEAP PCS is part of the Benning campus of schools. This school serves PK3 – K grades. Students will transition to KIPP DC – Promise PCS, which serves grades 1 through 4 then to KIPP DC – Key PCS, which serves grades 5 through 8, all in the same building.</p> <p><i>Develop knowledge, skills, and character</i></p> <p>The teachers at KIPP DC – LEAP PCS focused on providing rigorous content, creating positive interactions, and instilling a love of learning in students. Overall the course work challenged all students in both literacy and math. Students also received choice time, art classes, and center activities as noted in the daily schedule. Teachers worked with students on social and emotional skills which focused on managing their own behavior, interacting with other students, and handling difficult situations. Teachers consistently talked with students quietly about how they worked with other students to make sure they interacted in a positive way.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>In most classrooms teachers encouraged students to explain their thinking and support their answers when responding to a teacher's</p>

Mission and Goals	Evidence
	questions. During read alouds teachers often asked students to identify the characters' feelings or the setting of the story and explain how they came up with that answer using clues from the book.
Goals	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	The QSR team observed an evident love of learning among the students at the school. Students were highly engaged in ready activities to help them learn letter sounds, letter identification and word sounds. PK3 classrooms practiced letter sounds and identification while PK 4 and kindergarten classrooms focused on word sounds and chunking words together. During math instruction teachers incorporated vocabulary terms to introduce the students to comparing and contrasting objects in addition to using greater than and less than with numbers
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Students at KIPP DC – LEAP PCS are being prepared to be learners at KIPP DC – Promise PCS, their elementary school. Students were encouraged to “Grow their brains” and teachers instilled a love of learning in both the general education and resource classrooms. In every classroom the words “ALL of us WILL learn” were posted. The QSR team observed that students were excited to read on their own and interact with others during choice time and center activities.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	While the QSR team neither looked for nor observed any evidence related to attendance rate, most classrooms had very few empty seats.
Students will benefit from enrichment activities.	Students at the school participated in art class every other week for the entire week. The art teacher focused on a unit of on using the

Mission and Goals	Evidence
	printing press during the observation window. In one class the PK4 students learned about different forms of printing presses and then were able to interact and explore with these presses at various centers. Students had access to paints, stencils, scissors, and stamps to create art projects.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The QSR team did not specifically look for evidence to support this goal, but it was evident to observers that grade level teachers had time to plan together based on the similar lessons and instructional strategies used across classrooms. The kindergarten teachers were reading books on the gingerbread man and asking similar questions about the character and were also using the same chants to practice word sounds and chunking words together. Teachers used similar transition strategies and commands to manage student behavior. When students changed between classrooms (i.e., to art class) the students were aware of the expectations.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.

Mission and Goals	Evidence
The school will create an environment in which parents will support and participate in their child's education.	<p>The QSR team observed parents walking students into the school building and into class. In one class a student came in late with her father. The parent walked in and helped his daughter hang up her coat and backpack before he left. The school also has activities planned for parents. The bulletin board in the entry of the school announced that Saturday school would be at the ice rink where all PK4 and kindergarten students, along with one adult per child, would have free admission.</p> <p>Additionally posted outside of the grade level hallways were the objectives for the week and handouts for parents to help their children work on the objectives at home.</p>
The school will create a safe environment in which to learn.	<p>The school has created a safe environment for students to learn. A security guard greeted each visitor into the school and checked identification as individuals checked in. Teachers taught safe and orderly conduct to be demonstrated at all times – in the hallways and in the classrooms. Teachers often reminded students to transition in a safe manner. The school is also a peanut- free building to protect any students with peanut allergies.</p>
Governance:	<p>A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 95% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 91% of the observations as proficient or distinguished in Creating an Environment of Respect and Rapport. In these observations talk between students and between teachers and students were friendly, warm, and respectful. Teachers called students by name or "friend" and offered words of encouragement to the students, such as, "Good job."	Distinguished	9%
		Proficient	82%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory.	Basic	9%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 91% of the observations as proficient, and none as distinguished, in Establishing a Culture for Learning. Across the school teachers communicated a passion for the content they were teaching, conveyed a high expectations of learning for all students, and created cognitively busy classrooms to challenge learning. Multiple teachers used the phrase, "Grow your brains" to communicate the importance of learning.	Distinguished	0%
		Proficient	91%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory.	Basic	9%
		Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment		Evidence Observed	School Wide Rating	
Managing Classroom Procedures	The QSR team scored 100% of the observations as proficient in Managing Classroom Procedures. Routines for transitions were in place and efficient, with little instructional time lost. Teachers used chimes, countdowns, and songs to indicate transitions to the students. The co-teaching team in each classroom also had a process in place for setting up the materials. One teacher would lead the group of students while the other instructional staff would prepare the materials in the room.	Distinguished	0%	
		Proficient	100%	
	The QSR team rated none of the observations as basic or unsatisfactory.	Basic	0%	
		Unsatisfactory	0%	
Managing Student Behavior	The QSR team scored 100% of the observations as proficient or distinguished in Managing Student Behavior. Standards of conduct were established in every classroom and teachers' responses to misbehavior were consistent. In many classrooms the behavior of the students was entirely appropriate. Supports were in place for all students to manage their behavior. For students with special needs, their dedicated teacher often sat on the floor with the student on their lap or right beside them.	Distinguished	27%	
		Proficient	73%	
	The QSR team rated none of the observations as basic or unsatisfactory.	Basic	0%	
		Unsatisfactory	0%	

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 82% of the observations as proficient or distinguished in Communicating with Students. Observers noted teachers clearly communicating the instructional purpose of lessons, helping students with areas of misunderstanding, linking learning to previous activities, and modeling tasks to the small group or entire class. In the art class the teacher let the pre-kindergarten class know that they were going to continue discussing printing presses, which the students had worked on for the past few days.	Distinguished	9%
	In a few observations the teacher did not clearly state the purpose of the lesson and the students were confused on how to complete the task. In one observation the teacher had to keep clarifying the task for students during independent work.	Proficient	73%
		Basic	18%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 73% of the observations as proficient and none as distinguished in Using Questioning/Prompts and Discussion Techniques. Across all grades, teachers asked open-ended questions to allow students to explain their thinking and engage with the materials. During read alouds teachers asked students to explain how characters	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	were feeling and predict what was going to happen next by using examples from the text and explaining their thinking. In one math observation, the teacher had challenging follow up questions about colors and numbers. The students had to identify piles that were equal to, bigger than, or less than the comparison block tower.	Proficient	73%
	In a few observations teachers did not consistently ask questions or asked questions only requiring a yes or no answer. In one observation the teacher did not engage with students during centers. Even though she kept referring to the task as centers, it appeared to be free choice time as students played at different stations. There was no learning activity attached to the play at this time.	Basic	27%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 100% of the observations as proficient in Engaging Students in Learning. Students were intellectually engaged in the learning and had choice in how they completed learning tasks. Students worked at stations to complete activities to teach letter sounds, letter identification, and writing skills. Teachers also included games to challenge students in learning. In one PK3 observation the teacher wrote different letters on the board and had students call out the correct letter and name a word that started with that letter. The students were eager to participate.	Distinguished	0%
		Proficient	100%
	The QSR team rated none of the observations as basic or unsatisfactory.	Basic	0%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 82% of the observations as proficient in Using Assessment in Instruction. During small group and independent work, one teacher usually circulated the room to give specific feedback to students. When a teacher led a small group, the teacher asked specific questions to gauge the level of understanding of each student. In some observations it was evident the teacher was tracking student understanding on a clipboard.	Distinguished	0%
	The QSR team scored a few observations as basic in this component. In these classrooms the teacher who monitored small group and independent work provided little academic feedback or guidance, instead focusing on student behavior.	Proficient	82%
		Basic	18%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix I

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Promise Academy PCS (KIPP DC – Promise PCS) serves 400 students in grades one through four in Ward 7. This campus opened in 2009 and is part of the Benning facility. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in December 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from December through December 12, 2014. A team of two PCSB staff members, a Special Education Consultant and one QSR consultant conducted 11 observations. A PCSB staff member also attended a Board of Trustees meeting on September 17, 2014. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored a remarkable 98% of the observations as distinguished or proficient in the Classroom Environment domain with two components: Creating an Environment of Respect and Rapport and Establishing a Culture for Learning receiving the highest scores. Teachers and students spoke to each other in appropriate ways. Students also treated each other with kindness and gently reminded each other to be quiet when entering the classroom when instruction was in progress. Teachers expressed the importance of the content and shared personal interest in the language arts and math topics.

The QSR team scored 84% of the observations as distinguished or proficient in the Instruction domain with Communication with Students and Using Assessment in Instruction receiving the highest scores. Teachers explained directions, expectations, and content in an accessible way to the students. Teachers checked for understanding throughout whole group lessons and monitored the progress of small group activities in the distinguished and proficient observations.

As stated in the special education questionnaires submitted by the schools, KIPP DC believes in a holistic approach when providing case management and special education services for students with disabilities throughout the Benning facility. This was evident during the QSR observations. In many observations both a general education teacher and a special education teacher worked together in the classroom to instruct and serve all students. Additionally students with disabilities had access to related services such as speech, occupational therapy, etc., which were also observed. In all three schools at the Benning facility, the QSR team observed quality instruction and inclusion for students with disabilities. The teachers incorporated manipulatives, small group learning activities, and other supports to engage their students and to ensure that students were learning. The QSR team also observed the genuine excitement and eagerness that many of the students with disabilities expressed, particularly in the resource room and one-on-one settings.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – Promise Academy PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this qualitative site review shows that KIPP DC – Promise Academy PCS (KIPP DC – Promise PCS) is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i></p> <p>KIPP DC – Promise PCS is part of the Benning facility. This campus serves grades one through four. Many students come from the KIPP DC – LEAP PCS, which serves grades PK3 – Kindergarten. After attending KIPP DC – Promise PCS, students will transition to KIPP DC – Key PCS, which serves grades five through eight. These three schools are located in the same building. The rising 9th graders are eligible to go to KIPP DC – College Prep PCS.</p> <p><i>Develop knowledge, skills, and character</i></p> <p>Teachers emphasized the importance of the lessons and encouraged students to keep trying. Teachers taught skills in all lessons using hands-on and abstract tasks to promote critical thinking and reasoning. Teachers also modeled appropriate social interactions and reminded students to be kind and respectful to each other. Teachers made a point to recognize and reward positive behavior. In one observation the teacher gave groups of students points for working hard, completing their assignment, and following procedures such as lining up at the door quietly.</p>

Mission and Goals	Evidence
	<p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>The QSR team saw teachers who were committed to both high quality instruction and social skill development. Teachers gave students important tasks to carry out in the classroom such as checking other students' work and distributing and collecting materials. Students were empowered to participate in discussions, ask questions, and try new activities. Teachers throughout the school encouraged students and affirmed their beliefs in the students' abilities to be academically successful.</p>
Goals	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	While the QSR team did not observe evidence related to secondary schools, students were actively engaged in classroom discussions. Students demonstrated mastery through class work, discussions, and exit tickets. Using the Danielson Framework the QSR team noted that 82% of the teachers successfully used probing questions to inspire higher-order thinking in students. This is one of the highest percentages proficient teachers at any school observed to date.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Teachers provided instructional content that was challenging and engaging. Teachers motivated students to complete their work and provided support when needed. The learning tasks in many observations required high-level student thinking. Most students exhibited interest in the content and strategies. Teachers monitored students and adjusted the pacing of the lesson when needed usually by meeting with an individual or small group to review material.

Mission and Goals	Evidence
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	While the QSR team neither looked for nor observed any evidence related to attendance rate, most classrooms had very few empty seats.
Students will benefit from enrichment activities.	The QSR team saw evidence that students at Promise Academy have opportunities to participate in a variety of enrichment activities. Information in the hallway was present for basketball tournaments, running club (Fleet Feet), and after school tutoring.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The QSR team did not look for or observe any explicit evidence related to this goal however the team saw effective push-in and pullout support being offered to students in all grade levels and content areas.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team neither looked for nor observed any evidence related to this goal. There is a KIPP Parent Organization, but the team did not see any evidence of the impact of the group.

Mission and Goals	Evidence
The school will create a safe environment in which to learn.	The school has a safe and friendly environment. Security guards greeted each visitor at the main door, maintained a visitor log and monitored hallways. The school was welcoming with students and staff maintaining quiet and orderly hallways. Expectations for student behavior were posted in the classrooms.
Governance:	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 98% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 100% of the observations as distinguished or proficient. Teachers and students demonstrated respectful behavior towards each other. One teacher apologized to students for teaching a problem differently from the way it was asked on the worksheet, and the students quickly paid attention and listened to the teacher's explanation for how to do the problem on the worksheet. Other teachers expressed caring about students' lives outside of the classroom asking about weekend events. As teachers circulated to help individuals with academic work, students responded to teachers encouraging comments such as, "I believe in you" and "You can do this!"	Distinguished	18%
		Proficient	82%
	The QSR Team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 100% of the observations as distinguished or proficient. Teachers expressed excitement about the content and emphasized the importance of learning. One teacher enthusiastically modeled comparing and contrasting different versions of a fairy tale. The students were engaged in lessons and participated in fruitful discussions.	Distinguished	9%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	Many teachers used incentive systems in their classrooms to recognize and reward students who were on task. In one classroom the teacher gave students points for working hard and following procedures. Another teacher gave each student a chart that she/he would sign when the student was demonstrating positive behavior and work ethic.	Proficient	91%
	The QSR Team rated none of the observations as basic or unsatisfactory in this component.	Basic	0%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 91% of the observations as distinguished or proficient. Routines were well established for transition activities, such as collecting and distributing materials; moving from the rug to desks; and entering the classroom. In the distinguished observations no instructional time was lost during transitions. Students were aware of classroom procedures and accomplished the transitions smoothly, as captured in one observation, where the observer witnessed a student come in the classroom, take off the hallway bib he is wearing, place it on a hook, flip the “Ask for bathroom sign” to green, pick up the whiteboard on his desk, and go to the carpet where other students were sitting, waited for instructions.	Distinguished	27%
		Proficient	64%
	The QSR Team rated less than 10% of the observations as basic and none as unsatisfactory.	Basic	9%
		Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	The QSR team scored 100% of the observations as proficient. Behavior was appropriate and easily corrected by teachers if needed. Teachers' responses to student misbehavior were consistent, respectful, and effective. In one observation the teacher moved to sit by students who were off task, effectively getting them back on track. Teachers used incentive systems to recognize and reward proper behavior in addition to calling out students and groups of students who were on task, working diligently, and following directions.	Distinguished	18%
		Proficient	82%
	The QSR Team rated none of the observations as basic or unsatisfactory.	Basic	0%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 73% of the observations as distinguished or proficient. Teachers presented the purpose of the lessons in a clear manner. Many teachers stated what the students would be learning, provided clear explanations of the content, invited student participation, and shared strategies for how students could solve the problems on their own.	Distinguished	18%
	In one observation a teacher modeled how to convert fractions using different tools including a number line for decomposing fractions and finding equivalents and a measuring cup as a prop to help a student visualize one eighth. Another teacher introduced a class read aloud by explaining the title, doing a picture walk, and inviting students to make predictions about the story.	Proficient	55%
	The QSR Team rated 27% of the observations as basic and none as unsatisfactory in this component. In one classroom, the teacher used very few instructions related to the content matter. The teacher distributed exit tickets without discussing the purpose or expectations. In another observation one teacher exhibited confusion about the science concepts in the lesson and the other teacher in the room did not correct or assist that teacher in clarifying the concepts for the students.	Basic	27%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 82% of the observations as proficient and none as distinguished. Teachers probed students' thinking through the use of open-ended questions when appropriate. Teachers called on many different students and allowed time for students to complete their thoughts and for other students to comment. In one observation the teacher facilitated an in-depth discussion about the morals of different versions of the same fairytale. The teacher asked students why they thought certain things and encouraged them to use examples from the text to support their opinions.	Distinguished	0%
		Proficient	82%

Instruction	Evidence Observed	School Wide Rating	
	The QSR Team rated 18% of the observations as basic and none as unsatisfactory in this component. In these observations there were few discussions between teachers and students and few attempts to use open-ended questions to promote deeper understanding.	Basic	18%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 91% of the observations as proficient and none as distinguished in this component. Teachers used learning tasks that aligned with the content and provided choices for the students to access the content. Teachers used big books, small books, charts, pointers, math manipulatives, interactive white boards, etc. in whole group and small group instruction. The learning tasks in many observations required high-level student thinking. Most students exhibited interest in the content and strategies. Teachers monitored students and adjusted the pacing of the lesson when needed usually by meeting with an individual or small group to review material.	Distinguished	0%
		Proficient	91%
		Basic	9%
		Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 91% of the observations as distinguished or proficient. Teachers demonstrated what high-quality work looks like to students and elicited student understanding by asking questions. Teachers also assessed student work that was completed in class and provided guidance to individuals. Feedback to student responses and questions was specific and timely.	Distinguished	36%

Instruction	Evidence Observed	School Wide Rating	
	<p>Teachers monitored student learning by circulating and providing assistance. Teacher used questions to determine conceptual knowledge. Many teachers also used exit tickets to determine mastery of the lesson.</p> <p>In a distinguished observation the teacher designated one student to be a captain while she worked with a small group on the rug. The captain and the other students worked on a Do Now. The captain had the key and was in charge of checking his work and the work of all of the other students before they joined the teacher on the rug. The student took his job very seriously and treated other students with respect as he showed them which problems were wrong. He also quietly congratulated students that completed the assignments and had no errors. Students who had errors returned to their desks to correct the problems before showing them to the captain again.</p>	Proficient	55%
	The QSR Team rated less than 10% of the observations as basic and none as unsatisfactory.	Basic	9%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix J

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Key Academy PCS (KIPP DC – Key PCS) serves 334 students in grades 5-8 in Ward 7. It is a part of the Benning facility, which also houses KIPP DC – LEAP Academy PCS and KIPP DC – Promise Academy PCS. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in December 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during 2015-16 school year. KIPP DC – Key PCS is its first campus to open in DC and has been a Tier 1 campus since the advent of the PMF in 2011.

The QSR team conducted observations over the course of a two-week window, from December 1 through December 12, 2014. A team of one PCSB staff member, PCSB’s Special Education Specialist and one consultant conducted observations of 11 classrooms. A PSCB staff member also attended a Board of Trustees meeting.

The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school’s stated mission and goals.

The QSR team scored 72% of the observations as distinguished or proficient in the Classroom Environment domain. In these observations the QSR team saw teachers effectively transition students and employ classroom management techniques in order to maximize instructional time. Relationships between students and teachers were friendly and conveyed mutual respect in most observations. Most students showed a commitment to learning and teachers reminded students that hard work is important. However in a few observations teachers struggled to maintain a focused and orderly learning environment.

The QSR team scored 55% of the observations as distinguished or proficient in the Instruction domain. The highest rated component was Communicating with Students (64% distinguished or proficient). In these observations teachers clearly stated lesson objectives and used rigorous and grade appropriate vocabulary. Teachers asked open-ended questions and effectively facilitated discussions related to the learning tasks. The lowest component in this domain was Using Assessment in Instruction (45% distinguished or proficient). Teachers’ use of assessment in instruction was inconsistent. Some teachers only used global checks for understanding and did not adjust instruction to address misconceptions.

As stated in the special education questionnaires submitted by the schools, KIPP DC believes in a holistic approach when providing case management and special education services for students with disabilities throughout the Benning facility. This was evident during the QSR observations. In many observations both a general education teacher and a special education teacher worked together in the classroom to instruct and serve all students. Additionally students with disabilities had access to related services such as speech, occupational therapy, etc., which were also observed. In all three schools at the Benning facility, the QSR team observed quality instruction and inclusion for students with disabilities. The teachers incorporated manipulatives, small group learning activities, and other supports to engage their students and to ensure

that students were learning. The QSR team also observed the genuine excitement and eagerness that many of the students with disabilities expressed, particularly in the resource room and one-on-one settings.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC—Key PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this qualitative site review shows that KIPP DC – Key PCS is meeting the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i></p> <p>KIPP DC – Key PCS currently serves 344 students in a state of the art building. The KIPP Benning facility houses three academies, which allow students and families the opportunity to send students to the same facility from the time children, are three years old through middle school. Students enrolled in KIPP schools are able to remain in the KIPP system for the duration of their K – 12 education creating consistency for the community.</p> <p><i>Develop knowledge, skills, and character</i></p> <p>In English classes teachers used strategies such as building background knowledge, previewing new vocabulary, and connecting content to students' lives to scaffold learning. In math classes students used inquiry to explore mathematical concepts. In one class students were presented with a number of different types of triangles and asked to determine the differences and categorize by similarities. The teacher then effectively used student observations to introduce a new unit.</p>

Mission and Goals	Evidence
	<p>In most classes teachers seized opportunities to build on students' skills and knowledge. Character education was integrated into the academic program in most of the observations. Students walked from class to class with "paychecks" on which teachers recorded praises and gave out points to students demonstrating KIPP values. Teachers modeled positive character traits in both their interactions with students and with other staff. Teachers challenged by student behavior maintained a calm and positive demeanor that modeled resilience. Bulletin boards highlighted individual students for demonstrating helpfulness, kindness and determination. Additionally signs in the classrooms reinforced positive student character with quotes such as: "try again, fail again, fail better" and "I believe in you, you can do it, this is important."</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>Teachers created opportunities for students to influence their classroom environment by actively participating in learning tasks and transitions. The QSR team saw teachers guide students to approach problems in different ways and, occasionally, explain to classmates what they did. Every classroom posted a class academic goal and referenced their expected high school graduation year. In the hallway there is evidence that students are encouraged to be thoughtful as seen on a "random act of kindness" board in hallway displaying shout outs to thoughtful students for actions such as including all students in a group. A "Chief Excitement Officer" board highlights student accomplishments. Introducing students to language of the real world, such as CEO, is essential to preparing students to be successful citizens.</p>
Goals	

Mission and Goals	Evidence
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	In most classrooms students were held accountable for completing their work and teachers appeared to believe in all of their students. Each classroom has academic goals for the class based on normed assessments. Rigor was uneven from classroom to classroom. Some teachers guided students through thoughtful and complex learning and some teachers spent most of the observation managing behavior. In one classroom students were asked to answer low-level recall questions about a movie with no discussion or background provided by the teacher. In the hallway the QSR team saw an “honors” and “high honors” bulletin board with student work and rubrics. Additionally a bulletin board clearly displayed current data highlighting students who met and improved their reading level.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Please see evidence given for goal 1.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	While the QSR team neither looked for nor observed any evidence related to attendance rate, most classrooms had very few empty seats.
Students will benefit from enrichment activities.	The QSR team saw evidence that students at KIPP DC – Key PCS have opportunities to participate in a variety of enrichment activities. Information in the hallway was present for basketball tournaments, running club (Fleet Feet), and after school tutoring.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The QSR team did not look for or observe any explicit evidence related to this goal however the team saw effective push-in and pull-

Mission and Goals	Evidence
	out support being offered to students in all grade levels and content areas.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team neither looked for nor observed any evidence related to this goal however one teacher texted a parent regarding a behavior management issue during class. The student was aware that her parent and the school were in contact with each other and redirected her behavior. There is a KIPP Parent Organization but the team did not see any evidence of the impact of the group.
The school will create a safe environment in which to learn.	Overall the school environment appeared to be extremely safe and conducive to learning. Security personnel sit at each entrance and require identification to enter the building. A staff member must accompany all visitors as they move through the building increasing the feeling of safety. In a few classrooms there were orange safety backpacks near the door. Students in the hall walked quietly and moved quickly from class to class. An adult accompanied the few students who were in the hallways during instructional. The hallways

Mission and Goals	Evidence
	are clean with colorful bulletin boards and inspiring quotes appropriate for the grade-level of the students.
Governance:	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 72% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 82% of observations as distinguished and proficient in Creating an Environment of Respect and Rapport. In these observations student-teacher interactions were uniformly warm and respectful. Teachers referred to students by name and students encouraged and helped each other. Observers noted teachers frequently giving praise and encouragement to students. In one instance, a teacher spoke privately to a student who had his head down causing the student to chuckle and rejoin the class. In a few observations teachers used humor to redirect misbehavior. The humor would not have worked effectively if the students did not respect and have good rapport with the teacher.	Distinguished	55%
		Proficient	27%
	The QSR team scored 18% of the observations as basic and none as unsatisfactory in this component. Observers noted students ignoring teachers' efforts to focus them on academic content as they carried on their personal conversations. In one observation the reviewer witnessed multiple instances of students acting disrespectfully to others that was not addressed by the teacher. For example, students in one observation laughed at another student who mispronounced a word they were reading and students in another observation laughed as a person from another ethnicity was seen in a video.	Basic	18%
		Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team rated 82% of the observations as distinguished or proficient in Establishing a Culture for Learning. Teachers provided verbal praise when students showed effort and showed passion for their subject content. In these observations teachers motivate students to challenge themselves with comments such as “you can do this” or “I know this is hard but we can all do it.” In one classroom the teacher told the students that all the problems of the day would be hard but that with commitment each student could complete the work. In another observation as a student struggled through a test, the teacher gave him the option to take breaks but reminded him that it was important that he try his best.	Distinguished	55%
		Proficient	27%
	The QSR team scored 18% of the observations as basic in this component and none as unsatisfactory. Observers noted neutral energy for the content. In one observation the teacher allowed some students to simply remain unengaged by resting their heads on the table, talking with friends, or sitting without working for the first nine minutes of a class period.	Basic	18%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 60% of the observations as distinguished and 10% as proficient in Managing Classroom Procedures. In these observations teachers had established procedures that maximized instructional time. Students generally entered and exited classrooms quietly and quickly and in a few observations turned in homework in a basket before class began. In one classroom student assistants distributed and put-away laptops quickly and without interrupting the teacher or classmates. A class that was too loud, according to the teacher, was asked to return to their desks to try lining up again. This teacher held students responsible for following routines. Teachers used digital timers or bells and announced time warnings to better facilitate transitions.	Distinguished	60%
		Proficient	10%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QST team scored 30% of the observations as basic in this component and none as unsatisfactory. In one classroom there did not appear to be a routine for turning in or distributing work. When the teacher asked for work many students jumped out of their seats and ran to the front. Others just left papers on the desk, which in turn ended up on the ground after students left. In another observation, the teacher lost instructional time when over half of the students indicated they did not have the assignment from a previous day, and teachers spent time locating the correct assignment before beginning the lesson. In a few classrooms there appeared to be procedures but they were not enforced.</p>	Basic	30%
		Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team rated 55% of the observations as distinguished or proficient in the component of Managing Student Behavior. In the distinguished classrooms there was not any evidence of student misbehavior. Teachers effectively used subtle cues, such as proximity or simply stating a student's name to manage off-task behavior. The QSR team heard positive narration in most classrooms. The team saw school-wide systems in place to manage and track behavior as students move from teacher to teacher and heard consistency in its implementation from class to class.</p>	Distinguished	45%
		Proficient	10%
	<p>The QSR team scored 45% of the observations as basic or unsatisfactory in this component. Students ignored teachers as they tried to redirect behavior. Teachers in these classrooms tried to employ countdown and attention-getting signals without success. In one classroom a student blatantly ignored the teacher multiple times and disrupted the entire class for over 20 minutes.</p>	Basic	36%

The Classroom Environment	Evidence Observed	School Wide Rating	
	Eventually she was sent to the office but only after knocking over a desk, dancing and singing around the room, and shouting. One observer saw the same group of students in two classrooms, in one classroom there were no instances of misbehavior and in the other the students ignored the teacher for most of the observation. In one observation there was inconsistency in the options two teachers in one classroom gave to an off task student leading to confusion.	Unsatisfactory	9%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 55% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 64% of the observations as distinguished or proficient in Communicating with Students. In these observations teachers clearly stated lesson objectives and referred to them throughout the lesson. In one classroom the teacher told the students exactly what they would need to do for their exit ticket, which she called a "show off" before beginning whole group instruction and referenced the learning target through the lesson. In a few instances teachers introduced new content in a meaningful way. One teacher broke down new vocabulary words in math to root words and prefixes. Teachers used rich vocabulary that was appropriate to the subject matter and in two observations teachers used analogies to explain complex content. A teacher said, "Imagine if you went to a brand new jobs and you didn't know what you were to be doing. That would be the same as if I said to you read this book without any knowledge of the history."	Distinguished	36%
		Proficient	28%
	The QSR team scored 36% of the observations as basic in this component. In these observations the teachers' attempts to explain the instructional purpose to students had limited success, or teachers did not explain the instructional purpose at all. In one instance, a teacher gave a monologue lasting six minutes and then stated, "I am getting ahead of myself" as	Basic	36%

Instruction	Evidence Observed	School Wide Rating	
	students demonstrated that they did not understand. She then continued to talk without addressing the students who appeared lost in the lesson. In another observation students watched a video with complex vocabulary that was not previewed by teacher leading to student confusion. One teacher had to restate directions three times because students were not clear about what to do.	Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 54% of the observations as distinguished or proficient in Using Questioning/Prompts and Discussion Techniques. In these observations teachers used open-ended questions and built upon student answers in discussion. In one classroom students were asked to share connections and the teacher built student responses into a discussion in which students spoke directly to each other. In another classroom students had discussions at their tables about mathematical problem solving and questioned each other saying “how do you know” or how did you solve that?” In most of these observations, teachers effectively implemented wait time to allow students to formulate thoughts before randomly calling on students to answer open-ended questions.	Distinguished	36%
		Proficient	18%
	The QSR team scored 46% of the observations as basic or unsatisfactory. The QSR team did not see evidence of effective questioning/discussion techniques or observed a series of low-level recall questions posed in rapid succession by teacher in these observations. In one observation the teacher tried to pose open-ended questions but did not allow time for students to respond before moving on to the question. In most of these observations questioning was focused primarily on following procedures or managing behavior rather than on academic content.	Basic	36%
		Unsatisfactory	10%

Instruction	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team rated 55% of observations as distinguished or proficient in Engaging Students in Learning. In one observation the teacher engaged the students by offering choice in selecting an article to read about the Underground Railroad. The teacher briefly spoke about each article and shared the level of complexity but allowed students to pick the one they thought was best for them. Teachers paced the lessons well and engaged students in a variety of learning situations including whole group, small group, and individual work.</p>	Distinguished	18%
	<p>In nearly all of these classrooms teachers used turn and talk to engage students prior to whole class discussion. Students in one classroom were eager to categorize triangles and all that could be heard when students were talking amongst themselves was math related conversation. Teachers in these classrooms effectively paced lessons and adjusted timing based on student engagement.</p>	Proficient	37%
	<p>The QSR team scored 45% of the observations as basic in this component. The pacing in these lessons resulted in lost instructional time and off task behavior. In these observations the QSR team did not see evidence that students had any choice when it came to learning tasks. In one observation most students had completed their work and did not have anything else to work on resulting in over 75% of the class being off task for over 15 minutes. In one observation a QSR team member heard students complaining that the work was “too easy.”</p>	Basic	45%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 45% of the observations as distinguished or proficient in Using Assessment in Instruction. In one classroom the teacher referenced the exit ticket from the day before and addresses misconceptions with the whole class. In all of these observations teachers were observed asking specific questions to students and probing to gauge understanding. Teachers provided specific feedback to individual students as they rotated during independent work time.</p>	Distinguished	18%
	<p>QSR team observed teachers modeling what high-quality work looks like and in a few classrooms saw evidence of rubrics being used to evaluate student work.</p>		
	<p>The QSR team scored 55% of the observations as basic or unsatisfactory in this component. The QSR team did not see evidence of using assessment in instruction beyond global checks for understanding.</p>	Basic	45%
	<p>Teachers gave feedback to individual students such “nice work” or “good job” instead of specifically pointing out what was done well or what could be improved. In a few classrooms there was no evidence that students knew how their work would be evaluated. Each classroom has a poster stating an academic goal based on a normed assessment but QSR team did not see evidence that students were aware of their progress.</p>		

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix K

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Discover Academy Public Charter School (KIPP – Discover PCS) is part of the KIPP DC PCS network. This campus opened in school year 2009-10 at the Douglass facility which also includes Heights Academy (grades 1-4) and AIM Academy (grades 5-8). KIPP DC – Discover PCS serves 337 students in grades pre-kindergarten 3 (PK3) through kindergarten in Ward 8. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at this campus in January 2015 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from January 12, 2015 through January 23, 2015. A team of two PCSB staff members (including PCSB's Special Education Specialist) and one consultant conducted observations of 14 classrooms. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a classroom twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored both domains of the Framework for Teaching exceptionally high for Discover PCS with the Classroom Environment domain receiving 88% and Instruction domain receiving 84% of the scores as distinguished or proficient. Managing Classroom Procedures, Communicating with Students, and Engaging Students in learning were the highest rated components with less than 10% of observations scoring basic. Additionally the QSR team did not score any observation as unsatisfactory in any component during the QSR visit.

In addition to the overall high ratings of the observations, the observations of the special education models (e.g., pullout, resource room, etc.) provided at KIPP DC – Discover PCS were very positive. The special education teachers were supportive of the students with disabilities and students appeared comfortable in the learning environment. The special education teachers were observed to be providing quality services for their students with disabilities.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.	<p>The evidence gathered during this QSR shows that KIPP DC – Discover Academy PCS (Discover PCS) meeting the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i> Discovery PCS serves over 300 students in grades PK3 through kindergarten and is housed in the same building as KIPP DC – Heights Academy PCS (grades 1 through 4) and KIPP DC – AIM Academy PCS (grades 5 through 8). Discover PCS earned very high ratings on the Framework for Teaching, particularly in the Instruction Domain. The school earned over 90% proficient and distinguished in the components of Communicating with Students and Engaging Students in Learning.</p> <p><i>Develop knowledge, skills, and character</i> The high scores in the Instruction Domain (84% distinguished and proficient), indicate that students are learning knowledge and skills needed to succeed. Teachers clearly communicated the purposes of lessons to students, who appeared highly engaged in their learning. Teachers also integrated character topics such as sharing, safety, and self-control into the lessons in addition to "Discovery" time where students received specific character education in addition to art and music.</p>

Mission and Goals	Evidence
	<p><i>Students become thoughtful, influential, and successful citizens in the competitive world</i></p> <p>The words: Try, Imagine, Lead, Give, and Honor are mentioned in many lessons and posted in every classroom. Teachers and students focused on these concepts while interacting with others. Students worked on age-appropriate skills to lead them to becoming successful citizens such as being encouraged to share ideas and to show encouragement and compassion of their classmates by supporting their classmates through clapping and agreement hand gestures.</p>
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	<p>Teachers focused on specific reading and math skills that are the foundations of learning that prepare students to be competitive for secondary schools of their choice. The curriculum is vertically aligned to build the independent readers. In PK3 classrooms students practiced writing letters with their fingers on zip lock bags filled with shaving cream and in a discovery table filled with rice. In PK4 classrooms students learned to read left to right and top to bottom. In kindergarten classrooms, students wrote “How To” books with the topic of their choice and students used specific vocabulary building and reading strategies during independent reading.</p> <p>Math classes observed worked on skip counting and addition and subtraction problems on a math map. During math centers with the teacher, students had manipulatives to help demonstrate the answers to the subtraction problems.</p>
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	In addition to the strong academic program discussed in goal #1, the teachers at KIPP DC – Discover PCS also focus on character education to help the PK3 through kindergarten students prepare for

Mission and Goals	Evidence
	elementary school at KIPP DC – Heights PCS or another school of their choice. In PK4 classrooms students worked on calming techniques to tell a friend to use when frustrated. When a student in a kindergarten classroom became frustrated with the learning task, another friend asked the teacher if she could help. The two went to the classroom library where the friend read a book and talked with the upset classmate. The two successfully returned to their groups within a few minutes.
Students will have high attendance rates (The school will maintain daily attendance of 93% or greater).	Most classrooms had very few empty seats.
Students will benefit from enrichment activities.	Each classroom has a Discovery block daily, which offer classes in music, art, science, physical education, and character education.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	As evidenced by the high percentages of proficient and distinguished observations in both Classroom Environment and Instruction Domains, it is clear that the principal has created an educational environment that fosters learning. The principal also spent most of her day working at a student desk in the hall of the kindergarten classrooms to monitor the environment and keep a pulse on the school environment. The assistant principal was observed doing the same in the PK hallway.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.

Mission and Goals	Evidence
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The school staff welcomed parents and encouraged them to participate in their child's education. Family bulletin boards were displayed in hallways giving school updates (field trip to the Building Museum for the family on Saturday), homework trackers, and strategies to use at home to help students (e.g., read nightly). Staff members also have a personal connection with parents. During the QSR window a teacher and student were on the phone in the hallway with the student's mother discussing how the student could earn television time at home by behaving well at school.
The school will create a safe environment in which to learn.	Teachers encouraged students to be safe in the classrooms and hallways. In multiple observations the teachers reminded students to move safely to the circle or while dancing during a movement break. The hallways had two blue stripes, one on each side for a class to follow single file when moving between classrooms. The campus is also safe with a large fence securing the property as well as security guards monitoring the building.
Governance:	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The

Mission and Goals	Evidence
	<p>attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 88% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 86% of the observations as distinguished or proficient in the component of Creating an Environment of Respect and Rapport with almost 30% of these observations rated distinguished. Teachers and students exuded characteristics such as warmth, caring, and encouragement to all students in these classrooms. In the distinguished observations classmates cheered and clapped for students who attempted an answer or answered a question correctly.	Distinguished	29%
	In 14% of the observations, the interactions between the teacher and specific students were uneven, with occasional disrespect and harsh tones used towards students. In one observation two students were treated more harshly than the rest of the class when they did not follow directions.	Proficient	57%
		Basic	14%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 79% of the observations as distinguished or proficient in the component of Establishing a Culture for Learning. The classroom culture was a cognitively busy environment with high expectations for all students. The teachers demonstrated a high regard for students' abilities while encouraging and celebrating hard work, such as "kissing your brains." One teacher celebrated when students included the "bonus" words in the reports they were writing. In many observations the teachers and students celebrated student success with cheers, shout-outs, and popular gestures.	Distinguished	7%
		Proficient	72%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment		Evidence Observed	School Wide Rating	
		In just over 20% of the observations, teachers did not hold every student to high expectations, in particular for students who struggled with following the directions. One teacher's interactions with these students focused primarily on behavior and did not assist struggling learners.		Basic 21%
				Unsatisfactory 0%
Managing Classroom Procedures		The QSR team rated 100% of the observations as distinguished or proficient in the component of Managing Classroom Procedures. Across all observations the teachers had consistent procedures in place for students to transition between groups and to prepare the materials for the next lesson. Teachers gave a two-minute warning during activities and students started to clean up and put away their materials. Some classrooms sang a song to signal transition time while other classrooms put music on using the interactive white board. When the materials were cleaned up by the students and put away, the students moved to the carpet and danced for a few minutes. There was little loss of instructional time due to the effective classroom routines and procedures.	Distinguished	14%
				Proficient 86%
		The QSR team rated none of the observations as basic or unsatisfactory.	Basic 0%	Unsatisfactory 0%
Managing Student Behavior		The QSR team rated 86% of the observations as distinguished or proficient in the component of Managing Student Behavior. Student behavior was generally appropriate in most of the classrooms observed. Standards of conduct were established and both teachers in the room were consistent in	Distinguished	7%

The Classroom Environment	Evidence Observed	School Wide Rating	
	implementing the behavior standards. Teachers constantly monitored student behavior and celebrated students who were following directions. Students also earned rewards for good behavior, the younger students earned the classroom teddy bear to borrow for naptime and older students earned stickers or points towards a dance party.	Proficient	79%
	In 14% of the observations, the teachers did not consistently or effectively manage student behavior. In one observation the teacher was lenient with one student and harsher with another student that committed the same infraction. In another observation the teacher attempted to maintain order by shouting over the students to get them to lower their voices and sit down, but the students ignored their requests.	Basic	14%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 93% of the observations as distinguished or proficient in the component of Communicating with Students with almost 30% of teachers receiving a distinguished rating. In these observations the instructional purpose of the lesson was clear and free of content errors. In some classrooms the teacher clearly connected the instructional purpose to students interests. The teachers also demonstrated helpful aids to the classroom. One teacher held up pattern parrot, skipping frog and other animals as the class went over the hints to remember when stuck on reading a word or sentence.	Distinguished	29%
	The QSR Team rated less than 10% of the observations as basic and none scored unsatisfactory.	Proficient	64%
		Basic	7%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 71% of the observations as distinguished or proficient in the component of Using Questioning and Discussion Techniques. In these observations teachers asked a mix of single-answer and open-ended questions to promote student thinking.	Distinguished	7%
	The teachers also created discussions in the classes, which engaged most students. Teachers also asked students to explain their answers. In one classroom the teacher had students group items depending if they were a "Who, what, where or why?"	Proficient	64%

Instruction	Evidence Observed	School Wide Rating	
	Almost 30% of the observations scored basic in this component and none scored unsatisfactory. In some observations the questions were low-level and did not require critical thinking. Many were yes/no questions for the students to answer. In one observation only a few students responded to the questions asked. In another observation the teachers asked limited questions during center time. When a student was stuck on how to proceed with a task, the teacher told her the answer without engaging the student in questioning.	Basic	29%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 93% of the observations as distinguished or proficient in the component of Engaging Students in Learning. Most students were intellectually engaged in the lessons with learning tasks having multiple correct approaches. Students were allowed to work on projects that integrated their own interests into their work. Teachers encouraged multiple groupings to allow students time to share with each other, work in small groups, or by themselves throughout the day.	Distinguished	7%
	The QSR team rated less than 10% of the observations as basic and none scored unsatisfactory.	Proficient	86%
		Basic	7%
		Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated 79% of the observations as proficient with none scoring distinguished in the component of Using Assessment in Instruction. In these classrooms the teachers gave specific and timely feedback for students to improve their performance. Teachers took notes during small group work to track student understanding on reading and	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	math lessons. Rubrics in the form of checklists were available for students to use to check if they covered the critical components for a reading or writing lesson such as, “Write your name,” and “Use two shapes.”	Proficient	79%
	The QSR team scored just over 20% of the observations as basic in this component and none scored unsatisfactory. In some small groups the teachers did not provide any feedback to students. At other times feedback was global to the entire class, “Good job!” and “Nice!” which was not specific or oriented to the task.	Basic	21%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix L

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Heights Academy Public Charter School (KIPP DC – Heights PCS) serves 411 students in grades one through four in Ward 8. This campus opened in 2005 and is part of the Douglass facility, which also includes the Discover Academy (grades PK3 – K) and the AIM Academy (grades 5 – 8). The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in January 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from January 12 through January 23, 2015. A team of two PCSB staff members, including a Special Education Consultant and one QSR consultant conducted 14 observations. A PCSB staff member also attended a Board of Trustees meeting on September 17, 2014. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 77% of the observations as distinguished or proficient in the Classroom Environment domain with Creating and Environment of Respect and Rapport and Establishing a Culture for Learning receiving the highest scores. Overall teachers and students were friendly and respectful to one another. The value of hard work was promoted and celebrated in all classrooms with unique banners, chants and student work displays. Most teachers were passionate about their subjects and shared high expectations for learning for all students.

The QSR team scored 55% of the observations as distinguished or proficient in the Instruction domain with Communicating with Students receiving the highest scores. The teachers modeled learning tasks effectively, so that students could complete them independently. At times students were called on to explain content to a peer or the rest of their classmates. The components receiving the lowest scores were Engaging Students in Learning and Using Questioning and Discussion Techniques. Questions were often low-level requiring one-word answers. In some classrooms there was no student discussion and there was often one instructional grouping used for the entire observation, causing students to lose focus.

As stated in each of the special education questionnaires, KIPP DC believes in a holistic approach when providing case management and special education services for students with disabilities. There were various models of instruction observed - individualized instruction, small groups, and resource room for students depending on their individual needs. Within many of the classrooms designated for special education services, some students were working in small groups while others worked independently using a laptop. Additionally according to the school's questionnaire, students with disabilities have access to related services such as speech, occupational therapy, etc. The review team observed quality instruction for students with disabilities. The teachers were observed using a variety of manipulatives, small group learning activities, as well as a parallel teaching approach in order to engage their students and to ensure that they were learning.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – Heights PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.	<p>The QSR team found evidence that the school is working to meet its mission.</p> <p>High quality school system There was an early emphasis on college and higher education throughout the school building. The students and their classrooms were identified by a college or university. There were college pendants and other paraphernalia displayed throughout the school building. Students used laptops to work on the i-Ready program or other enrichment software.</p> <p>There was a focus on independent reading and writing – students were seen reading throughout the day, particularly when they finished assignments early. Students are required to write in all subjects. In one observation students wrote a narrative on “Being a Loyalist vs. Being a Patriot.” There were many messages throughout the building about the importance of reading, for both students and parents. One of the parent newsletters seen around the building had research about why reading at home with your child is the most important thing that parents can do.</p> <p>Knowledge, skills and character to be successful There were positive messages and pictures of students posted throughout the building. Some of the student work displays had titles such as “Famous 4th Graders,” “Proud of Myself,” “Third Graders</p>

Mission and Goals	Evidence
	Produce High Quality Work.” Character development was incorporated into the classroom instructional program through an emphasis on making good choices, working hard and working together. One teacher encouraged a student to speak assertively, but not aggressively to a peer.
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	There is a school-wide focus on developing literacy skills through home and school activities. One of the incentive programs, “Excellent Readers Live a Millionaire’s Life” tracks the number of words/books read and rewards students for hitting certain targets. There were also pictures posted in the hallways of a student celebration after meeting their NWEA interim assessment growth targets. Teachers encouraged students to choose books that were challenging when selecting books for their independent reading time.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Please see the mission section for evidence connected to this goal.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	Most classrooms had very few empty desks in classrooms.
Students will benefit from enrichment activities.	Although the QSR team did not observe enrichment classes, the students take music, technology, art or PE classes each week. There was extensive artwork display throughout the building. Students also have the opportunity to participate in enrichment opportunities during the before and after school program.

Mission and Goals	Evidence
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The school administrators were accessible to support teachers and students in classrooms. Teachers called or texted an administrator for assistance on their cell phones to address students that were misbehaving. An administrative member showed up within minutes to remove students from the classroom and brought them back once they had improved their behavior.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	Some classrooms were staffed with a Lead Teacher and Certified Resident Teacher. The daily schedule also indicated that the students are dismissed early every Friday afternoon for Professional Development for teachers.
The school will create an environment in which parents will support and participate in their child's education.	There were newsletters and bulletin boards in the building, with information encouraging parents to read with their children every day. Teacher contact information was posted prominently outside of each classroom door. There was a homework-tracking bulletin board outside of one of the classrooms showing the homework completion rate for the class. There were also a few grandparents in the building who assisted with distributing school snacks and other administrative tasks.

Mission and Goals	Evidence
The school will create a safe environment in which to learn.	There were security cameras and monitors in the school building. All visitors adhered to the sign-in procedures and KIPP staff escorted the QSR team as they walked through the building. The security team was visible throughout the building and greeted all students, parents and visitors politely. Classroom behavior standards were also posted in some classrooms.
Governance:	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 77% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 77% of the observations as proficient or distinguished, in Creating an Environment of Respect and Rapport. Teachers encouraged students to celebrate the success of their classmates. Teachers and students were friendly and respectful to one another. When teachers had to correct students' behavior or incorrect answers, it was done with dignity. As one of the QSR team members left a classroom, a student said, "You have a good day."	Distinguished	6%
	The QSR team scored 29% of the observations as basic and none as unsatisfactory in Creating and Environment of Respect and Rapport. In two classrooms the interactions between the teachers and students were neutral, in which they conveyed neither conflict nor warmth, and no interpersonal connections between students and teachers.	Proficient	76%
Establishing a Culture for Learning	The QSR team scored 29% of the observations as basic and none as unsatisfactory in Creating and Environment of Respect and Rapport. In two classrooms the interactions between the teachers and students were neutral, in which they conveyed neither conflict nor warmth, and no interpersonal connections between students and teachers.	Basic	18%
	The QSR team scored 86% of the observations as proficient and none as distinguished in Establishing a Culture for Learning. Each classroom was named after a college or university such as the Elon Stars. There were "hard work" banners displayed throughout the school building and "best work"	Unsatisfactory	0%
	The QSR team scored 86% of the observations as proficient and none as distinguished in Establishing a Culture for Learning. Each classroom was named after a college or university such as the Elon Stars. There were "hard work" banners displayed throughout the school building and "best work"	Distinguished	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	bulletin boards with examples of high quality student work. One teacher shared that they could not wait to read a student's journal because they knew the student had been working so hard. The community celebrated students for their learning progress with a variety of cheers: rollercoasters, claps, bubble gum bubbles, and high 5s.	Proficient	86%
	The QSR team scored 14% of the observations as basic and none as unsatisfactory in Establishing a Culture for Learning. A few teachers lacked energy and appeared to simply be going through the motions. One teacher expressed that the students did not know how to do the classwork and gave the students all of the answers without working through the material.	Basic	14%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 79% of the observations as proficient and none as distinguished in Managing Classroom Procedures. Classroom procedures in most observations were well established and operated smoothly, such as, tracking the speaker, hands in lap/head, using hand signals for permission, silent hands, voice levels and many others. Transitions were timed and well organized. In one observation students had roles such as the “paper passer” to assist with the transitions. Another teacher used equity sticks to call on her students to answer questions. Materials were often ready before students transitioned to activities.	Distinguished	0%
		Proficient	79%
	The QSR team scored 21% of the observations as basic and none as unsatisfactory in Managing Classroom Procedures. During one of the observations, there was a loss of instructional time because the materials were not ready for a science experiment. In another observation students refused to	Basic	21%

The Classroom Environment	Evidence Observed	School Wide Rating	
	comply with directions and the teacher had to continue to repeat expectations for classroom procedures. The QSR team saw that some teacher did not provide fillers for students who completed their assignments early and some students became disruptive.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 64% of the observations as distinguished or proficient in Managing Student Behavior. In most observations the classroom standards for behavior have been established and students followed them. Several teachers monitored behavior very closely and used a plethora of management strategies to refocus the attention of students and redirect inappropriate behaviors, such as “1, 2, eyes on me; spoons are in my bowl.” Another teacher used an online system called, Class DOJO, to track student behavior. Some teachers used a timeout chair or a “Sit and Think” chair when students got off track.	Distinguished Proficient	7% 57%
	The QSR team scored 36% of the observations as basic, and none unsatisfactory in Managing Classroom Behavior. Several behaviorally challenged students demonstrated a need for support and were pulled out by specialists or administrators. Some students threw classroom materials around the classroom, overturned chairs or did somersaults. Teachers exhibited a range of skill in their ability to manage student behavior. Some teachers completed ignored behaviors, inconsistently addressed misbehaviors, or immediately removed students from the classroom without using other interventions first.	Basic Unsatisfactory	36% 0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 55% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 78% of the observations as proficient or distinguished in Communicating with Students. The teachers were skillful in their communication of lesson content and directions. Most classrooms combined oral presentations with visual reinforcement and interactive experiences. In these observations the instructional purpose was clearly communicated to students and students seemed to understand the presentations.	Distinguished	14%
		Proficient	64%
	The QSR team scored 21% of the observations as basic and none as unsatisfactory in Communicating with Students. In these observations students appeared to be confused about the lesson, the process, and the expectations.	Basic	21%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 43% of the observations as proficient in Using Questioning/Prompts and Discussion Techniques. There were great questions asked in some classrooms that allowed students to make text-to-self connections. Students were often asked to explain how they solved math problems or to defend their answers. In some observations students did think-pair-share activities to discuss their learning with a partner. Some teachers made good uses of wait time and asked several open-ended questions to their students.	Distinguished	0%
		Proficient	43%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 57% of the observations as basic and none as unsatisfactory in Using Questioning and Discussion Techniques. Some teachers made little attempt to draw in students who failed to volunteer in group discussions. Questions were often low-level, requiring a single-answer or without stimulating discussion. In one observation the teacher only called on one student to answer the questions. In another observation many of the teachers' questions only had one correct response, and students were reluctant to participate in the lesson.	Basic	57%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 43% of the observations as proficient, in Engaging Students in Learning. In these classrooms, most instruction engaged students in stimulating activities aligned to lesson objectives and students remained on-task and intellectually engaged. In some observations students rotated through a variety of activities: small group instruction, independent reading, or computer time.	Distinguished	0%
		Proficient	43%
	The QSR team scored 57% of the observations as basic or unsatisfactory in Engaging Students in Learning. The pacing of some of the lessons was extremely slow and student engagement was correspondingly low. Some lessons provided students with limited choice when completing their assignments. In other observations whole group instruction was the only instructional strategy used and students grew restless.	Basic	50%
		Unsatisfactory	7%
Using Assessment in Instruction	The QSR team scored 57% of observations proficient and none as distinguished in Using Assessment in Instruction. Teachers in several classrooms closely monitored student learning/behavior and gave	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	feedback to promote learning. One teacher used a variety of strategies to measure student understanding.	Proficient	57%
	The QSR team scored 43% of observations basic or unsatisfactory in Using Assessment in Instruction. The criteria for measuring success were unclear or general in nature, not specific to individual students or the lesson content. In one observation the teacher never checked the students' work.	Basic	36%
		Unsatisfactory	7%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix M

QUALITATIVE SITE REVIEW

EXECUTIVE SUMMARY

KIPP DC – Grow Academy Public Charter School (KIPP DC – Grow PCS) serves 319 students in grades PK - K in Ward 6. This campus opened in school year 2010-11 and is part of the Shaw facility, which also includes Lead Academy (grades 1 – 4) and Will Academy (grades 5 – 8). The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because KIPP DC PCS is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from February 2 through February 13, 2015. A team of one PCSB staff member and two consultants (including a Special Education Specialist) conducted 13 classroom observations. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team member may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored an impressive 89% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated elements within this domain were Creating an Environment of Respect and Rapport and Establishing a Culture for Learning with greater than 90% of observations rated as proficient or distinguished. Teachers were friendly and used warm tones of voice with students and parent visitors. Children seemed genuinely excited to learn in many of the observations. The students were eager to share their work with the teachers and were cognitively engaged throughout the lesson in nearly all observations.

The QSR team scored a high 81% of the observations as distinguished or proficient in the Instruction domain. The highest rated element within this domain was Communicating with Students, with 92% of observations rated as proficient or distinguished where observers noted rich student conversations during centers activities. Students were given opportunities to choose their learning activities and wrote or drew pictures about what they were excited about doing in their centers. Most teachers identified the purpose for the instructional activities and the activities were clear and developmentally appropriate for all students.

The special education staff consists of special education teachers and related service providers who offer instruction to students with disabilities according to their Individualized Education Plans. Services are provided to students using a full-inclusion, co-teaching model and through other more restrictive instructional models as dictated by student need. Special educators schedule pullout instructional periods in small settings equipped with a variety of materials suited to developmental levels. In some cases students are serviced in one-on-one settings to facilitate the need for intensive support. In other cases service providers push into the regular classrooms and work with students with disabilities in ways that modify tasks and accommodate student needs.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – Grow PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this QSR shows that KIPP DC – Grow Academy PCS is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i> The quality of the school is demonstrated by its high ratings on the <i>Framework for Teaching rubric</i>. The QSR team rated over 80% of observations as proficient or distinguished in the <i>Classroom Environment</i> domain and the <i>Instructional Delivery</i> domain. There were pictures and word cues posted throughout the classrooms and in the hallways. The school has a lending library in the hallway and students can choose books to borrow every Monday. The school uses the Tools of the Mind program, which is designed to promote the development of self-regulation and executive functions in preschool and kindergarten-aged students. There were common thematic units used in several classrooms, such as restaurants in the neighborhood and learning about the people working in and visiting hospitals. Before students visited these centers, they worked independently or with a teacher to write about what they were excited to do in their centers for the day. The students' writing was posted in classrooms and throughout the school building. Students worked at their ability and teachers differentiated expectations as noted by some students drawing pictures and other students writing in full sentences.</p>

Mission and Goals	Evidence
	<p><i>Develop knowledge, skills, and character</i> There was a heavy emphasis on the acquisition of math and literacy skills. Each classroom had organized, clearly-labeled libraries with a variety of book choices. Many students used math manipulatives in learning centers to solve math problems. In one of the observations, the students were expected to explain the thought processes behind the solution to a math problem.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i> Observers saw KIPP DC- Grow PCS implementing this aspect of the school's mission through initiatives such as displays with "Class of 2029," to indicate the year that students would graduate from college, career paths students might want to take, and the school's values. Displays designed to recognize student excellence were posted throughout the school building, including the 100% Club, Math Fluency Scholars, Mad Money Makers and Freshman MVPs.</p>
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	The QSR team noted that 84% of observations were rated as proficient or distinguished in Engaging Students in Learning, which illustrates the teachers' ability to challenge students' thinking and differentiate the learning tasks. The QSR team scored 77% of the observations as proficient or distinguished in Using Questioning and Discussion Techniques. This is one of the highest ratings received for this component to date. Teachers used a balance of high and low level questions to promote student thinking and understanding. Students participated in academic discussions with one another, often times with the teacher not present. Some students initiated their own stimulating questions and actively participated in classroom discussions.

Mission and Goals	Evidence
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	KIPP DC – Grow PCS prepared students to succeed by providing a positive learning environment and by engaging students in learning. The QSR team scored 92% of the observations as proficient in Establishing a Culture for Learning. The classrooms were cognitively busy places and learning was valued and appreciated by the teachers and students. The QSR team scored 77% of the observations as proficient or distinguished in Engaging Students in Learning. Most lessons had a clearly defined structure and students were given choice in many of their learning tasks.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	Most classrooms had very few empty seats, indicating that most students were present. Observers did not note any students arriving late.
Students will benefit from enrichment activities.	Students used computer programs to enrich their math and literacy skills in many observations. There was also information posted around the school about Saturday programs for parents and students.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The school environment was age-appropriate for an early childhood program. There were several playgrounds outside as well as a small play area in the front lobby. All of the classrooms had appropriate size furniture for the age group. There was also technology present in all of the classrooms. There were small teacher student ratios, with two or more adults per classroom. The classrooms were given names such as the Yellow Canaries, Green Grasshoppers and Blue Peacocks. The hallway displays throughout the school building displayed student

Mission and Goals	Evidence
	photographs, work samples and inspirational quotes such as “I am great,” “I am limitless,” and “I am brilliant”.
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school’s performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child’s education.	The QSR team noted several bulletin boards outside of the classroom with parent newsletters, announcements and flyers posted. Several parents brought their children into the classroom and were warmly welcomed by the teachers and other students.
The school will create a safe environment in which to learn.	The QSR team noted that the school appeared to be safe and conducive to learning. Nearly 90% of all observations were proficient or distinguished in the Classroom Environment domain. There were

Mission and Goals	Evidence
	security cameras and monitors in the school building. All visitors adhered to the sign-in procedures and KIPP staff escorted the QSR team as they walked through the building. The security team was visible throughout the building and greeted all students, parents and visitors politely. Classroom behavior standards were also posted in some classrooms.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 89% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 94% of the observations as distinguished or proficient. Teachers were friendly and used warm tones of voice with parents and students, often referring to students as "friends." Many of the teachers used positive language, such as "Great job," and "I love it!" Teachers gave students a high five when they answered a question correctly. Teachers and children were often smiling and giving each other hugs.	Distinguished	19%
		Proficient	75%
	The QSR team rated less than 10% of the observations as basic and none of the observations as unsatisfactory.	Basic	6%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 92% of the observations as proficient in Establishing a Culture for Learning. In nearly all of the observations, students were highly engaged in the learning activities. Students were eager to share their finished work with the teachers. The students explained their work with smiles on their faces and excited voices. In most of the observations, the teachers had high expectations for student engagement and work completion. The teachers gave students encouragement as they worked with comments such as, "Grow your brain," or "I know you can do this."	Distinguished	0%
		Proficient	92%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated less than 10% of the observations as basic and none of the observations as unsatisfactory.	Basic	8%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 85% of the observations as distinguished or proficient in Managing Classroom Procedures. In these observations there was evidence of clearly established routines. Students knew where to get their materials and put them away with little direction from the teacher. Teachers used chants and songs to guide transitions between activities. The students worked in groups and used the computers with self-sufficiency. Teachers reviewed rules with students and used bells to signal it was time to transition to a new activity. Teachers also awarded points for students completing classroom procedures correctly.	Distinguished	23%
	Proficient	62%	
	Basic	15%	
	Unsatisfactory	0%	
Managing Student Behavior	The QSR team rated 85% of the observations as distinguished or proficient in Managing Student Behavior, with 31% of the observations found to be distinguished. In most observations the teachers handled individual behavior issues quickly and the students responded immediately by changing their behavior. Teachers used proximity, facial cues and positive language to redirect student behaviors. Student behavior was generally orderly without the need to be addressed by teachers.	Distinguished	31%
		Proficient	54%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 15% of the observations as basic and none as unsatisfactory. In these observations some of the attempts to redirect student behavior was unsuccessful. In another observation the teacher ignored a crying student.	Basic	15%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 81% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 92% of the observations as distinguished or proficient in Communicating with Students. The teachers used age appropriate language to convey the purpose of the lesson to students. It was evident that students could comprehend the content as they successfully completed their lesson activities. The teachers taught and used vocabulary words such as customer, server, patient, etc. to align with the learning centers that students participated in. The thematic units were seen across grade levels and appeared to start and stop at the same time in each classroom. In several distinguished observations teachers repeated directions to students and asked them to restate them in their own words.	Distinguished	23%
	The QSR team rated less than 10% of the observations as basic and none of the observations as unsatisfactory.	Proficient	69%
		Basic	8%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 77% of the observations as distinguished or proficient in Using Questioning/Prompts and Discussion Techniques. Most teachers asked cognitively challenging, age-appropriate questions to their students. The teachers even used snack time to promote discussions with students about the name of the class pet or students' Valentine's Day	Distinguished	8%

Instruction	Evidence Observed	School Wide Rating	
	plans. Teachers used effective wait times to allow students to process information and come up with an answer. In most observations students were asked to describe the pictures they had drawn and teachers would scribe their thoughts or the students would attempt to write it themselves. In some observations students initiated challenging questions towards their teachers.	Proficient	69%
	The QSR team rated 23% of the observations as basic and none as unsatisfactory in Using Questioning/Prompts and Discussion Techniques. In some observations most questions only required single answer responses. Some of the questions were rapid fire, not requiring any critical thinking. In one observation, there was little to no student discussion encouraged.	Basic	23%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 84% of the observations as distinguished or proficient in Engaging Students in Learning. In most of the observations, the students were eager and enthusiastic to participate in the classroom activities. The lessons were also conducive to the students' age group. Students were allowed to roam between the learning centers. The teachers prepared an extensive variety of activities and manipulatives that were aligned to the instructional outcomes of the lesson in the distinguished observations.	Distinguished	38%
		Proficient	46%
	The QSR team rated 16% of the observations as basic or unsatisfactory. In one observation the learning consisted primarily of recalling facts and procedures. In another observation, the pacing was rushed, leaving students limited time to engage in the lesson.	Basic	15%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team rated 69% of the observations as proficient. In most of the classrooms, the teachers roamed between learning centers to guide student learning and check for understanding. In several observations the teachers asked questions throughout the lessons to gather evidence of student understanding. The teachers also conferred with students about their performance tasks. Students were also assessed through quizzes and written assignments. Some teachers made adjustments to the learning tasks based on student misunderstandings.	Distinguished	0%
		Proficient	69%
	The QSR team rated 31% of the observations as basic and none as unsatisfactory. In one observation it was difficult for the teacher to navigate to the centers to check on student understanding. In another observation the teacher did not consistently determine whether all of the students understood a small group lesson, leaving students a bit confused. In another observation the teachers did not provide specific feedback to students while they circled the classroom and visited learning centers.	Basic	31%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix N

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Connect Academy PCS (KIPP DC – Connect PCS) serves 323 students in grades prekindergarten-3 (PK3) through kindergarten in Ward 5. This campus opened in SY2013-14 at the Webb facility. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in November 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from November 10 through November 21, 2014. A team of two PCSB staff members and two consultants (including one special education consultant) conducted 17 observations. A PCSB staff member also attended a Board of Trustees meeting on September 17, 2014. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 74% of the observations as distinguished or proficient in the Classroom Environment domain with Creating an Environment of Respect and Establishing a Culture for Learning receiving the highest scores. In the distinguished and proficient observations, teachers and students had positive interactions characterized by warmth and politeness. Teachers had expectations for all students to participate in lessons in many observations. In a few observations teacher had difficulty managing behavior problems that arose during whole group lessons and small group work.

The QSR team scored 71% of the observations as distinguished or proficient in the Instruction domain with Communication with Students and Using Assessment in Instruction receiving the highest scores. Teachers explained directions, expectations, and content in an accessible way to the students. Teachers also checked for understanding throughout whole group lessons and monitored the progress of small group activities in the distinguished and proficient observations.

The learning culture in each classroom demonstrated high expectations for all learners. Students worked together in groupings of mixed configurations: small groups with teachers, pairs for shared reading, and independently in centers. Two or more teachers assigned to each classroom helped to ensure that all students received close monitoring and individualized support as needed. Students with special needs were integrated with other students and supported in completing learning tasks assigned. A special education resource teacher assisted one student with special needs using the push-in, full inclusion model. Students used manipulatives and a variety of hands-on, developmentally appropriate materials to build conceptual knowledge and develop skills. Close supervision and support from teachers facilitated successful outcomes for all students.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC: Connect Academy PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this qualitative site review shows that Connect Academy is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i></p> <p>KIPP DC – Connect PCS serves 323 students in grades prekindergarten-3 (PK3) through kindergarten and is housed in the same building as KIPP DC – Spring PCS. KIPP DC – Spring PCS currently serves grade 1 and will expand to serve through grade 4.</p> <p><i>Develop knowledge, skills, and character</i></p> <p>The QSR team saw that students were working to achieve academic and character goals throughout the school day. Classroom rules encouraged positive behavior such as being “kind and helpful to friends.” There was a school-wide emphasis on high academic expectations with the ultimate goal of going to college.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>Students helped to lead the classrooms. One student led the transitions in his class without being prompted by a teacher. The principal continually had the pulse on every classroom through frequent check ins and rewards for students who were showing KIPP values: Love, Team, Grow, Joy.</p>
Goals	

Mission and Goals	Evidence
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	Teachers facilitated literacy groups for all student levels. Students participated in writing letters, sounding out words, and exploring stories. Teacher also monitored student understanding by taking notes during small group work. Small group work focusing on math concepts included hands on materials to explain the parts of a whole. The degree of rigor varied among classrooms and small groups within classrooms.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Students are encouraged to do their best. Signs reading, “This is important, You can do it, We believe in you!” hung in most classrooms and teachers reminded students that hard work can help you succeed. Teachers were also observed leading discussions on focus and commitment and positively narrated students demonstrating these traits.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	While the QSR team neither looked for nor observed any evidence related to attendance rate, most classrooms had very few empty seats.
Students will benefit from enrichment activities.	The QSR team did not observe any evidence related to this goal however leadership shared information with one consultant about a monthly Saturday Academy where students sign up for a topic they would like to study each semester.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The principal instituted a creative workshop class for all of the grade levels. In the creative workshop class, students explore based on themes in the classroom. Classroom work focused on reading, writing, and math in small group and whole group instruction.

Mission and Goals	Evidence
	The QSR team observed teachers issue blue/yellow tickets to students for good deeds that could be redeemed for school-wide rewards (e.g., take a picture with the principal, the principal makes phone call to family, and a student's name is written on the school values Wall of Fame). When students received a blue ticket they were allowed to visit the office to receive a reward.
The Principal will ensure the fiscal and physical sustainability of the school.	While the QSR team neither looked for nor observed any explicit evidence related to this goal there are expansion areas available for anticipated grade-level additions.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	School leadership shared information about parental engagement with one of the consultants. Parents are invited and encouraged to attend Saturday academy. There is a KIPP Parent Organization with a bulletin board in the main hallway of the school highlighting upcoming events and the school calendar. A few classrooms had parent boards and newsletters posted in the hallway. Parents were invited to volunteer in the classroom as room parents although the QSR team only observed parents during morning drop-off.
The school will create a safe environment in which to learn.	

Mission and Goals	Evidence
	Security guards for the Webb facility greeted each visitor at the main door, maintained a visitor log and monitored hallways. The school was welcoming and orderly with students and staff maintaining quiet and safe hallways. Expectations for student behavior were posted in the classrooms. Staff members reminded students what it looks like to have a “safe body.” Teachers fostered a warm and welcoming environment with hugs and high-fives for students.
Governance:	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school’s performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 74% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 76% of the observations as distinguished or proficient. Interactions between students and between teachers and students were positive and respectful. Students worked together cooperatively and shared responsibilities. Teachers showed interest in the learning interests of students and sat down on their level for conversation. In one observation students hugged each other when prompted to apologize. Teachers referred to students as "friends" and encouraged students to give each other "shine" or positive feedback.	Distinguished	6%
		Proficient	70%
	The QSR team scored 24% of the observations as basic and none as unsatisfactory. In these observations observers saw isolated incidents of students putting their hands on each other, taking books out of each other's hands, and pushing each other without being corrected by a teacher.	Basic	24%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 76% of the observations as distinguished or proficient. In these observations, students were cognitively busy and engaged in their learning. Teachers were energetic and diligent in guiding the learning environment. Students focused on work as soon as they transitioned. Teachers held high expectations for all students. One teacher made personal connections to a neighborhood unit by telling personal stories about her neighborhood. The students followed suit by sharing their own stories.	Distinguished	12%
		Proficient	64%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored 24% of the observations as basic or unsatisfactory. In a few observations the teachers' energy was focused on dealing with behavioral problems rather than learning. In another observation students were fighting or talking to each other instead of reading during reader's workshop. The teachers in this classroom did not redirect students and the students continued to remain off task for the remainder of the period.	Basic	18%
		Unsatisfactory	6%
Managing Classroom Procedures	The QSR team scored 70% of the observations as distinguished or proficient in Managing Classroom Procedures. Routines were well established, evidenced by students following teacher cues and moving independently and quietly from one activity to another. These routines included echo clapping and moving to and from the carpet by rows.	Distinguished	35%
	In one distinguished observation a student led the classroom transition. When one minute was left in group-work, the student went to the board with a pointer and led the class through the transitions song without teacher prompting.	Proficient	35%
	The QSR team scored 30% of the observations as basic or unsatisfactory. In these observations classroom routines functioned unevenly, transition songs had to be repeated several times because students were not paying attention.	Basic	24%

The Classroom Environment	Evidence Observed	School Wide Rating	
	In one observation a few students refused to participate in the whole group activity. Despite aides trying to engage them in the task. One student was directed to the “chill” chair but s/he made loud noises while sitting there and eventually threw the chair into the middle of the rug. Teachers and aides worked to redirect this student but were unable to continue the lesson. Students lost instructional time, and the teacher had difficulty getting the class back on task.	Unsatisfactory	6%
Managing Student Behavior	The QSR team scored 71% of the observations as proficient and none as distinguished. Behavior was appropriate and easily corrected when monitored by teachers. Students had cues for sitting: “crisscross applesauce” and to be quiet: “catch a bubble in your mouth.” Teachers frequently used a quiet chair or rest stop. In these observations, clear standards were in place for behavior and teachers reminded students of standards consistently through out.	Distinguished	0%
		Proficient	71%
	The QSR team scored 29% of the observations as basic and none as unsatisfactory. In these observations some of the activity was chaotic with attempts at bringing order. However many students did not pay attention to the chants or cues used to gain order. In some observations teachers shouted over students to give directions, but students just got louder. The “quiet song” was sung multiple times, but only some students participated, others continued to play loudly with materials and shout to friends. Teachers monitored behavior but from across the room by yelling. In a few observations students fought with each other for a while before a teacher or aide intervened.	Basic	29%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 71% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 76% of the observations as distinguished or proficient in Communicating with Students. Teachers presented lessons with clear purpose and manner. Teachers modeled expectations using projection screens for visual reinforcement and were error-free.	Distinguished	6%
	In one distinguished observation the teacher stated the purpose of the group work and let students know the expected outcome of the work. The teacher also modeled the task for students so they were clear before they transitioned to writing on their own in Writers Workshop.	Proficient	70%
	The QSR team scored 24% of the observations as basic and none as unsatisfactory. In these observations, students did not have direction or guidance in how to work in their centers. This resulted in off-task behavior, unless a teacher was in close vicinity.	Basic	24%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 59% of the observations as distinguished or proficient. Most teachers effectively executed wait time to support students as they organized their thoughts. Teachers asked open-ended questions and invited all students to respond. During one read aloud the teacher asked the students how the character felt when certain things happened. Students participated in the discussion and actively listened to each other's responses.	Distinguished	12%
		Proficient	47%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 41% of the observations as basic or unsatisfactory. In these observations, the questioning techniques failed to challenge the critical thinking abilities of students. Most questions required literal, single- answer responses. In the unsatisfactory observations question/answer sessions were exclusively led by teachers and failed to engage students in discussion.	Basic	35%
		Unsatisfactory	6%
Engaging Students in Learning	The QSR team scored 71% of the observations as distinguished or proficient. Teachers used a variety of chants requiring unison responses from students to maintain focus, e.g., “Are you ready?” and “You bet!” In these observations most students diligently persisted on completing tasks. Teachers used a variety of age-appropriate learning materials and resources to engage students in learning.	Distinguished	6%
	In some distinguished observations all of the students were highly engaged in the group work. No off-task behavior was observed. Students also had extensive choice in how work was completed and were able to seek help from one-another.	Proficient	65%
	The QSR team scored 29% of the observations as basic and none as unsatisfactory. In these observations not all students were engaged in an activity during choice time. Some students threw blocks at each other or tossed books against the wall in the library corner. The teachers rotated the groups, but in a few observations, students were so loud that the small group was only partially successful in asking and answering questions.	Basic	29%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 76% of the observations as distinguished or proficient in Using Assessments in Instruction. Teachers used a variety of tactics to assess student learning, including questioning and follow-up activities. Teachers closely monitored student learning and provided appropriate feedback. In the distinguished observations students assessed their own progress and feedback from the teachers was specific and timely. The teacher guided the group through specific question.	Distinguished	6%
		Proficient	70%
	The QSR team scored 24% of the observations as basic or unsatisfactory. In these observations feedback to students was not specific and the teachers only requested global responses to assess student understanding. In the unsatisfactory observations observers did not witness teachers assessing students.	Basic	18%
		Unsatisfactory	6%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix O

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – College Preparatory Public Charter School (KIPP DC – College Prep PCS) is part of the KIPP DC PCS network. This campus opened in school year 2009-10. KIPP DC – College Prep PCS serves 454 students in grades 9 through 12 in Ward 5. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from February 2 through February 13, 2015. The QSR team used Charlotte Danielson's Framework for Teaching Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

A team of three PCSB staff members (including PCSB's Special Education Specialist) and two consultants conducted 29 observations. A member of the QSR team also attended a Board of Trustees meeting.

PCSB's Special Education Specialist observed both general education and special education teachers working together to provide students with academic and behavioral support in classrooms. In a co-taught classroom, the general education teacher primarily facilitated the lesson while the special education teacher circulated to address the needs of specific students without actively facilitating the lesson. KIPP DC's holistic approach to providing case management and special education services for students with disabilities was evident through observations of various models (e.g., co-teaching model, resource room, self-contained classes, etc.). Within many of the classrooms designated for special education services, either the class sizes were kept small to ensure that students could receive ample supports from the teacher; or two teachers were assigned to the classroom to team-teach the lessons. In general education classrooms, students with disabilities could not be easily identified and all students appeared to be comfortable and happy in the school environment. The school is providing a safe, positive environment for its students where they are receiving high quality instruction.

The QSR team scored an impressive 84% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated elements within this domain were Managing Classroom Procedures and Managing Student Behavior, both with 86% of observations rated as proficient or distinguished. Procedures and routines were well established in classrooms and posted on hallways. There was little loss of instructional time as students walked into classrooms and started their Do Nows without prompting by the teachers. The QSR Team saw minimal negative behaviors among students, and in the rare instances where there were behavior problems, teachers handled them efficiently without incident.

The QSR team scored 72% of the observations as distinguished or proficient in the Instructional Delivery domain. The highest rated element within this domain was Communicating with Students, with 90% of observations rated as proficient or distinguished. Teachers clearly communicated content using a variety of strategies, and continually referred to the lesson objectives for the duration of classes. Using Questioning and Discussion Techniques was the lowest rated element within this domain, with 45% of observations rated as proficient or distinguished. Most of the discussions were teacher-led with limited student-to-student discussions.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The QSR team found evidence that KIPP DC – College Prep PCS is working to meet its mission.</p> <p><i>Create and sustain the highest quality school system</i> The quality of the school is demonstrated by its high ratings on the <i>Framework for Teaching</i> rubric, with 84% of observations rated as proficient or distinguished in the <i>Classroom Environment</i> domain, which deals with the creation of an environment of respect, the learning culture, and the management of classroom procedures and student behavior. The classroom and school environment fostered high expectations, with bulletin boards, hall displays, banners and slogans related to universities and hard work, including “Leave Nothing Blank” and “Work Smart.” The ratings in the <i>Instruction</i> domain were also high, with 72% of observations rated as proficient or distinguished. Teachers presented content clearly to students using a number of different strategies, including modeling by the teacher where appropriate. Observations were marked by high engagement on the part of students in the learning tasks.</p> <p><i>Develop knowledge, skills, and character</i> Students throughout observations were highly engaged in the academic content of lessons, with 76% of the observations rated as proficient or distinguished in Engaging Students in Learning. Hallways and classrooms included quotes from prominent authors and leaders encouraging positive character traits like determination, persistence and effort. Students demonstrated their desire to learn</p>

Mission and Goals	Evidence
	<p>through consistent participation in classroom activities. Teachers throughout observations stressed the importance of preparation and students maintaining good notes about content for themselves.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>Teachers encouraged success in the competitive world throughout observations. The QSR team observed students discussing morality and their impact on the world around them, as well as social, political, and economic theories to help inform decisions as future citizens. The school demonstrated pride in student success, with college acceptance letters posted at the entrance of the school. Hallways included signs related to the ACT scores students would need to gain entrance to competitive universities. In 45% of the observations teachers promoted deep thinking through open ended questioning, constantly asking students to justify their answers.</p>
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	Students throughout observations engaged in challenging academic content across observations to achieve academic proficiency. As described further in this report, the QSR team scored 76 percent of the observations as proficient or distinguished in Engaging Students in Learning. The QSR team observed the following strategies to promote academic proficiency: students reading and reacting to complex texts; teachers focusing on specific writing skills like creating topic sentences to support an argument; teacher questioning focused on justifying a position; and students engaging in multi-step problems. As described further in the section on Communicating with Students, in which the QSR team rated 90% of observations as proficient or distinguished, teachers used rich vocabulary related to content, promoting language development among students. The school

Mission and Goals	Evidence
	encouraged high levels of achievement by posting grade-level interim data and by identifying what score students should achieve by the end of the year.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	The QSR Team could not identify which students were from KIPP DC schools. However students across observations seemed prepared to succeed in grade level classes. Students actively participated in classroom discussions. Students generally completed rigorous learning tasks like reading complex tests, developing essays by focusing on essay structure and topic sentences, and solving multi-step math problems. A member of the QSR Team observed a teacher having one-on-one conferences with students on how to improve their grades during an Advisory period, helping to prepare students for success throughout subject areas.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	The observation team noticed that there was a wide range of students in various classrooms, from four or five to over twenty. Most classrooms had very few empty seats. Observers did not notice students arriving late to school. Guides (members of KIPP DC staff who escorted the QSR team members around the school during visits) let the team know that enrollment in classes varied, and many of the upper level courses, like AP Biology, had fewer than ten students enrolled.
Students will benefit from enrichment activities.	KIPP DC – College Prep PCS offers a range of enrichment activities, both during the school day and outside of school. One observer sat in an art class where students were highly engaged as they created gray scales. The classroom displayed rich examples of student art. The school schedule reflected a diversity of activities, including sculpture,

Mission and Goals	Evidence
	studio art, web design, orchestra, woodwinds and percussion. An observer also saw flyers around the school for clubs and activities, such as the Horseback Riding Club and Boot Camp.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	Throughout observations, the QSR team noticed a school environment that facilitated student academic and social improvement. As described in further detail later in this report, the QSR team rated 83% of observations as proficient or exemplary in Establishing a Culture for Learning. Teachers demonstrated high regard for student ability and consistently pushed students to remain persistent in completing high quality academic tasks. They also encouraged and praised student effort. Teachers narrated positive behavior promoting social improvement.
The Principal will ensure the fiscal and physical sustainability of the school.	Overall the school building and classrooms were clean and orderly. Students had access to appropriate materials for academic class, including class sets of novels and textbooks. Teachers used SMART boards to present content. During a science lab the students used computers to track data and create graphs. In another class where students had to prepare presentations about a health issue, students had access to presentation materials like colored pencils, markers, and poster board.
The Board will provide sufficient and effective support to school leaders.	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations

Mission and Goals	Evidence
	focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team observed different ways in which the school encouraged parental involvement in the child's education. During an Advisory Period staff collected signed report card packages from students and reminded students to inform parents about a contest to collect the highest number of report cards (presumably, signed by parents). One observer saw a parent in the building checking that the school had the tools it needed to accommodate her daughter who had broken her ankle, ensuring that the student could go from class to class. A student also asked her teacher for an extra copy of her report card, one for her and one for her parent.
The school will create a safe environment in which to learn.	The QSR Team observed a safe and stable school environment for students to learn at KIPP DC – College Prep PCS, with 84% of observations rated as proficient or distinguished in Classroom Environment on the <i>Framework for Teaching</i> . Teachers and students demonstrated mutual respect for one another. Security guards greeted both students and visitors at the entrance of the school and were located on different floors of the building. There was little to no student misbehavior. In the rare instances of misbehavior, teachers handled it without incident. Process and routines were well established, leading to little loss of instructional time. Teacher visibility in hallways was high throughout student transitions

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 80% of the observations as proficient or distinguished in Creating an Environment of Respect and Rapport. Observations demonstrated consistent patterns of respectful interactions between teachers and students. Students demonstrated respect for the teacher by following directions when first asked, answering the teacher's questions without considerable prompting, and not talking out of turn. Teachers in most observations greeted students at the door. Students said "Thank you," and "Excuse me." Teachers joked around playfully with students, with one teacher telling them that he would put their homework on Snapchat and another teacher saying that he is too young to be called, "Sir." In some observations when a student answered incorrectly or struggled with the content, both students and teachers responded politely to provide support.	Distinguished	14%
		Proficient	66%
	The QSR team scored 21% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, the QSR Team saw disrespectful interactions among students who were name-calling or telling each other to "shut up," with inconsistent responses from teachers. In some observations the teacher had to ask students repeatedly to refocus on the learning task with little change in student behavior.	Basic	21%
		Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team scored 83% of the observations as proficient or distinguished in Establishing a Culture for Learning. Teachers demonstrated high regard for student persistence and ability, saying things like, "Come on!" and "You can do better than this!" They also praised students' effort and encouraged participation of all students, as one teacher who did a "happy dance" when a student got a correct answer, another teacher who explained that no student should get below a B on an upcoming assignment, and a teacher who said, "Look at you go!" as the students completed their task. Teachers demonstrated passion for the subject matter, as in a writing class where the teacher discussed the joy of writing and encouraged students to believe in their ability. Students in some observations supported the learning of classmates by helping each other with difficult questions.	Distinguished	14%
		Proficient	69%
	The QSR team scored 17% of the observations as basic and none as unsatisfactory. In a small number of observations, students took significant time to begin the Do Now, had their heads on their desks, or seemed merely compliant rather than engaged in the learning task. Teachers in these observations focused on task completion rather than quality, walking around and checking to see if students were on task without checking the quality or accuracy of student work.	Basic	17%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 86% of the observations as proficient or distinguished in Managing Classroom Procedures. In most observations routines functioned smoothly with little to no loss of instructional time. Most teachers began class with Do Now activities, and students quietly came into the classroom and started. While students worked on the Do	Distinguished	14%

The Classroom Environment	Evidence Observed	School Wide Rating	
	Now, teachers walked around to check on homework completion, maximizing instructional time. Teachers included systems and procedures for collecting student work, such as containers throughout the classroom for completed homework and other learning tasks. Teachers also gave students cues to signal transitions, like countdowns and warnings to finish up their learning task.	Proficient	72%
	The QSR team scored 14% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, routines were uneven with some loss of instructional time due to recurring student misbehavior as teachers attempted to get students on task.	Basic	14%
		Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 86% of the observations as proficient or distinguished in Managing Student Behavior. In the vast majority of observations, standards of conduct had been established and student behavior was appropriate. Standards of conduct were also posted on walls, “Work Hard. Be Persistent. No Excuses.” Teachers used proximity, subtle cues (like saying a student’s name), and countdowns to get students back on track. Teachers narrated positive behavior. In many observations there were virtually no signs of student misbehavior.	Distinguished	41%
		Proficient	45%
	The QSR team scored 14% of the observations as basic and none as unsatisfactory. In a couple of observations, small groups of students ignored the teachers’ attempts to maintain order. In a small number of observations, teachers responded inconsistently to misbehavior, reprimanding some students while overlooking the same behavior in others.	Basic	14%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 72% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 90% of the observations as proficient or distinguished in Communicating with Students. Teachers presented content clearly, using rich, age-appropriate language, as in a history class focused on the differences between Renaissance and medieval art and a math class where students had to figure out the cost of items. Teachers used different strategies to present content, like asking students to explain their reasoning for answering a math problem in a particular way and by modeling how a student should answer a question about an author's purpose.	Distinguished	21%
	Before leaving students to independent practice, teachers modeled the process that students should follow and wrote steps on the white board so that students could complete the learning task without ongoing mediation from the teacher. Teachers referred to the objective throughout observations, such as learning to conjugate verbs and identify places around town in Spanish and how to write strong topic sentences in preparation for the essay that students would eventually complete. The QSR team saw no content errors in any of the observations.	Proficient	69%
	The QSR team scored 10% of the observations as basic and none as unsatisfactory. In a small number of observations, teachers had to continually clarify the learning task as students struggled to get started, either as a result of confusion or a lack of commitment.	Basic	10%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 45% of the observations as proficient or distinguished in Using Questioning and Discussion Techniques. In some observations teachers asked both one-word and open-ended questions requiring students to justify their responses, as in a math class where the teacher continually asked students, “Why does this make sense?” and in an English class where the teacher asked students questions like, “What evidence from the text shows...?” Students, even those not initially volunteering, were encouraged to participate in the class discussion. Students reacted to each other’s comments enthusiastically, as in a particularly lively social studies class where the teacher asked students to observe a painting and pull out characteristics of the time period. In some observations teachers had small groups of students discuss content with each other about small chunks of a text.</p>	Distinguished	14%
		Proficient	31%
		Basic	52%
		Unsatisfactory	3%

Instruction	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 76% of the observations as proficient or distinguished in Engaging Students in Learning. Students intellectually engaged in learning tasks, as in a math class where students independently completed problems before coming up to the board to show the class without prompting and in class discussion where students enthusiastically answered questions. Learning tasks in some classes had multiple correct responses as in an English class where students annotated their text before discussing, and in a biology class where students created note cards in small groups in preparation for their upcoming presentation.</p>	Distinguished	21%
	<p>The pacing in most observations was appropriate to get the students engaged while ensuring their understanding of the content. In particular the QSR team noted that Do Nows throughout observations were used particularly well to engage students in the topic of the day while teachers checked homework and took attendance.</p>		
	<p>The QSR team scored 24% of the observations as basic and none as unsatisfactory. In some observations learning tasks required only recall of facts and procedures, as in language classes where students were asked to conjugate verbs on a worksheet or math classes where students had to follow one specific procedure to answer problems. Pacing in a small number of observations seemed too fast, with students asking the teacher to further explain content or directions. Learning tasks generally allowed for little choice in how students completed them, with many students producing nearly identical work products by the end of class.</p>	Basic	24%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	The QSR team scored 79% of the observations as proficient or distinguished in Using Assessment in Instruction. Throughout observations teachers circulated and looked at student work to provide timely feedback. Teachers used Do Nows both to engage students in learning as well as to gauge initial understanding of a topic. In one observation the teacher's observation of common mistakes on the Do Now led her to stop the class and go through the concept of molecular compounds to scaffold learning.	Distinguished	17%
	Teachers mainly used questioning to check for understanding, though some teachers listened in on small group discussion and provided additional questions or scaffolding where students struggled with the answers. Teachers in a few observations gave students "warm up" questions focused on the previous day's content to establish a baseline of student understanding before more deeply pursuing content. In one observation the teacher asked students about the areas in which they needed more support and had students make individual goals based on their areas of growth.	Proficient	62%
	The QSR team scored 21% of the observations as basic and none of the observations as unsatisfactory. Students in some observations did not understand how their work would be evaluated, as in one observation where the student asked a teacher to explain her grade and the teacher provided no explanation and no references to particular grading criteria.	Basic	21%
	In some observations the teacher requested only global indications of student understanding without ensuring that all students understood, or only called on the students raising hands, giving no indication that all students were following the content.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix P



ANNUAL REPORT

2012-2013

Submitted by:
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KIPP DC Board Chair

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I. School Description

Mission Statement

Our mission is to create and sustain the highest quality school system for the most underserved communities in Washington, D.C. KIPP DC students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. KIPP DC will raise expectations of public education in underserved communities by cultivating high-performing educational leaders and by serving as a model of excellence.

School Program

KIPP DC is a network of high-performing, college-preparatory charter schools in Washington D.C., which serve the city's under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators, more time in school, a rigorous college-preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

During the 2012-2013 school year, KIPP DC schools served over 3,000 students at ten schools on three campuses.

Overall KIPP DC Program

KIPP DC schools operate according to our five pillars:

- 1) High Expectations
- 2) Choice & Commitment
- 3) More Time in School and On Task
- 4) Power to Lead
- 5) Focus on Results

We set high expectations for students, teachers, and parents. With higher expectations, more time, and a focus on results, we believe our students can succeed. We believe that the independent leadership that our schools, administrators, and teachers have, coupled with their commitment to excellence, leads to the success of our students.

Early Childhood and Elementary Program

All KIPP DC PreK4 through upper elementary students attend school from 8:00 am – 4:30 pm, and attend school in July. PreK3 students attend school from 8:00 am – 3:00 pm. Schools utilize a team teaching model. Four homerooms at each grade level are each taught by two full-time teachers (a Lead Teacher and a co-teacher). The co-teachers maintain stability in their classroom by staying with their homeroom for the entire day. The team teaching model is successful for several reasons. One, it allows each teacher to hone in on the subject matter they he or she is most passionate about. Two, it allows the co-teachers to witness several different strategies in the classroom as well as practice being the lead teacher each day. Finally, it helps the entire team with lesson planning each week – they are able to discuss and then divide and conquer, which means that more gets done each week.

Early childhood schools hold a Parent and Child Saturday School once a month. During 2012-2013, a variety of parent/child classes were offered, including: Music, Art, Basketball, Dance, Yoga, Cheerleading and Cooking. These classes offer each child an opportunity to receive undivided attention from his or her parent or guardian once a month. Parent and Child Saturday School is also a great opportunity for parents to build team and family connections amongst themselves and for students to explore their interests and hobbies to make sure that we are teaching the whole child, at all times.

We meet our students' special education needs through our Special Education Director, and an Early Intervention Specialist who is responsible for all students with IEPs, as well as identifying and case-managing new special education students. We meet the needs of students with IEPs through an inclusion and appropriate specialized instruction model. We outsource necessary special education counseling in addition to in-house classroom and behavior modification plans designed by the Special Education Coordinator.

Middle School Program

All KIPP DC middle school students attend school from 8 AM – 4:45 PM, go to school on Saturday, and attend school in July. KIPP DC middle schools currently serve fourth, fifth, sixth, seventh, and eighth grade. All grades take Reading, Writing, Math, Science, Social Studies, Music, Orchestra, and Physical Education. In addition to these core classes, sixth, seventh, and eighth grade students take electives such as Spanish and Technology. Every student is in a “Learning Team,” which allocates time each day for remediation or acceleration. Each learning team has a smaller teacher-student ratio and students are grouped with similar educational needs. Thus, students who require support in certain subject areas have those needs met, while advanced students deepen their knowledge of the core subject areas through extensive exploration.

There are a variety of teaching methodologies employed by the teaching staff and teachers have similar instructional approaches building-wide. Teachers use a myriad of techniques including: songs, chants, call and response, lecture, independent work, and cooperative learning. The math curriculum is based on the Common Core State Standards and teachers use a wide variety of materials in planning lessons and delivering content. The literacy program is also aligned to the Common Core State Standards and incorporates both Reader’s and Writer’s Workshop learned at the Columbia University Teacher’s College and guided reading.

We meet our students’ special education needs through our Special Education Director, a Special Education Coordinator, and Special Education Teachers who are responsible for all students with IEPs, as well as identifying, evaluating and case-managing new special education students. We address special education needs through an inclusion model with pull-out for students who need it, but the school also has a Learning Team for special education students where students with IEPs can receive specialized instruction from the special education teachers. We outsource necessary special education counseling, in addition to in-house classroom and behavior modification plans created by the Special Education Coordinator.

High School Program

KIPP DC College Preparatory is designed with the focus on ensuring students are well prepared for success in college. The school is built with a longer day and year which allows students to accelerate their learning and increase the number of students who can take multiple AP courses before they graduate. Advisory is designed to strengthen relationships between students and staff and ensure students' success. Community Meetings are run by grade level administrators and have a set weekly focus that ensures all students learn the school's core values and emphasizes character development of all students before graduation. The message focuses on the skills and traits students will need to graduate from college.

KCP is built on a model that prioritizes the importance of relationships as a key element to ensure that students at the school are successful and college ready when they graduate. There is a 10 to 1 adult to student ratio and a focus on shepherding students through the college application process. Counselors also guide students in selecting summer opportunities annually. As seniors, students have an everyday college counseling course.

Students participate in at least one extracurricular club and many also participate in intramural sports through these opportunities students build their leadership and teamwork skills. Most students also participate in summer internships to support college and career readiness.

Students with IEPs are supported with inclusion, pull-out tutoring, and a variety of self-contained classes. The special education team ensures that schedules are designed to meet all students' needs and appropriate courses are available to students who arrive at KCP with academic deficits.

II. School Performance

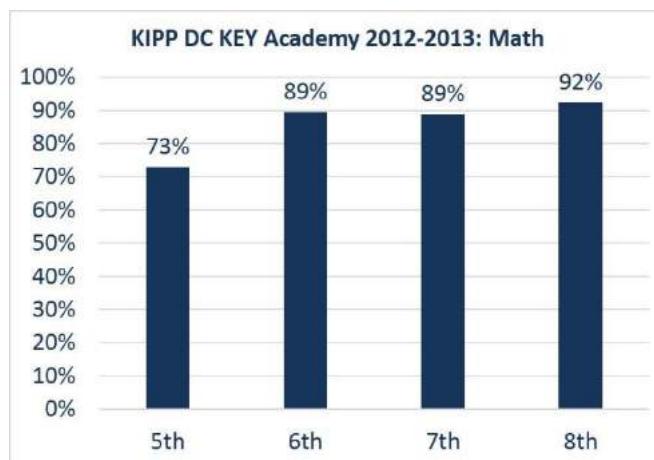
A. Performance and Progress

Student Academic Performance

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the District of Columbia Comprehensive Assessment System (DC CAS) and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with Common Core State Standards and, in addition, the NWEA MAP measures progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-11. KIPP DC sets aggressive but achievable goals around proficiency and growth on the DC CAS, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Below is a summary of KIPP DC's student achievement results over the 2012-2013 school year:

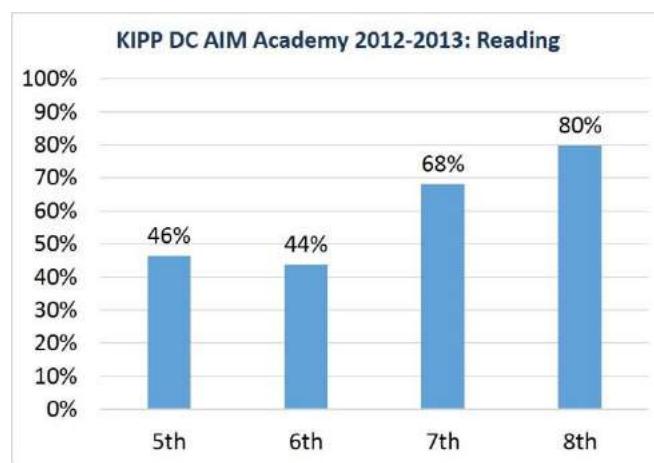
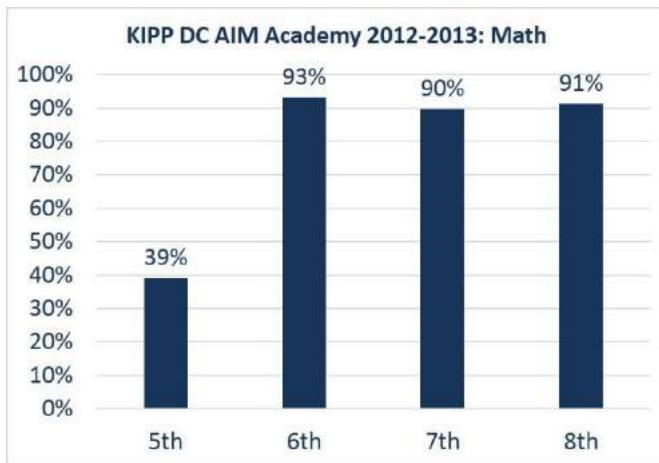
KIPP DC KEY Academy

On the DC CAS, 86% of KEY students were proficient or advanced in math and 76% of KEY students were proficient or advanced at reading. Of note, 90% of 8th grade students at KEY Academy were proficient or advanced at both Math and Reading. KEY Academy's attendance rate for the 2012-2013 school year was 97.2%.



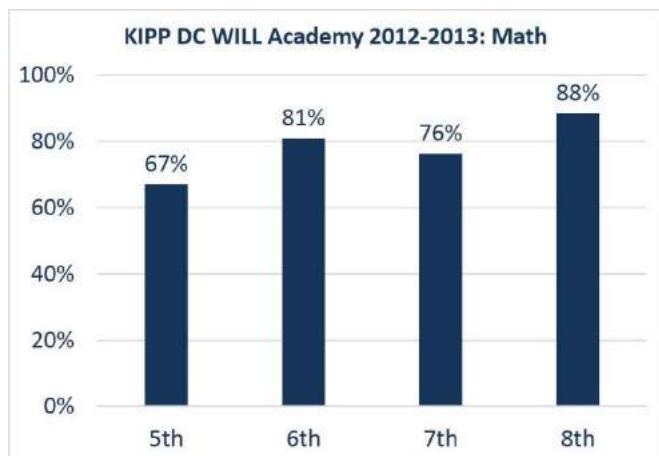
KIPP DC AIM Academy

On the DC CAS, 78% of students at AIM Academy were proficient or advanced in math and 58% were proficient or advanced in Reading. Notably, 90% of students in grades 7 and 8 were proficient or advanced in math and over 68% proficient or advanced in reading. AIM Academy's attendance rate for the 2012-2013 school year was 96.7%.



KIPP DC WILL Academy

On the DC CAS, 79% of students tested at proficient or advanced in math and 62% students tested proficient or advanced in reading. Most notably, 88% of eighth grade students were proficient or advanced in math. WILL Academy's attendance rate for the 2012-2013 school year was 97.3%.



KIPP DC LEAP Academy

98% of LEAP Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 78% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 82% of student met or exceeded growth targets in reading. PreK3 and PreK4 classes had an average daily attendance of 95.2%, exceeding their goal of 88%. Kindergarten had an attendance rate of 96.1%, exceeding their goal of 92%.

Growth (PPVT)

98% of students met or exceeded growth targets

Growth (NWEA)

% of students who met or exceeded growth targets

78% in Math

82% in Reading

KIPP DC Discover Academy

94% of Discover Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 88% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% met or exceeded growth targets in reading. PreK3 and PreK3 classes had an average daily attendance of 95%, exceeding their goal of 88%. Kindergarten had an attendance rate of 94.9%, meeting their goal of 92%.

<u>Growth (PPVT)</u>	<u>Growth (NWEA)</u> <i>% of students who met or exceeded growth targets</i>
94% of students met or exceeded growth targets	88% in Math 75% in Reading

KIPP DC Grow Academy

84% of Grow Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 87% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% of students met or exceeded growth targets in reading. PreK4 and PreK3 classes had an average daily attendance of 96.6%, exceeding their goal of 88%. Kindergarten classes had an average daily attendance of 97.4%, exceeding their goal of 92%.

<u>Growth (PPVT)</u>	<u>Growth (NWEA)</u> <i>% of students who met or exceeded growth targets</i>
73% of students met or exceeded growth targets	87% in Math 75% in Reading

KIPP DC Promise Academy

77% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 76% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 81% of first and second grade students met or exceeded math college readiness targets, and 99% of first and second grade students met or exceeded reading college readiness targets on the NWEA MAP. On the DC CAS, 63% of students tested proficient or advanced in math and 56% tested proficient or advanced in reading. Students had average daily attendance of 96.9%, exceeding the goal of 92%.

<u>Achievement (NWEA)</u>	<u>Growth (NWEA)</u> <i>% of students who met or exceeded growth targets</i>
99% of 1 st and 2 nd grade students met or exceeded math college readiness targets	77% in Math 76% in Reading

KIPP DC Lead Academy

93% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 92% of students met or exceeded growth targets in reading on the NWEA MAP exceeding their target of 60%. 95% of students met or exceeded math college readiness targets, and 94% of students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 95.8%, exceeding the goal of 92%.

<u>Achievement (NWEA)</u>	<u>Growth (NWEA)</u> <i>% of students who met or exceeded growth targets</i>
95% of students met or exceeded math college readiness targets	93% in Math 92% in Reading

KIPP DC Heights Academy

59% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP). 70% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 90% of students met or exceeded math college readiness targets, and 76% of students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 96.5%, exceeding the goal of 92%.

<u>Achievement (NWEA)</u>	<u>Growth (NWEA)</u> <i>% of students who met or exceeded growth targets</i>
90% of students met or exceeded math college readiness targets	59% in Math 70% in Reading

KIPP DC College Preparatory

Based on 2013 DC CAS results, KIPP DC College Prep is one of the top performing non-selective high schools in Washington, D.C. 87% of students were proficient or advanced in math, and 68% of students were proficient or advanced in reading. In 2013, students at KIPP DC College Preparatory achieved 25 passing Advanced Placement (AP) scores! Our high school students boasted impressive scores on many different AP exams, including English Literature, Calculus -AB, Chemistry, and U.S. Government. For six of the seven exams administered, our students exceeded the 2012 State Public School Pass Rate for African American students, and in four out of the seven exams, our students exceeded the overall 2012 State Public School Pass Rate. 100% of KIPP DC College Preparatory students were accepted to college, and KIPP DC's cohort graduation rate was over 90%. Attendance for the 2012-2013 school year was 96.6%, exceeding the school goal of 92%.

Non-Academic Performance

KIPP DC prides itself on its exemplary record of accuracy and timeliness in regards to Public Charter School Board and Office of the State Superintendent compliance. No documents or processes submitted by any KIPP DC school were found to be non-compliant during the 2012 - 2013 school year. 100% of KIPP DC teachers met NCLB Highly Qualified Status in 2012 - 2013. In recognition of this continued need for excellent, highly qualified teachers, KIPP DC continues to grow (along with its partners) the Capital Teaching Residency, a program to train highly qualified teachers from start to finish.

During 2012 - 2013 visits by the Public Charter School Board, KIPP DC's Board of Trustees was found to be highly functioning and supporting KIPP DC in acquiring and allocating resources that support the KIPP DC mission.

Certification of Authorizations

DC Public Charter School Board
3333 14th Street, NW – Suite 210
Washington, D.C. 20010

To Whom It May Concern:

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the KIPP DC Public Charter School are in full force and effect.

Allison Fansler
President and Chief Operating Officer

B. Lessons Learned and Actions Taken

In SY 2011-2012, KIPP DC had three early childhood schools and two elementary schools, all in various stages of growth. We hired an Instructional Coach for the primary schools to support the Common Core implementation, support principals in coaching teachers, explore how blended learning could be used to enhance and to remediate, and support the sharing of best practices between all five schools. The Instructional Coach was instrumental in all of these initiatives and the position was so highly regarded by school leaders and teachers that we hired a second Instructional Coach and Support Team for SY 2012-2013 to expand upon the work being done in the primary schools. During the 2012-2013 school year, Instructional Coaches worked on backwards mapping Common Core State Standards to PK3 and PK4 grade levels following the guidelines of New York State.

In SY 2012-2013, KIPP DC partnered with the University of Chicago's Urban Education Exchange to expand the Strategic Teaching and Evaluation of Progress (STEP) Program in our primary schools. STEP is an early childhood and elementary literacy assessment tool as well as a series of professional development for teachers. The professional development is designed to build teachers' understanding of foundational literacy skills that students need to become strong readers. STEP provided two Literacy Coaches who visited our five primary schools on 6 occasions throughout the school year. During these school visits, our STEP coaches led PD sessions, modeled lessons for teachers, co-taught lessons with teachers, provided feedback on the fidelity of our reading assessments and supported our data analysis with STEP results. This partnership was instrumental in building a stronger literacy focus in all of our early grades, which assists in the Common Core implementation and our college readiness mission. KIPP DC will continue to strengthen this partnership with STEP in future school years.

KIPP DC works to ensure that all students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. Understanding the critical role that technology plays in today's society, we have made it a priority to invest in the initiatives that bring the most cutting-edge technology and tools to our students, teachers, and schools. Over the 2012-2013 school year, KIPP DC continued its focus on providing blended learning opportunities to engage students and offer differentiated, self-paced instruction. 2012-2013 initiatives included investments in classroom software (Lexia Learning, DreamBox), adding computer labs to two primary campuses, and equipping every classroom with an iPad. Technology-based instruction adapts in real-time to each student's performance and provides our teachers with immediate data regarding student learning.

C. Unique Accomplishments

AIM Academy

Ms. Maxwell won KIPP DC Board Award.

5th and 8th graders were visited by Valerie Jarrett, Senior Advisor to President Obama.

Students traveled to Chicago, Atlanta, and West Virginia. While traveling students camped, skied, white water rafted, visited historical sites and toured several college campuses.

7th grader Synecca Steele was accepted into the Deerfield KIPP STEP summer program.

70% of AIM 8th graders scored Advanced on the 8th grade math DC CAS.

Discover Academy

Secretary of Education's Chief of Staff, Joanne Weiss, visits Discover Academy and views Preschool, Prekindergarten and Kindergarten classroom.

Discover Academy ranked #1 amongst all schools surveyed on the TNTP Insight Culture Survey.

Discover Academy implemented their healthy school goals and formed 3 teacher-led committees to drive change within our school. Every teacher in the building was able to serve as a leader.

This year, Discover Academy implemented a fitness-focused Saturday School Program for our Pre-Kindergarten and Kindergarten students. We offered Soccer and Cheerleading to students.

As a professional development initiative, we implemented Discover University, which is our professional development series held throughout the year that is aligned to KIPP DC's Teacher Competency Model. Discover University sessions were planned and led by both Discover Academy Principals and teachers.

This year, we were able to bless 48 students with gifts from Santa Claus thanks to the hard work from Luisa, our fabulous social worker.

In our annual Thanksgiving Service Project, we were able to provide full Thanksgiving dinners to 4 families.

Congratulations to five 2011-2012 Capital Teaching Residents who transitioned this year into lead teacher positions. Here's to your first year as a lead teacher Maria, Alex, Jesse, Alyssia, and Emily.

At the close of the 2011-2013 school year, Discover Academy met 7 out of 7 of their Performance Management Framework targets.

Lead Academy

91% of Lead students met their NWEA MAP math academic goals.

84% of Lead students met their NWEA MAP reading academic goals.

Lead students donated more than 1,000 canned goods to the Capital Area Food Bank.

Second grade Lead scholars took a trip to the Shaw Library and received their very own library cards.

Ms. LeDoux won the KIPP DC Board Award for Excellence in Teaching.

LEAP Academy

100% of SpEd students at LEAP Academy met their growth targets on the NWEA.

Ms. Wilkerson, a former KIPPster, won the KIPP DC Board Award.

LEAP adopted Waterford, a computerized literacy platform, for PK4 and K, and each classroom received at least 3 iPads. As a result, teacher satisfaction on HSR regarding technology at school increased significantly.

100% of rising kindergartners will begin the 2013-2014 school year on or above grade level on the STEP (Strategic Teaching and Evaluation of Progress) assessment.

Ms. McIntosh, a former CTR and PK3 teacher, won the Teacher to Teacher award.

LEAPsters took field trips to the pumpkin patch, planetarium, US botanical gardens, and the National Zoo.

WILL Academy

100% of WILL 8th graders applied and were accepted to KIPP College Prep, the number one open enrollment school in the District.

Seven WILL 8th graders were accepted to the A Better Chance (ABC) program.

WILL 4th graders were the starting 9 at the Nats game!

100 percent of WILL 4th graders met or exceeded that MAP growth goals

36 WILL 8th graders learned to ski and snowboard at Ski Liberty in Pennsylvania.

Grow Academy

Ms. Nickens-El, Kindergarten Teacher was awarded the KIPP DC Board Award.

Mr. Guzman was awarded the 'Whatever It Takes Award.'

On the NWEA MAP 84% of our Kindergarten students met their growth goals in math and 73% met their growth goals in literacy.

On the STEP Assessment, 83% of students met STEP 3, the end of year target for Kindergarten.

Grow Academy successfully added 100 PK3 students to now be full grown with 300 PK3, PK4, and K students.

On our Healthy Schools Survey, 96% of parents said they are satisfied or highly satisfied with Grow Academy.

Students took field trips to the Pumpkin Patch, the Playseum and the Zoo.

KEY Academy

KEY Academy was recognized as a reward school by OSSE for DC CAS performance.

Mr. Dillon won the KIPP DC Board Award

KEY Academy teachers worked with TNP and TFA to lead PD for over 100 DC teachers.

Ms. Mauter was selected for the Education Innovation Fellowship.

KEY Academy was a KIPP top performer in fifth, sixth, and seventh grade math on the NWEA-MAP test.

KEY Academy Honors Orchestra won first place in their age division and second place overall at the Six Flags Music in the Park competition.

Ms. Johnson, KEY Orchestra Director, was nominated by students and selected as a quarter finalist for the Arts Teacher Grammy Awards

KEY Academy boys basketball won the KIPP DC basketball tournament

Over 15 girls participated in the Girls on the Run 5K in the fall and spring

Promise Academy

Ms. Forde was the recipient of one of only ten teachers nationally to be named as a Harriett Ball Excellence in Teaching Award winner in Las Vegas! She also earned the Promise Academy Teacher to Teacher award.

Ms. Tsien earned the KIPP DC Board Award.

All Promise students in grades 1st- 4th performed in an orchestra concert in front of their families and teachers.

We offered the following extracurricular activities for our students: Girls on the Run (our girls participated in two 5Ks), Book Club, Honor's Orchestra, Dance, and Soccer.

We had five Chat and Chews that included a Literacy and Math Night. These events provide our Families time to gather, learn, and talk with one another.

Average attendance at Promise Academy was 95%.

86% of Promise Academy 4th graders scored proficient or advanced on the DC CAS math assessment. 76% of 4th graders scored proficient or advanced on the DC CAS reading assessment.

KIPP DC College Preparatory

3 KCP students, identified for their leadership ability and overall motivation to succeed, were selected as 2012-2013 Posse Scholars by the Posse Foundation, Inc.

\$2.8 Million in scholarships awarded to KCP's Class of 2013

Ms. Graham won the National Office for School Counselor Advocacy's (NOSCA) National Advocacy Award

Senior Kimberly Bowen was selected to be a Gates Millennium Scholar

KCP Panthers went to the 2012-2013 DCSAA Football Championships

D. List of Donors

Donor Type	Amount (Total \$)
Foundation, Trust or Fund (anonymous)	\$2,000,000
Individual Donor (anonymous)	\$1,000,000
Foundation, Trust or Fund (anonymous)	\$500,000
Foundation, Trust or Fund (anonymous)	\$225,000
Foundation, Trust or Fund (anonymous)	\$171,405
Foundation, Trust or Fund (anonymous)	\$135,000
Individual Donor (anonymous)	\$110,242
Individual Donor (anonymous)	\$100,000
Individual Donor (anonymous)	\$100,000
Individual Donor (anonymous)	\$100,000
Individual Donor (anonymous)	\$83,974
Foundation, Trust or Fund (anonymous)	\$82,500
Local Corporation (anonymous)	\$55,375
Individual Donor (anonymous)	\$50,000
Individual Donor (anonymous)	\$50,000
Individual Donor (anonymous)	\$50,000
Foundation, Trust or Fund (anonymous)	\$50,000
Foundation, Trust or Fund (anonymous)	\$50,000
Local Corporation (anonymous)	\$40,000
Foundation, Trust or Fund (anonymous)	\$40,000
Foundation, Trust or Fund (anonymous)	\$37,500
Individual Donor (anonymous)	\$30,000
Foundation, Trust or Fund (anonymous)	\$30,000
Foundation, Trust or Fund (anonymous)	\$30,000
Individual Donor (anonymous)	\$25,000
Foundation, Trust or Fund (anonymous)	\$25,000
Foundation, Trust or Fund (anonymous)	\$25,000
Foundation, Trust or Fund (anonymous)	\$20,000
Foundation, Trust or Fund (anonymous)	\$17,931
Individual Donor (anonymous)	\$16,650
Individual Donor (anonymous)	\$15,250
Local Corporation (anonymous)	\$15,160
Foundation, Trust or Fund (anonymous)	\$10,750
Foundation, Trust or Fund (anonymous)	\$10,000
Individual Donor (anonymous)	\$10,000
Local Corporation (anonymous)	\$10,000
Foundation, Trust or Fund (anonymous)	\$10,000

Local Corporation (anonymous)	\$9,563
Individual Donor (anonymous)	\$8,000
Local Corporation (anonymous)	\$8,000
Local Corporation (anonymous)	\$7,500
Individual Donor (anonymous)	\$5,775
Individual Donor (anonymous)	\$5,000
Individual Donor (anonymous)	\$5,000
Individual Donor (anonymous)	\$5,000
Local Corporation (anonymous)	\$5,000
Local Corporation (anonymous)	\$5,000
Foundation, Trust or Fund (anonymous)	\$5,000
Foundation, Trust or Fund (anonymous)	\$5,000
Local Corporation (anonymous)	\$5,000
Foundation, Trust or Fund (anonymous)	\$5,000
Individual Donor (anonymous)	\$3,750
Individual Donor (anonymous)	\$3,570
Individual Donor (anonymous)	\$3,500
Foundation, Trust or Fund (anonymous)	\$3,417
Individual Donor (anonymous)	\$3,000
Local Corporation (anonymous)	\$3,000
Local Corporation (anonymous)	\$3,000
Local Corporation (anonymous)	\$3,000
Local Corporation (anonymous)	\$3,000
Individual Donor (anonymous)	\$2,500
Individual Donor (anonymous)	\$2,000
Individual Donor (anonymous)	\$2,000
Individual Donor (anonymous)	\$2,000
Local Corporation (anonymous)	\$2,000
Foundation, Trust or Fund (anonymous)	\$2,000
Individual Donor (anonymous)	\$1,583
Local Corporation (anonymous)	\$1,500
Individual Donor (anonymous)	\$1,320

Individual Donor (anonymous)	\$1,250
Local Corporation (anonymous)	\$1,115
Individual Donor (anonymous)	\$1,100
Individual Donor (anonymous)	\$1,100
Individual Donor (anonymous)	\$1,075
Individual Donor (anonymous)	\$1,024
Individual Donor (anonymous)	\$1,000
Local Corporation (anonymous)	\$1,000
Foundation, Trust or Fund (anonymous)	\$1,000
Local Corporation (anonymous)	\$1,000
Foundation, Trust or Fund (anonymous)	\$1,000
Foundation, Trust or Fund (anonymous)	\$858
Individual Donor (anonymous)	\$750
Individual Donor (anonymous)	\$725
Local Corporation (anonymous)	\$705
Individual Donor (anonymous)	\$700
Individual Donor (anonymous)	\$700
Individual Donor (anonymous)	\$700
Individual Donor (anonymous)	\$630
Individual Donor (anonymous)	\$600
Individual Donor (anonymous)	\$550
Individual Donor (anonymous)	\$522
Individual Donor (anonymous)	\$500
Individual Donor (anonymous)	\$500

Individual Donor (anonymous)	\$500
Local Corporation (anonymous)	\$500
Local Corporation (anonymous)	\$500
Local Corporation (anonymous)	\$500
Local Corporation (anonymous)	\$500

Appendices

2012-2013 School Staff Roster

School	Position	Staff Member
AIM Academy	5th Grade Math	Ms. Glennon
AIM Academy	5th Grade Non-Fiction	Ms. McLeod
AIM Academy	5th Grade Reading	Ms. Almagor
AIM Academy	5th Grade Writing	Ms. Loth
AIM Academy	6th Grade Math	Ms. Maye
AIM Academy	6th Grade Non-Fiction	Ms. Lewis
AIM Academy	6th Grade Reading	Ms. Goldstein
AIM Academy	6th Grade Writing	Ms. Norris
AIM Academy	7th Grade English	Ms. Schneeman
AIM Academy	7th Grade History	Ms. Manon
AIM Academy	7th Grade Math	Ms. Maxwell
AIM Academy	7th Grade Science	Ms. Fluellen
AIM Academy	8th Grade English	Ms. Dougherty
AIM Academy	8th Grade History	Ms. Martinez
AIM Academy	8th Grade Math	Ms. Suben
AIM Academy	8th Grade Science	Ms. Montgomery
AIM Academy	CTR SPED Teaching Fellow	Mr. Dykstra
AIM Academy	CTR Teaching Fellow	Mr. Marshall
AIM Academy	CTR Teaching Fellow	Ms. Morris
AIM Academy	Lunch Administrator	Ms. Granberry
AIM Academy	Music	Ms. Pereira
AIM Academy	Office Manager	Ms. Jordan
AIM Academy	Orchestra	Mr. Pattie
AIM Academy	Physical Education	Mr. Brown
AIM Academy	Principal	Ms. Ochs
AIM Academy	Social Worker	Ms. Soper
AIM Academy	Spanish	Ms. Raths
AIM Academy	SPED Coordinator	Ms. Murray
AIM Academy	SPED Teacher	Mr. Bush
AIM Academy	SPED Teacher	Mr. Tichavakunda
AIM Academy	SPED Teacher	Ms. McArdle
AIM Academy	Vice Principal	Ms. Murray
AIM Academy	Vice Principal	Ms. Ramacciotti
College Preparatory	Algebra I	Ms. Nelli
College Preparatory	Algebra II	Ms. Stanley
College Preparatory	AP Biology / Anatomy	Ms. Bagby

College Preparatory	Art	Mr. Zulu
College Preparatory	Band / Drumline	Mr. Henderson
College Preparatory	Biology	Ms. Harrison
College Preparatory	Calculus / AP Calc	Mr. Olivier
College Preparatory	Chemistry / AP Chem	Mr. Smith
College Preparatory	Counselor - 11th and 12th Grade College Counselor	Ms. Bragg
College Preparatory	Counselor - 11th and 12th Grade College Counselor	Ms. Graham
College Preparatory	Counselor - 12th grade Transition	Mr. Hairston
College Preparatory	Counselor - 12th grade Transition	Ms. Den Houter
College Preparatory	CTR SPED Teaching Fellow	Ms. Sandza
College Preparatory	CTR Teaching Fellow STEM	Ms. Ciarcia
College Preparatory	CTR Teaching Fellow STEM	Ms. Lane
College Preparatory	Dean of Students	Ms. Young
College Preparatory	English 10	Ms. Pettrash
College Preparatory	English 11 / AP Lit Comp	Ms. Culp
College Preparatory	English 12 / AP Lit / Spec 10	Ms. Damo
College Preparatory	English 9	Ms. Briggs
College Preparatory	Foreign Language B - Spanish/French	Ms. Gleason
College Preparatory	Geometry	Ms. Loveridge
College Preparatory	Government / AP Gov	Ms. Ayala
College Preparatory	Lunch Administrator	Ms. Jones
College Preparatory	Orchestra	Ms. Johnson
College Preparatory	Physical Education and Athletic Director	Mr. Leonard
College Preparatory	Physics	Ms. Phipps
College Preparatory	Pre-Calculus / Statistics	Ms. Walton
College Preparatory	Principal	Ms. Cunningham
College Preparatory	Remediation Eng: Read 180 / Spec 9	Ms. Yates
College Preparatory	Remediation Math: Gen Math / Geometry	Ms. Feiler
College Preparatory	Social Worker B	Ms. Garman
College Preparatory	Spanish A	Ms. Lowrey
College Preparatory	Special Education English Language Arts Specialist	Ms. Hill
College Preparatory	Specials: Technology Teacher	Ms. Petrone
College Preparatory	SPED Coordinator	Ms. Miller
College Preparatory	SPED Teacher - Chemistry and Physics	Ms. Woolery
College Preparatory	SPED Teacher A	Ms. Sens
College Preparatory	SPED Teacher C	Mr. Gleditsch
College Preparatory	US History / AP US History	Ms. Delaloye
College Preparatory	Vice Principal - 11th and 12th grade	Ms. Conner
College Preparatory	Vice Principal - 9th and 10th grade	Mr. McNabb
College Preparatory	World History I	Ms. Shelton

College Preparatory	World History I / II	Ms. Taylor
College Preparatory	World History II	Ms. Billups
Discover Academy	Art	Ms. Shively
Discover Academy	CTR Kindergarten Co-Teacher	Mr. Jacobs Jr.
Discover Academy	CTR Kindergarten Co-Teacher	Ms. Biby
Discover Academy	CTR Kindergarten Co-Teacher	Ms. Chin
Discover Academy	CTR Kindergarten Co-Teacher	Ms. Truitt
Discover Academy	CTR Pre-K Co-Teacher	Mr. Thomas
Discover Academy	CTR Pre-K Co-Teacher	Ms. Nelson
Discover Academy	CTR Pre-K Co-Teacher	Ms. Nixon
Discover Academy	CTR Pre-K Co-Teacher	Ms. Sterling Scott
Discover Academy	Explorations	Mr. Taylor
Discover Academy	Kindergarten Lead	Mr. Baron
Discover Academy	Kindergarten Lead	Ms. Blalock
Discover Academy	Kindergarten Lead	Ms. Seward
Discover Academy	Kindergarten Lead	Ms. Witherspoon
Discover Academy	Lunch Administrator	Ms. Freeman
Discover Academy	Office Manager	Ms. Jones
Discover Academy	Physical Education	Ms. Frye
Discover Academy	Pre-K Lead	Ms. Corey
Discover Academy	Pre-K Lead	Ms. Mendez
Discover Academy	Pre-K Lead	Ms. Wiklund
Discover Academy	Pre-K Lead	Ms. Wynn
Discover Academy	Preschool Assistant Teacher	Mr. Adams Jr.
Discover Academy	Preschool Assistant Teacher	Ms. Anore
Discover Academy	Preschool Assistant Teacher	Ms. Mills
Discover Academy	Preschool Assistant Teacher	Ms. Preston
Discover Academy	Preschool Assistant Teacher	Ms. Smith
Discover Academy	Preschool Lead	Ms. Baxter Hallum
Discover Academy	Preschool Lead	Ms. Fernandez Smith
Discover Academy	Preschool Lead	Ms. Grant-Skinner
Discover Academy	Preschool Lead	Ms. Meyers
Discover Academy	Preschool Lead	Ms. Renix
Discover Academy	Principal	Ms. Johnson
Discover Academy	Social Worker	Ms. Lampe
Discover Academy	Specials Assistant Teacher	Ms. Newton
Discover Academy	SPED Coordinator	Ms. Ellis
Discover Academy	SPED Teacher	Ms. Choi
Discover Academy	Vice Principal	Ms. Danylchuk
Grow Academy	Art	Ms. Monahan

Grow Academy	CTR Kindergarten Co-Teacher	Mr. Inniss
Grow Academy	CTR Kindergarten Co-Teacher	Ms. Greenberg
Grow Academy	CTR Kindergarten Co-Teacher	Ms. Kudchadkar
Grow Academy	CTR Kindergarten Co-Teacher	Ms. Maia
Grow Academy	CTR Pre-K Co-Teacher	Mr. Scott
Grow Academy	CTR Pre-K Co-Teacher	Ms. Boyd
Grow Academy	CTR Pre-K Co-Teacher	Ms. Ezomoghene
Grow Academy	CTR Pre-K Co-Teacher	Ms. Lopez
Grow Academy	Kindergarten Lead	Mr. Guzman
Grow Academy	Kindergarten Lead	Ms. Helgesen
Grow Academy	Kindergarten Lead	Ms. Nickens-El
Grow Academy	Kindergarten Lead	Ms. Phillips
Grow Academy	Lunch Administrator	Ms. Acker
Grow Academy	Music	Mr. Mealing
Grow Academy	Office Manager	Ms. Coleman
Grow Academy	Physical Education	Ms. Williams
Grow Academy	Pre-K Lead	Ms. Eason
Grow Academy	Pre-K Lead	Ms. Keyser
Grow Academy	Pre-K Lead	Ms. Murphy
Grow Academy	Pre-K Lead	Ms. Wheeler
Grow Academy	Preschool Assistant Teacher	Mr. Lancaster
Grow Academy	Preschool Assistant Teacher	Ms. Allen
Grow Academy	Preschool Assistant Teacher	Ms. Gang
Grow Academy	Preschool Assistant Teacher	Ms. Houser
Grow Academy	Preschool Assistant Teacher	Ms. Huynh
Grow Academy	Preschool Lead	Ms. Fube
Grow Academy	Preschool Lead	Ms. Lewis
Grow Academy	Preschool Lead	Ms. Morman
Grow Academy	Preschool Lead	Ms. Muhammad
Grow Academy	Preschool Lead	Ms. Walker
Grow Academy	Principal	Ms. Kossoy
Grow Academy	Social Worker	Ms. Whittington
Grow Academy	Specials Assistant Teacher	Ms. Carter
Grow Academy	SPED Coordinator	Mr. Negrete
Grow Academy	SPED Teacher	Ms. Shumate
Grow Academy	Vice Principal	Ms. Diamond
Heights Academy	1st Grade Lead Literacy	Mr. Craig
Heights Academy	1st Grade Lead Literacy	Mr. Wilborn
Heights Academy	1st Grade Lead Math	Ms. David
Heights Academy	1st Grade Lead Math	Ms. Huhn

Heights Academy	2nd grade General Knowledge	Ms. Wong
Heights Academy	2nd Grade Lead Literacy	Ms. Conti
Heights Academy	2nd Grade Lead Literacy	Ms. Darby
Heights Academy	2nd Grade Lead Math	Ms. Amster
Heights Academy	2nd Grade Lead Math	Ms. Tinney
Heights Academy	CTR 1st Grade Co-Teacher	Ms. Betzel
Heights Academy	CTR 1st Grade Co-Teacher	Ms. Mason
Heights Academy	CTR 1st Grade Co-Teacher	Ms. Robinson
Heights Academy	CTR 1st Grade Co-Teacher	Ms. Stanfield
Heights Academy	CTR SPED Teaching Fellow	Ms. Patrick
Heights Academy	Lunch Administrator	Ms. Settle
Heights Academy	Office Manager	Ms. Smith
Heights Academy	Orchestra - Music/Violin	Mr. Brown
Heights Academy	Physical Education	Mr. Gesualdi
Heights Academy	Principal	Ms. Brauer
Heights Academy	Social Worker	Ms. Berkowitz
Heights Academy	SPED Coordinator	Ms. Young
Heights Academy	Vice Principal	Ms. Gallagher
KEY Academy	5th Grade General Knowledge	Ms. Ellis
KEY Academy	5th Grade Math	Ms. Newell
KEY Academy	5th Grade Reading	Ms. Brown
KEY Academy	5th Grade Reading	Ms. Delk
KEY Academy	6th Grade Math	Ms. Brock
KEY Academy	6th Grade Non-Fiction	Ms. Pratt-Tuke
KEY Academy	6th Grade Reading	Ms. Kohne
KEY Academy	6th Grade Writing	Ms. van der Walt
KEY Academy	7th Grade English	Ms. Pietroski
KEY Academy	7th Grade Math	Ms. Lawrence
KEY Academy	7th Grade Science	Mr. Satoh
KEY Academy	7th Grade Social Studies	Ms. Shields
KEY Academy	8th Grade English	Ms. Stietler
KEY Academy	8th Grade Math	Ms. Mauter
KEY Academy	8th Grade Science	Ms. Looft
KEY Academy	8th Grade Social Studies	Mr. Flynn
KEY Academy	Building Tech - Benning	Mr. Sands
KEY Academy	CTR Music Co-Teacher	Ms. McAleer
KEY Academy	CTR SPED Teaching Fellow	Ms. Pak
KEY Academy	CTR Teaching Fellow	Mr. Myers
KEY Academy	CTR Teaching Fellow	Ms. Devane
KEY Academy	Lunch Administrator	Ms. Henson

KEY Academy	Office Manager	Ms. Jones
KEY Academy	Orchestra	Ms. Johnson
KEY Academy	Physical Education	Mr. Martin
KEY Academy	Principal	Mr. Ayala
KEY Academy	Social Worker	Ms. Cherry
KEY Academy	Spanish	Ms. Summers
KEY Academy	SPED Coordinator	Ms. Wieland
KEY Academy	SPED Teacher	Ms. Vernon
KEY Academy	SPED Teacher - 5th grade	Mr. Dillon
KEY Academy	SPED Teacher - 6th grade	Ms. Ball
KEY Academy	Vice Principal	Ms. Escobar
KEY Academy	Vice Principal	Ms. Fiorello
Lead Academy	1st Grade Lead Literacy	Ms. Doss
Lead Academy	1st Grade Lead Literacy	Ms. Hoffman
Lead Academy	1st Grade Lead Math	Ms. Beavers
Lead Academy	1st Grade Lead Math	Ms. Lesley
Lead Academy	CTR 1st Grade Co-Teacher	Mr. Hernandez
Lead Academy	CTR 1st Grade Co-Teacher	Ms. Isaacson
Lead Academy	CTR 1st Grade Co-Teacher	Ms. McDonald
Lead Academy	CTR 1st Grade Co-Teacher	Ms. Spangler
Lead Academy	Office Manager	Ms. Allen
Lead Academy	Physical Education	Mr. Fears
Lead Academy	Principal	Ms. Love
Lead Academy	SPED Teacher	Ms. LeDoux
LEAP Academy	Creative Arts	Mr. Woods
LEAP Academy	Creative Arts	Ms. Peel
LEAP Academy	CTR Kindergarten Co-Teacher	Mr. Harris
LEAP Academy	CTR Kindergarten Co-Teacher	Mr. Irvin
LEAP Academy	CTR Kindergarten Co-Teacher	Ms. Dietz
LEAP Academy	CTR Kindergarten Co-Teacher	Ms. Eshman
LEAP Academy	CTR Pre-K Co-Teacher	Ms. Doyle
LEAP Academy	CTR Pre-K Co-Teacher	Ms. McPherson
LEAP Academy	CTR Pre-K Co-Teacher	Ms. Tomlinson
LEAP Academy	CTR Pre-K Co-Teacher	Ms. Wall
LEAP Academy	Kindergarten Lead	Ms. Allegrotti
LEAP Academy	Kindergarten Lead	Ms. Allegrotti
LEAP Academy	Kindergarten Lead	Ms. Blair
LEAP Academy	Kindergarten Lead	Ms. Saxon
LEAP Academy	Lunch Administrator	Ms. Barclift
LEAP Academy	Office Manager	Ms. Dicks

LEAP Academy	Physical Education	Ms. Nickerson
LEAP Academy	Pre-K Lead	Ms. Brodziak
LEAP Academy	Pre-K Lead	Ms. Lloyd
LEAP Academy	Pre-K Lead	Ms. Price
LEAP Academy	Pre-K Lead	Ms. Wilkerson
LEAP Academy	Preschool Assistant Teacher	Ms. Dicks
LEAP Academy	Preschool Assistant Teacher	Ms. Ellis
LEAP Academy	Preschool Assistant Teacher	Ms. Fitzhugh
LEAP Academy	Preschool Assistant Teacher	Ms. Fitzhugh
LEAP Academy	Preschool Assistant Teacher	Ms. Petty
LEAP Academy	Preschool Lead	Ms. Cauley
LEAP Academy	Preschool Lead	Ms. Chandler
LEAP Academy	Preschool Lead	Ms. Klein
LEAP Academy	Preschool Lead	Ms. McIntosh
LEAP Academy	Preschool Lead	Ms. Ourisman
LEAP Academy	Principal	Mr. Clayman
LEAP Academy	Social Worker	Ms. Herron
LEAP Academy	Specials Assistant Teacher	Ms. Dean
LEAP Academy	SPED Coordinator	Ms. Bowen
LEAP Academy	SPED Teacher	Ms. Pickett
LEAP Academy	Vice Principal	Ms. Taylor
Promise Academy	1st Grade Lead Literacy	Ms. Giles
Promise Academy	1st Grade Lead Math	Mr. Lucas
Promise Academy	1st Grade Lead Math	Ms. Perry
Promise Academy	2nd Grade Lead Literacy	Ms. Holtje
Promise Academy	2nd Grade Lead Literacy	Ms. Noureldin
Promise Academy	2nd Grade Lead Math	Ms. Jones
Promise Academy	2nd Grade Lead Math	Ms. Tsien
Promise Academy	3rd Grade Lead Literacy	Ms. Dierolf
Promise Academy	3rd Grade Lead Literacy	Ms. Nathan
Promise Academy	3rd Grade Lead Math	Ms. Marlowe
Promise Academy	3rd Grade Lead Math	Ms. Trotter
Promise Academy	4th Grade Lead Literacy	Ms. Dickinson
Promise Academy	4th Grade Lead Literacy	Ms. Johnson
Promise Academy	4th Grade Lead Math	Ms. Li
Promise Academy	4th Grade Lead Math	Ms. Sears
Promise Academy	CTR 1st Grade Co-Teacher	Ms. Burney
Promise Academy	CTR 1st Grade Co-Teacher	Ms. Daddazio
Promise Academy	CTR 1st Grade Co-Teacher	Ms. Fredericks
Promise Academy	CTR 1st Grade Co-Teacher	Ms. Rodriguez

Promise Academy	CTR SPED Teaching Fellow	Ms. Parkey
Promise Academy	General Knowledge	Mr. Wilkinson
Promise Academy	General Knowledge - 1st grade	Ms. Berkow
Promise Academy	General Knowledge - 4th grade	Ms. Robinson
Promise Academy	Lunch Administrator	Ms. Franklin
Promise Academy	Office Manager	Ms. King
Promise Academy	Orchestra	Ms. Irvin
Promise Academy	Orchestra	Ms. Major
Promise Academy	Physical Education	Ms. Beck
Promise Academy	Principal	Ms. Fullerton
Promise Academy	Social Worker	Ms. Zarb
Promise Academy	Spanish	Ms. Ryan
Promise Academy	SPED Coordinator	Ms. John
Promise Academy	SPED Teacher	Ms. Forde
Promise Academy	SPED Teacher	Ms. Marshall
Promise Academy	Vice Principal	Ms. Collier
Promise Academy	Vice Principal	Ms. Meyer
WILL Academy	4th Grade All Inclusive Teacher	Ms. Beal
WILL Academy	4th Grade Resident	Ms. Corliss
WILL Academy	5th Grade Math	Ms. Waldron
WILL Academy	5th Grade Reading	Ms. Salgado
WILL Academy	5th Grade Writing	Ms. Trowell
WILL Academy	5th/6th Grade Non-Fiction	Ms. Robinson
WILL Academy	6th Grade ELA	Ms. Gould
WILL Academy	6th Grade Math	Ms. Brogan
WILL Academy	6th Grade Non-Fiction	Ms. Flaherty
WILL Academy	6th Grade Writing	Ms. Boyd
WILL Academy	7th Grade English	Ms. Shepard
WILL Academy	7th Grade History	Mr. Curwen
WILL Academy	7th Grade Math	Mr. Rottman
WILL Academy	7th Grade Science	Ms. Thompson
WILL Academy	8th Grade English	Ms. Welsh
WILL Academy	8th Grade History	Mr. Sidlin
WILL Academy	8th Grade Math	Ms. Gyemfi
WILL Academy	8th Grade Science	Ms. Sandusky
WILL Academy	CTR SPED Teaching Fellow	Ms. Jones
WILL Academy	CTR Teaching Fellow	Mr. Burt
WILL Academy	CTR Teaching Fellow STEM	Ms. Harbaugh
WILL Academy	Lunch Administrator	Ms. Wideman
WILL Academy	Office Manager	Ms. Mosley

WILL Academy	Orchestra	Mr. Johns
WILL Academy	Physical Education	Mr. Askew
WILL Academy	Principal	Ms. Finley
WILL Academy	Social Worker	Ms. Steinhoff
WILL Academy	Spanish	Ms. Bauer
WILL Academy	SPED Coordinator	Mr. Priehs
WILL Academy	SPED Teacher - 6th grade	Ms. Holder
WILL Academy	SPED Teacher - 7th grade	Mr. Madison
WILL Academy	SPED Teacher - 8th grade	Mr. Zivin
WILL Academy	Vice Principal	Mr. Bosch
WILL Academy	Vice Principal	Ms. Williams

2012-2013 Headquarters Staff Roster

KIPP DC schools are supported by a robust central office, designed to ensure that school leaders and teachers can focus on the essentials. KIPP DC executive leadership during the 2012-2013 school year included: Susan Schaeffler, CEO & Executive Director; Alison Fansler, President & COO; Laura Bowen, Chief Academic Officer; Andhra Lutz, Chief Academic Officer; and Michael Cordell, Chief Academic Officer.

Other KIPP DC central office staff during the 2012-2013 school year included: Adam Roberts, Director of Instructional Tech and Innovation; Alexander Shawe, General Counsel & Director of Real Estate; Alissa Gordon, KTC Alumni Counselor; Alysha Sorrentino, Speech and Language Pathologist; Amanda Borden, Director of Human Capital & Growth; Angela Petry, Data Specialist; Douglass; Ashley Lozano, SPED Compliance Manager; Ashley Martenson, Accountability Manager; Shaw; Ashley Piche, Director of Accountability; Bonnie Bacon, Accounting and Operations Associate; Brooke Dunbar, Literacy Instructional Specialist; Candice Ashton, KTC Lead Alumni Counselor; Cindy Legagneur, High School Accountability and Data Manager; Dana Lourie, Director of Special Education; David Endom, Director of Financial Planning; Gregory Naleski, Vice President for External Relations; Hannah Schneider, Literacy Instructional Specialist; Irene Holtzman, Policy Director and Senior Advisor; Isabelle Cross, CTR Program Associate; Jane Hoffman, Director of Finance; Joshua Boots, Director of Data and Analytics; Julie Conrad, Literacy Instructional Specialist; Kathleen Rafferty, Speech and Language Pathologist; Katie Kirshbaum, CTR Alumni Coach; Katie McMahon, Recruitment Associate; Kelli Whalen, Accountability Manager; Benning; Kelly McMahon, Office Manager; Khala Johnson, Director of Music and Fine Arts; Kristin Jackson, Development Associate; Kristina Gilchrist, Business Manager; Shaw; Kyle Stewart, Accounting and Operations Associate; Larry Jerome, Data Specialist; Benning; Lindsay Kelly, Communications and Marketing Director; Lindsay Snow, Business Manager; Benning; Lorraine Ramos, Business Manager; Douglass; Mai Diggs, KTC Career Path Advisor; Malaika Defoe, SPED Compliance Manager; Meghan Behnke, KTC High School Transition Advisor; Mekell Smith, Speech and Language Pathologist; Michael Beare, Accountability Manager; Douglass; Nicholas Watson, KTC University Partnership Manager; Nicole Abera, SPED Deputy Director A (EC/ES); Oliver Williams, Enterprise Application Manager; Patrick Rivage-Seul, Recruitment Associate; Pete Siu, Director of Operations; Phyllis Hedlund, Literacy Instructional Specialist; Rachel Wandell, Director of Major Gifts; Rachel Yost, Executive Assistant and Special Events Coordinator; Samuel Madison, SPED Specialist; Sarah Ofosu-Ameyaw, SPED Specialist; Sarah Strom, Director of Capital Teaching Residency; Sareeta Schmitt, Math Instructional Specialist; Shannon Benson, HR Manager; Stephanie Cheong, Data Specialist; Shaw; Susan Breipohl, SPED Deputy Director (EC/ES); Susan Toth, Director of Secondary Academics; Tamika Harrison, KTC Post Secondary Advisor; Tevera Stith, Director of KIPP to College; Theresa Atta, KCA Senior Regional Account Coordinator; Thomas Lindman, Data Specialist; Shaw; Tiffani Bradley, KTC Alumni Service Counselor; Zebunissa Bradley, KTC College Support Advisor

Finance: Unaudited Year-End Financials for Fiscal Year 2012-13

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Financial Position
As of June 30, 2013

	Current Year	Prior Fiscal Year End	Change
ASSETS			
Current Assets			
Cash and Equivalents - Unrestricted	\$ 5,337,355	\$ 20,926,629	\$ (15,589,274)
Cash and Equivalents- Restricted	2,180,872	4,272,751	(2,091,879)
Investments - Unrestricted	50,687,900	23,056,442	27,631,458
Investments - Restricted	1,239,767	1,239,641	126
Receivables	2,330,177	2,626,405	(296,228)
Promises to Give	20,000	248,515	(228,515)
Accrued Interest Income	23,777	10,695	13,082
Other Receivables	8,000	176,791	(168,791)
Prepaid Expenses	1,009,587	889,714	119,873
Total - Current Assets	<u>62,837,435</u>	<u>53,447,583</u>	<u>9,389,852</u>
Noncurrent Assets			
Deferred Rental Income	54,668	48,741	5,927
Deposits	197,711	151,866	45,845
Promises to Give, net	106,800	127,448	(20,648)
Interest Rate Cap	17,081	6,262	10,819
Sinking Funds	287,908	58,344	229,564
Note Receivable	17,705,702	17,705,702	-
Debt Issuance Costs, net	1,575,050	1,572,648	2,402
Total - Noncurrent Assets	<u>19,944,920</u>	<u>19,671,011</u>	<u>273,909</u>
Property and Equipment			
Land	5,800,235	5,800,235	-
Building and Improvements	31,393,249	31,345,368	47,881
Construction in Progress	4,819,438	13,216,732	(8,397,294)
Leasehold Improvements	48,821,158	34,578,826	14,242,332
Furniture and Equipment	295,694	276,409	19,285
Computer Hardware and Software	439,594	415,465	24,129
Accumulated Depreciation	(8,204,383)	(5,650,980)	(2,553,403)
Total - Property and Equipment	<u>83,364,985</u>	<u>79,982,055</u>	<u>3,382,930</u>
Total Assets	<u><u>\$ 166,147,340</u></u>	<u><u>\$ 153,100,649</u></u>	<u><u>\$ 13,046,691</u></u>

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.**
Consolidated Statement of Financial Position
As of June 30, 2013

	Current Year	Prior Fiscal Year End	Change
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts Payable and Accrued Expenses	\$ 4,934,061	\$ 3,560,973	\$ 1,373,088
Notes Payable	2,880,444	2,842,938	37,506
Refundable Advances and Agency Funds	60,000	-	60,000
Deferred Revenue	3,141,413	3,217,103	(75,690)
Total - Current Liabilities	<u>11,015,918</u>	<u>9,621,014</u>	<u>1,394,904</u>
Non-Current Liabilities			
Notes Payable, net	79,612,444	80,669,582	(1,057,138)
Capital Lease Obligation	1,339,148	1,321,905	17,243
Deferred Rent Expense	407,814	327,114	80,700
Total - Non-Current Liabilities	<u>81,359,406</u>	<u>82,318,601</u>	<u>(959,195)</u>
Total Liabilities	<u>92,375,324</u>	<u>91,939,615</u>	<u>435,709</u>
Net Assets			
Unrestricted	60,103,874	60,363,692	(259,818)
Temporarily Restricted	1,057,161	797,342	259,819
Change in Net Assets	12,610,981	-	12,610,981
Total - Net Assets	<u>73,772,016</u>	<u>61,161,034</u>	<u>12,610,982</u>
Total Liabilities and Net Assets	<u>\$ 166,147,340</u>	<u>\$ 153,100,649</u>	<u>\$ 13,046,691</u>

Approved Budget for Fiscal Year 2013-2014

KIPP DC:

*Operating Budget -- Board of Directors Approved
For the Fiscal Year Ending June 30, 2014*

	<u>FY2014</u>
Public Revenue	
Base Per Pupil Allocation	\$ 38,246,608
Special Ed Per Pupil	6,164,033
LEP/NEP Per Pupil	75,382
Summer School Per Pupil	2,853,374
Facility Per Pupil Allocation	10,920,000
Public Revenue Subtotal	\$ 58,259,397
Other Public Revenue	
NCLB Entitlement Revenue	\$ 2,243,939
Food Program Revenue	3,075,276
Federal Grants	4,529,513
Medicaid Remittances	170,000
Other Public Revenue Subtotal	\$ 10,018,728
Private Revenue	
Contributions & Private Grants	\$ 5,207,054
Student Uniform Fees	161,405
Student Meal Fees	88,713
Student Fees	89,266
School Fundraising Revenue	14,500
Interest Income	386,934
Rental Income	111,762
Miscellaneous Income	15,000
Private Revenue Subtotal	\$ 6,074,634
TOTAL REVENUE	\$ 74,352,759

Salaries and Benefits

Principals/Exec Leadership	\$ 4,478,416
Administrative Salaries	4,689,612
Instructional Salaries	16,084,672
Instructional Support Salaries	3,671,548
Student Support Salaries	2,149,088
Contracted Program Staff	193,630
Supplemental School Staff	297,133
Coaching Stipends	28,000
Bonuses	1,127,750
Payroll Taxes	2,635,566
Employee Benefits	3,727,013
Payroll and HR Processing Fees	102,000
Staff Recruitment	101,325
Staff Development	1,080,803
Staff Meals, Events, Awards	533,687
Salaries & Benefits Subtotal	\$ 40,900,242

Direct Student Costs

Educational Supplies	\$ 1,379,017
Classroom Furniture and Equip	389,825
Classroom Technology	1,117,950
Software Licenses - Educ	268,225
Educational Consultants	450,400
Student Assessment	140,414
Student Uniform Expense	283,070
Contracted Food Service	3,367,690
Student Transportation	352,420
Student Lodging	89,050
Student Snacks & Other Meals	137,080

	FY2014
Extracurricular Activities	296,860
Financial Assistance	124,550
Other Direct Student Expense	116,910
Direct Student Costs Subtotal	\$ 8,513,460

Office Expenses

Administrative Supplies	\$ 100,450
Admin Furniture & Equipment	113,900
Administrative Technology	260,100
Software Licenses - Admin	263,630
Telecommunications & Internet	768,580
Printing & Photocopying	413,250
Postage & Courier	36,300
Business Insurance	300,000
Licenses, Dues & Memberships	334,198
Bank and Credit Card Fees	13,600
Office Expense Subtotal	\$ 2,604,008

Occupancy Expense

Rent	\$ 837,738
Contracted Parking	39,975
Utilities	961,069
Janitorial Service	775,233
Janitorial Supplies	70,121
Security Service	518,240
Repairs & Maintenance	260,259
Property Taxes	14,000
Other Contracted Services	683,233
Interest Expense	3,908,058
Financing Costs	123,421
Occupancy Expense Subtotal	\$ 8,191,346

Professional Fees

Accounting Fees	\$	156,000
Audit & Tax Fees		90,000
Technology Consultants		670,500
Legal Fees		75,000
Consultants (non-ed)		614,785
Professional Fees Subtotal	\$	1,606,285

General Expenses

Staff Travel (non-PD)	\$	99,050
Outreach		209,750
Student Recruitment		57,545
Charter Board Admin Fee		342,310
Sub-grants		104,689
Depreciation Expense		2,855,981
Amortization Expense		102,683
Contingency		1,546,583
General Expense Subtotal	\$	5,318,590

TOTAL EXPENSE **\$ 67,133,932**

NET INCOME / (LOSS) **\$ 7,218,827**

2012-2013 Board of Trustees

<p>Terry Golden, Chairman* Bailey Capital Corporation</p> <p>David Bradley* The National Journal Companies</p> <p>Suzanne Clark Potomac Research</p> <p>Heimy Salgado, Teacher Rep* 47 Warner Street, NW</p> <p>John Duff, Treasurer* Duff Ackerman and Goodrich LLC</p>	<p>Earl Galleher Basho, Inc.</p> <p>Don Graham* Washington Post Company</p> <p>Charlene Drew Jarvis Venture Philanthropy Partners</p> <p>Patricia Prescott* Parent Representative</p> <p>Chris Smith William C. Smith & Co.</p>	<p>Susan Schaeffler* KIPP DC</p> <p>Vanessa Vedder, Parent Rep* vvedder@mckennalong.org</p> <p>Stu Solomon Accenture</p>
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* Denotes board member who is a D.C. resident

2012-2013 Data Submission

2012-2013 Data Submissions

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: AIM Academy
	PCSB	Audited Enrollment Total	330
	PCSB	Grade 5 Audited Enrollment	89
	PCSB	Grade 6 Audited Enrollment	88
	PCSB	Grade 7 Audited Enrollment	82
	PCSB	Grade 8 Audited Enrollment	71
	KIPP DC	Total number of instructional days	180
Student Data Points	PCSB	Suspension Rate	29.4%
	PCSB	Expulsion Rate	1.2%
	PCSB	Instructional Time Lost to Discipline	0.6%
	PCSB	Promotion Rate (All Grades)	90.5%
	PCSB	Promotion Rate (KG and higher)	90.5%
	PCSB	Mid-Year Withdrawal Rate	5.2%
	PCSB	Mid-Year Entry Rate	0.9%
	KIPP DC	Number of Teachers	TBD
Facility & Staff	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
Facilities Information	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
Education Offerings	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: KEY Academy
	PCSB	Audited Enrollment Total	327
	PCSB	Grade 5 Audited Enrollment	87
	PCSB	Grade 6 Audited Enrollment	88
	PCSB	Grade 7 Audited Enrollment	84
	PCSB	Grade 8 Audited Enrollment	68
	KIPP DC	Total number of instructional days	180
Student Data Points	PCSB	Suspension Rate	33.9%
	PCSB	Expulsion Rate	0.6%
	PCSB	Instructional Time Lost to Discipline	0.6%
	PCSB	Promotion Rate (All Grades)	96.8%
	PCSB	Promotion Rate (KG and higher)	96.8%
	PCSB	Mid-Year Withdrawal Rate	4.9%
	PCSB	Mid-Year Entry Rate	1.2%
	KIPP DC	Number of Teachers	TBD
Facilities Information	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
Education Offerings	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: College Preparatory
	PCSB	Audited Enrollment Total	399
	PCSB	Grade 9 Audited Enrollment	134
	PCSB	Grade 10 Audited Enrollment	109
	PCSB	Grade 11 Audited Enrollment	74
	PCSB	Grade 12 Audited Enrollment	82
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	23.6%
	PCSB	Expulsion Rate	0.8%
Student Data Points	PCSB	Instructional Time Lost to Discipline	0.5%
	PCSB	Promotion Rate (All Grades)	97.0%
	PCSB	Promotion Rate (KG and higher)	97.0%
	PCSB	Mid-Year Withdrawal Rate	5.8%
	PCSB	Mid-Year Entry Rate	0.5%
	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
Facilities Information	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	Advanced Placement	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: Lead Academy
	PCSB	Audited Enrollment Total	107
	PCSB	Grade 1 Audited Enrollment	107
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	0.9%
	PCSB	Expulsion Rate	0.9%
Student Data Points	PCSB	Instructional Time Lost to Discipline	0.0%
	PCSB	Promotion Rate (All Grades)	100.0%
	PCSB	Promotion Rate (KG and higher)	100.0%
	PCSB	Mid-Year Withdrawal Rate	2.8%
	PCSB	Mid-Year Entry Rate	0.0%
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
Facilities Information	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
Education Offerings	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: Discover Academy
	PCSB	Audited Enrollment Total	305
	PCSB	PK3 Audited Enrollment	98
	PCSB	PK4 Audited Enrollment	104
	PCSB	KG Audited Enrollment	103
	KIPP DC	Total number of instructional days	180
Student Data Points	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	3.9%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.0%
	PCSB	Promotion Rate (All Grades)	98.4%
	PCSB	Mid-Year Withdrawal Rate	4.9%
	PCSB	Mid-Year Entry Rate	0.3%
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	17,550
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
Facilities Information	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
Education Offerings	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: LEAP Academy
	PCSB	Audited Enrollment Total	302
	PCSB	PK3 Audited Enrollment	100
	PCSB	PK4 Audited Enrollment	101
	PCSB	KG Audited Enrollment	101
	KIPP DC	Total number of instructional days	180
Student Data Points	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instrucitonal days
	PCSB	Suspension Rate	3.3%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.0%
	PCSB	Promotion Rate (All Grades)	96.7%
	PCSB	Promotion Rate (KG and higher)	N/A
	PCSB	Mid-Year Withdrawal Rate	2.0%
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
Facilities Information	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
Education Offerings	KIPP DC	College Prep	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: Grow Academy
	PCSB	Audited Enrollment Total	308
	PCSB	PK3 Audited Enrollment	104
	PCSB	PK4 Audited Enrollment	101
	PCSB	KG Audited Enrollment	103
	KIPP DC	Total number of instructional days	180
	KIPP DC	Notes on number of instructional days for grades with different calendars	PK3 students have 177 instructional days
	PCSB	Suspension Rate	0.6%
	PCSB	Expulsion Rate	0.0%
Student Data Points	PCSB	Promotion Rate (KG and higher)	N/A
	PCSB	Instructional Time Lost to Discipline	0.0%
	PCSB	Promotion Rate (All Grades)	98.9%
	PCSB	Promotion Rate (KG and higher)	N/A
	PCSB	Mid-Year Withdrawal Rate	2.6%
	PCSB	Mid-Year Entry Rate	0.3%
	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
Facilities Information	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
Education Offerings	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: Promise Academy
	PCSB	Audited Enrollment Total	415
	PCSB	Grade 1 Audited Enrollment	108
	PCSB	Grade 2 Audited Enrollment	104
	PCSB	Grade 3 Audited Enrollment	99
	PCSB	Grade 4 Audited Enrollment	104
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	9.9%
	PCSB	Expulsion Rate	0.2%
Student Data Points	PCSB	Instructional Time Lost to Discipline	0.2%
	PCSB	Promotion Rate (All Grades)	95.0%
	PCSB	Promotion Rate (KG and higher)	95.0%
	PCSB	Mid-Year Withdrawal Rate	1.4%
	PCSB	Mid-Year Entry Rate	0.0%
	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
Facilities Information	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	14,441
	KIPP DC	Square footage for entire building	86,644
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
Education Offerings	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: Heights Academy
	PCSB	Audited Enrollment Total	209
	PCSB	Grade 1 Audited Enrollment	113
	PCSB	Grade 2 Audited Enrollment	96
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	10.5%
	PCSB	Expulsion Rate	0.0%
	PCSB	Instructional Time Lost to Discipline	0.1%
	PCSB	Promotion Rate (All Grades)	97.4%
Student Data Points	PCSB	Promotion Rate (KG and higher)	95.0%
	PCSB	Mid-Year Withdrawal Rate	3.8%
	PCSB	Mid-Year Entry Rate	1.0%
	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
	KIPP DC	Square footage for entire classroom space	17,550
Facilities Information	KIPP DC	Square footage for entire building	140,407
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
	KIPP DC	Extended Academic Time	Yes
Education Offerings			

General Information	KIPP DC	LEA Name	KIPP DC
	KIPP DC	Campus Name	KIPP DC: WILL Academy
	PCSB	Audited Enrollment Total	337
	PCSB	Grade 4 Audited Enrollment	28
	PCSB	Grade 5 Audited Enrollment	71
	PCSB	Grade 6 Audited Enrollment	82
	PCSB	Grade 7 Audited Enrollment	77
	PCSB	Grade 8 Audited Enrollment	79
	KIPP DC	Total number of instructional days	180
	PCSB	Suspension Rate	31.2%
Student Data Points	PCSB	Expulsion Rate	1.8%
	PCSB	Instructional Time Lost to Discipline	0.5%
	PCSB	Promotion Rate (All Grades)	95.9%
	PCSB	Promotion Rate (KG and higher)	95.9%
	PCSB	Mid-Year Withdrawal Rate	4.5%
	PCSB	Mid-Year Entry Rate	1.2%
Faculty & Staff	KIPP DC	Number of Teachers	TBD
	KIPP DC	Teacher Attrition Rate	TBD
Facilities Information	KIPP DC	Square footage for entire classroom space	20,170
	KIPP DC	Square footage for entire building	100,847
	KIPP DC	Cafeteria	Yes
	KIPP DC	Theater/Performing Arts Space	Yes
	KIPP DC	Art Room	Yes
	KIPP DC	Library	Yes
	KIPP DC	Music Room	Yes
	KIPP DC	Playground	Yes
	KIPP DC	Gym	Yes
	KIPP DC	College Prep	Yes
Education Offerings	KIPP DC	Extended Academic Time	Yes

Appendix Q

KIPP DC

Annual Report

2011 - 2012

Submitted by:

Terry Golden
Board Chair

1003 K Street NW - Suite 700
Washington, D.C. 20001
202-223-4505

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* Denotes board member who is a D.C. resident

School Leader List for 2011 – 2012

KIPP DC: KEY Academy

David Ayala, Principal

202-223-4505

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KIPP DC: AIM Academy

Kristy Ochs, Principal

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KIPP DC: WILL Academy

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KIPP DC: LEAP Academy

Abraham Clayman, Principal

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KIPP DC: Discover Academy

Philonda Johnson, Principal

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KIPP DC: Grow Academy

Stacie Kossoy, Principal

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KIPP DC: Promise Academy

Casey Fullerton, Principal

202-489-4288

casey.fullerton@kippdc.org

KIPP DC: Heights Academy

Cherese Brauer, Principal

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KIPP DC: College Prep

Cheryl Borden, Principal

202-678-2527

cheryl.borden@kippdc.org

I. School Description

A. Mission Statement

Our mission is to create and sustain the highest quality school system for the communities most under-served in Washington, D.C. KIPP DC students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. KIPP DC will raise expectations of public education in under-served communities by cultivating high-performing educational leaders and by serving as a model of excellence.

B. School Program

KIPP DC is a network of high-performing, college-preparatory charter schools in Washington D.C., which serve the city's under-resourced communities. At KIPP DC, there are no shortcuts.

Outstanding educators, more time in school, a rigorous college-preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

During the 2011 -2012 school year, KIPP DC schools served over 2500 students at 9 schools on 3 campuses.

Campus	School	Grades / Ages	School Year & Hours
Benning Road	KIPP DC: LEAP Academy	PK3, PK4, K	August 22, 2011 – June 15, 2012 7:30 – 4:30 Monday – Thursday 7:30 – 3:00 Friday (PK3 dismisses at 3:00 daily)
Benning Road	KIPP DC: Promise Academy	1, 2, 3	August 22, 2011 – June 15, 2012 7:30 – 4:30 Monday – Thursday 7:30 – 3:00 Friday
Benning Road	KIPP DC: KEY Academy	4, 5, 6, 7, 8	August 22, 2011 – June 15, 2012 8:00 – 5:00 Monday – Thursday 8:00 – 3:30 Friday
Douglas	KIPP DC: Discover Academy	PK3, PK4, K	August 22, 2011 – June 15, 2012 7:30 – 4:30 Monday – Thursday 7:30 – 3:00 Friday (PK3 dismisses at 3:00 daily)
Douglas	KIPP DC: Heights Academy	1	August 22, 2011 – June 15, 2012 8:00 – 5:00 Monday – Thursday 8:00 – 3:30 Friday
Douglas	KIPP DC: AIM Academy	5, 6, 7, 8	August 22, 2011 – June 15, 2012 8:00 – 5:00 Monday – Thursday 8:00 – 3:30 Friday
Douglas	KIPP DC: College Prep	9, 10, 11	August 22, 2011 – June 15, 2012 7:45 – 3:15 M/T/W/F 7:45 – 4:45 Thursday (Students on academic probation attend until 4:45 every day)
Shaw	KIPP DC: Grow Academy	PK4, K	August 22, 2011 – June 15, 2012 7:30 – 4:30 Monday – Thursday 7:30 – 3:00 Friday
Shaw	KIPP DC: WILL Academy	5, 6, 7, 8	August 22, 2011 – June 15, 2012 8:00 – 5:00 Monday – Thursday 8:00 – 3:30 Friday

Overall KIPP DC Program

KIPP DC schools operate according to our five pillars:

- 1) High Expectations
- 2) Choice & Commitment
- 3) More Time in School and On Task
- 4) Power to Lead
- 5) Focus on Results

We set high expectations for students, teachers, and parents. With higher expectations, more time, and a focus on results, we believe our students can succeed. We believe that with independent leadership in our school, administrators and teachers, coupled with their commitment to excellence, can effectively educate our students.

Early Childhood and Elementary Program

All KIPP DC PK4 through upper elementary students attend school from 7:30 am – 4:30 pm, and attend school in July. PK3 students attend school from 7:30 am – 3:00 pm. Schools utilize a team teaching model. Four homerooms at each grade level are each taught by two full-time teachers (a lead teacher and a co-teacher). The co-teachers maintain stability in their classroom by staying with their homeroom for the entire day. The team teaching model is successful for several reasons. One, it allows each teacher to hone in on the subject matter they are most passionate about. Two, it allows the co-teachers to witness several different strategies in the classroom as well as practice being the lead teacher each day. Finally, it helps the entire team with lesson planning each week – they are able to discuss and then divide and conquer, which means that more gets done each week.

Early childhood schools hold a Parent and Child Saturday School once a month. During 2011 - 2012 a variety of parent/child classes were offered, including: music, art, basketball, dance, yoga, cheerleading and cooking. These classes offer each child an opportunity to receive undivided attention from their parent or guardian once a month. This is also a great opportunity for parents to build team and family connections amongst themselves and for students to explore their interests and hobbies to make sure that we are teaching the whole child, at all times.

We meet our students' special education needs through our special education director, and an early intervention specialist who is responsible for all students with IEPs, as well as identifying and case-managing new special education students. We meet the needs of students with IEPs through an inclusion model. We outsource necessary special education counseling in addition to in-house classroom and behavior modification plans designed by the special education coordinator.

Middle School Program

All KIPP DC middle school students attend school from 8 AM – 4:45 PM, go to school on Saturday, and attend school in July. KIPP DC middle schools currently serve 4th, 5th, 6th, 7th, and 8th grades. All grades take reading, writing, math, science, social studies, music or orchestra, and physical education. In addition to these core classes 6th, 7th, and 8th graders take electives such as Spanish and Technology. Every student is in a “Learning Team,” which allocates time each day for remediation or acceleration. Each learning team has a smaller teacher-student ratio and students are grouped with similar educational needs. Thus, students who require support in certain subject areas have those needs met, while advanced students deepen their knowledge of the core subject areas through extensive exploration.

There are a variety of teaching methodologies employed by the teaching staff and teachers have similar instructional approaches building-wide. Teachers use a myriad of techniques including: songs, chants, call and response, lecture, independent work, and cooperative learning. The math curriculum is based on the Common Core State Standards and teachers use a wide variety of materials in planning lessons and delivering content. The literacy program is also aligned to the Common Core State Standards and incorporates both Reader's and Writer's Workshop learned at the Columbia University Teacher's College and guided reading.

We meet our students' special education needs through our special education director, a special education coordinator, and special education teachers who are responsible for all students with IEPs, as well as identifying, evaluating and case-managing new special education students. We address special education needs through an inclusion model with pull-out for students who need it, but the school also has a Learning Team for special education students where students with IEPs can receive specialized instruction from the special education teachers. We outsource necessary special education counseling, in addition to in-house classroom and behavior modification plans created by the special education coordinator.

High School Program

KIPP DC College Preparatory is designed with the focus on ensuring students are well prepared for success in college. The school is built with a longer day and year which allows students to accelerate their learning and increase the number of students who can take multiple AP courses before they graduate. Students take 90 minute English Language Arts, Math, and Advanced Placement courses. All remaining courses consist of 45 minutes blocks. Finally students have mandatory hour long tutorials based on their GPA and every student participates in a club. Homeroom time is designed to ensure students are keeping up with the daily homework requirements and ensure another adult is available to monitor student success. Community Meetings are run by grade level administrators and have a set weekly focus that ensures all students learn the school's core values and pushes character development of all students before graduation. The message focuses on the skills and traits students will need to graduate from college.

KCP is built on a model that prioritizes the importance of relationships as a key element to ensure that students at the school are successful and college ready when they graduate. There is a 10 to 1 adult to student ratio with an focused attention to ensuring students' progress through college application and selection process with counselors having very small caseloads of students to ensure finding the best college to fit individual students. As seniors, students have an everyday college counseling course and students every year have guidance in selecting appropriate summer opportunities

KIPP DC College Prep's goal for students reflects the organizations vision that students work hard. Teacher lesson plans emphasize that students do heavy thinking in school during class and ensures students are being pushed to take at least one AP course before they graduate. Teachers use a variety of instructional techniques and continuously review data to ensure student success

Teachers have weekly meetings that are either with their grade level and administrators looking at how students are progressing to ensure all students are succeeding or one week is within their subject departments to ensure there is vertical and horizontal alignment of what we expect all students to know and be able to do before they graduate from KCP.

Students must participate in one extracurricular club and some also select one of the several sports offered. KCP recognizes that students must also build their leadership skills and teamwork skills through participation in clubs and the goal that many students will have a summer internship to push students to be college and career ready.

We meet our students' special education needs through both an inclusion program and pull outs for students who need additional support. There is a special education team that is designed to meet all students' needs and additional courses are available to students who arrive at KCP with academic deficits that limit their current readiness for advanced placement courses.

C. School Staff

KIPP DC: Headquarters

KIPP DC schools are supported by a robust central office, designed to ensure that school leaders and teachers can focus on the essentials. KIPP DC executive leadership during the 2011-2012 school year included: Susan Schaeffler, CEO & Executive Director; Allison Fansler, President & COO; Laura Bowen, Chief Academic Officer; and Jessica Cunningham, Chief Academic Officer. Other KIPP DC central office staff during the 2011 - 2012 school year included: Joshua Boots, Director of Data and Analytics; David Endom, Director of Financial Planning; Edmund Han, Director of Operations; Jane Hoffman, Director of Finance; Irene Holtzman, Director of Accountability and Assessment; Allison McLeod, Director of Recruitment; Alex Shawe, Director of Real Estate and General Counsel; Greg Naleski, VP of External Affairs; Rachel Wandell, Director of Major Gifts; Shannon Benson, HR Manager; Candice Chung, Accounting Manager; Demetria Giles, Grant Writing Manager; Rachel Yost, Executive Assistant; Kristin Jackson, Development Associate; Kathleen McMahon, Recruiting Associate; Ben Ochstein, Recruiting Manager; Bonnie Bacon, Accounting & Operations Specialist; Adam Roberts, Manager of Instructional Tech; Oliver Williams, Enterprise Application Manager; Lindsay Kelly, Development Associate; Irene Holtzman, Director of Assessments; Sarah Strom, Director of Capitol Teaching Residency and Kelly McMahon, Office Manager. Headquarters also deploys student data managers, compliance managers and business managers at the campus level to support school operations. During the 2011 - 2012 school year, Benning Road Campus was served by Rachel DeJean, Compliance Manager, Sade Creighton, Business Manager, and Max Schorer, Data Manager; Douglass Campus was served by Cindy Legagneur, Compliance Manager; Adam Perry, Compliance Manager, Lorraine Ramos, Business Manager, and Angela Petry, Data Manager; and Shaw Campus was served by Laura Rheinauer, Compliance Manager, Ashley Martenson, Compliance Manager, Kristina Gilchrist, Business Manager, and Stephanie Cheong, Data Manager.

KIPP DC: KEY Academy

Principal	David Ayala
Vice Principal	Patrick McNabb
Vice Principal	Lindsay Hoy

KIPP DC: AIM Academy

Principal	Kristy Ochs
Vice Principal	Jennifer Ramacciotti
Vice Principal	Kathleen Murray

KIPP DC: WILL Academy

Principal	Kate Finley
Vice Principal	Tiffanie Williams
Vice Principal	Matthew Bosch

KIPP DC: LEAP Academy

Principal	Abraham Clayman
Vice Principal	Jovon Taylor

KIPP DC: Discover Academy

Principal Philonda Johnson
Vice Principal Jennifer Danylchuk

KIPP DC: Grow Academy

Principal Stacie Kosoy
Vice Principal Libby Diamond

KIPP DC: Promise Academy

Principal Casey Fullerton
Vice Principal Liz Coughenour

KIPP DC: Heights Academy

Principal Cheree Brauer

KIPP DC: College Prep

Principal Cheryl Borden
Vice Principal Gillian Conner
Dean of Students Stephanie Young

School Staff Characteristics: KIPP DC

Years of Service , number and percentage for all staff	Number	Percentage
0 to 3 years	49	55%
4 to 7 years	31	35%
8 or more years	9	10%
Attrition (all staff) , number and percentage	Number	Percentage
0 to 3 years	69	78%
4 to 7 years	17	19%
8 or more years	3	17%
Salary	Teachers	
Average: \$58,692.52		
Range: \$42,400 to \$92,352		
	Teacher Aides	
Average: \$30,063.43		
Range: \$26,000 to \$34,216		
	Staff	
Average: \$41,254.15		
Range: \$20,280 to \$85,352		
	School Administration	
Average: \$92,619.21		
Range: \$78,796.21 to \$113,568		
	Central Office	
Average: \$70,796.21		
Range: \$37,000 to \$195,000		
Highly Qualified Teacher Count	Number of Teachers: 221 out of 221	

School Staff List & Assignments

School	Name	Position
WILL Academy	Askew, Cedraan	Physical Education Teacher
WILL Academy	Barnes, Beth	Special Education Teacher
WILL Academy	Bauer, Amanda	Spanish
WILL Academy	Boyd, Erica	6th Grade Writing
WILL Academy	Brogan, Katie	6th Grade Math
WILL Academy	Burt, Bryan	Teaching Resident
WILL Academy	Chiou, Vicki	8th Grade Science
WILL Academy	Curwen, Nicholas	7th Grade History
WILL Academy	Flaherty Thomas	5th Grade Non-Fiction
WILL Academy	Gould, Sara	6th Grade Reading
WILL Academy	Gyemfi, Grace	8th Grade Algebra
WILL Academy	Holder, Sharifah	Special Education Teacher
WILL Academy	Jamieson, Molly	7th Grade Math
WILL Academy	Johns, Don	Orchestra
WILL Academy	Kaminski, Melissa	5th Grade Writing
WILL Academy	Newell, Florence	Office Manager
WILL Academy	Priehs, Brian	Special Education Coordinator
WILL Academy	Salgado, Heimy G.	5th Grade Reading
WILL Academy	Shepard, Morgan	7th Grade English
WILL Academy	Sidlin, Nicholas	8th Grade History
WILL Academy	Sorrentino, Alysha	Speech Pathologist
WILL Academy	Steinhoff, Emily	Social Worker
WILL Academy	Taylor, Raphael D.	Music
WILL Academy	Thomas, Leighton	5th Grade Math
WILL Academy	Thompson, Casia	7th Grade Science
WILL Academy	Thompson, Julie	6th Grade Non-Fiction
WILL Academy	Welsh, Nicole	8th Grade English
WILL Academy	Zivin, Sam	Special Education Teacher
Promise Academy	Beck, Kimberly	PE Teacher
Promise Academy	Berkow, Ben	3rd Grade Lead Teacher
Promise Academy	Bortman, Hannah	2nd Grade Lead Teacher
Promise Academy	Burns, Katherine	Special Education Capitol Teaching Resident
Promise Academy	Collier, Vanessa	1st Grade Lead Teacher
Promise Academy	Forde, Emily P	Special Education Teacher
Promise Academy	Franklin, Anjanette	Lunch Aide

Promise Academy	Irvin, Jennifer	Orchestra Teacher
Promise Academy	John, Bernadette	Special Education Coordinator
Promise Academy	Jones, Aneesah	2nd Grade Lead Teacher
Promise Academy	King, Kenya	Office Manager
Promise Academy	Lambert, Melissa	1st Grade Capitol Teaching Resident
Promise Academy	Langham, Grace	1st Grade Lead Teacher
Promise Academy	Lewis, Cameron	1st Grade Capitol Teaching Resident
Promise Academy	Lucas, Demetrius	1st Grade Lead Teacher
Promise Academy	MacMillan, Julia	2nd Grade Lead Teacher
Promise Academy	Marlowe, Jendia	3rd Grade Lead Teacher
Promise Academy	Meyer, Jessica	3rd Grade Lead Teacher
Promise Academy	Mullen, Jennifer	1st Grade Lead Teacher
Promise Academy	Nathan, Louisa	2nd Grade GK
Promise Academy	Noureldin, Laila	1st Grade Capitol Teaching Resident
Promise Academy	Perry, Latoya	3rd Grade Lead Teacher
Promise Academy	Robinson, Jamila	1st Grade Capitol Teaching Resident
Promise Academy	Schram, Natalia	Spanish Teacher
Promise Academy	Tsien, Susannah	2nd Grade Lead Teacher
Promise Academy	Yun, Lisa	3rd Grade General Knowledge
Promise Academy	Zarb, Amber	Social Worker
LEAP Academy	Allegrotti, Emily	PK3 Lead Teacher
LEAP Academy	Allegrotti, Lissy	Kindergarten Lead Teacher
LEAP Academy	Blair, Sarah	Kindergarten Lead Teacher
LEAP Academy	Brodziak, Maya	PK4 Lead Teacher
LEAP Academy	Chandler, Maureen	PK3 Lead Teacher
LEAP Academy	Cockrell, Tiffany	PK4 Capitol Teaching Resident
LEAP Academy	Conner Bowen, Carolyn	Special Education coordinator
LEAP Academy	Dern, Courtney	Kindergarten Capitol Teaching Resident
LEAP Academy	Dicks, Andrea	PK3 Assistant Teacher
LEAP Academy	Dicks, Darlene	Office Manager
LEAP Academy	Fears, Patrick	PK4 Capitol Teaching Resident
LEAP Academy	Fitzhugh, Genet'	Specials Assistant Teacher
LEAP Academy	Fitzhugh, Shardae	PK3 Assistant Teacher
LEAP Academy	Herron, Jocelin	Social Worker
LEAP Academy	Horton, Matthew	Music Teacher
LEAP Academy	Klein, Stacy	PK4 Lead Teacher
LEAP Academy	Lloyd, Cameron	Kindergarten Capitol Teaching Resident
LEAP Academy	Love, Latashia Q	PK3 Lead Teacher
LEAP Academy	McIntosh, Kaija	PK3 Lead Teacher
LEAP Academy	McPherson, Ebon	PK3 Assistant Teacher

LEAP Academy	Nickerson, Lindsay	Physical Education Teacher
LEAP Academy	Olt, Ashley	PK4 Capitol Teaching Resident
LEAP Academy	Ourisman, Whitney	Kindergarten Capitol Teaching Resident
LEAP Academy	Peel, Ashley	Kindergarten Capitol Teaching Resident
LEAP Academy	Petty, Alecia	PK3 Assistant Teacher
LEAP Academy	Pickett, Danielle	Special Education Capitol Teaching Resident
LEAP Academy	Price, Stacey	PK4 Lead Teacher
LEAP Academy	Saxon, Rebecca	Kindergarten Lead Teacher
LEAP Academy	Schneider, Hannah Jane	PK3 Lead Teacher
LEAP Academy	Sherman, Jamie	PK4 Capitol Teaching Resident
LEAP Academy	Tiengtum, Donny	Kindergarten Lead Teacher
LEAP Academy	Tomlinson, Daffney	PK3 Assistant Teacher
LEAP Academy	Wilkerson, Keisha	PK4 Lead Teacher
LEAP Academy	Woods, Michael	Art Teacher
KEY Academy	Ball, Julianne D	Special Education Teacher
KEY Academy	Beare, Michael	Special Education Teacher
KEY Academy	Beck, Kimberly	Physical Education Teacher
KEY Academy	Brock, Nichole	6th Grade Math
KEY Academy	Brown, Julie	6th Grade Reading
KEY Academy	Cherry, Lakeiya S.	Social Worker
KEY Academy	Delk, Erin	5th Grade Literacy
KEY Academy	Dickinson, Kaelan	4th Grade Literacy
KEY Academy	Dillon, Brian	Special Education Capitol Teaching Resident
KEY Academy	Escobar, Monica	7th Grade English
KEY Academy	Everett, Angela	Music Teacher
KEY Academy	Fiorello, Katherine	7th Grade Social Studies
KEY Academy	Flynn, Patrick	8th Grade Social Studies
KEY Academy	Henson, Deserhie	Lunch Aide
KEY Academy	Higgs, Ayodele	Speech Language Pathologist
KEY Academy	Hoffman, Martha	Special Education Coordinator
KEY Academy	Johnson, Dawn	Orchestra Teacher
KEY Academy	Johnson, Kate	4th Grade Literacy
KEY Academy	Jones, Vonique	Office Manager
KEY Academy	Lawrence, Regina	7th Grade Math
KEY Academy	Li, Alice	4th Grade GK
KEY Academy	Looft, Linday	8th Grade Science
KEY Academy	Martin, Trevor	PE Teacher
KEY Academy	Mauter, Melissa	8th Grade Math
KEY Academy	Murphy, Gabriela	8th Grade English

KEY Academy	Newell, Keina	5th Grade Math
KEY Academy	Pietroski, Lindsay	5th Grade General Knowledge
KEY Academy	Pratt, Jacquie	6th Grade G Knowledge
KEY Academy	Satoh, Shoko	7th Grade Science
KEY Academy	Sears, Larin	4th Grade Math
KEY Academy	Summers, Jacyln	Spanish Teacher
KEY Academy	Tognoni, Cassandra	Math Capitol Teaching Resident
KEY Academy	VanderWalt, Amy	6th Grade Writing
KEY Academy	Wieland, Stephanie	Special Education Teacher
KEY Academy	Williams, Mary	5th Grade Literacy
KIPP DC: College Prep	Barnhardt, John	English I/II Teacher
KIPP DC: College Prep	Billups, Patrice	World History Teacher
KIPP DC: College Prep	Bragg, Courtney	College Transition Counselor
KIPP DC: College Prep	Briggs, Rachel	English I
KIPP DC: College Prep	Burdick-Zupancic, Jill	English II Teacher
KIPP DC: College Prep	Damo, Kristin	English III – AP English
KIPP DC: College Prep	Den Houter, Jessica	Social Worker
KIPP DC: College Prep	Edwards, Jason	World History I
KIPP DC: College Prep	Feiler, Rudi	Math Teacher
KIPP DC: College Prep	Graham, Kim M	Student Service Counselor
KIPP DC: College Prep	Harrison, Carita	Biology-AP Biology
KIPP DC: College Prep	Ismail, Khalid	Physics Teacher
KIPP DC: College Prep	Johnson, Khala	Orchestra Teacher
KIPP DC: College Prep	Lane-Steele, Laura	Algebra
KIPP DC: College Prep	Leonard, David M	Athletic Director/Physical Education
KIPP DC: College Prep	Miller, Tara	Special Education Coordinator
KIPP DC: College Prep	Murphy, Colleen	Geometry Teacher
KIPP DC: College Prep	Olivier, Maximilian	Pre-Calculus Teacher
KIPP DC: College Prep	Patrick, Brittany	Office Manager
KIPP DC: College Prep	Phipps, Lauren	Science Teaching Fellow
KIPP DC: College Prep	Rave, Jessica	U.S. History – AP History
KIPP DC: College Prep	Sens, Marissa	Special Education Teacher
KIPP DC: College Prep	Shelton, Rashidah	Special Education Teaching Fellow
KIPP DC: College Prep	Smith, Devin N	Chemistry Teacher
KIPP DC: College Prep	Stanely, Shelby	Algebra II Teacher
KIPP DC: College Prep	Sturdivant, Melody	Spanish Teacher
KIPP DC: College Prep	Taylor, Raphael	Music Teacher
KIPP DC: College Prep	Woolery, Shannon	Special Education Teacher
KIPP DC: College Prep	Yates, Kim	Reading Specialist
KIPP DC: College Prep	Young, Stephanie	Dean of Students

KIPP DC: College Prep	Zulu, Malandela	Art Teacher
Heights Academy	Smith, Adrienne	Office Manager
Heights Academy	David, Cynthia	1st Grade Math Lead Teacher
Heights Academy	Gesualdi, David	Physical Education Teacher
Heights Academy	Young, Dominique	Early Interventionist
Heights Academy	Huhn, Heather	1st Grade Co-Teacher
Heights Academy	Amster, Lauren	1st Grade Math Lead Teacher
Heights Academy	Berkowitz, Megan	Social Worker
Heights Academy	Darby, Miriam	1st Grade Lead Literacy Teacher
Heights Academy	Leggat, Muihrienne	1st Grade Co-Teacher
Heights Academy	Wong, Peggy	1st Grade Co-Teacher
Heights Academy	Smith, Shanice	1st Grade Co-Teacher
Heights Academy	Williams, Veronica	1st Grade Lead Literacy Teacher
Grow Academy	Wheeler, Abbie	PK4 Lead Teacher
Grow Academy	Philips, Adia	Kindergarten Lead Teacher
Grow Academy	Keyser, Allie	PK4 Capitol Teaching Resident
Grow Academy	Jalloh, Aminata	PK4 Capitol Teaching Resident
Grow Academy	Morman, Angelica	PK4 Lead Teacher
Grow Academy	McMahon, Brian	Kindergarten Capitol Teaching Resident
Grow Academy	Nickens-El, Elizabeth	Kindergarten Lead Teacher
Grow Academy	Coleman, Francine	Office Manager
Grow Academy	Guzman, Jay	Kindergarten Lead Teacher
Grow Academy	Coley, Jessica	PK4 Lead Teacher
Grow Academy	Murphy, Kate	PK4 Lead Teacher
Grow Academy	Williams, Kathy	PE Teacher
Grow Academy	Eason, LaKisha	PK4 Capitol Teaching Resident
Grow Academy	Walker, LaTia	Kindergarten Capitol Teaching Resident
Grow Academy	Albanesius, Lydia	Kindergarten Lead Teacher
Grow Academy	O'Brien, Megan	Music
Grow Academy	Beavers, Rebecca	Kindergarten Capitol Teaching Resident
Grow Academy	Isaacson, Sarah	PK4 Capitol Teaching Resident
Grow Academy	Lesley, Tywanna	Kindergarten Capitol Teaching Resident
Discover Academy	Blalock, Alyssia	Kindergarten
Discover Academy	Baron, Alex	PK4 Teacher
Discover Academy	Meyers, Alicia	PK3 Teacher
Discover Academy	Witherspoon, Amy	PK4 Teacher
Discover Academy	Smith, Beverly	PK3 Teacher
Discover Academy	Wilkerson, Brandon	Art/Science/Music
Discover Academy	Owsley, Chimire	PK3 Teacher
Discover Academy	Jolly, Claire	PK4 Teacher

Discover Academy	Mills, Denise	PK3 Teacher
Discover Academy	Orlins, Emily	Kindergarten
Discover Academy	Wikland, Emily	PK4 Teacher
Discover Academy	Licht, Holly	PK3 Teacher
Discover Academy	Kramer, Jacqueline	Kindergarten
Discover Academy	Grant-Skinner, Jesse	Kindergarten
Discover Academy	Shively, Jessica	Art/Music Teacher
Discover Academy	Conrad, Laura	Kindergarten
Discover Academy	Ellis, Lauren	Special Education Teacher
Discover Academy	Jones, Linda	Office Manager
Discover Academy	Lanpe, Luisa	Social Worker
Discover Academy	Wilson, Margaret	Kindergarten
Discover Academy	Mendez, Maria	PK4 Teacher
Discover Academy	Henderson, Markia	Kindergarten
Discover Academy	Hannah, Mary	PK3 Teacher
Discover Academy	Smith, Nina	PK3 Teacher
Discover Academy	Hallums, Pyrrah	PK3 Teacher
Discover Academy	Preston, Renea	PK3 Teacher
Discover Academy	Adams, Richard	PK3 Teacher
Discover Academy	Verhalen, Sara	Kindergarten
Discover Academy	Davenport, Sarad	Physical Education /Discover Teacher
Discover Academy	McNealy, Shana	Science Teacher
Discover Academy	Corey, Shanna	PK3 Teacher
Discover Academy	Wynn, Sommer	PK4 Teacher
AIM Academy	Brown, Decius	Physical Education
AIM Academy	Bush, Anthony	8th Grade Special Education Teacher
AIM Academy	Cahn, Aaron	6th Grade Special Education Teacher
AIM Academy	Dougherty, Noah	8th Grade English
AIM Academy	Fluellen, Jua	7th Grade Science
AIM Academy	Mason, Clifford	7th Grade Special Education Teacher
AIM Academy	Nardolilli, Jonathan	Teaching Fellow
AIM Academy	Tichavakunda, Antar	5th Grade Special Education Teacher
AIM Academy	Almagor, Lelac	6th Grade Reading
AIM Academy	Carter, Jessica	Spanish
AIM Academy	Gallagher, Gaelen	5th Grade Reading
AIM Academy	Glennon, Kerri	8th Grade Math
AIM Academy	Goldstein, Margaret	5th Grade Non-Fiction
AIM Academy	Lewis, Jovon	6th Grade Non-Fiction
AIM Academy	Loth, Theresa	5th Grade Writing
AIM Academy	Maxwell, Caitlin	7th Grade Math

AIM Academy	Maye, Aliesha	6th Grade Math
AIM Academy	McArdle, Kathleen	7th Grade History
AIM Academy	Montgomery, Kara	8th Grade Science
AIM Academy	Murray, Kristie	5th Grade Special Education
AIM Academy	Schneeman, Caity	8th Grade History
AIM Academy	Scott, Christina	6th Grade Writing
AIM Academy	Soper, Janet	Social Worker
AIM Academy	Suben, Lisa	5th Grade Math
AIM Academy	Worthy, Tiffany	7th Grade English

D. Student Characteristics

Student Characteristics: KIPP DC: KEY Academy

Number of Students Enrolled by Grade Level	4 th - 90 5 th - 90 6 th - 87 7 th - 75 8 th - 75
Student Re-Enrollment Rate	82%
Demographics	African American – 100% Male – 50% Female – 50%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	13%
Percentage of Students Qualifying for Free/Reduced Lunch	80%
Average Daily Attendance	97%
In-Seat Attendance Rate	95%

Student Characteristics: KIPP DC: AIM Academy

Number of Students Enrolled by Grade Level	5 th - 92 6 th - 90 7 th - 75 8 th - 73
Student Re-Enrollment Rate	86%
Demographics	African American – 100% Male – 53% Female – 47%
Percentage of Limited and Non-English Proficient Students	<1%
Percentage of Students with IEPs	17%
Percentage of Students Qualifying for Free/Reduced Lunch	87%
Average Daily Attendance	97%
In-Seat Attendance Rate	94%

Student Characteristics: KIPP DC: WILL Academy

Number of Students Enrolled by Grade Level	5 th - 84 6 th - 87 7 th - 85 8 th – 72
Student Re-Enrollment Rate	82%
Demographics	African American – >99% White - <1% Male – 49% Female – 51%
Percentage of Limited and Non-English Proficient Students	<1%
Percentage of Students with IEPs	16%
Percentage of Students Qualifying for Free/Reduced Lunch	86%
Average Daily Attendance	93%
In-Seat Attendance Rate	93%

Student Characteristics: KIPP DC: LEAP Academy

Number of Students Enrolled by Grade Level	PK3 - 101 PK4 - 101 K - 102
Student Re-Enrollment Rate	96%
Demographics	African American – >99% White - <1% Male – 50% Female – 50%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	7%
Percentage of Students Qualifying for Free/Reduced Lunch	88%
Average Daily Attendance	97%
In-Seat Attendance Rate	94%

Student Characteristics: KIPP DC: Discover Academy

Number of Students Enrolled by Grade Level	PK3 - 100 PK4 - 103 K - 100
Student Re-Enrollment Rate	88%
Demographics	African American – 100% Male – 53% Female – 47%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	4%
Percentage of Students Qualifying for Free/Reduced Lunch	84%
Average Daily Attendance	96%
In-Seat Attendance Rate	92%

Student Characteristics: KIPP DC: Grow Academy

Number of Students Enrolled by Grade Level	PK4 – 102 K - 101
Student Re-Enrollment Rate	75%
Demographics	African American – 99% Caucasian - <1% Asian/Pacific Islander - <1% Male – 49% Female – 51%
Percentage of Limited and Non-English Proficient Students	<1%
Percentage of Students with IEPs	7%
Percentage of Students Qualifying for Free/Reduced Lunch	82%
Average Daily Attendance	93%
In-Seat Attendance Rate	94%

Student Characteristics: KIPP DC: Promise Academy

Number of Students Enrolled by Grade Level	1 st – 103 2 nd – 104 3 rd – 104
Student Re-Enrollment Rate	95%
Demographics	African American – 100% Male – 50% Female – 50%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	12%
Percentage of Students Qualifying for Free/Reduced Lunch	84%
Average Daily Attendance	97%
In-Seat Attendance Rate	96%

Student Characteristics: KIPP DC: Heights Academy

Number of Students Enrolled by Grade Level	1 st – 106
Student Re-Enrollment Rate	N/A
Demographics	African American – 100% Male – 53% Female – 47%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	10%
Percentage of Students Qualifying for Free/Reduced Lunch	92%
Average Daily Attendance	96%
In-Seat Attendance Rate	93%

Student Characteristics: KIPP DC: College Prep

Number of Students Enrolled by Grade Level	9 th – 135 10 th – 108 11 th – 87
Student Re-Enrollment Rate	79%
Demographics	African American – 100% Male – 53% Female – 46%
Percentage of Limited and Non-English Proficient Students	0%
Percentage of Students with IEPs	15%
Percentage of Students Qualifying for Free/Reduced Lunch	83%
Average Daily Attendance	95%
Promotion Rate	98%

E. Finance

Unaudited Year-End Financials for Fiscal Year 2011-12

**KIPP DC, KIPP DC Douglass QALICB, Inc.,
and KIPP DC Shaw QALICB, Inc.
Consolidated Statement of Financial Position
D.C. Public Charter School Board Report
As of June 30, 2012**

	Current Year	Prior Fiscal Year End	Change
ASSETS			
Current Assets			
Cash and Investments	\$ 49,005,450	\$ 32,956,307	\$ 16,049,143
Receivables	2,912,288	4,058,035	(1,145,747)
Accrued Interest Income	10,695	12,126	(1,431)
Current Assets	<u>\$51,928,433</u>	<u>\$37,026,468</u>	<u>\$14,901,965</u>
Other Assets	20,633,475	3,355,199	17,278,276
Fixed Assets	<u>80,684,806</u>	<u>68,398,815</u>	<u>12,285,991</u>
Total Assets	<u><u>\$ 153,246,714</u></u>	<u><u>\$ 108,780,482</u></u>	<u><u>\$ 44,466,232</u></u>
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts Payable	\$ 113,523	\$ 71,800	\$ 41,723
Other Current Liabilities	9,099,315	3,451,422	5,647,893
Current Liabilities	<u>9,212,838</u>	<u>3,523,222</u>	<u>5,689,616</u>
Non-Current Liabilities	82,318,600	56,257,138	26,061,462
Total Liabilities	<u>91,531,438</u>	<u>59,780,360</u>	<u>31,751,078</u>
Net Assets			
Unrestricted	48,202,779	48,014,676	188,103
Temporarily Restricted	797,343	985,446	(188,103)
Change in Net Assets	12,715,154	-	12,715,154
Total - Net Assets	<u>61,715,276</u>	<u>49,000,122</u>	<u>12,715,154</u>
Total Liabilities and Net Assets	<u><u>\$ 153,246,714</u></u>	<u><u>\$ 108,780,482</u></u>	<u><u>\$ 44,466,232</u></u>

Approved Budget for Fiscal Year 2011-12

KIPP DC
FY2012 Operating Budget
Board of Approved

		FY 2011 - 2012
Revenue		
Base Per Pupil Allocation		\$ 26,346,156
Special Ed Per Pupil		3,665,482
Summer School Per Pupil		1,511,526
Facility Per Pupil Allocation		7,866,000
	subtotal	39,389,164
Other Public Revenue		
NCLB Entitlement Revenue		\$ 1,672,900
Food Program Revenue		2,262,640
Federal Grants		3,313,534
State and Local Grants		-
	subtotal	7,249,074
Private Revenue		
Contributions & Private Grants		\$ 4,952,374
Interest Income		156,375
Student Uniform Fees		116,785
Student Meal Fees		37,050
Student Activity Fees		55,575
Other Student Fees		2,564
Rental Income		101,976
Miscellaneous Income		6,000
	subtotal	5,428,698
TOTAL REVENUE		\$ 52,066,936
Expenses		
Personnel Costs		
Principals/Exec Leadership		\$ 2,824,611
Administrative Salaries		3,561,958
Instructional Salaries		10,625,389
Instructional Support Salaries		2,567,584
Student Support Salaries		1,525,553
Contracted Program Staff		106,493
Supplemental School Staff		215,881
Coaching Stipends		24,000
Bonuses		701,867
Substitutes		24,000
Payroll Taxes		1,783,384
Employee Benefits		2,240,823
Payroll and HR Processing Fees		88,320
Staff Recruitment		135,294
Staff Development		560,255
Staff Meals, Events, Awards		297,368
	subtotal	27,282,780

Direct Student Expenses		
Textbooks and Other Books	\$	574,308
Educational Supplies		393,875
Classroom Furniture and Equip		403,950
Classroom Technology		1,207,316
Educational Consultants		238,100
Student Assessment		140,237
Student Uniform Expense		177,485
Contracted Food Service		2,494,036
Student Transportation		277,875
Student Lodging		114,930
Student Snacks & Other Meals		130,185
Extracurricular Activities		150,855
Financial Assistance		1,000
Other Direct Student Expense		23,345
	subtotal	6,327,497
Occupancy Expenses		
Rent	\$	1,123,490
Contracted Parking (only used by HDQ)		22,680
Utilities		1,097,462
Janitorial Service		504,819
Janitorial Supplies		237,461
Security Service		365,037
Repairs & Maintenance		540,457
Property Taxes		15,000
Other Contracted Services		528,763
Interest Expense		2,388,008
Financing Costs		344,558
	subtotal	7,167,735
Professional Fees		
Accounting Fees	\$	144,000
Audit & Tax Fees		80,000
Technology Consultants		340,785
Legal Fees		517,910
Consultants (non-ed)		463,400
	subtotal	1,546,095
Office Expenses		
Administrative Supplies	\$	90,517
Admin Furniture & Equipment		313,700
Telecommunications & Internet		402,410
Printing & Photocopying		326,100
Postage & Courier		34,900
Business Insurance		201,653
Licenses, Dues & Memberships		620,558
Bank and Credit Card Fees		17,350
	subtotal	2,007,187
General Expenses		
Staff Travel (non-PD, non-Student, includes local travel)	\$	26,500
Outreach		307,095
Student Recruitment		68,840
Charter Board Admin Fee		196,946
Depreciation Expense		2,571,110
Amortization Expense		102,683
	subtotal	3,273,174
Contingency		1,351,687
TOTAL EXPENSE		
		\$ 48,956,155

Net Income / (Deficit) \$ 3,110,781

Donors and Grantors

Name	Gift Amount	Gift Date
Aaron Amster	\$500	1/23/2012
Abramson Family Foundation	\$5,000	2/21/2012
Accenture	\$100,000	12/26/2011
Accenture	\$20,000	8/11/2011
Accenture	\$11,000	8/28/2011
Accenture	\$2,000	4/3/2012
Adam Meyerson	\$1,000	12/31/2011
Alan Meltzer	\$3,000	7/14/2011
Alexander Wood	\$5,000	12/6/2011
Alliance Insurance Services, Inc.	\$5,000	2/10/2012
Allison Fansler	\$1,000	6/27/2012
Andrew L. Stern	\$500	10/24/2011
Ann Yonkers	\$500	3/15/2012
AnyBill	\$3,000	3/23/2012
Arent Fox LLP	\$5,000	2/15/2012
Bank of America	\$5,000	2/14/2012
Bertram Brown	\$500	3/21/2012
Bill & Melinda Gates Foundation	\$42,500	11/17/2011
Bill Schaeffler	\$500	3/19/2012
Blue Point Promo	\$500	2/28/2012
Blue Point Promo	\$500	2/28/2012
Bob McCarthy	\$1,250	9/12/2011
Bob Weinberg	\$30,000	1/3/2012
Bredhoff & Kaiser, P.L.L.C	\$5,000	9/30/2011
Building Hope	\$5,000	2/3/2012
Burson Snyder	\$5,000	2/7/2012
Burson Snyder	\$700	4/23/2012
Capital One	\$50,000	11/17/2011
Capital Partners for Education	\$510	6/1/2012
Charlene Drew Jarvis	\$1,030	3/27/2012
Charles Walker	\$500	2/6/2012
Christine K. Fanning	\$500	2/3/2012
Chuck Sethness	\$1,000	3/2/2012
Citi Foundation	\$40,000	3/8/2012
Citi Foundation	\$25,000	4/13/2012
Citi Foundation	\$13,000	5/1/2012
City First Bank of DC	\$1,000	4/12/2012
CityBridge Foundation	\$62,500	12/2/2011
CityBridge Foundation	\$62,500	3/14/2012
CityBridge Foundation	\$62,500	5/30/2012
CityMarket at O East and West	\$2,450	5/15/2012
Dan Casey	\$500	3/10/2012
Daniel A. Nathan	\$1,000	8/4/2011
Daniel Chiou	\$500	12/29/2011
David Brooks	\$5,000	12/28/2011
David Grissen	\$1,250	9/12/2011

David Rainey	\$2,500	1/2/2012
David Rainey	\$1,000	3/5/2012
David Sislen	\$1,000	2/1/2012
Development Resources, Inc.	\$3,000	2/6/2012
Dexter Spencer	\$1,000	3/13/2012
Diana Martin	\$500	10/22/2011
Diane Bernstein	\$25,000	10/21/2011
Donald Graham	\$100,000	1/2/2012
Donohue Family Foundation	\$5,000	12/8/2011
Earl Galleher	\$30,000	7/25/2011
Earle Rudolph	\$500	3/23/2012
Ellen Adams	\$10,000	12/27/2011
Emily M. Williams	\$1,000	11/15/2011
Erinn Torres	\$500	3/12/2012
Ernst & Young	\$1,500	3/26/2012
Forrester Construction Company	\$15,000	2/8/2012
Freddie Mac Foundation	\$100,000	11/28/2011
Freddie Mac Foundation	\$100,000	12/16/2011
Frederick Weisberg	\$1,000	12/21/2011
General Electric Capital Corporation	\$5,000	2/13/2012
George Cohen	\$1,000	10/3/2011
Gil Blankespoor	\$7,120	1/26/2012
Google Matching Gifts Program	\$500	3/9/2012
Grace Potter	\$1,000	8/18/2011
Gregory M. Petraetis	\$500	2/17/2012
Heidi Hatfield	\$500	1/27/2012
Heidi Hatfield	\$500	3/21/2012
Hilton Worldwide	\$5,000	3/7/2012
Ira Fishman	\$500	3/11/2012
Irene Wurtzel	\$10,000	6/27/2012
J.W. Erhardt	\$1,000	9/22/2011
Jack Kent Cooke Foundation	\$85,155	6/1/2012
Jack Kent Cooke Foundation	\$29,345	6/1/2012
Jair Lynch Development Partners	\$5,000	3/9/2012
James E. Millar	\$2,000	8/30/2011
James Feldman	\$100,000	10/11/2011
James Mintz Group	\$1,000	9/20/2011
James Moran	\$600	2/22/2012
James Pickman	\$10,000	11/14/2011
Jan R. Lohuizen	\$1,000	12/30/2011
Jan R. Van Lohuizen	\$1,000	8/31/2011
Jason Ettinger	\$600	3/23/2012
Jason Ettinger	\$500	2/17/2012
Jeffrey E. Cole	\$500	5/16/2012
Jenny Heflin	\$2,500	2/1/2012
Jeremiah A. Collins	\$500	10/13/2011
Jill Strickland	\$500	8/2/2011
Joe Onek	\$1,000	10/3/2011
John B. Williams	\$500	12/20/2011

John Byington	\$4,000	3/29/2012
John E. Guinness	\$1,000	8/2/2011
John H. Bishop	\$1,000	12/21/2011
John M. Duff	\$102,528	12/30/2011
John M. Duff	\$5,000	4/7/2012
John M. Duff	\$600	3/23/2012
John M. Singer	\$2,000	10/13/2011
John Rathbone	\$500	9/6/2011
Jon T. Larranaga	\$2,000	7/13/2011
Jon T. Larranaga	\$2,000	9/6/2011
Jon T. Larranaga	\$2,000	1/13/2012
Josh Dunkelman	\$500	3/26/2012
Juanita Britton	\$500	3/27/2012
Katherine Bradley	\$100,000	2/13/2012
Katherine Vajs	\$2,000	1/8/2012
Kimsey Foundation	\$50,000	12/15/2011
Kimsey Foundation	\$50,000	6/26/2012
Kirsten Hardy	\$550	3/23/2012
Lane McBride	\$1,000	12/4/2011
Larry Weinberg	\$500	12/31/2011
Lawrence Nussdorf	\$16,000	5/15/2012
Leslie Deak	\$500	3/9/2012
Lucy S. Adams	\$1,000	6/17/2012
M&T Charitable Foundation	\$5,000	2/15/2012
Mark Medema	\$500	3/30/2012
Marnie Abramson	\$2,900	3/23/2012
Mary G. Shea	\$1,000	1/6/2012
Maxine Freund	\$1,000	10/12/2011
McGladrey & Pullen	\$1,500	2/22/2012
Michael B. Gallagher	\$5,000	2/27/2012
Michael B. Gallagher	\$3,525	3/23/2012
Michael B. Gallagher	\$2,500	12/9/2011
Michael Gottesman	\$500	10/15/2011
Mike Higgins	\$1,000	2/27/2012
NAGE Charitable Foundation	\$500	9/29/2011
Nick J. Kuttner	\$500	2/23/2012
Nick J. Kuttner	\$500	2/23/2012
Payam Bakhaje	\$1,000	2/6/2012
Penny Clark	\$1,000	10/12/2011
Peter B. and Adeline W. Ruffin Foundation	\$25,000	12/20/2011
Philip L. Graham Fund	\$150,000	12/6/2011
PMM Companies	\$10,000	2/7/2012
PNC Bank	\$8,000	3/27/2012
Randall W. Byrnes	\$50,000	10/14/2011
Randall W. Byrnes	\$10,000	6/26/2012
Reznick Group	\$1,000	2/9/2012
Richard A. Sockol	\$500	2/24/2012
Richard E. and Nancy P. Marriott Foundation	\$20,000	12/6/2011
Richard England	\$10,000	2/1/2012

Richard Fontaine	\$1,000	1/23/2012
Robert Clayman	\$1,000	12/27/2011
Robert J. Reed	\$500	3/22/2012
Robert Ourisman	\$1,000	12/3/2011
Robert Pinkerton	\$1,225	3/23/2012
Robert Pinkerton	\$1,000	2/17/2012
Roel C. Campos	\$2,000	4/12/2012
Ronald Rosenfeld	\$25,000	2/22/2012
Sam Chawkat	\$500	3/23/2012
Samrat Abhyankar	\$500	3/14/2012
Sarah Campbell	\$1,000	6/21/2012
Schoolhouse Realty, Inc.	\$1,188	3/14/2012
Shannon Stichman	\$36,000	8/17/2011
Sheldon & Audrey Katz Foundation, Inc.	\$5,000	12/16/2011
Stephen J. Hadley	\$2,000	12/22/2011
Studio 27 Architecture	\$10,000	3/25/2012
Suzanne Clark	\$1,000	8/23/2011
T&A Walker	\$1,000	1/6/2012
Taco Bell Foundation For Teens	\$2,480	4/18/2012
Terence Golden	\$109,607	12/20/2011
Terence Golden	\$5,000	1/13/2012
Terry Eakin	\$1,000	2/21/2012
The Andrew K. Dwyer Foundation	\$1,000	1/17/2012
The Economic Club of Washington D.C.	\$50,000	6/4/2012
The Elsie & Marvin Dekelboum Family Foundation	\$15,000	11/30/2011
The Gamba Family Foundation	\$25,000	12/12/2011
The McCance Foundation	\$20,000	12/22/2011
The Morgridge Family Foundation	\$75,000	3/30/2012
The Morris & Gwendolyn Cafritz Foundation	\$37,500	4/18/2012
Thomas Denes	\$500	11/25/2011
Thomas Denes	\$500	1/20/2012
Tony Thompson	\$1,000	12/31/2011
Traypml	\$1,500	2/14/2012
U.S. Soccer Foundation	\$150,000	3/7/2012
UFCW	\$1,000	10/31/2011
United Way of the National Capital Area	\$6,961	4/20/2012
United Way of the National Capital Area	\$4,301	9/19/2011
United Way of the National Capital Area	\$3,868	6/22/2012
United Way of the National Capital Area	\$3,548	12/14/2011
USA Funds	\$750	11/14/2011
Venture Philanthropy Partners	\$354,000	3/31/2012
Venture Philanthropy Partners	\$290,000	11/30/2011
W. Gary Kohlman	\$1,000	1/27/2012
Zachary Crowe	\$750	4/23/2012

F. Facilities

Facilities: KIPP DC: KEY Academy

Square Footage	Entire for Building: 86,644 Entire for total classroom space: 43,335
Room Inventory	Number of Rooms by Subject Math: 9 Science: 6 Social Studies: 6 English/Language Arts: 10 Art/Music/PE/Other: 17 Library: 1
Room to students and teacher ratio , average for whole school	Number of Rooms by Grade Level 4: 4 5: 4 6: 4 7: 4 8: 5 Student to Classroom Ratio: 16.6 Teacher to Classroom Ratio: 1.5

Facilities: KIPP DC: AIM Academy

Square Footage	Entire for Building: 140,407 Entire for total classroom space: 56,305
Room Inventory	Number of Rooms by Subject Math: 24 Science: 8 Social Studies: 7 English/Language Arts: 23 Art/Music/PE/Other: 9 Library:
Room to students and teacher ratio , average for whole school	Number of Rooms by Grade Level 5: 5 6: 5 7: 5 8: 5 Student to Classroom Ratio: 14.1 Teacher to Classroom Ratio: 1.6

Facilities: KIPP DC: WILL Academy

Square Footage	Entire for Building: 100,847 Entire for total classroom space: 42,840
Room Inventory	Number of Rooms by Subject Math: 12 Science: 12 Social Studies: 12 English/Language Arts: 14 Art/Music/PE/Other: 21 Library:
Room to students and teacher ratio, average for whole school	Number of Rooms by Grade Level 5: 4 6: 4 7: 4 8: 4 Student to Classroom Ratio: 15.6 Teacher to Classroom Ratio: 1.7

Facilities: KIPP DC: LEAP Academy

Square Footage	Entire for Building: 86,644 Entire for total classroom space: 43,335
Room Inventory	Number of Rooms by Subject Math: 9 Science: 6 Social Studies: 6 English/Language Arts: 10 Art/Music/PE/Other: 17 Library: 1 Number of Rooms by Grade Level PK-3: 4 PK4: 4 KG: 4
Room to students and teacher ratio, average for whole school	Student to Classroom Ratio: 16.6 Teacher to Classroom Ratio: 1.5

Facilities: KIPP DC: Discover Academy

Square Footage	Entire for Building: 140,407 Entire for total classroom space: 56,305
Room Inventory	Number of Rooms by Subject Math: 24 Science: 8 Social Studies: 7 English/Language Arts: 23 Art/Music/PE/Other: 9 Library:
Room to students and teacher ratio, average for whole school	Number of Rooms by Grade Level PK-3: 5 PK4: 4 KG: 4 Student to Classroom Ratio: 14.1 Teacher to Classroom Ratio: 1.6

Facilities: KIPP DC: Grow Academy

Square Footage	Entire for Building: 100,847 Entire for total classroom space: 42,840
Room Inventory	Number of Rooms by Subject Math: 12 Science: 12 Social Studies: 12 English/Language Arts: 14 Art/Music/PE/Other: 21 Library:
Room to students and teacher ratio, average for whole school	Number of Rooms by Grade Level PK4: 5 KG: 5 Student to Classroom Ratio: 15.6 Teacher to Classroom Ratio: 1.7

Facilities: KIPP DC: Promise Academy

Square Footage	Entire for Building: 86,644 Entire for total classroom space: 43,335
Room Inventory	Number of Rooms by Subject Math: 9 Science: 6 Social Studies: 6 English/Language Arts: 10 Art/Music/PE/Other: 17 Library: 1
Room to students and teacher ratio, average for whole school	Number of Rooms by Grade Level 1: 5 2: 5 3: 3 Student to Classroom Ratio: 16.6 Teacher to Classroom Ratio: 1.5

Facilities: KIPP DC: Heights Academy

Square Footage	Entire for Building: 140,407 Entire for total classroom space: 56,305
Room Inventory	Number of Rooms by Subject Math: 24 Science: 8 Social Studies: 7 English/Language Arts: 23 Art/Music/PE/Other: 9 Library:
Room to students and teacher ratio, average for whole school	Number of Rooms by Grade Level 1: 5 Student to Classroom Ratio: 14.1 Teacher to Classroom Ratio: 1.6

Facilities: KIPP DC: College Preparatory

Square Footage	Entire for Building: 140,407 Entire for total classroom space: 56,305
Room Inventory	Number of Rooms by Subject Math: 24 Science: 8 Social Studies: 7 English/Language Arts: 23 Art/Music/PE/Other: 9 Library:
	Number of Rooms by Grade Level 9: 10 10: 10 11: 8
Room to students and teacher ratio, average for whole school	Student to Classroom Ratio: 14.1 Teacher to Classroom Ratio: 1.6

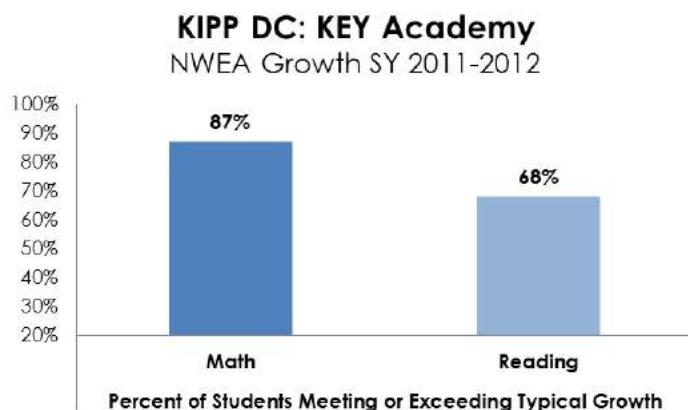
II. School Performance

A. Evidence of Performance and Progress

Student Academic Performance

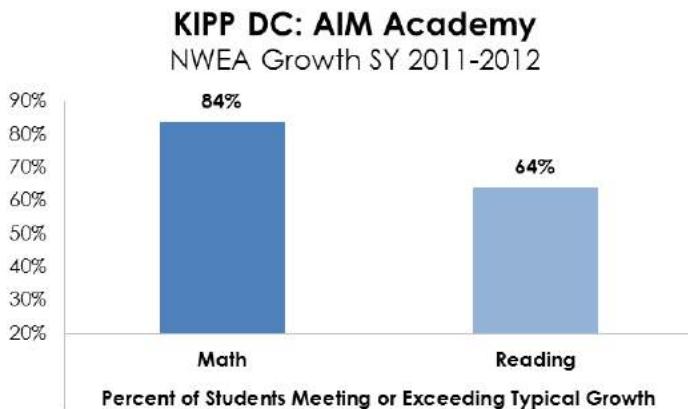
KIPP DC: KEY Academy

KIPP DC: KEY Academy continued its tradition of exemplary performance on the DC CAS. 78% of KEY Academy students were proficient or advanced in math. 67% of students were proficient or advanced in reading. Of note, in 8th grade 99% of students were proficient or advanced in math. KEY Academy's attendance rate was 97%.



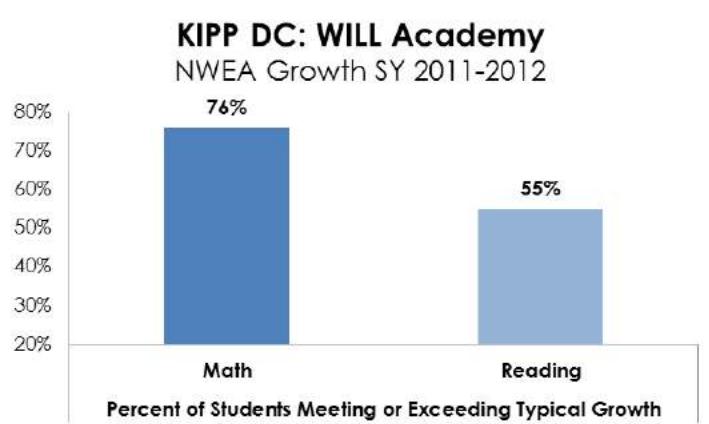
KIPP DC: AIM Academy

KIPP DC: AIM Academy demonstrated strong performance on the DC CAS. 85% of students in grades 5 through 8 were proficient in math, and 59% of students in those same grades were proficient in reading. In 8th grade, 100% of students were proficient in math. AIM Academy's attendance rate was 97%.



KIPP DC: WILL Academy

KIPP DC: WILL Academy is very proud of its performance on the DC CAS. 67% of students in grades 6 through 8 were proficient or advanced in math, and 55% of that same group was proficient or advanced in reading. 85% of 8th graders were proficient or advanced in math. WILL Academy's attendance rate was 93%.



KIPP DC: LEAP Academy

74% of LEAP Academy students made one year's growth or greater on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 60% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), with 55% of students meeting or exceeding typical growth. PreK3 and PreK4 classes had an average daily attendance of 96%, exceeding their goal of 88%. Kindergarten had an attendance rate of 96%, exceeding their goal of 92%. 96% of families who were eligible to re-enroll chose to do so, exceeding their goal of 80%. 98% of parents surveyed agreed that they believe that their child will go to college, and that they are satisfied with their school, exceeding the school goal of 75%.

<u>Achievement (NWEA)</u> NWEA percent meeting or exceeding college readiness target (PCSB approved)	<u>Parent Satisfaction</u> 97% “Satisfied” or “Highly Satisfied”
90% Math 83% Reading	

KIPP DC: Discover Academy

73% of Discover Academy students made one year's growth or greater on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 71% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), with 64% of students meeting or exceeding typical growth. PreK4 classes had an average daily attendance of 94%, exceeding their goal of 88%. Kindergarten had an attendance rate of 95%,

meeting their goal of 92%. 88% of families who were eligible to re-enroll chose to do so, exceeding their goal of 80%. 97% of parents surveyed agreed that they believe that their child will go to college, and 94% that they are satisfied with their school, exceeding the school goal of 75%.

Achievement (NWEA) NWEA percent meeting or exceeding college readiness target (PCSB approved)	Parent Satisfaction
93% Math 85% Reading	95% "Satisfied" or "Highly Satisfied"

KIPP DC: Grow Academy

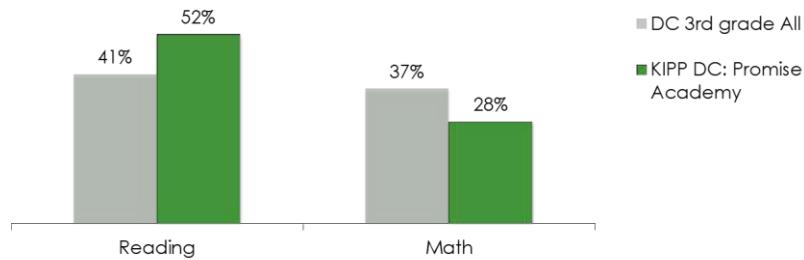
73% of Grow Academy students made one year's growth or greater on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 60% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), with 55% of students meeting or exceeding typical growth. PreK4 classes had an average daily attendance of 94%, exceeding their goal of 88%. Kindergarten classes had an average daily attendance of 94%, exceeding their goal of 92%. 98% of parents surveyed agreed that they believe that their child will go to college, and 98% that they are satisfied with their school, exceeding the school goal of 75%.

Achievement (NWEA) NWEA percent meeting or exceeding college readiness target (PCSB approved)	Parent Satisfaction
88% Math 85% Reading	98% "Satisfied" or "Highly Satisfied"

KIPP DC: Promise Academy

74% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 68% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 68% of first and second grade students met or exceeded the grade level benchmark for reading on the Strategic Teaching and Evaluation Progress (STEP) assessment, exceeding their goal of 60%. 52% of third-graders were proficient or advanced in math on the DC CAS. 28% of third-graders were proficient or advanced in reading on the DC CAS. Students had average daily attendance of 97%, exceeding the goal of 92%. 95% of students eligible to re-enroll chose to do so, exceeding the school goal of 80%. 98% of parents surveyed agreed that they believe that their child will go to college, and 94% that they are satisfied with their school, exceeding the school goal of 75%.

KIPP DC: Promise Academy SY 2011-2012 DC CAS Proficiency Rates



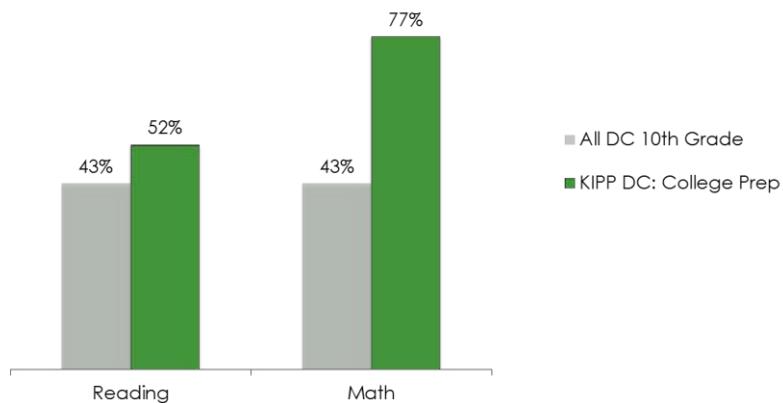
KIPP DC: Heights Academy

73% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 61% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 73% of first grade students met or exceeded the grade level benchmark for reading on the Strategic Teaching and Evaluation Progress (STEP) assessment, exceeding their goal of 60%. Students had average daily attendance of 95%, exceeding the goal of 92%. 97% of parents surveyed agreed that they believe that their child will go to college, and 95% that they are satisfied with their school, exceeding the school goal of 75%.

KIPP DC: College Preparatory

Based on 2012 DC CAS results, KIPP DC: College Prep is the second highest performing non-selective high school in Washington, D.C. 77% of students were proficient or advanced in math, and 52% of students were proficient or advanced in reading. Attendance was 93%, exceeding the school goal of 92%.

KIPP DC: College Preparatory SY 2011-2012 10th Grade DC CAS Proficiency Rates



Non-Academic Performance

KIPP DC prides itself on its exemplary record of accuracy and timeliness in regards to Public Charter School Board and Office of the State Superintendent compliance. No documents or processes submitted by any KIPP DC school were found to be non-compliant during the 2011 – 2012 school year. 100% of KIPP DC teachers met NCLB Highly Qualified Status in 2011-2012. In recognition of this continued need for excellent, highly qualified teachers, KIPP DC continues to grow (along with its partners) the Capital Teaching Residency, a program to train highly qualified teacher from start to finish.

During 2011 – 2012 visits by the Public Charter School Board, KIPP DC's Board of Trustees was found to be highly functioning and supporting KIPP DC in acquiring and allocating resources that support the KIPP DC mission.

Certification of Authorizations

DC Public Charter School Board
3333 14th Street, NW – Suite 210
Washington, D.C. 20010

To Whom It May Concern:

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the KIPP DC Public Charter School are in full force and effect.

Allison Fansler
Chief Operating Officer

A. Lessons Learned and Actions Taken Based on Performance Management Framework and Accountability Plan

1. In 2011-2012 KIPP DC middle schools created small, data-based reading intervention groups at all three schools. Schools used NWEA MAP data to group students and to determine appropriate text for small guided reading groups. Teachers were trained in guided reading and worked with groups of 4-6 students at least four times a week. This intervention proved to be extremely successful.
2. In SY 2011-2012, KIPP DC had three early childhood schools and two elementary schools, all in various stages of growth. We hired an Instructional Coach for the primary schools to support the Common Core implementation, support principals in coaching teachers, explore how blended learning could be used to enhance and to remediate, and support the sharing of best practices between all five schools. The Instructional Coach was instrumental in all of these initiatives and the position was so highly regarded by school leaders and teachers that we hired a second Instructional Coach for SY 2012-2013 to expand upon the work being done in the primary schools.
3. In SY 2011-2012, KIPP DC partnered with the University of Chicago's Urban Education Exchange to bring STEP to our primary schools. STEP is an early childhood and elementary literacy assessment tool as well as a series of professional development for teachers. The professional development is designed to build teachers' understanding of foundational literacy skills that students need to become strong readers. STEP provided two Literacy Coaches who visited our five primary schools on 8 occasions throughout the school year. During these school visits, our STEP coaches led PD sessions, modeled lessons for teachers, co-taught lessons with teachers, provided feedback on the fidelity of our reading assessments and supported our data analysis with STEP results. This partnership was instrumental in building a stronger literacy focus in all of our early grades, which assists in the Common Core implementation and our college readiness mission. KIPP DC will continue to strengthen this partnership with STEP in future school years.
4. Based upon our own knowledge of the importance of social-emotional health and well-being as well as recommendations from previous reviews, KIPP DC primary schools piloted the DECA and the DESSA in SY 2011-2012. The DECA and the DESSA measure a child's social-emotional health throughout the year, so that teachers and school leaders are always using the lens of the whole child and not just the academic measures that are in place. With this pilot, we were able to identify areas that we can strengthen in our social skills classes at each primary school with the help of new curricular programs, such as Second Step and Project CLASS. We were also able to share data regarding students' social-emotional maturity with parents, which led to a new level of conversations and partnerships between school and home. The pilot was successful, and this year, we will use DECA at all three early childhood schools and DESSA at all three elementary schools.

B. Unique Accomplishments

KIPP DC: Heights Academy

Heights Academy had a strong self-study review from the Public Charter School Board with at least 7 areas in Instruction, Assessment, School Climate and Culture noted as "not needing attention" or "no areas of concern".

Heights Academy was the recipient of a KABOOM playground which was built by at least 200 volunteers consisting of parents, staff and community members.

Cynthia David received the KIPP DC Board Award for Heights Academy.

Heights Academy scored in top quartile on TNTP's Insight Survey for the Instructional Culture Index.

KIPP DC: Discover Academy

Jessica Shively won the KIPP DC Board Award.

KIPP DC: Discover Academy was visited by First Lady Michelle Obama and Mayor Vincent C. Gray.

KIPP DC: Discover Academy implemented DreamBox Learning, an adaptive math online learning program with Kindergartners.

100% of rising Kindergartners will begin the 2012-13 year on or above grade level on the STEP (Strategic Teaching and Evaluation of Progress) Assessment.

Discover Academy Teachers organized the 1st KIPP DC: Douglass Campus Soccer League for Pre-Kindergarten and Kindergarten students.

KIPP DC: Promise Academy

Jennifer Irvin was nominated for the Mayor's Award for Art Teaching Award.

Latoya Perry earned the KIPP DC Board Award.

Susannah Tsien earned the Promise Academy Teacher to Teacher Award.

Twenty eight Promise Academy students performed at the Warner Theater for the KIPP DC Music Extravaganza!

Promise Academy students participated in a Service Day to help exemplify one of our four values.

All Promise Academy students in grades 1st- 3rd performed in an orchestra concert in front of their families and teachers.

The Promise Academy soccer team played during half time of a DC United soccer game at RFK stadium.

Our Boys and Girls Scouts met monthly and participated in a fishing trip and overnight.

We had five Chat and Chews that included a Safety Fair and Literacy Night, providing our Families time to gather and talk with one another.

We worked with our families on several fundraisers, including a Book Fair that brought great additional literacy resources into our school.

KIPP DC: KEY Academy

KEY Academy MAP results put us in the 85th %ile of the MAP norm group schools for reading and the 98th %ile for math.

KIPP DC: KEY Academy was KIPP Top Performer in 4th reading, 5th reading, 7th reading, 5th math, 6th math, and 7th math on the NWEA MAP assessment in 2011-2012.

Vivace, our Honors Orchestra Program, won 1st place in the Six Flags String Competition

KEY Academy staff ran sessions for TNTP and TFA impacting over 100 teachers.

Julianne Ball won the KIPP DC: Board Award.

Lindsey Hoy, KEY Vice Principal, was selected for the Fisher Fellowship.

Julie Brown and Jacquie Pratt were selected for the Flamboyan Family Engagement Fellowship

Keina Newell was selected for the Teach Plus Fellowship

KIPP DC: Grow Academy

Angelica Morman, PK4 teacher, won the KIPP Board Award.

KIPP Grow opened our founding Kindergarten grade level and over 70% left reading on grade level.

90% of lead teachers are returning as lead teachers at Grow.

97% of parents say that are satisfied or highly satisfied with Grow Academy.

Students took field trips to the Pumpkin Patch, Zoo, Natural History Museum, and the Playseum.

Grow students helped Spike Mendelsohn plant a garden out front.

KIPP DC: LEAP Academy

Stacey Price was awarded the KIPP DC Board Award.

Jocelin Herron was awarded the Whatever It Takes Award.

KIPP DC: LEAP Academy hosted dozens of educators from KIPP and other schools throughout the country

LEAP Academy staff members presented PD to teachers in Washington, DC and at the KIPP School Summit

Jovon Taylor presented PD for new Capital Teaching Residents and other new teachers in Washington, DC and ensured their certification and placement in schools

LEAP Academy opened a computer lab within the school with 30 computers for students in PK-3 through 4th grade to use

Over half of LEAP Academy PK-3 students scored at the 70th percentile or above on the PPVT, a measure of vocabulary

Average attendance at LEAP Academy was 95%

KIPP DC: AIM Academy

Kristie Murray won the KIPP DC Board Award.

Aliesha Maye won the KIPP DC Teacher-to-Teacher Award.

Seventh graders toured the campus of Notre Dame University and visited Chicago, Illinois.

Eighth graders toured New York City and saw the Broadway musical, "Memphis."

Two sixth graders, Telia Walton and Synecca Steele, served as student representatives at the KIPP Student Leadership Conference.

Fifty-six 7th and 8th grade girls participated in the Girls on the Run program, which culminated in a 5K race in downtown DC. The program was fully sponsored by 2 donors.

5th graders studying journalism met with representatives from The Washington Post (writer) and the US House of Representatives (press secretary).

Noah Dougherty, 8th grade English teacher, was selected to go to Germany with the Goethe Institute for teacher development.

KIPP DC: College Preparatory

Patrice Billups won the KIPP DC Board Award

Tara Miller won the KIPP DC Teacher to Teacher Award

Jessica Den Houter won the National Association of Social Workers Emerging Social Work Leaders Award

Students made numerous college visits including University of Maryland, Howard and George Mason. Rising juniors completed a 4 day, North Carolina College Tour visiting Elon, North Carolina A &T, Davidson and North Carolina State. Rising 12th graders completed a 4 day, North Eastern College Tour visiting Temple, Syracuse, St. Joseph University, NYU, Columbia and The University of Pennsylvania.

42% of rising seniors were nominated for the POSSE scholarship through both internal and outside organization nominations

Jennifer Jones admitted into the Dartmouth Summer Bridge program

Keila Cline won the 12th Annual Student 10-Minute Play Competition through Arena Stage

5 students received fully funded travel abroad trips. Jasmine Morgan traveled to England through the National Cathedral Scholars Program - Hope Jones traveled to China through the Americans Promoting Study Abroad China Scholars Program - Taylor Kelly, Anthony Richardson and Monique Boyd will travel to Brazil next summer through the H Street Community Global Initiative.

Kasey Davis received a \$5,000 scholarship for and completed the 3-week, NOLS Wilderness Leadership Program.

5 rising seniors were awarded full scholarships to the College Summer Bridge Programs at Georgetown, Tulane, Franklin & Marshall and The Naval Academy. Students spent up to 4 weeks taking college courses and preparing for college applications in the fall.

85% of rising seniors participated in KCP's College Application Boot camp in both June and August to get a heads start on the college application process.

The KCP Drama club wrote and produced an original play and was invited to perform it at Arena Stage

The Robotics Team entered its first state competition and were ranked 23rd out of 63 schools.

Two students were selected to participate in the Press Pass Mentoring Program through The Washington Post. The students worked with Washington Post reporter on writing skills throughout the year.

Thirty three students have earned \$132,000 in college scholarships through our partnership with Capital Partners for Education.

Twenty six 9th graders worked in collaboration with a team of thirty lawyers, paralegals and staff at the McKenna, Long & Aldridge Law Firm to learn concentrated areas of law through the Street Law Program.

Appendix R



ANNUAL REPORT

2014-2015

Submitted by:
Terry Golden
KIPP DC Board Chair

KIPP DC
2600 Virginia Ave. NW, Suite 900
Washington, D.C. 20037
Phone: 202-223-4505
www.kippdc.org

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School Leader List for 2014-2015

KIPP DC KEY Academy

David Ayala, Principal

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KIPP DC AIM Academy

Kristy Ochs, Principal

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KIPP DC WILL Academy

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KIPP DC LEAP Academy

Abraham Clayman, Principal

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KIPP DC Discover Academy

Philonda Johnson, Principal

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KIPP DC Grow Academy

Stacie Kossoy, Principal

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KIPP DC Connect Academy

Donny Tiengtum, Principal

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KIPP DC Arts and Technology Academy

Allison Artis, Principal

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KIPP DC Promise Academy

Andhra Lutz, Principal

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KIPP DC Heights Academy

Gaelan Gallagher, Principal

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KIPP DC Lead Academy

Mekia Love, Principal

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KIPP DC Spring Academy

Lindsey Hoy, Principal

202-397-5477

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KIPP DC Quest Academy

Cherese Brauer, Principal

202-398-6811

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KIPP DC College Preparatory

Jessica Cunningham, Principal

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I. School Description

Mission Statement

Our mission is to create and sustain the highest quality school system for the most underserved communities in Washington, D.C. KIPP DC students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. KIPP DC will raise expectations of public education in underserved communities by cultivating high-performing educational leaders and by serving as a model of excellence.

KIPP DC School Program

KIPP DC is one of the largest and highest performing networks of public schools in Washington, D.C. Our students attend school Monday through Friday from 8:00am until 4:30pm. They also attend school for three weeks during the summer. On average, KIPP DC students spend over 35% more time in the classroom than their peers in the D.C. Public School system. The first lesson our students learn is the year they will go to college, and each homeroom class is named after the teacher's alma mater. Over 80% of our students qualify for the free/reduced price lunch program, 72% come from Wards 7 and 8, and 98% are African-American. All KIPP schools share a core set of operating principles known as the Five Pillars:

1. **High Expectations.** KIPP DC schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds.
2. **Choice & Commitment.** Students, their parents, and the faculty of each KIPP DC school choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP DC schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.
4. **Power to Lead.** The principals of KIPP DC schools are effective instructional and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel, allowing them maximum effectiveness in helping students learn.
5. **Focus on Results.** KIPP DC schools relentlessly focus on student growth and academic performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges.

During the 2014-2015 school year, KIPP DC schools served over 4,500 students at fifteen schools on six campuses.

Early Childhood and Elementary Program

All KIPP DC PreK4 through upper elementary students attend school from 8:00am – 4:30pm, and attend school in July. PreK3 students attend school from 8:00am – 4:00pm. Four or five homerooms at each grade level are each taught by two full-time teachers (a Lead Teacher and a co-teacher) in grades PreK3-

1. The co-teachers maintain stability and support student learning in the classroom by staying with their homeroom for the entire day.

Students grades K-4 have robust and rigorous learning experiences in literacy, math, social studies, science, PE, and the arts. Our instruction is aligned to the Common Core State Standards to ensure that students are on an educational trajectory that puts them soundly on the path to college. Instruction is also individualized through our blended learning model which serves to complement the instructional core.

Early childhood and elementary schools hold Saturday School five times a year. During 2014-2015, a variety of parent/child classes were offered, including: Music, Art, Basketball, Dance, Yoga, Cheerleading, and Cooking. Schools often offer Saturday field trips to extend their learning and explore their community. These classes offer an opportunity for parents and students to learn and explore side-by-side with their teachers. Saturday School is also a great opportunity for parents to build team and family connections amongst themselves and for students to explore their interests and hobbies to make sure that we are teaching the whole child, at all times.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students who need additional support.

Middle School Program

All KIPP DC middle school students attend school from 8:00am – 4:15pm and attend school in the summer. KIPP DC middle schools currently serve fifth, sixth, seventh, and eighth grade. All grades take Reading, Writing, Math, Science, Social Studies, Music or Orchestra, and Physical Education. In addition to these core classes, students may take electives such as Spanish and Technology. Learning is individualized as every student has time each day for remediation or acceleration.

There are a variety of teaching methodologies employed by the teaching staff and teachers have similar instructional approaches building-wide. The math curriculum is based on the Common Core State Standards. Teachers use a wide variety of materials in planning lessons and delivering content to ensure students master the standards. The literacy program is also aligned to the Common Core State Standards and incorporates both Readers and Writers Workshop learned at the Columbia University Teacher's College.

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, and speech language pathologists, as well as a variety of contracted professionals who may work with students who need additional support.

High School Program

KIPP DC College Preparatory (KCP) is designed with a focus on ensuring that our students are well prepared for success in college. The school has a longer day and year so that students can accelerate their learning and access more opportunities to take multiple AP courses before they graduate. Teachers

use the ACT as their guide, planning and implementing rigorous lessons and instructional activities designed to ultimately improve each and every student's performance on the ACT. An advisory program is designed to strengthen relationships between students and staff and ensure students' success. Community meetings and events are intended to ensure that all students learn the school's core values, can reflect on their priorities and progress, and feel a part of a greater school community.

KCP is built on a model that prioritizes the importance of excellent instruction, takes care in knowing students well, and builds strong student and family relationships so that students will be successful and college-ready when they graduate. There is a 1 to 10 adult to student ratio and an intentional focus on shepherding students through the college application process. Counselors also guide students in selecting summer opportunities annually. As seniors, students have a college counseling course every day. Additionally, students receive support from the KIPP Through College (KTC) program. KTC supports KIPP DC alumni on their journey to a college degree – helping them navigate the application process, access financial aid, connect to internships, and build the advocacy and decision-making skills needed to persist and graduate from college.

KCP also offers a full complement of activities, sports, and clubs for students, including but not limited to, traditional sports like football, basketball, and track to an equestrian club, debate club, dance, performance choir, student government, etc. Teachers hold office hours weekly to ensure that students who need or want additional support have time and opportunities to receive it. Students participate in at least one extracurricular club and many also participate in intramural sports. Through these opportunities, students build their leadership and teamwork skills. Many students also participate in summer internships to support college and career readiness.

II. School Performance

A. Performance and Progress

KIPP DC Goals and Academic Achievement Expectations	Evidence
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	2014-2015 Assessment Results
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive high schools of their choice.	2014-2015 Assessment Results
Students will benefit from enrichment activities.	Saturday School & Clubs Participation
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	KIPP Healthy Schools & Regions Student Survey Results
Principals will ensure fiscal and physical sustainability of the school.	KIPP Healthy Schools & Regions School Leader Survey Results
School leaders will create a culture among staff that facilitates professional growth.	KIPP Healthy Schools & Regions Teacher Survey Results
Schools will cultivate an environment in which parents will support and participate in their child's education.	KIPP Healthy Schools & Regions Parent Survey Results
Schools will maintain a daily attendance rate of 93% or higher.	2014-2015 Attendance Rates
Schools will provide a safe environment in which to learn.	KIPP Healthy Schools & Regions Student Survey Results KIPP Healthy Schools & Regions Teacher Survey Results
The Board will provide sufficient and effective support to school leaders	KIPP Healthy Schools & Regions School Leader Survey Results

2014-2015 Assessment Results

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with the Common Core State Standards and measure progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-8. KIPP DC sets aggressive but achievable goals around proficiency and growth on the PARCC assessment, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Early childhood programs measure reading and mathematics student achievement in PK3 and PK4 with the Peabody Picture Vocabulary Test (PPVT) and the Test of Early Mathematics Ability (TEMA).

Athletics, Activities, Saturday School, and High School Clubs Participation

With programs ranging from drumline to soccer, to Debate Club, football, and dance—KIPP DC students have unlimited opportunities to expand their horizons as students, artists, writers, dancers, musicians, actors, and athletes. Across KIPP DC schools, athletics and student clubs are an integral part of the academic and character development programs that prepare students for success in high school and college. Family-oriented Saturday School sessions in our Early Childhood and Elementary Schools take us on adventures in our classrooms and in our community. A truly great way to build our KIPP DC Team and Family, students and families explore museums, the zoo, and historic sites together and engage in school-based family activities like making a family crest, dance lessons, or building college-knowledge. Whether it is a sports team such as soccer or cheerleading that fosters teamwork and leadership skills, or an elective such as poetry slam or photography that encourages self-expression and creativity – KIPP DC's extracurricular programs offer students unique, engaging opportunities for personal growth.

KIPP Foundation Healthy Schools and Regions Survey

KIPP DC measures the health and strength of our schools by conducting surveys of critical stakeholder groups – families, students, teachers, staff, and school leaders – each year in January. The KIPP Foundation Healthy Schools & Regions (HSR) survey measures key outcomes associated with six essential questions:

- Are we serving the children who need us?
- Are our students staying with us?
- Are KIPP students progressing and achieving academically?
- Are KIPP alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

By having a broad set of data, leaders can make more informed decisions, identify and celebrate strengths, and set goals for continued improvement.

Student outcomes for the 2014-2015 school year from the PARCC assessment have not yet been released. The D.C. Office of the State Superintendent of Education (OSSE) estimates that PARCC results will be released in winter 2015. Each school's descriptions below thus include data from the NWEA MAP, PPVT, or TEMA assessments, along with other measures such as in-seat attendance rates and Healthy Schools and Regions Survey results.

KIPP DC AIM Academy

On the NWEA MAP, AIM students exited 8th grade on average in the 60th percentile nationally in mathematics and 44th percentile nationally in reading, both significant increases over the national percentiles for entering 5th graders in 2014-15. AIM Academy's in-seat attendance rate for the 2014-15 school year was 93%. On the 2014-15 Healthy Schools and Regions Survey, 87% of AIM parents responded that they were satisfied or very satisfied with their school, and 93% of the parents stated that the school has a positive impact on their students' academic performance. Also, 96% of teachers at AIM Academy stated that the school's mission was important to them, and 96% also stated that teachers at this school set high standards for their students.

AIM 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		5th		6th		7th		8th	
		Fall '14-15	Spring '14-15	Spring '13-14	Spring '14-15	Spring '13-14	Spring '14-15	Spring '13-14	Spring '14-15
Mathematics	Mean RIT Score	200	210	212	217	220	224	233	239
	Median Percentile	22	21	25	29	43	39	58	60
Reading	Mean RIT Score	191	202	206	209	208	214	215	220
	Median Percentile	11	26	41	32	32	37	37	44

KIPP DC Arts & Technology Academy (ATA)

On the NWEA MAP, ATA students exited Kindergarten on average in the 66th percentile nationally in mathematics and 56th percentile nationally in reading, both notably significant increases over those

students' median percentile in both subjects nationally at the beginning of the 2014-15 school year. Additionally, 87% of ATA's Kindergarten students met or exceeded their typical growth targets in mathematics, and 79% did so in reading. ATA's in-seat attendance rate for the 2014-15 school year was 94%. 88% of ATA parents responded that they were satisfied or very satisfied with the school, a strong figure given that this was the first year of our turnaround work at ATA.

ATA 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		K	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	136	162
	Median Percentile	20	66
Reading	Mean RIT Score	139	160
	Median Percentile	37	56

KIPP DC Connect Academy

On the NWEA MAP, Connect students exited Kindergarten on average in the 59th percentile nationally in mathematics and 73rd percentile nationally in reading, both notably significant increases over those students' performance at the beginning of the 2014-15 school year. Additionally, 86% of Connect's Kindergarten students met or exceeded their typical growth targets in reading, and 76% did so in mathematics. Connect Academy's in-seat attendance rate for the 2014-15 school year was 93%. On the 2014-15 Healthy Schools and Regions Survey, 94% of Connect parents responded that they were satisfied or very satisfied with their school, and 95% of the parents stated that they were proud that their child attended the school. Also, 100% of Connect's teachers believe that teachers at this school set high standards for their students. 97% of the teachers stated that staff at the school do whatever it takes to help students achieve in school and life, and 97% also stated that staff at this school strive to continuously build their own knowledge and skills.

Connect 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by

		K	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	140	162
	Median Percentile	37	59
Reading	Mean RIT Score	143	165
	Median Percentile	48	73

KIPP DC Discover Academy

On the NWEA MAP, Discover students exited Kindergarten on average in the 64th percentile nationally in mathematics and 61st percentile nationally in reading, both significant increases over those students'

performance at the beginning of the 2014-15 school year. Additionally, 81% of Discover's Kindergarten students met or exceeded their typical growth targets in mathematics, and 66% did so in reading. Discover Academy's in-seat attendance rate for the 2014-15 school year was 93%. On the 2014-15 Healthy Schools and Regions Survey, 93% of Discover parents responded that they were satisfied or very satisfied with their school, and 97% of the parents stated that the teachers have built strong relationships with their child. Also, 100% of Discover's teachers stated that the school's mission was important to them, and 97% believed that teachers at this school set high expectations for their students.

Discover 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade			
		K	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	140	163
	Median Percentile	41	64
Reading	Mean RIT Score	142	160
	Median Percentile	48	61

KIPP DC Grow Academy

On the NWEA MAP, Grow students exited Kindergarten on average in the 89th percentile nationally in mathematics and 81st percentile nationally in reading, both significant increases over those students' performance at the beginning of the 2014-15 school year. Additionally, those outcomes were notably strong performances overall for the school's students. In fact, 98% of Grow's Kindergarten students met or exceeded their typical growth targets in mathematics, and 89% did so in reading. Grow Academy's in-seat attendance rate for the 2014-15 school year was 92%. On the 2014-15 Healthy Schools and Regions Survey, 95% of Grow parents responded that they were satisfied or very satisfied with their school, and 95% of the parents stated that they were proud that their child attended the school. Also, 97% of Grow's teachers stated that teachers at this school set high standards for their students, and 94% stated that staff at Grow do whatever it takes to help students achieve in school and life. 91% of the school's teachers believed that staff at the school strive to continuously build their own knowledge and skills.

Grow 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade			
		K	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	144	173
	Median Percentile	47	89
Reading	Mean RIT Score	147	169
	Median Percentile	66	81

KIPP DC Heights Academy

On the NWEA MAP, Heights students exited 4th grade on average in the 73rd percentile nationally in mathematics and 37th percentile nationally in reading. The mathematics outcomes were particularly notable increases over those 4th grade students' incoming performance at the beginning of the school year. In fact, 94% of Heights' 4th graders met or exceeded their typical growth targets in mathematics. Heights Academy's in-seat attendance rate for the 2014-15 school year was 94%. On the 2014-15 Healthy Schools and Regions Survey, 91% of Heights parents responded that they were satisfied or very satisfied with their school, and 93% of the parents stated that the school has a positive impact on their students' academic performance. Also, 94% of Heights' teachers stated that the school's mission was important to them, and 88% of teachers stated that staff do whatever it takes to help students achieve in school and in life.

Heights 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		1st		2nd		3rd		4th	
		Fall '14-15	Spring '14-15						
Mathematics	Mean RIT Score	162	186	177	193	189	204	200	219
	Median Percentile	51	71	49	59	43	56	39	73
Reading	Mean RIT Score	159	181	172	188	183	195	192	201
	Median Percentile	43	65	43	51	35	46	34	37

KIPP DC KEY Academy

On the NWEA MAP, KEY students exited 8th grade on average in the 78th percentile nationally in mathematics and 55th percentile nationally in reading, both increases over the national percentiles for entering 5th graders in 2014-15. In particular, KEY's performance for exiting 8th graders in mathematics was notably strong compared to national norms. KEY Academy's in-seat attendance rate for the 2014-15 school year was 95%. On the 2014-15 Healthy Schools and Regions Survey, 85% of KEY parents responded that they were satisfied or very satisfied with their school, and 91% of the parents stated that they were proud that their child attended the school. Also, 100% of teachers stated that staff at this school strive to continuously build their own knowledge and skills, and 95% said that their school's mission was important to them.

KEY 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		5th		6th		7th		8th	
		Spring '13-14	Spring '14-15						
Mathematics	Mean RIT Score	212	231	230	229	224	231	243	246
	Median Percentile	48	77	75	63	46	50	76	78
Reading	Mean RIT Score	205	210	217	218	214	219	222	224
	Median Percentile	48	44	60	60	43	45	59	55

KIPP DC Lead Academy

On the NWEA MAP, Lead's 3rd grade students achieved on average in the 74th percentile nationally in mathematics and 55th percentile nationally in reading. The mathematics outcomes were particularly notable increases over those 3rd grade students' incoming performance at the beginning of the school year and were especially strong in comparison to national norms. 89% of Lead's 3rd graders met or exceeded their typical growth targets in mathematics, and 74% did so in reading. Lead Academy's in-seat attendance rate for the 2014-15 school year was 95%. On the 2014-15 Healthy Schools and Regions Survey, 91% of Lead parents responded that they were satisfied or very satisfied with their school, and 95% of the parents stated that they were proud that their child attended the school. Also, 100% of Lead's teachers stated that teachers at this school set high standards for their students, and 96% of teachers stated that staff at this school strive to continuously build their own knowledge and skills.

		Lead 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade					
		1st		2nd		3rd	
		Fall '14-15	Spring '14-15	Fall '14-15	Spring '14-15	Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	166	185	182	195	191	211
	Median Percentile	62	71	62	62	53	74
Reading	Mean RIT Score	165	179	182	194	187	201
	Median Percentile	61	53	72	64	42	55

KIPP DC LEAP Academy

On the NWEA MAP, LEAP students exited Kindergarten on average in the 50th percentile nationally in mathematics and 44th percentile nationally in reading. The mathematics outcomes were notable increases over those students' performance in the beginning of the 2014-15 school year. LEAP Academy's in-seat attendance rate for the 2014-15 school year was 93%. On the 2014-15 Healthy Schools and Regions Survey, 91% of LEAP parents responded that they were satisfied or very satisfied with their school, and 94% of the parents stated that the teachers have built strong relationships with their child. Also, 100% of teachers at LEAP stated that the school's mission was important to them, and 100% also believed that with hard work, all students at that school were capable of attending college.

		LEAP 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade	
		K	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	139	159
	Median Percentile	31	50
Reading	Mean RIT Score	144	158
	Median Percentile	52	44

KIPP DC Northeast Academy

On the NWEA MAP, Northeast's 6th grade students achieved on average in the 30th percentile nationally in mathematics and 46th percentile nationally in reading. While these overall averages were not as high as those seen in other schools at KIPP DC, for a first-year school, both were notable increases over those students' incoming performance at the beginning of the school year. Additionally, 82% of Northeast's 6th graders met or exceeded their typical growth targets in mathematics, and 75% did so in reading.

Northeast Academy's in-seat attendance rate for the 2014-15 school year was 95%. On the 2014-15 Healthy Schools and Regions Survey, 91% of Northeast's parents responded that they were satisfied or very satisfied with their school, and 96% of the parents stated that they were proud that their child attended the school. Also, 100% of teachers at Northeast believed that staff at the school do whatever it takes to help students achieve in school and in life, and 100% of the teachers also stated that the staff at this school strive to continuously build their own knowledge and skills. 100% also stated that the school's mission was important to them.

NE 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		5th		6th	
		Fall '14-15	Spring '14-15	Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	204	215	205	216
	Median Percentile	28	35	18	30
Reading	Mean RIT Score	197	208	203	213
	Median Percentile	28	41	36	46

KIPP DC Promise Academy

On the NWEA MAP, Promise students exited 4th grade on average in the 84th percentile nationally in mathematics and 51st percentile nationally in reading. The mathematics outcomes were particularly notable increases over those 4th grade students' incoming performance at the beginning of the school year and were also very strong performances in comparison to the national norms. In fact, 96% of Promise's 4th graders met or exceeded their typical growth targets in mathematics. Additionally, Promise's outcomes in mathematics across all four of its grades were highlights for the region. Promise Academy's in-seat attendance rate for the 2014-15 school year was 96%. On the 2014-15 Healthy Schools and Regions Survey, 92% of Promise parents responded that they were satisfied or very satisfied with their school, and 95% of the parents stated that they were proud that their child attended the school. Also, 97% of Promise's teachers stated that the staff at the school do whatever it takes to help their students achieve in school and life, and 97% stated that teachers at this school set high standards for their students.

Promise 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		1st		2nd		3rd		4th	
		Fall '14-15	Spring '14-15						
Mathematics	Mean RIT Score	164	191	174	196	190	211	202	225
	Median Percentile	56	83	34	68	47	73	51	84
Reading	Mean RIT Score	160	183	170	187	185	197	196	206
	Median Percentile	52	68	33	48	40	47	45	51

KIPP DC Quest Academy

This was the first year that KIPP DC was operating Quest Academy, as a restart at the former Arts and Technology PCS site. Within the context of the turnaround work going on at this campus, there were several notable performance highlights. The Quest 1st graders experienced a significant increase in average percentile from their incoming outcomes at the beginning of the school year, scoring on average in the 56th percentile in mathematics. Quest's 3rd and 5th graders experienced similar increases during the school year. In fact, 78% of Quest's 5th graders met or exceeded their typical growth targets in mathematics, and 83% of Quest's 1st graders did so in mathematics as well. Quest Academy's in-seat attendance rate for the 2014-15 school year was 95%. On the 2014-15 Healthy Schools and Regions Survey, 87% of Quest parents responded that they were satisfied or very satisfied with their school, and 84% of the parents stated that they were proud that their child attended the school. Also, 100% of teachers at Quest stated that staff at this school strive to continuously build their own knowledge and skills, and 100% of them believed that teachers at the school set high standards for their students. 100% of teachers also stated that the school's mission was important to them.

Quest 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		1st		2nd		3rd		4th		5th	
		Fall '14-15	Spring '14-15								
Mathematics	Mean RIT Score	158	180	175	191	186	200	195	201	203	216
	Median Percentile	42	56	48	46	34	43	25	19	27	32
Reading	Mean RIT Score	159	174	169	183	179	188	187	194	200	205
	Median Percentile	49	45	29	33	21	20	20	20	33	30

KIPP DC Spring Academy

On the NWEA MAP, Spring's students exited 1st grade on average in the 74th percentile nationally in mathematics and 61st percentile nationally in reading. Both were notably strong increases over those students' incoming performance at the beginning of the school year, as well as being strong in comparison to national norms. Additionally, 85% of Spring's 1st graders met or exceeded their typical growth targets in mathematics. Spring Academy's in-seat attendance rate for the 2014-15 school year was 94%. On the 2014-15 Healthy Schools and Regions Survey, 96% of Spring parents responded that they were satisfied or very satisfied with their school, and 96% of the parents stated that they were proud that their child attended the school. Also, 100% of teachers stated that with hard work, all students at that school were capable of attending college, and 80% stated that staff at this school strive to continuously build their own knowledge and skills.

Spring 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		1st	
		Fall '14-15	Spring '14-15
Mathematics	Mean RIT Score	164	186
	Median Percentile	54	74
Reading	Mean RIT Score	162	180
	Median Percentile	55	61

KIPP DC WILL Academy

On the NWEA MAP, WILL students exited 8th grade on average in the 63rd percentile nationally in mathematics and 49th percentile nationally in reading, both significant increases over incoming 4th graders' performance at the beginning of the school year. WILL Academy's in-seat attendance rate for the 2014-15 school year was 97%. On the 2014-15 Healthy Schools and Regions Survey, 87% of WILL parents stated that the school has a positive impact on their students' academic performance, and 90% stated that they were proud that their child attended the school. Also, 93% of teachers at this school stated that the school's mission was important to them, and 93% also stated that teachers at WILL set high standards for their students.

WILL 2014-15: Mean RIT and Median Percentile for Mathematics and Reading, by grade

		4th		5th		6th		7th		8th	
		Fall '14-15	Spring '14-15	Spring '13-14	Spring '14-15						
Mathematics	Mean RIT Score	194	209	205	216	217	224	228	235	237	239
	Median Percentile	29	46	30	37	42	53	63	62	67	63
Reading	Mean RIT Score	191	203	203	211	208	212	215	219	220	222
	Median Percentile	33	41	39	44	43	43	51	51	51	49

KIPP DC College Preparatory

100% of College Preparatory students were accepted to a college in the 2014-15 school year, and 81% of eligible seniors scored a 16 or higher on the ACT. College Preparatory's in-seat attendance rate for the 2014-15 school year was 93%. On the 2014-15 Healthy Schools and Regions Survey, 84% of College Preparatory parents stated that they were proud that their child attended the school, and 83% stated that teachers at this school set high standards for their students. Also, 92% of the teachers stated that the staff at the school has a growth mindset, and 97% stated that their school's mission was important to them.

Certification of Authorizations

DC Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

To Whom It May Concern:

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the KIPP DC Public Charter School are in full force and effect.

Allison Fansler
President and Chief Operating Officer
KIPP DC Headquarters
2600 Virginia Avenue, Suite 900
Washington, D.C. 20037

B. Lessons Learned and Actions Taken

Preparing Students for the Competitive World

Since 2001, KIPP DC has worked to ensure that all students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Understanding the critical role that college success plays in today's society, we have made it a priority to invest in the instructional initiatives that bring high-leverage support to our school leaders and teachers.

KIPP DC's initiatives for 2015-16 are focused around two primary goals: driving sustainable student achievement through instructional support for teachers and school leaders and refining a cohesive K-12 curricular and instructional strategy in alignment with rigorous college-ready assessment measures. We know that strong instruction is at the core of all we do, and at the center of all it will take to make our students successful to and through college.

1. Drive sustainable student achievement through instructional support for teachers and school leaders

KIPP DC is investing in both the human capital and the instructional curriculum and practices necessary to drive student achievement and support teachers and school leaders. KIPP DC utilizes technology, collaboration structures, professional development, and data cycles to enable our teachers to be instructional leaders in their classrooms, school leaders to focus on student learning outcomes, and students to achieve at high rates. Time has been set aside in the school day and school-year calendar for teachers to collaborate and to respond in real-time to formative assessment measures.

2. Refine a cohesive K-12 curricular and instructional strategy in alignment with rigorous college-ready assessment measures

KIPP DC is investing in the instructional infrastructure necessary to provide all of our students with a cohesive curricular experience that prepares them for success in high school and through college. While we continue to build on instructional areas of success and strength, areas of particular focus for the 2015-16 school year include middle school and high school science, conceptual problem-solving in mathematics, early literacy in grades K-2, literacy in grades 3-8, and instructional design and practices aligned to the ACT in high school. We continue to refine our data systems in order to provide teachers with the tools they need to make important, timely instructional decisions.

Expanding Student Services

The Student Support Team provides services and support to students with disabilities, English language learners, and other students requiring support. Support may be provided in a number of ways, including inclusion, pull-out, and resource instruction. In addition, KIPP DC has staff social workers, occupational therapists, school psychologists and speech language pathologists, as well as a variety of contracted professionals who may work with students needing additional support.

At KIPP DC, our core belief is that, with the right supports and appropriate setting, all students will learn and reach their education potential. Early on, we primarily offered SPED services through inclusion and individual pull-out opportunities. Over the years, as we have seen an increase in both the number of SPED students and the degree of their needs, we have shifted our model to provide resource classes for math and reading and some self-contained classrooms. Our focus has always been on putting students in the least restrictive environment possible.

In keeping with these additional needs, KIPP DC will open a state-of-the-art Learning Center in a newly renovated space at the Douglass Campus in Ward 8 in the 2015-2016 school year. The Learning Center will serve approximately 70 students in grades PreK4 through 8 who are currently enrolled in KIPP DC schools, and whose Individualized Education Programs (IEPs) indicate that they require specialized instruction and related services in a full-time setting outside of general education. Our experienced and dedicated Special Education team will provide individualized learning plans for students in multi-age classrooms focused on specific brain-based needs. A research-based curriculum and backwards mapping will ensure that students progress with the knowledge, skills, and social-emotional regulation required to be successful in a less restrictive environment. Our goal is to provide the necessary supports to help all students access the general education curriculum, accelerate their learning and develop the skills needed for success in a less restrictive environment, in high school, in college, and beyond.

C. Unique Accomplishments

Our Performance Management Framework results were extremely positive:

All five of KIPP DC's eligible schools (Promise, KEY, AIM, WILL, and KCP) were rated Tier 1

KIPP DC is the largest LEA to have all of its schools rated Tier 1

5 of the 22 Tier 1 schools are KIPP DC schools

KCP, our high school, earned the highest rating of any public charter high school

Promise earned the highest rating of any public charter elementary school

For middle schools, KEY earned the second highest rating, AIM earned the third highest rating, and WILL earned the sixth highest rating

AIM, WILL, and KCP were all recognized for being both high-quality and serving a large percentage of Special Education students

Promise was recognized for some of the highest reading and math growth of any charter school in the city

Students at Heights Academy participated in the national Fire Up Your Feet challenge and were honored with the 1st Place Award and two Breakout Awards, finishing the challenge in the top 15 of participating schools in the nation. Fire Up Your Feet is a core program of Safe Routes to School National Partnership aimed at increasing physical activity before, during, and after school.

Students from KEY Academy were selected to perform with the Youth Orchestra of America's Global Leaders program.

KIPP DC WILL Academy and KIPP DC AIM Academy both won Golden Mic awards for their performances at the DC Scores Youth Poetry Slam.

Five students from KCP were selected to participate in the national Girls Who Code summer immersion program. They spent seven weeks this summer at Georgetown University learning about everything from robotics to mobile development to HTML and CSS while gaining exposure to the technology industry and receiving valuable mentorship from women working in technology.

KCP junior Nathaniel Green was one of only two students selected to represent Washington, D.C. at the United States Senate Youth Program. He also received a \$5,000 scholarship.

Kyla Petty, a KCP junior, was selected to participate in the Folger Fellowship at the Shakespeare Folger Library.

100% of our high school students were accepted to college and they earned an impressive \$3,391,856 in scholarships – the most scholarship dollars ever earned by a class at KIPP DC.

The class of 2015 boasts two Stephen Joel Trachtenberg scholars at George Washington University, two POSSE scholars who will be attending University of Rochester and Lafayette

College, and four students with full rides at University of Maryland, Brandeis University, Davidson College, and Spelman College.

KIPP DC AIM Academy teacher Jennifer Ramacciotti won the D.C. Teacher of the Year Award for her outstanding accomplishments as a middle school math teacher.

Elizabeth Nickens-EI, a Kindergarten teacher at KIPP DC Grow Academy, won the prestigious Harriett Ball Excellence in Teaching Award, a national award that highlights the most outstanding KIPP teachers from across the country.

KIPP DC's first cohort of Fellows in Special Education successfully earned their Special Education Certification through KIPP DC this June.

For the fourth year in a row, KIPP DC received a 4 star rating from Charity Navigator.

D. List of Donors

Amount (Total \$)	Donor Type
\$2,072,625.00	Individual
\$1,887,703.43	Competitive Public Grant
\$525,000.00	Competitive Public Grant
\$413,643.23	Competitive Public Grant
\$400,000.00	Competitive Public Grant
\$250,000.00	Private Foundation
\$228,140.19	Competitive Public Grant
\$200,000.00	Individual
\$150,000.00	Corporate Foundation
\$150,000.00	Private Foundation
\$125,000.00	Private Foundation
\$119,500.00	Corporate Foundation
\$101,970.05	Individual
\$101,220.00	Individual
\$100,000.00	Private Foundation
\$100,000.00	Individual
\$100,000.00	Competitive Public Grant
\$100,000.00	Competitive Public Grant
\$99,781.50	Individual
\$92,311.43	Competitive Public Grant
\$75,000.00	Private Foundation
\$60,000.00	Private Foundation
\$52,631.58	Private Foundation
\$50,000.00	Individual
\$50,000.00	Individual
\$50,000.00	Private Foundation
\$50,000.00	Private Foundation
\$45,758.62	Competitive Public Grant
\$45,504.00	Private Foundation
\$36,374.00	Competitive Public Grant
\$34,000.00	Individual
\$30,000.00	Corporate Event Sponsor
\$30,000.00	Individual
\$30,000.00	Individual
\$30,000.00	Individual
\$30,000.00	Private Foundation
\$25,000.00	Individual
\$25,000.00	Private Foundation

Amount (Total \$)	Donor Type
\$25,000.00	Corporate Foundation
\$25,000.00	Individual
\$25,000.00	Private Foundation
\$25,000.00	Corporate Event Sponsor
\$25,000.00	Corporate Foundation
\$25,000.00	Corporate Event Sponsor
\$25,000.00	Corporate Foundation
\$22,728.00	Private Foundation
\$20,000.00	Private Foundation
\$20,000.00	Individual
\$15,180.00	Private Foundation
\$15,000.00	Corporate Event Sponsor
\$15,000.00	Private Foundation
\$13,000.00	Corporate Event Sponsor
\$10,020.00	Individual
\$10,000.00	Competitive Public Grant
\$10,000.00	Individual
\$10,000.00	Individual
\$10,000.00	Private Foundation
\$7,000.00	Corporate Event Sponsor
\$5,018.76	Individual
\$5,000.00	Corporate Event Sponsor
\$5,000.00	Private Foundation
\$5,000.00	Corporate Event Sponsor
\$5,000.00	Private Foundation
\$5,000.00	Private Foundation
\$5,000.00	Competitive Public Grant
\$5,000.00	Corporate Event Sponsor

Amount (Total \$)	Donor Type
\$5,000.00	Individual
\$5,000.00	Individual
\$5,000.00	Corporate Event Sponsor
\$5,000.00	Corporate Event Sponsor
\$5,000.00	Individual
\$4,000.00	Individual
\$4,000.00	Individual
\$3,900.00	Individual
\$3,500.00	Individual
\$3,500.00	Corporate Event Sponsor
\$3,000.00	Individual
\$2,500.00	Private Foundation
\$2,500.00	Individual
\$2,450.00	Competitive Public Grant
\$2,000.00	Individual
\$1,750.00	Corporate Event Sponsor
\$1,750.00	Corporate Event Sponsor
\$1,500.00	Individual
\$1,400.00	Individual
\$1,392.31	Private Foundation
\$1,120.00	Individual
\$1,060.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Corporate Event Sponsor

Amount (Total \$)	Donor Type
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$1,000.00	Corporate Event Sponsor
\$1,000.00	Individual
\$941.13	Individual
\$800.00	Individual
\$750.00	Individual
\$750.00	Individual
\$725.00	Individual
\$725.00	Corporate Event Sponsor
\$645.00	Private Foundation
\$550.00	Individual
\$540.00	Individual
\$500.00	Corporate Event Sponsor
\$500.00	Individual
\$500.00	Corporate Event Sponsor

Amount (Total \$)	Donor Type
\$500.00	Individual

* These donations include cash received in FY15 from prior pledges and unrestricted, in-year gifts

Data Reports

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Arts & Technology Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	212
PK3	61
PK4	77
KG	74
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	0.9
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.01
Promotion Rate	98.4
In-Seat Attendance Rate	5.19
Midyear Withdrawal Rate	0
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	16.7
Number of Teachers	12
Average Teacher Salary	\$64,554
Minimum Teacher Salary	\$55,920
Maximum Teacher Salary	\$74,943

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Connect Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	301
PK3	100
PK4	101
KG	100
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	1.3
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.02
Promotion Rate	98.4
In-Seat Attendance Rate	93.36
Midyear Withdrawal Rate	2.99
Midyear Entry Rate	0.66
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	29.4
Number of Teachers	17
Average Teacher Salary	\$60,894
Minimum Teacher Salary	\$54,273
Maximum Teacher Salary	\$70,988

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Discover Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	330
PK3	105
PK4	110
KG	115
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	2.4
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.02
Promotion Rate	98.4
In-Seat Attendance Rate	92.65
Midyear Withdrawal Rate	3.64
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	14.3
Number of Teachers	21
Average Teacher Salary	\$63,267
Minimum Teacher Salary	\$54,824
Maximum Teacher Salary	\$92,316

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Grow Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	312
PK3	104
PK4	107
KG	101
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	2.2
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.02
Promotion Rate	98.4
In-Seat Attendance Rate	92.36
Midyear Withdrawal Rate	2.56
Midyear Entry Rate	0.32
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	15.8
Number of Teachers	19
Average Teacher Salary	\$66,242
Minimum Teacher Salary	\$58,824
Maximum Teacher Salary	\$80,916

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC LEAP Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	304
PK3	101
PK4	103
KG	100
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	2
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.01
Promotion Rate	98.4
In-Seat Attendance Rate	92.55
Midyear Withdrawal Rate	2.30%
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	22.2
Number of Teachers	18
Average Teacher Salary	\$62,052
Minimum Teacher Salary	\$54,824
Maximum Teacher Salary	\$75,658

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Heights Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	415
PK3	0
PK4	0
KG	0
Grade 1	108
Grade 2	108
Grade 3	103
Grade 4	96
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	6.5
Student Expulsion Rate	0.24
Instruction Time Lost to Suspension	0.1
Promotion Rate	98.4
In-Seat Attendance Rate	94.16
Midyear Withdrawal Rate	1.69
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	30.0
Number of Teachers	30
Average Teacher Salary	\$61,742
Minimum Teacher Salary	\$48,000
Maximum Teacher Salary	\$83,932

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Lead Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	302
PK3	0
PK4	0
KG	0
Grade 1	106
Grade 2	105
Grade 3	91
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	7
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.12
Promotion Rate	98.4
In-Seat Attendance Rate	95.05
Midyear Withdrawal Rate	1.99
Midyear Entry Rate	0.66
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	28.6
Number of Teachers	21
Average Teacher Salary	\$59,005
Minimum Teacher Salary	\$48,000
Maximum Teacher Salary	\$81,299

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Promise Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	400
PK3	0
PK4	0
KG	0
Grade 1	103
Grade 2	100
Grade 3	106
Grade 4	91
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	9.8
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.26
Promotion Rate	98.4
In-Seat Attendance Rate	95.91
Midyear Withdrawal Rate	1.5
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	37.9
Number of Teachers	29
Average Teacher Salary	\$63,852
Minimum Teacher Salary	\$48,000
Maximum Teacher Salary	\$81,174

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Quest Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	282
PK3	0
PK4	0
KG	0
Grade 1	74
Grade 2	69
Grade 3	53
Grade 4	48
Grade 5	38
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	16
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.34
Promotion Rate	98.4
In-Seat Attendance Rate	94.52
Midyear Withdrawal Rate	4.96
Midyear Entry Rate	0.35
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	20.0
Number of Teachers	25
Average Teacher Salary	\$65,563
Minimum Teacher Salary	\$48,000
Maximum Teacher Salary	\$86,431

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Spring Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	102
PK3	0
PK4	0
KG	0
Grade 1	102
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	4.9
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0.06
Promotion Rate	98.4
In-Seat Attendance Rate	94
Midyear Withdrawal Rate	5.88
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	50.00
Number of Teachers	6
Average Teacher Salary	\$64,654
Minimum Teacher Salary	\$56,773
Maximum Teacher Salary	\$75,416

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC AIM Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	321
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	69
Grade 6	90
Grade 7	89
Grade 8	73
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	42.7
Student Expulsion Rate	2.49
Instruction Time Lost to Suspension	1.19
Promotion Rate	98.4
In-Seat Attendance Rate	93.33
Midyear Withdrawal Rate	7.17
Midyear Entry Rate	1.25
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	28.00
Number of Teachers	25
Average Teacher Salary	\$68,259
Minimum Teacher Salary	\$56,773
Maximum Teacher Salary	\$91,000

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC KEY Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	334
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	0
Grade 5	91
Grade 6	89
Grade 7	80
Grade 8	73
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	38.9
Student Expulsion Rate	0.9
Instruction Time Lost to Suspension	1.24
Promotion Rate	98.4
In-Seat Attendance Rate	94.51
Midyear Withdrawal Rate	2.99
Midyear Entry Rate	0.9
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	25.0
Number of Teachers	24
Average Teacher Salary	\$68,297
Minimum Teacher Salary	\$56,773
Maximum Teacher Salary	\$100,000

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC Northeast Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	126
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	54
Grade 6	72
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	18.3
Student Expulsion Rate	0.79
Instruction Time Lost to Suspension	0.48
Promotion Rate	98.4
In-Seat Attendance Rate	95.28
Midyear Withdrawal Rate	8.73
Midyear Entry Rate	0.79
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	0%
Number of Teachers	11
Average Teacher Salary	\$60,628
Minimum Teacher Salary	\$56,773
Maximum Teacher Salary	\$68,259

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC WILL Academy PCS
Adult Ages Served	N/A
Total Audited Enrollment	344
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	50
Grade 5	71
Grade 6	73
Grade 7	79
Grade 8	71
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	34.3
Student Expulsion Rate	2.33
Instruction Time Lost to Suspension	0.8
Promotion Rate	98.4
In-Seat Attendance Rate	97.35
Midyear Withdrawal Rate	5.23
Midyear Entry Rate	0.87
College Acceptance Rate (SY 1314)	NA
College Admission Test Scores (SY 1314)	NA
Graduation Rates (SY 1314)	NA
Teacher Attrition Rate	23.3
Number of Teachers	30
Average Teacher Salary	\$69,215
Minimum Teacher Salary	\$54,273
Maximum Teacher Salary	\$89,300

LEA ID	129
LEA Name	KIPP DC PCS
Campus Name	KIPP DC College Preparatory PCS
Adult Ages Served	N/A
Total Audited Enrollment	454
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	1
Grade 7	0
Grade 8	0
Grade 9	150
Grade 10	119
Grade 11	104
Grade 12	80
Adult	0
Alternative	0
SPED	0
Total number of instructional days 201516	190
Student Suspension Rate	28
Student Expulsion Rate	3.08
Instruction Time Lost to Suspension	1.26
Promotion Rate	98.4
In-Seat Attendance Rate	93.44
Midyear Withdrawal Rate	7.49
Midyear Entry Rate	0
College Acceptance Rate (SY 1314)	100
College Admission Test Scores (SY 1314)	71.9
Graduation Rates (SY 1314)	85.1
Teacher Attrition Rate	17.9
Number of Teachers	39
Average Teacher Salary	\$69,779
Minimum Teacher Salary	\$56,773
Maximum Teacher Salary	\$94,816

Appendices

Staff Roster for 2014-2015

School	Position	Last Name
AIM	CTR Teaching Fellow B	Henning
AIM	CTR Teaching Fellow A	Williams
AIM	CTR SPED Teaching Fellow A	Greco
AIM	Principal	Ochs
AIM	Vice Principal A	Murray
AIM	Vice Principal B	Maye
AIM	5th Grade Reading	Mann
AIM	5th Grade Math	Marshall
AIM	5th Grade Science	Flemings
AIM	6th Grade Literacy A	Rose
AIM	7th Grade English	Weir
AIM	6th Grade Math	Alli
AIM	7th Grade Science	Strangfeld
AIM	7th Grade History	Miller
AIM	8th Grade English	Schneeman
AIM	8th Grade Math	Ramacciotti
AIM	8th Grade Science	Montgomery
AIM	8th Grade History	Hewitt
AIM	Orchestra	Pattie
AIM	Physical Education	Brown
AIM	Music	Lewis
AIM	Behavioral Support	Alprin
AIM	SPED Teacher A	Herring
AIM	SPED Teacher B	McArdle
AIM	SPED Teacher C	Dykstra
AIM	Social Worker	Hendricks
AIM	Office Manager	Jordan
AIM	Lunch Administrator	Granberry
AIM	6th Grade Science	Gerald (Lewis)
AIM	Spanish	Craighill
AIM	SPED Teacher D	Gerima
AIM	6th Grade Literacy B	Cortez
AIM	7th Grade Math	Soparawala
AIM	5th Grade Literacy B	Duncan
AIM	SPED Teaching Fellow B	Knox
College Prep	Principal	Cunningham
College Prep	Vice Principal - 9th and 10th grade	McNabb

School	Position	Last Name
College Prep	Vice Principal - 11th and 12th grade	Conner
College Prep	Dean of Students A	Young
College Prep	Dean of Students B	Wade
College Prep	English 9 A	Celestin
College Prep	English 9 B	Fink
College Prep	Algebra I	Hunt
College Prep	Biology / AP Biology Teacher	Sears
College Prep	World History I	Lawson
College Prep	English 10	Almagor
College Prep	Algebra II	Stanley
College Prep	Chemistry / AP Chem	Smith
College Prep	World History II	Billups
College Prep	Pre-Calculus / Trigonometry	Walton
College Prep	Biology	Lane
College Prep	US History / AP US History	Delaloye
College Prep	English 12 / AP Lit	Dougherty
College Prep	Calculus / Statistics	Olivier
College Prep	Anatomy	Bagby
College Prep	Government / AP Gov	Ayala
College Prep	Geometry	Loveridge
College Prep	Remediation Eng: Read 180 / Spec 9	Hill
College Prep	Remediation Math: Gen Math / Math Lab	Ji
College Prep	CTR Teaching Fellow A	Shahid
College Prep	CTR Teaching Fellow B	Pollock
College Prep	SPED Coordinator	Miller
College Prep	SPED Teacher A	Muzzi
College Prep	SPED Teacher B	Sens
College Prep	SPED Teacher C	Woolery
College Prep	SPED Teacher D	Taylor
College Prep	SPED Teacher E	Haveson
College Prep	SPED Teacher F	Waites
College Prep	SPED Teacher G	Ciarcia
College Prep	SPED Teacher H	Gleditsch
College Prep	Spanish I	Endline
College Prep	Spanish III	Kane
College Prep	Physical Education	Walker
College Prep	Physical Education and Athletic Director	Leonard
College Prep	Orchestra	Johnson
College Prep	Band / Drumline	Henderson
College Prep	Art	Zulu

School	Position	Last Name
College Prep	Specials: Technology Teacher	Petrone
College Prep	Counselor - 12th grade Transition A	Den Houter
College Prep	Office Manager	Holland
College Prep	Lunch Administrator	Jones
College Prep	Social Worker A	Garman
College Prep	Music	Taylor
College Prep	Counselor - 11th and 12th Grade College Counselor	Bragg
College Prep	CTR Teaching Fellow C	Moriarty
College Prep	English 11 / AP Lit Comp	Crichton
College Prep	Security Associate	Lancaster
College Prep	Counselor - 12th grade Transition B	Domagal
College Prep	Remediation Eng: English Comp	Yates
College Prep	Social Worker B	DeMong
College Prep	Spanish II	McArthur
College Prep	Counselor - 11th and 12th Grade College Counselor B	Hurley
College Prep	IT Academy Teacher & Program Director	Akhtar
College Prep	Special Education Teaching Fellow	Smith
College Prep	Spanish II	Romero
Connect	CTR Pre-K Co-Teacher B	Myrie
Connect	Kindergarten Lead A	Younger
Connect	CTR Kindergarten Co-Teacher A	Lubin
Connect	CTR Kindergarten Co-Teacher C	Dieringer
Connect	CTR Kindergarten Co-Teacher D	Slobodzian
Connect	Principal	Tiengtum
Connect	Vice Principal A	Rosenbaum
Connect	Preschool Lead A	Morales
Connect	Preschool Lead B	Laguna
Connect	Preschool Lead C	Peel
Connect	Preschool Lead E	Field
Connect	Preschool Lead D	Huvos
Connect	Pre-K Lead A	Zelaya
Connect	Pre-K Lead B	Boyd
Connect	Pre-K Lead C	Sullivan
Connect	CTR Pre-K Co-Teacher C	Smith
Connect	Kindergarten Lead B	Zaletel
Connect	Kindergarten Lead C	Kirshbaum
Connect	Kindergarten Lead D	Brown
Connect	Art A	Mathews
Connect	Art B	Berg

School	Position	Last Name
Connect	Specials Assistant Teacher	Jones
Connect	SPED Teacher	Wolf
Connect	Office Manager	Shelton
Connect	Lunch Administrator	Green
Connect	Preschool Assistant Teacher A	Lowe
Connect	CTR Pre-K Co-Teacher D	Rosengarten
Connect	Vice Principal B	Witherspoon
Connect	Creative Arts C	Hammang
Connect	CTR Kindergarten Co-Teacher B	Rasayon
Connect	Preschool Assistant Teacher B	Herrera
Connect	Preschool Assistant Teacher D	Austin
Connect	Pre-K Lead D	Cochran
Connect	CTR SPED Teaching Fellow	Fingal
Connect	Preschool Assistant Teacher E	Coleman
Connect	CTR Pre-K Co-Teacher A	Pollack
Connect	Social Worker	Zegarelli
Connect	Preschool Assistant Teacher C	McNeill
Connect	Creative Arts C	Theobald
Connect	CTR Kindergarten Co-Teacher B	Gomez
Connect	Preschool Assistant Teacher D	Thomas
Discover	CTR Kindergarten Co-Teacher A	Hyatt
Discover	CTR Kindergarten Co-Teacher B	Spradlin
Discover	Principal	Johnson
Discover	Vice Principal A	Danylchuk
Discover	Vice Principal B	Wynn
Discover	Preschool Lead A	Baxter Hallums
Discover	Preschool Lead B	Renix
Discover	Preschool Lead C	Fernandez Smith
Discover	Preschool Lead D	Thomas
Discover	Preschool Lead E	Warner
Discover	Preschool Assistant Teacher A	Mills
Discover	Preschool Assistant Teacher D	Somerville
Discover	CTR Pre-K Co-Teacher A	Ferguson
Discover	Pre-K Lead A	Nelson
Discover	Pre-K Lead B	Sterling Scott
Discover	Pre-K Lead C	Terry
Discover	Pre-K Lead D	Bernstein
Discover	Kindergarten Lead A	Blalock
Discover	Kindergarten Lead B	Chin
Discover	Kindergarten Lead C	Meyers

School	Position	Last Name
Discover	Kindergarten Lead D	Truitt
Discover	Kindergarten Lead E	Seward (Steadman)
Discover	Physical Education	Frye
Discover	Specials Teacher	Biby
Discover	Music	Taylor
Discover	Specials Assistant Teacher A	Williams
Discover	SPED Teacher A	Choi
Discover	SPED Teacher B	Baraba
Discover	Social Worker	Palloni (Lampe)
Discover	Office Manager	Jones
Discover	Lunch Administrator	Freeman
Discover	CTR Pre-K Co-Teacher B	Slater
Discover	CTR Kindergarten Co-Teacher C	Harper
Discover	Pre-K Lead E	Hutcheson
Discover	Discovery	Harter
Discover	CTR Pre-K Co-Teacher C	Darby
Discover	CTR Kindergarten Co-Teacher D	Hawkins
Discover	CTR Kindergarten Co-Teacher E	Bryant
Discover	CTR Pre-K Co-Teacher E	Weber
Discover	CTR Pre-K Co-Teacher D	Jin
Discover	Preschool Assistant Teacher B	May
Discover	Preschool Assistant Teacher C	Robinson
Discover	Preschool Assistant Teacher E	Coleman
Discover	Preschool Assistant Teacher F	Ayala
Discover	TEMPORARY Teacher's Assistant	Fareed-Cole
Discover	TEMPORARY Teacher's Assistant	Sikking
Grow	CTR Kindergarten Co-Teacher A	Gravens
Grow	CTR Kindergarten Co-Teacher B	Van Cleve
Grow	CTR Kindergarten Co-Teacher C	Selyi
Grow	Preschool Lead B	Gravens
Grow	Principal	Kossoy
Grow	Vice Principal A	Ellis
Grow	Vice Principal B	Negrete
Grow	Preschool Lead A	Lewis
Grow	Preschool Lead C	Muhammad
Grow	Preschool Lead D	Walker
Grow	Preschool Lead E	Galloway
Grow	Preschool Assistant Teacher A	Gorham
Grow	Preschool Assistant Teacher B	Billingslea
Grow	Preschool Assistant Teacher C	Campbell

School	Position	Last Name
Grow	Preschool Assistant Teacher D	Manier
Grow	Pre-K Lead A	Ezomoghene
Grow	Pre-K Lead B	Haney
Grow	Pre-K Lead C	Murphy
Grow	Pre-K Lead D	Fube
Grow	Pre-K Lead E	Morman
Grow	CTR Pre-K Co-Teacher A	Keller
Grow	CTR Pre-K Co-Teacher B	Garrity
Grow	CTR Pre-K Co-Teacher C	Santos
Grow	Kindergarten Lead A	Guzman
Grow	Kindergarten Lead B	Helgesen
Grow	Kindergarten Lead C	Nickens-El
Grow	Kindergarten Lead D	Ogundiran
Grow	Art	Kallus
Grow	SPED Teacher A	Kayode
Grow	Social Worker	Whittington
Grow	Lunch Administrator	Acker
Grow	Cultural Studies	Maryan
Grow	CTR Kindergarten Co-Teacher D	Leiser
Grow	SPED Teacher B	Crehan
Grow	CTR Pre-K Co-Teacher D	Kendig
Grow	CTR Pre-K Co-Teacher E	Brawner
Grow	Preschool Assistant Teacher E	Lipford
Grow	Office Manager	Mosby
Grow	Office Manager	Colon
Grow	Specials Assistant Teacher	Moreno
Grow	Cultural Studies	Barragan
Grow	Physical Education	Maryan
Grow	Special Education Teaching Fellow	Taylor
HDQ	Social Worker	Soloway
Heights	CTR 1st Grade Co-Teacher A	May
Heights	CTR 1st Grade Co-Teacher B	Gaston
Heights	CTR 1st Grade Co-Teacher C	Akufo
Heights	CTR 1st Grade Co-Teacher D	Carter
Heights	CTR SPED Teaching Fellow	Williams
Heights	General Knowledge - 3rd grade	Ramsey
Heights	4th Grade Lead B	Gensler
Heights	2nd Grade Lead A	Ross
Heights	Technology Teacher	Mishleau
Heights	1st Grade Lead D	Wilborn

School	Position	Last Name
Heights	1st Grade Lead A	Betzel
Heights	1st Grade Lead B	Eshman
Heights	2nd Grade Lead B	Stauber
Heights	Behavioral Support	Conti
Heights	3rd Grade Lead A	Huhn
Heights	3rd Grade Lead B	Mason
Heights	Orchestra - Music/Violin	Brown
Heights	Physical Education	McSwain
Heights	Art	Fraser
Heights	SPED Teacher A	Tinney
Heights	SPED Teacher B	Williams
Heights	SPED Teacher C	Craig
Heights	Social Worker	Berkowitz
Heights	Office Manager	Smith
Heights	Principal	Gallagher
Heights	Vice Principal A	Darby
Heights	Vice Principal B	David
Heights	1st Grade Lead C	Stevens
Heights	2nd Grade Lead C	Kudchadkar
Heights	2nd Grade Lead D	Lewis
Heights	3rd Grade Lead C	Totman
Heights	4th Grade Lead D	Jackson
Heights	TEAM Teacher A	Crenshaw
Heights	SPED Aide	Dandy
Heights	TEAM Teacher B	Holiday
Heights	3rd Grade Lead D	Stanfield
Heights	TEAM Teacher C	Stewart
Heights	General Knowledge - 4th grade	Rodriguez
Heights	4th Grade Lead C	Burney
Heights	4th Grade Lead A	Loth
Heights	Team Teacher D	Cornwall
Heights	Instructional Coach	Dunbar
Heights	Lunch Administrator	McIntyre
Heights	1st Grade Lead B	Craig
Heights	SPED Teacher C	Eshman
Heights	SPED Teacher D	Wilborn
Heights	1st Grade Lead D	Crenshaw
Heights	3rd Grade Lead C	Cornwall
Heights	2nd Grade Lead E	Totman
Heights	Lead Teacher – Placeholder	Johnson

School	Position	Last Name
KEY	6th Grade Social Studies	Klusendorf
KEY	7th Grade Science	Smith
KEY	8th Grade Science	Dooner
KEY	Principal	Ayala
KEY	Vice Principal A	Fiorello
KEY	Vice Principal B	Newell
KEY	5th Grade Reading A	Delk
KEY	5th Grade Math	Douglass
KEY	5th Grade Science	Ellis
KEY	6th Grade Reading	Kohne
KEY	6th Grade Science	Haurin
KEY	7th Grade English	Pietroski
KEY	7th Grade Math	Weinstock
KEY	7th Grade Social Studies	Wieczorek
KEY	8th Grade English	Escobar
KEY	8th Grade Math	Looft
KEY	8th Grade Social Studies	Flynn
KEY	CTR Teaching Fellow A	Robinson
KEY	Orchestra	Johnson
KEY	Physical Education	Martin
KEY	Spanish	Vernon
KEY	5th Grade Social Studies	Bartoshuk
KEY	SPED Teacher A	Ball
KEY	SPED Teacher B	Dillon
KEY	SPED Teacher C	Layson
KEY	Behavioral Support Specialist	Myers
KEY	Social Worker	Younger
KEY	Office Manager	Jones
KEY	Lunch Administrator	Henson
KEY	Building Tech – Benning	Sands
KEY	6th Grade Math	McNabb
KEY	SPED Teacher D	Amaro
KEY	CTR Teaching Fellow B	Peck
KEY	Music	Lewis
KEY	7th Grade Science	Woodward
KEY	Teaching Fellow	Day
KEY	TEMPORARY Office Manager	Mauter
Lead	3rd Grade Lead A	Phillips
Lead	Lead - Art Teacher FY15	Hayes
Lead	CTR 1st Grade Co-Teacher B	Glickman

School	Position	Last Name
Lead	CTR 1st Grade Co-Teacher C	Fleming
Lead	CTR 1st Grade Co-Teacher D	Belson
Lead	1st Grade Lead Teacher B	Moore
Lead	Principal	Love
Lead	Vice Principal A	LeDoux
Lead	Vice Principal B	Molitor
Lead	1st Grade Lead Teacher A	Thomas
Lead	1st Grade Lead Teacher C	Lopez
Lead	SPED CTR	Rodriguez
Lead	2nd Grade Lead A	Lesley
Lead	2nd Grade Lead B	Ramaswamy
Lead	TEAM Teacher A	Bellin
Lead	3rd Grade Lead B	Maze
Lead	Physical Education	Fears
Lead	Music Teacher	Cunningham
Lead	SPED Teacher A	Ratner
Lead	SPED Teacher B	Vu
Lead	Office Manager	Allen
Lead	Lunch Administrator	Slade
Lead	TEAM Teacher B	Isamah
Lead	Social Worker	Zarb
Lead	CTR 1st Grade Co-Teacher A	Thompson
Lead	TEAM Teacher C	Khabbaz
Lead	2nd Grade Lead C	Marcano
Lead	2nd Grade Lead D	Matthews
Lead	1st Grade Lead Teacher D	Hanna
Lead	TEAM Teacher D	Keynerd
Lead	3rd Grade Lead C	Davis
Lead	3rd Grade Lead D	O'Gorman
Lead	Music Teacher	Carry
Lead	TEAM Teacher E	Green
Lead	SPED Teacher B	Shaw
Lead	3rd Grade Lead B	Fleming
Lead	TEAM Teacher F	Boyd
Lead	2nd Grade Lead D	Shaw
Lead	2nd Grade Lead B	Forde
LEAP	CTR Kindergarten Co-Teacher A	Chapman
LEAP	CTR Kindergarten Co-Teacher B	Sanchez
LEAP	CTR Pre-K Co-Teacher A	Phillips
LEAP	CTR Kindergarten Co-Teacher D	Daughtridge

School	Position	Last Name
LEAP	Principal	Clayman
LEAP	Vice Principal A	Taylor
LEAP	Vice Principal B	Allegrotti
LEAP	Preschool Lead A	Cauley
LEAP	Pre-K Lead B	Klein
LEAP	Preschool Lead D	McPherson
LEAP	Preschool Lead C	Ourisman
LEAP	Preschool Assistant Teacher A	Dean
LEAP	Preschool Assistant Teacher B	Dicks
LEAP	Preschool Assistant Teacher C	Bisram
LEAP	Preschool Assistant Teacher D	Fitzhugh
LEAP	Preschool Assistant Teacher E	Petty
LEAP	Preschool Lead B	Tomlinson
LEAP	Pre-K Lead C	Wall
LEAP	Kindergarten Lead A	Blair
LEAP	Kindergarten Lead B	Irvin
LEAP	Preschool Lead E	Johnston (Dietz)
LEAP	Kindergarten Lead D	Woods
LEAP	Art	Doyle
LEAP	Creative Arts	Wall
LEAP	Physical Education	Nickerson
LEAP	Specials Assistant Teacher	Fitzhugh
LEAP	SPED Teacher A	Allegrotti
LEAP	SPED Teacher B	Schoyer
LEAP	Social Worker	Bailey (Herron)
LEAP	Office Manager	Dicks
LEAP	Lunch Administrator	Barclift
LEAP	Pre-K Lead D	Norris
LEAP	CTR Pre-K Co-Teacher C	Pence
LEAP	CTR Kindergarten Co-Teacher C	Williams
LEAP	Kindergarten Lead C	Nadal
LEAP	CTR Pre-K Co-Teacher D	Mendez
LEAP	CTR Pre-K Co-Teacher B	Perkins
LEAP	Pre-K Lead A	Lysohir
LEAP	TEMPORARY Teacher's Assistant	Murphy
LEAP	Kindergarten Lead B	Cox
LEAP	Kindergarten Lead E	Allegrotti
LEAP	Preschool Assistant Teacher C	Banks
LEAP	TEMPORARY Teacher's Assistant	Gomez
LEAP	Floating Teacher's Assistant	Gomez

School	Position	Last Name
Promise	Principal	Lutz
Promise	Vice Principal A	Meyer
Promise	Vice Principal B	Huseby
Promise	Instructional Coach	Johnson
Promise	Office Manager	Myers
Promise	Lunch Administrator	Franklin
Promise	2nd Grade Lead C	Robinson (Leak)
Promise	2nd Grade Lead D	Tsien
Promise	2nd Grade Lead A	Browne
Promise	1st Grade Lead D	Hardin
Promise	3rd Grade Lead A	Dierolf
Promise	3rd Grade Lead C	Rodriguez
Promise	SPED Teacher B	Forde
Promise	3rd Grade Lead B	Stolzenberg
Promise	General Knowledge - 2nd Grade	Campbell
Promise	Orchestra A	Irvin
Promise	Physical Education	Davis
Promise	CTR 1st Grade Co-Teacher A	Ordway
Promise	CTR 1st Grade Co-Teacher B	Patience
Promise	CTR SPED Teaching Fellow	Woolery
Promise	CTR 1st Grade Co-Teacher C	
Promise	1st Grade Lead A	Oblinger
Promise	SPED Teacher A	Syllien
Promise	3rd Grade Lead D	Adegboyega-Panox
Promise	SPED Teacher D	Walsh
Promise	1st Grade Lead B	Jones
Promise	1st Grade Lead C	Beck
Promise	4th Grade Lead A	Mull
Promise	4th Grade Lead B	Li
Promise	Social Worker	Weisz
Promise	General Knowledge - 3rd grade	Trotter
Promise	Beahvioral Support	Davis
Promise	4th Grade Lead C	Rasmussen
Promise	4th Grade Lead D	deSaussure
Promise	2nd Grade Lead B	Larcom
Promise	SPED Teacher C	Straus
Promise	TEAM Teacher B	Sloan
Promise	SPED Teaching Fellow B	Sorto-Barrera
Promise	CTR 1st Grade Co-Teacher D	Jones
Promise	TEAM Teacher C	D'Agostino

School	Position	Last Name
Promise	TEAM Teacher D	Brown
Promise	TEAM Teacher A	
Promise	CTR 1st Grade Co-Teacher C	Fahey
Promise	4th Grade Lead D	Davis
Promise	2nd Grade Lead B	Adeola
Promise	Lead Teacher - Role Not Defined, will Update	Pierorazio
Promise	Social Studies/Science	deSaussure
Promise	Teaching Fellow	Betts
Promise	Lunch Administrator	McSwain
Promise	TEAM Teacher D	Voorhees
Promise	TEAM Teacher A	Petersen
Spring	CTR 1st Grade Co-Teacher A	Lakemacher
Spring	CTR 1st Grade Co-Teacher B	Bey
Spring	CTR 1st Grade Co-Teacher C	Jager
Spring	CTR 1st Grade Co-Teacher D	Bradley
Spring	1st Grade Lead A	Rogalsky
Spring	1st Grade Lead B	Johnson
Spring	1st Grade Lead C	Martinez
Spring	1st Grade Lead D	Nordby
Spring	Physical Education	Boswell
Spring	Office Manager	Brown
Spring	Principal	Hoy
Spring	SPED Teacher	Fischer
Spring	Social Worker	Ayers (Reilly)
Spring	1st Grade Teacher E	Wilhelm
WILL	CTR Teaching Fellow A	Lu
WILL	CTR Teaching Fellow B	Rohde
WILL	CTR SPED Teaching Fellow A	Romeo
WILL	Principal	Williams
WILL	Vice Principal A	Bosch
WILL	Vice Principal B	Beal
WILL	4th Grade Literacy A	Salgado
WILL	4th Grade Math A	Jones
WILL	4th Grade Literacy B	Santoro
WILL	5th Grade Literacy A	Gould
WILL	5th/6th Grade Social Studies	Robinson
WILL	5th Grade Literacy B	Wiseman
WILL	6th Grade Literacy A	Forys
WILL	6th Grade Math	Thompson
WILL	6th Grade Science	Flaherty

School	Position	Last Name
WILL	7th Grade Math	Rottman
WILL	7th Grade Literacy	Trowell
WILL	8th Grade English	Boyd
WILL	8th Grade Math	Gyemfi
WILL	8th Grade Humanities	Curwen
WILL	Orchestra	Johns
WILL	Physical Education	Askew
WILL	Music	Pereira
WILL	SPED Teacher A	Jones
WILL	SPED Teacher B	Holder
WILL	SPED Teacher C	Madison
WILL	Inclusion Teacher	Corliss
WILL	Office Manager	Mosley
WILL	4th Grade General Knowledge	April
WILL	5th Grade Math	Butters
WILL	SPED Teacher D	Silver
WILL	7th Grade History	Hall
WILL	6th Grade Literacy B	Didier
WILL	CTR SPED Teaching Fellow B	Romaine Jr.
WILL	Spanish	Mitchell
WILL	Behavioral Support	Henderson
WILL	Lunch Administrator	Jones
WILL	Social Worker	Alongi
WILL	8th Grade Science	Dengler
WILL	7th Grade Science	Wolitzer
HDQ	Social Worker	Pittman
HDQ	Campus Care Coordinator - Douglass Campus	Cain
Northeast	5th Grade Reading	Thomas
Northeast	5th Grade Math	Sass
Northeast	5th Grade Non-Fiction	Rojas
Northeast	6th Grade Reading	Camibia
Northeast	6th Grade Math	Randall
Northeast	6th Grade Social Studies	Baker
Northeast	CTR Teaching Fellow A	Laughlin
Northeast	SPED Teacher	Manuel
Northeast	Principal	Barnhardt
Northeast	Vice Principal	Maxwell
Northeast	Orchestra	Isadore
Northeast	Office Manager	Simmons
Northeast	Physical Education	Johnson

School	Position	Last Name
Northeast	6th Grade Writing	Hanley
Northeast	Social Worker	Ayers (Reilly)
Northeast	Lunch Administrator	Cutchember
ATA	Preschool Lead B	Pollard
ATA	Pre-K Lead D	Mitchell
ATA	Preschool Lead C	Zaccheus
ATA	Kindergarten Lead C	Pelzer
ATA	Kindergarten Lead A	McGee
ATA	Principal	Artis
ATA	Preschool Lead A	Cockrell
ATA	CTR Kindergarten Co-Teacher A	Lewis
ATA	Social Worker	Aaron
ATA	Kindergarten Lead B	McIntosh
ATA	CTR Kindergarten Co-Teacher C	Brown
ATA	CTR Kindergarten Co-Teacher B	Morris
ATA	Office Manager	Powell
ATA	Preschool Assistant Teacher A	Walton
ATA	Preschool Assistant Teacher B	Dorsey
ATA	Art Teacher A	Mild
ATA	Art Teacher B	Walker
ATA	Pre-Kindergarten Co-Teacher B	Smith
ATA	Pre-Kindergarten Co-Teacher A	Sanchez
ATA	Pre-K Lead C	Jones
ATA	Preschool Assistant Teacher C	Johnson
ATA	Specials Assistant Teacher	Simmons
ATA	Pre-Kindergarten Co-Teacher C	Hill
ATA	Pre-K Lead B	Fable
ATA	Vice Principal A	Wilkerson
ATA	SPED Teacher A	Taylor
ATA	Lunch Administrator	Jennings
ATA	Preschool Assistant Teacher B	Sanders
ATA	Preschool Assistant Teacher C	Williams
ATA	Specials Assistant Teacher	Johnson
WEBB	Shared Special Education Teacher	King
Quest	Office Manager	Settle
Quest	Principal	Brauer
Quest	Vice Principal A	Petersen
Quest	Vice Principal B	Diamond
Quest	1st Grade Lead C	Price
Quest	1st Grade Lead A	Brown

School	Position	Last Name
Quest	1st Grade Lead B	Ramsey
Quest	2nd Grade Lead C	Jackson
Quest	CTR 1st Grade Co-Teacher B	Smiley
Quest	CTR 1st Grade Co-Teacher C	Bush-Joseph
Quest	5th Grade Lead A	Rankin
Quest	Physical Education	Curry
Quest	Dance	Strother
Quest	SPED Teacher A	Young
Quest	Behavioral Support Specialist	Moore
Quest	Social Worker	Optican
Quest	SPED Teacher B	Priehs
Quest	3rd Grade Lead A	Leal-Taylor
Quest	Instructional Coach	Gentzler
Quest	TEAM Teacher A	Cannon
Quest	2nd Grade Lead A	Uyenco
Quest	2nd Grade Lead B	McMillan
Quest	TEAM Teacher B	Vomund
Quest	5th Grade Lead B	Basom
Quest	3rd-5th Grade Science & Art Integration A	Siegel
Quest	Art	Stroman
Quest	Orchestra - Music/Violin	Johnson
Quest	4th Grade Lead A	Welch
Quest	3rd Grade Lead B	York
Quest	4th Grade Lead B	Whetzel
Quest	Lunch Administrator	Johnson
Quest	CTR 1st Grade Co-Teacher D	Strickland
Quest	3rd-5th Grade Science & Art Integration B	Carlson
Quest	TEAM Teacher C	Napora
Quest	SPED Teacher C	Young
Quest	CTR 1st Grade Co-Teacher A	John
Quest	Special Education Co-Teacher	Bullock
Quest	Lunch Administrator B	Wilson
Quest	ISR Instructional Aide	Wilkerson
Quest	Part Time Special Education Teacher	Gang
Quest	3rd Grade Lead A	Vomund
Quest	TEAM Teacher B	Leal-Taylor
Quest	3rd Grade Lead C	Leal-Taylor
Quest	SPED Teacher C	Napora
Quest	SPED Teacher C	Swindler
Quest	Lunch Administrator	Gillis

* 100% of KIPP DC lead teachers have bachelor's degrees, and 44% of lead teachers have master's degrees.

Board Roster for SY2014-2015

Terry Golden, Chair* Bailey Capital Corporation	Donald E. Graham* Graham Holdings	Hudson LaForce W.R. Grace & Co.
David Bradley* Atlantic Media Company	Charlene Drew Jarvis*	Heimy Salgado, Teacher Rep* KIPP DC WILL Academy
John Duff, Treasurer* Duff, Ackerman, and Goodrich LLC	Tonya McLaughlin* Parent Representative	Susan Schaeffler* KIPP DC
Kimberly Smith Network for Teaching Entrepreneurship	Lucretia Talley* Parent Representative	Stu Solomon Accenture
Carol Ludwig*		Alan Wurtzel

*denotes board member who is a D.C. resident

Unaudited Year-End 2014-2015 Financial Statement

KIPP DC, KIPP DC – Douglass QALICB, Inc., and KIPP DC – Shaw QALICB, Inc.

Draft Consolidated Financial Statements

For the Year Ended June 30, 2015

—◆—
and
Accountant's Compilation Report
—◆—



Certified Public Accountants

ACCOUNTANT'S COMPILATION REPORT

To the Board of Trustees of KIPP DC

We have compiled the accompanying draft consolidated statements of financial position of KIPP DC, KIPP DC – Douglass QALICB, Inc., and KIPP DC – Shaw, Inc. (KIPP DC) as of June 30, 2015 and the prior fiscal year end, and the related consolidated statement of activities for the year ended June 30, 2015. We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with accounting principles generally accepted in the United States of America.

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the accounting principles general accepted in the United States of America (GAAP) and for designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of the financial statements.

Our responsibility is to conduct the compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of a compilation is to assist management in presenting financial information in the form of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements.

Management has elected to omit substantially all of the disclosures and the statement of cash flows required by GAAP. If the omitted disclosures and the statement of cash flows were included in the financial statements, they might influence the user's conclusions about KIPP's financial position, changes in its net assets, and its cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The accompanying Report to the D.C. Public Charter School Board and budget information are presented only for supplementary analysis purposes. Such information has been compiled from information that is the representation of management, without audit or review, and, accordingly, we do not express an opinion or any other form of assurance on such data.

Raffa, P.C.

Washington, DC
July 31, 2015

KIPP DC and Affiliates
Consolidated Statement of Financial Position
As of June 30, 2015

	Current Year	Prior Fiscal Year End	Change
ASSETS			
Current Assets			
Cash and Equivalents - Unrestricted	\$ 12,945,240	\$ 7,333,855	\$ 5,611,385
Cash and Equivalents - Restricted	2,075,512	5,923,276	(3,847,764)
Investments - Unrestricted	51,470,640	55,534,468	(4,063,828)
Investments - Restricted	6,774,552	10,450,640	(3,676,088)
Receivables	1,981,508	2,514,662	(533,154)
Promises to Give	487,496	685,000	(197,504)
Accrued Interest Income	23,459	27,486	(4,027)
Other Receivables	38,886	506,348	(467,462)
Prepaid Expenses	897,746	907,660	(9,914)
Total - Current Assets	<u>76,695,039</u>	<u>83,883,395</u>	<u>(7,188,356)</u>
Noncurrent Assets			
Deferred Rental Income	77,907	54,841	23,066
Deposits	275,207	218,896	56,311
Promises to Give, net	1,836,961	1,711,600	125,361
Interest Rate Cap	160	3,047	(2,887)
Sinking Funds	748,627	499,085	249,542
Note Receivable	17,705,702	17,705,702	-
Debt Issuance Costs, net	4,175,052	2,764,789	1,410,263
Total - Noncurrent Assets	<u>24,819,616</u>	<u>22,957,960</u>	<u>1,861,656</u>
Property and Equipment			
Land	8,900,235	8,900,235	
Building and Improvements	41,373,600	41,249,030	124,570
Construction in Progress	33,849,468	11,811,039	22,038,429
Leasehold Improvements	81,102,708	68,808,154	12,294,554
Furniture and Equipment	308,624	304,829	3,795
Computer Hardware and Software	518,168	450,941	67,227
Accumulated Depreciation	<u>(16,170,282)</u>	<u>(10,983,265)</u>	<u>(5,187,017)</u>
Total - Property and Equipment	<u>149,882,521</u>	<u>120,540,963</u>	<u>29,341,558</u>
Total Assets	<u>\$ 251,397,176</u>	<u>\$ 227,382,318</u>	<u>\$ 24,014,858</u>

KIPP DC and Affiliates
Consolidated Statement of Financial Position
As of June 30, 2015

	Current Year	Prior Fiscal Year End	Change
LIABILITIES AND NET ASSETS			
Current Liabilities			
Accounts Payable and Accrued Expenses	\$ 5,787,243	\$ 6,387,281	\$ (600,038)
Accrued Interest Expense	1,948,783	1,896,939	51,844
Notes Payable	10,000,000	5,625,000	4,375,000
Refundable Advances and Agency Funds	30,781	-	30,781
Deferred Revenue	5,597	3,608,746	(3,603,149)
Total - Current Liabilities	<u>17,772,404</u>	<u>17,517,966</u>	<u>254,438</u>
Non-Current Liabilities			
Interest Rate Swap	1,357,155	-	1,357,155
Notes Payable, net	132,527,544	111,178,220	21,349,324
Capital Lease Obligation	1,377,944	1,357,790	20,154
Deferred Rent Expense	1,910,403	544,210	1,366,193
Total - Non-Current Liabilities	<u>137,173,046</u>	<u>113,080,220</u>	<u>24,092,826</u>
Total Liabilities	<u>154,945,450</u>	<u>130,598,186</u>	<u>24,347,264</u>
Net Assets			
Unrestricted	93,798,637	69,010,299	24,788,338
Temporarily Restricted	2,985,494	5,389,750	(2,404,256)
Net Income	(332,405)	22,384,083	(22,716,488)
Total - Net Assets	<u>96,451,726</u>	<u>96,784,132</u>	<u>(332,406)</u>
Total Liabilities and Net Assets	<u>\$ 251,397,176</u>	<u>\$ 227,382,318</u>	<u>\$ 24,014,858</u>

KIPP DC and Affiliates
Consolidated Statement of Activities Budget vs Actual
For the Year Ending June 30, 2015

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY15
REVENUES				
Per Pupil Revenue				
Base Per Pupil Allocation	\$48,963,532	\$49,130,741	(\$167,209)	\$49,130,741
Extended Day Per Pupil Funding	4,719,331	4,604,672	114,659	4,604,672
Special Ed Per Pupil Allocation	9,811,576	8,482,574	1,329,002	8,482,574
LEP/NEP Per Pupil Allocation	93,020	79,073	13,947	79,073
Summer School Per Pupil Allocation	3,318,245	3,600,632	(282,387)	3,600,632
Facility Per Pupil Allocation	13,943,808	14,026,752	(82,944)	14,026,752
Total - Per Pupil Revenue	<u>80,849,512</u>	<u>79,924,444</u>	<u>925,068</u>	<u>79,924,444</u>
Other Public Funds				
Title Funds Revenue	2,562,295	2,598,023	(35,728)	2,598,023
Food Program Revenue	3,877,058	3,808,910	68,148	3,808,910
Medicaid Reimbursements	35,812	200,000	(164,188)	200,000
Federal Grants	6,716,109	5,392,587	1,323,522	5,392,587
State and Local Grants	14,520	-	14,520	-
Total - Other Public Funds	<u>13,205,794</u>	<u>11,999,520</u>	<u>1,206,274</u>	<u>11,999,520</u>
Private Revenue				
Contributions and Private Grants	5,939,838	4,806,419	1,133,419	4,806,419
Total - Private Contributions	<u>5,939,838</u>	<u>4,806,419</u>	<u>1,133,419</u>	<u>4,806,419</u>
Investment Income				
Interest Income	305,580	400,577	(94,997)	400,577
Unrealized Gain (Loss) on Investment	1,313	-	1,313	-
Realized Gain (Loss) on Investment	(5,378)	-	(5,378)	-
Total - Investment Income	<u>301,515</u>	<u>400,577</u>	<u>(99,062)</u>	<u>400,577</u>
Additional Revenue				
Student Uniform Fees	141,680	200,960	(59,280)	200,960
Student Meal Fees	50,418	90,556	(40,138)	90,556
Student Activity Fees	116,059	102,987	13,072	102,987
Other Student Fees	38,991	19,000	19,991	19,000
Rental Income	363,749	114,634	249,115	114,634
Fee Income	60,000	50,000	10,000	50,000
Miscellaneous Income	25,183	-	25,183	-
Total - Student Fees	<u>796,080</u>	<u>578,137</u>	<u>217,943</u>	<u>578,137</u>
Total - Revenues	<u>101,092,739</u>	<u>97,709,097</u>	<u>3,383,642</u>	<u>97,709,097</u>
EXPENSES				
Personnel Costs				
<i>Salary Expense</i>				
Principals/Exec Leadership	5,612,827	5,976,463	(363,636)	5,976,463
Administrative Salaries	6,027,587	6,530,328	(502,741)	6,530,328
Instructional Salaries	21,402,691	21,925,330	(522,638)	21,925,330
Instructional Support Salaries	4,587,843	4,567,076	20,767	4,567,076
Student Support Salaries	2,601,461	2,687,522	(86,060)	2,687,522
Contracted Program Staff	162,445	263,450	(101,005)	263,450
Supplemental School Staff	609,631	403,305	206,326	403,305
Coaching Stipends	17,750	24,000	(6,250)	24,000
Bonuses	1,444,299	1,515,750	(71,451)	1,515,750
Substitutes	-	200,000	(200,000)	200,000
<i>Employee Benefits and Payroll Taxes</i>				

See Accountant's Compilation Report

KIPP DC and Affiliates
Consolidated Statement of Activities Budget vs Actual
For the Year Ending June 30, 2015

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY15
Payroll Taxes	3,294,125	3,536,685	(242,560)	3,536,685
Employee Benefits	4,615,779	5,302,656	(686,877)	5,302,656
<i>Other Staff-Related Costs</i>				
Payroll and HR Processing Fees	134,617	141,740	(7,123)	141,740
Staff Recruitment	91,515	162,700	(71,185)	162,700
Staff Development	1,108,363	1,260,903	(152,540)	1,260,903
Staff Meals, Events, Awards	504,016	619,760	(115,744)	619,760
Total - Personnel Costs	<u>52,214,949</u>	<u>55,117,668</u>	<u>(2,902,717)</u>	<u>55,117,668</u>
Direct Student Expense				
Educational Supplies	1,438,829	1,863,212	(424,383)	1,863,212
Classroom Furniture and Equipment	637,356	768,175	(130,819)	768,175
Student and Classroom Technology	1,416,655	1,688,378	(271,723)	1,688,378
Educational Consultants	575,199	640,995	(65,796)	640,995
Software License Fee - Instructional	326,265	434,109	(107,844)	434,109
Student Assessment	280,897	410,683	(129,786)	410,683
Student Uniform Expense	275,008	350,110	(75,102)	350,110
Contracted Food Service	4,566,130	4,226,897	339,233	4,226,897
Student Transportation	265,486	419,838	(154,351)	419,838
Student Lodging	30,235	100,200	(69,966)	100,200
Student Snacks & Other Meals	121,515	170,804	(49,289)	170,804
Extracurricular Activities	310,812	343,682	(32,870)	343,682
Financial Assistance	174,873	229,900	(55,027)	229,900
Other Direct Student Expense	110,138	117,490	(7,352)	117,490
Total - Direct Student Expense	<u>10,529,398</u>	<u>11,764,473</u>	<u>(1,235,075)</u>	<u>11,764,473</u>
Occupancy Expenses				
Rent	1,354,177	830,089	524,087	830,089
Contracted Parking	56,567	59,886	(3,318)	59,886
Utilities	1,534,745	1,704,230	(169,485)	1,704,230
Janitorial Service	1,482,143	1,454,545	27,598	1,454,545
Janitorial Supplies	158,716	127,992	30,724	127,992
Security Service	884,165	934,519	(50,354)	934,519
Repairs & Maintenance	696,826	456,842	239,984	456,842
Property Taxes	12,382	14,000	(1,618)	14,000
Other Contracted Services	1,198,168	1,032,643	165,525	1,032,643
Interest Expense	5,317,865	5,357,409	(39,545)	5,357,409
Financing Costs	183,618	93,375	90,243	93,375
Gain/(loss) on disposal	2,699	-	2,699	-
Total - Occupancy Expenses	<u>12,882,071</u>	<u>12,065,530</u>	<u>816,540</u>	<u>12,065,530</u>
Professional Fees				
Accounting Fees	175,742	184,000	(8,258)	184,000
Audit & Tax Fees	97,500	91,300	6,200	91,300
Technology Consultants	1,010,127	1,348,000	(337,873)	1,348,000
Legal Fees	44,085	105,000	(60,915)	105,000
Consultants (non-ed)	330,738	237,961	92,777	237,961
Total - Professional Fees	<u>1,658,192</u>	<u>1,966,261</u>	<u>(308,069)</u>	<u>1,966,261</u>
Office Expenses				
Administrative Supplies	151,385	180,402	(29,016)	180,402
Administrative Furniture & Equipment	98,861	243,751	(144,889)	243,751
Administrative Technology	701,414	683,144	18,270	683,144
Software License Fee - Admin	235,869	409,321	(173,452)	409,321

KIPP DC and Affiliates
Consolidated Statement of Activities Budget vs Actual
For the Year Ending June 30, 2015

	Actual YTD	Budget YTD	Over (Under) Budget	Budget- FY15
Telecommunications & Internet Activities	698,321	789,923	(91,602)	789,923
Printing & Photocopying	545,303	595,250	(49,947)	595,250
Postage & Courier	21,707	45,650	(23,943)	45,650
Business Insurance	381,488	372,000	9,488	372,000
Licenses, Dues & Memberships	552,979	412,842	140,137	412,842
Bank and Credit Card Fees	39,090	21,500	17,590	21,500
Total - Office Expenses	<u>3,426,417</u>	<u>3,753,783</u>	<u>(327,364)</u>	<u>3,753,783</u>
General Expenses				
Staff Travel	53,376	96,800	(43,424)	96,800
Outreach	210,483	336,500	(126,017)	336,500
Student Recruitment	41,368	69,155	(27,787)	69,155
Charter Board Admin Fee	889,454	904,005	(14,551)	904,005
Sub-grants	226,328	17,963	208,365	17,963
Contribution Expense	12,348,312	-	12,348,312	-
Other Taxes	9,478	-	9,478	-
Other General Expenses	198,834	-	198,834	-
Contingency	-	2,743,781	(2,743,781)	2,743,781
Depreciation Expense	5,200,101	4,096,140	1,103,962	4,096,140
Amortization Expense	179,225	102,683	76,542	102,683
Unrealized (Gain) Loss on Interest Swap	<u>1,357,155</u>		<u>1,357,155</u>	
Total - General Expenses	<u>20,714,114</u>	<u>8,367,027</u>	<u>12,347,088</u>	<u>8,367,027</u>
Total - Expenses	<u>101,425,141</u>	<u>93,034,742</u>	<u>8,390,403</u>	<u>93,034,742</u>
Net Income	<u>\$ (332,405)</u>	<u>\$ 4,674,357</u>	<u>\$ (5,006,762)</u>	<u>\$4,674,357</u>

Approved 2015-2016 Budget

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2016

	<u>FY2016</u>
Revenue	
Base Per Pupil Allocation	\$ 56,067,535
At Risk Per Pupil Allocation	5,654,195
Special Ed Per Pupil	11,668,549
LEP/NEP Per Pupil	88,371
<u>Facility Per Pupil Allocation</u>	<u>16,542,680</u>
Public Revenue Subtotal	\$ 90,021,329
 Other Public Revenue	
NCLB Entitlement Revenue	\$ 2,949,330
Food Program Revenue	4,289,239
Medicaid Remittances	1,026,000
<u>Federal Grants</u>	<u>3,415,493</u>
Other Public Revenue Subtotal	\$ 11,680,063
 Private Revenue	
Contributions & Private Grants	\$ 6,960,735
Student Uniform Fees	203,719
Student Meal Fees	114,582
Student Activity Fees	115,219
Other Student Fees	22,138
Interest Income	378,729
Rental Income	573,236
<u>Miscellaneous Income</u>	<u>75,000</u>
Private Revenue Subtotal	\$ 8,443,358
 TOTAL REVENUE	\$ 110,144,751
 Salaries and Benefits	
Principals/Exec Leadership	\$ 6,483,238
Administrative Salaries	7,442,366
Instructional Salaries	26,588,432
Instructional Support Salaries	5,418,001
Student Support Salaries	4,406,859
Contracted Program Staff	220,370
Supplemental School Staff	633,710
Coaching Stipends	30,000
Bonuses	1,868,550
Substitutes	245,657
Payroll Taxes	4,267,480
Employee Benefits	6,698,491
Payroll and HR Processing Fees	164,500
Staff Recruitment	166,200
Staff Development	1,011,818
<u>Staff Meals, Events, Awards</u>	<u>557,241</u>
Salaries & Benefits Subtotal	\$ 66,202,913

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2016

FY2016**Direct Student Costs**

Educational Supplies	\$ 1,975,742
Classroom Furniture and Equip	782,936
Classroom Technology	901,380
Software Licenses - Educ	517,296
Educational Consultants	323,113
Student Assessment	410,075
Student Uniform Expense	358,880
Contracted Food Service	5,017,824
Student Transportation	499,685
Student Lodging	104,025
Student Snacks & Other Meals	167,035
Extracurricular Activities	435,624
Financial Assistance	300,850
<u>Other Direct Student Expense</u>	<u>91,130</u>
Direct Student Costs Subtotal	\$ 11,885,593

Office Expenses

Administrative Supplies	\$ 210,117
Admin Furniture & Equipment	224,960
Administrative Technology	415,900
Software Licenses - Admin	439,305
Telecommunications & Internet	679,625
Printing & Photocopying	657,950
Postage & Courier	46,500
Business Insurance	450,000
Licenses, Dues & Memberships	462,925
<u>Bank and Credit Card Fees</u>	<u>22,700</u>
Office Expense Subtotal	\$ 3,609,981

Occupancy Expense

Rent	\$ 1,417,699
Contracted Parking	64,613
Utilities	1,659,230
Janitorial Service	1,677,127
Janitorial Supplies	153,048
Security Service	1,139,986
Repairs & Maintenance	405,759
Property Taxes	14,000
Other Contracted Services	1,231,210
Interest Expense	6,638,153
<u>Financing Costs</u>	<u>209,375</u>
Occupancy Expense Subtotal	\$ 14,610,200

Professional Fees

Accounting Fees	\$ 185,000
Audit & Tax Fees	99,000
Technology Consultants	1,211,000
Legal Fees	112,500
<u>Consultants (non-ed)</u>	<u>292,300</u>
Professional Fees Subtotal	\$ 1,899,800

KIPP DC:*Operating Budget -- Board of Directors Approved*

For the Fiscal Year Ending June 30, 2016

FY2016**General Expenses**

Staff Travel (non-PD)	\$ 87,400
Outreach	283,000
Student Recruitment	59,385
Charter Board Admin Fee	1,011,264
Depreciation Expense	5,187,925
Amortization Expense	102,683
Contingency	<u>3,822,414</u>
General Expense Subtotal	\$ 10,554,072
TOTAL EXPENSE	<u>\$ 108,762,558</u>
NET INCOME / (LOSS)	<u>\$ 1,382,192</u>

Appendix S

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – WILL Academy Public Charter School (KIPP DC – WILL PCS) is part of the KIPP DC PCS network. This campus opened in 2006. It is part of the Shaw facility, which also includes Grow Academy (PK – K) and Lead Academy (1 – 3). KIPP DC – WILL PCS serves 344 students in grades 4 through 8 in Ward 6. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because KIPP DC – WILL PCS is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from February 2 through February 13, 2015. A team of two PCSB staff members and one Special Education Consultant conducted 14 observations. A member of the QSR team also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 86% of the observations as distinguished or proficient in the Classroom Environment domain. KIPP DC – WILL PCS performed well on these elements of the domain because teachers and students showed genuine enthusiasm for the content and learning, classroom procedures were effective and in some cases truly efficient, students were well behaved, and teachers proactively managed student behavior.

The QSR team scored 94% of the observations as distinguished or proficient in the Instruction domain. In the Instruction domain, 100% of the observations were rated proficient or distinguished for three elements: Communicating with Students, Engaging Students in Learning, and Using Assessment in Instruction. Almost all students were consistently engaged in their lessons, which had clear objectives and outcomes. Teachers scaffolded content to address student understanding and anticipated potential areas of misunderstanding, providing multiple ways for students to absorb and process the lesson. The QSR team rated 75% of the observations proficient or distinguished in the other element of this domain, Using Questioning/Prompts and Discussion Techniques. While the teachers used questioning to deepen student understanding and called on most students (even those who did not initially volunteer), discussions only occasionally enabled students to talk to one another.

The special education staff consists of special education teachers and related service providers who offer instruction to students with disabilities according to their Individualized Education Plans. Services are provided to students using a full-inclusion, co-teaching model and through other more restrictive instructional models as dictated by student need. Special educators schedule pullout instructional periods in small settings equipped with a variety of materials suited to developmental levels. In some cases students are serviced in one-on-one settings to facilitate the need for intensive support. In other cases, service providers push into the regular classrooms and work with students with disabilities in ways that modify tasks and accommodate student needs.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this QSR shows that KIPP DC – WILL Academy PCS is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i> The quality of the school is demonstrated by its high ratings on the <i>Framework for Teaching rubric</i>. The QSR team rated 86% of observations as proficient or distinguished in the <i>Classroom Environment</i> domain. This domain measures the extent to which the school has created an environment of respect, a strong culture of learning, and successfully implements effective classroom procedures and manages student behavior. Students were well-behaved in classrooms and hallways, and teachers established a cognitively busy environment with effective procedures to maximize instructional time. The QSR team rated 94% of classrooms as proficient or distinguished on the <i>Instruction</i> domain, which addresses communicating with students, engaging students in learning, and assessing students' learning. Students were engaged in their learning, and were supported by teachers through artful scaffolding of content.</p> <p><i>Develop knowledge, skills, and character</i> The strength of KIPP DC – WILL PCS's scores on the <i>Instruction</i> domain speaks to this element of the school's mission, particularly the development of students' knowledge and skills. In some cases the QSR team observed teachers actively teaching lessons on character development, such as discussing how students can sometimes</p>

Mission and Goals	Evidence
	<p>misinterpret each other's actions and do or say hurtful things as a result.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>The QSR team noted that KIPP DC – WILL PCS teachers frequently probed students for deeper thinking. Teachers encouraged students to use full sentences with correct grammar and pronunciation, and used instructional strategies to make sure all voices were heard. The overall quality of the observations is a testament to KIPP DC – WILL PCS's effectiveness in preparing students to be thoughtful, influential, and successful as the Danielson Rubric is designed to measure these skills.</p>
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	<p>The QSR team observed teachers regularly assessing students' academic proficiency and preparing them with the skills they will need to excel in secondary schools: the ability to work and assess their work independently; strong communication skills, both in speaking and writing; and self-regulation of behavior and classroom procedures.</p>
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	<p>KIPP DC – WILL PCS prepared its students to succeed in high school by providing a creating a strong culture for learning. The QSR team scored 93% of the observations as proficient or distinguished in Establishing a Culture for Learning and 100% of observations were rated proficient or distinguished in Engaging Students in Learning.</p> <p>Students were reminded of the importance of their futures in multiple ways, including bulletin boards ("Are you ready for the transition to Upper School?"), tee shirts with their graduation year written on the</p>

Mission and Goals	Evidence
	back, and college/university banners throughout the hallways and classrooms.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	Most classrooms had very few empty seats and observers did not note students coming late to school or class.
Students will benefit from enrichment activities.	The QSR team did not observe any enrichment activities offered outside of the school day. However, the QSR team noted information posted about some enrichment activities, such as Songfest and Black History Month events.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	As discussed above in relation to the school mission, KIPP DC – WILL PCS has created a school environment focused on student academic achievement and character building. The school's effectiveness in Communicating with Students (100% proficient or distinguished), Engaging Students in Learning (100% proficient or distinguished), and Establishing a Culture for Learning (93% proficient or distinguished) are evidence of an environment that facilitates academic improvement. While the school's ratings in the <i>Classroom Environment</i> domain (86% proficient or distinguished) were not as strong as those in the <i>Instruction</i> domain, the QSR team noted teachers focusing on the school's social values, such as Never Give Up ("I like that persistence!") and Be Nice ("I care a lot about everyone being kind and nice to each other.") Posters in the hallway reinforced these values, such as classes competing to complete a BINGO poster with blocks like "demerit free class," and a poster about community service opportunities.

Mission and Goals	Evidence
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create a safe environment in which to learn.	The QSR team noted that the school appeared to be safe and conducive to learning, with very little student misbehavior, and none that was dangerous or disruptive of other students' learning. The classroom environments were safe and orderly, supported by effective and efficient classroom procedures and students' and teachers' intellectual engagement in the lesson content. The hallways were similarly safe and orderly, both during classes and during transitions between class periods.

Mission and Goals	Evidence
	The QSR Team observed security personnel at each entrance. They required identification from each visitor upon entering the building. A staff member accompanied all visitors as they moved through the building.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 86% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 64% of the observations as proficient and none as distinguished in this component. The majority of teachers were respectful of students, and students were uniformly respectful of their teachers and each other. In one observation a teacher said only the student's name when he was not quiet after a transition to whole group, and the student immediately apologized to the teacher. Teachers did not yell to get students' attention. In some observations, teachers spoke at a whisper and students listened silently.	Distinguished	0%
	The QSR team rated 36% of the observations as basic and none as unsatisfactory in this component. The QSR team noted a few cases of disrespect between teachers and students. In one observation students whispered to each other while the teacher was speaking. In another observation students were subtly but not disruptively noncompliant, such as students repeatedly ignoring a teacher's directions.	Proficient	64%
Establishing a Culture for Learning	The QSR team rated 93% of the observations as distinguished or proficient in this component. Teachers displayed genuine enthusiasm for learning and/or the lesson content, through words (e.g., "Let's celebrate our work," "I love the	Basic	36%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 93% of the observations as distinguished or proficient in this component. Teachers displayed genuine enthusiasm for learning and/or the lesson content, through words (e.g., "Let's celebrate our work," "I love the	Distinguished	14%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment		Evidence Observed	School Wide Rating	
		resilience.”), actions (e.g., high fives, smiles), and systems (e.g., space on the white board for Shout Outs). Many teachers corrected students’ speech even if it was not directly connected to the lesson content, such as pronunciation or using full sentences when answering questions.	Proficient	79%
		The QSR team rated less than 10% of the observations as basic or unsatisfactory.	Basic	7%
			Unsatisfactory	0%
		The QSR team rated 93% of the observations as distinguished or proficient in this component. Transitions from one activity to another were efficient (e.g., students starting the Do Now as soon as they entered the room). Teachers across classrooms used similar structures to manage student behavior, such as paychecks/pride points. Students were aware of the classroom procedures, such as trading a sharpened pencil for a dull one; in many instances, these processes were completed non-verbally without disrupting instruction. Many teachers also gave countdowns before transitions and repeated instructions in multiple ways, including pointing at references on posters, projectors, etc.	Distinguished	21%
			Proficient	72%
		The QSR team rated less than 10% of the observations as basic or unsatisfactory.	Basic	7%
			Unsatisfactory	0%
Managing Student Behavior		The QSR team scored 93% of the observations as distinguished or proficient in this component. The students at KIPP DC – WILL PCS were very well behaved in almost every observation. Teachers responded clearly and promptly to student misbehavior, which was largely minor and non-disruptive.	Distinguished	21%

The Classroom Environment	Evidence Observed	School Wide Rating	
	In some observations teachers were proactive, such as one teacher rubbing a student's back to calm him down when he started getting restless during circle time. Teachers used positive reinforcement to model appropriate behavior; such as telling the class that "Kevin" had his desk arranged properly and was sitting appropriately.	Proficient	72%
	The QSR Team rated less than 10% of the observations as basic or unsatisfactory.	Basic	7%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 95% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 100% of the observations as distinguished or proficient in this component with an impressive 29% rated as distinguished. Most (if not all) teachers posted the day's activities and objectives on the board. Many teachers situated the lesson within broader learning, referring to prior lessons and students' life experiences, such as using an example about an after school interaction between two students to demonstrate the importance of point of view. When students struggled with the content, teachers scaffolded the content, such as using particular vocabulary or breaking a question into smaller pieces.	Distinguished	29%
	The QSR Team rated none of the observations as basic or unsatisfactory.	Proficient	71%
		Basic	0%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 75% of the observations as distinguished or proficient in this component. Teachers asked open-ended questions that were cognitively challenging, and asked follow-up questions to probe for deeper responses (e.g., after a student answered a question about the text, the teacher followed-up with, "And what does that say about your world?") Teachers drew on students' answers to continue the class discussion, such as asking the class why a student's answer was correct. Some teachers actively called on students who did not raise their hands to answer the question.	Distinguished	8%
		Proficient	67%

Instruction	Evidence Observed	School Wide Rating	
	In the 25% of classrooms rated basic, the QSR team noted low-level, occasionally rapid-fire questioning that was entirely driven by the teacher. Students had few or no opportunities to discuss the content with their peers.	Basic	25%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored a remarkable 100% of the observations as distinguished or proficient in this component. In many observations all students were consistently engaged in the instructional activities, which were aligned with the instructional outcomes. In several cases, students served as resources for one another, either in small group work or by supporting each other in answering questions. Students who finished a specific activity, such as a computer-based quiz, easily transitioned to other instructional tasks, such as independent reading. In observations rated distinguished, teachers gave students extensive choice in how they completed tasks (e.g., “You can choose what you write about, as long as you back it up from the text.”)	Distinguished	14%
	The QSR team rated none of the observations as basic or unsatisfactory.	Proficient	86%
		Basic	0%
Using Assessment in Instruction	The QSR teams scored an impressively high 100% of the observations as distinguished or proficient in this component. Most teachers observed used assessment strategies within the learning activities, such as questioning, informal feedback either spoken or written on student papers, or written performance tasks. Most teachers circulated throughout the	Unsatisfactory	0%
		Distinguished	21%

Instruction	Evidence Observed	School Wide Rating	
	lesson, reviewing students' work, asking comprehension questions, and occasionally telling the whole class about something an individual had said or done. In one observation students were assessing their work against a rubric. All students had some idea of what high quality work looks like (e.g., work posted on the walls, teacher pointing out one student's work as an example, reminding students what they have to do to earn all the points on an assignment).	Proficient	79%
	The QSR Team rated none of the observations as basic or unsatisfactory.	Basic	0%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – Spring Academy PCS (KIPP DC – Spring PCS) is part of the KIPP DC PCS network. This campus opened in SY2013-14 at the Webb facility. The campus currently serves 104 students in first grade in Ward 5. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in November 2014 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from November 10 through November 21, 2014. A team of one PCSB staff member and two consultants (including one special education consultant) conducted eight observations. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team member observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 72% of the observations as distinguished or proficient in the Classroom Environment domain. In most of the observations teachers and students had mutually respectful interactions. Students were focused on their learning and teachers maintained high expectations for behavior and work completion. There were very few instances of student misbehavior and nearly all were dealt with fairly and maintained the students' dignity. In the majority of the observations, teachers had well-established routines and guided students through transitions with little loss of instructional time.

The QSR team scored 53% of the observations as distinguished or proficient in the Instruction domain. Within the components of Communicating with Students and Using Assessment in Instruction three-fourths of the observations scored proficient or distinguished. Teachers shared learning objectives and used a variety of assessment strategies in the majority of the classrooms. In these observations students followed clearly stated directions and teachers gave student specific feedback and modeled high-quality work. However fewer than half of the observations were rated as proficient in the Using Questioning and Discussion Techniques (38%) and Engaging Students in Learning (37%) components. The rigor of the learning tasks in many classrooms was low and students did not appear engaged. In many observations, whole group instruction consisted of recall level questions posed to the whole class with little opportunity for students to participate in discussions.

The learning culture in each classroom demonstrated high expectations for all learners. Students worked together in groupings of mixed configurations: small groups with teachers, pairs for shared reading, and independently in centers. Two or more teachers assigned to each classroom helped to ensure that all students received close monitoring and individualized support as needed. Students with special needs were integrated with other students and supported in completing learning tasks assigned. A special education resource teacher assisted one student with special needs using the push-in, full inclusion model. Students used manipulatives and a variety of hands-on, developmentally appropriate

materials to build conceptual knowledge and develop skills. Close supervision and support from teachers facilitated successful outcomes for all students.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – Spring Academy's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this qualitative site review shows that KIPP DC – Spring PCS is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i> KIPP DC – Spring PCS serves 104 students in grade one and has a strategic plan to expand through grade four. The physical building has ample room for the growth plan of the school.</p> <p><i>Develop knowledge, skills, and character</i> At KIPP DC – Spring PCS each classroom follows the same daily agenda including extended blocks dedicated to literacy and math. Teachers expected students to fully participate in all learning tasks. The QSR team observed similar lessons being taught across the four classrooms although some teachers struggled to make the content accessible to challenging students. In these instances students were observed off task and goofing off with peers.</p> <p>Teachers at KIPP DC – Spring PCS modeled positive character traits and treated students respectfully in all circumstances. Classroom rules reinforced positive behavior and good character. Students were reminded to “be kind and helpful to friends” and many teachers narrated students who demonstrated this character trait. Students were observed giving “shine”, a silent hand motion, to fellow students who needed encouragement and to those who demonstrated the KIPP values of love, team, grow and joy. Teachers often took teachable moments to reinforce these character values.</p>

Mission and Goals	Evidence
	<p><i>Students become thoughtful, influential, and successful citizens in the competitive world</i></p> <p>Teachers helped students understand that hard work and using their brains is important to future success. Each classroom had a college theme and teachers reminded students that they grow their brains to be successful in the next stages of their lives. Students were asked to answer questions in complete sentences and applauded for explaining information thoroughly. Teachers allowed students opportunities to influence their classroom environment by actively participating in learning tasks and transitions. In a few observations the team saw teachers guide students to approach problems in different ways and in some instances explain to classmates what they did.</p>
Goals	<p>Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.</p> <p>The QSR team observed small group instruction in most classrooms including guided reading in literacy and small group work in math. Each classroom has a data board with updated student data to show which students were making progress toward grade-level proficiency. In most observations, students were held accountable for completing their work and most teachers appeared to believe that all students can be successful. Each classroom had a leveled reading library and in two classrooms students demonstrated that they were aware of their reading levels. A variety of techniques were given to students to help them be successful learners such as: sounding out words by themselves or using chunk words. The master schedule dedicates extended blocks for both math and literacy instruction and includes a daily writing workshop.</p> <p>Leadership at the school shared that students complete exit tickets daily to track progress but the team did not observe this in any classroom.</p>

Mission and Goals	Evidence
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Students are encouraged to do their best. Signs reading, “This is important, You can do it, We believe in you!” hung in most classrooms and teachers reminded students that hard work can help you succeed. Teachers were also observed leading discussions on focus and commitment and positively narrated students demonstrating these traits. Students are reminded to work together to solve problems, clean up, and “get things done.” Each classroom had a sign with students’ high-school graduation year and a college theme was observed throughout the school.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	While the QSR team neither looked for nor observed any evidence related to attendance rate, most classrooms had very few empty seats.
Students will benefit from enrichment activities.	While the QSR team neither looked for nor observed any evidence related to enrichment activities offered outside of the school day nor schedules that would have shown whether or not targeted students were offered academic enrichment.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	The QSR team did not look for or observe any evidence related to this goal.
The Principal will ensure the fiscal and physical sustainability of the school.	While the QSR team neither looked for nor observed any explicit evidence related to this goal. Observers noticed that there are expansion areas available for anticipated grade-level additions.

Mission and Goals	Evidence
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team neither looked for nor observed any evidence related to this goal. However, observers noted that there was a KIPP Parent Organization bulletin board in the main hallway of the school highlighting upcoming events and the school calendar. A few classrooms had parent boards and newsletters posted in the hallway. The QSR team only observed parents during morning drop-off and did not see any parent volunteers in classrooms.
The school will create a safe environment in which to learn.	Security guards greeted each visitor at the main door, maintained a visitor log, and monitored hallways. The school was welcoming and orderly with students and staff maintaining quiet and safe hallways. Expectations for student behavior were posted in the classrooms. Staff members reminded students what it looks like to have a “safe body” and adults accompanied students in the hallways.
Governance	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school’s performance. The presentations

Mission and Goals	Evidence
	focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 72% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 75% of the observations as proficient and none as distinguished in the component of Creating an Environment of Respect and Rapport. Teachers and students interacted with mutual respect and demonstrated caring in all interactions. Teachers greeted students by name and referred to students as "friends." Students gave each other "shine" as a silent symbol of support and encouragement. In one observation a student moved over so another student could join the class on the carpet without being asked. In another observation the teacher called on students to recognize the "friends who are with the team" and to state what the student was doing correctly. KIPP values charts (love, team, grow, joy) are posted in the classrooms.	Distinguished	0%
		Proficient	75%
	The QSR team scored 25% of the observations as basic and none as unsatisfactory. Students responded disrespectfully to each other at times: laughing at a student who made a mistake, laughing at a student who fell out of a chair, and writing on each others dry erase boards during instruction. In one observation, the students were continuously talking while the teacher gave directions. It should be noted that in these observations the observers noted that teachers maintained respectful interactions with students and reminded students to respect each other, despite having limited success.	Basic	25%
		Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team rated 88% of the observations as distinguished or proficient in the component of Establishing a Culture for Learning. Teachers in these classrooms demonstrated high regard for student ability. More than once teachers gave high-fives to students who persisted in solving problems. Teachers encouraged students to work hard with comments such as, “we only grow our brains if we work hard”, “remember this is important,” and “I see so many friends working hard and getting ready for second grade.” In one observation, the teacher showed that she had confidence in every student’s ability to learn and was not satisfied until every student understood the subject using different strategies to challenge each student. Each classroom had a sign that read, “this is important, you can do it, we believe in you.”	Distinguished	25%
		Proficient	63%
	Only 12% of the observations were rated as basic in this component and none as unsatisfactory. In one observation, the teacher had low energy for the work as she prompted students to complete tasks and in another observation students had their heads down and were not encouraged to participate.	Basic	12%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 63% of the observations as proficient and none as distinguished in the component of Managing Classroom Procedures. In these classrooms there were clear procedures and routines in place that students were comfortable following. Teachers used signals such as echo clapping or 3-2-1 to begin and end transitions. In one classroom all 25 students moved from the carpet to small groups safely in 12 seconds. Structures were in place to put away materials before moving to new groups. There was little to no loss of instructional time in these classrooms.	Distinguished	0%
		Proficient	63%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team rated 37% of the observations basic and none unsatisfactory. They noted that transition procedures were in place but routines functioned with little success. For instance only one student correctly retrieved math books for his table while the rest of the class goofed off. In one classroom, it took the class seven minutes to move from the carpet to small groups and once in groups students were only partially engaged.	Basic	37%
		Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 63% of the observations as distinguished or proficient in Managing Student Behavior. In these observations, behavior was almost always appropriate. Teachers used attention getting techniques and positive narration to manage classrooms. Using proximity and quick glances most teachers were able to quickly redirect or prevent any off task behavior. Students were aware of behavior expectations and responded positively. In one instance, a teacher asked a student if he was “working hard” and after responding “no” the student immediately corrected his off task behavior. In another classroom, the teacher held the hand of a student who struggled to pay attention in a supportive and non-embarrassing way and encouraged him by saying “I love your low-voice but make sure your body is on the carpet.”	Distinguished	13%
		Proficient	50%
	The QSR team rated 37% of the observations as basic and none as unsatisfactory. In one classroom, students were repeatedly given cues to lower voices but the class did not respond and there was no follow through from teacher. Students were seen rolling around on the floor with chairs to be funny and students not involved in a group rolled a ball back and forth with no teacher intervention or redirection.	Basic	37%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored just over half, 53%, of observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 75% of the observations as proficient and none as distinguished in the component of Communicating with Students. Teachers in these observations had error-free presentation of content, directions and procedures. In several observations teachers stated the purpose for the lesson and student engagement indicated they knew exactly what to do. In many observations, teachers modeled the process to be followed in completing a learning task, as in a math classroom where the teacher had students watch as she completed problems using manipulates before practicing in pairs and then on their own.	Distinguished	0%
	In a quarter of the observations rated basic, teachers attempted to explain the instructional purpose with limited success or did not clearly state the purpose of the lesson. In a few instances, students were confused after directions were given and in one group lesson no additional help was given and students remained off-task.	Proficient	75%
		Basic	25%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated just 38% of the observations as proficient and none as distinguished in the component of Using Questioning/Prompts and Discussion Techniques. In these observations teachers were patient with students as they formulated thoughts giving wait time as needed. Teachers challenged students with open-ended questions and every student had the opportunity to participate. Additionally the teachers built on student responses to ask follow-up questions.	Distinguished	0%
		Proficient	38%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 37% of the observations as basic and 25% as unsatisfactory. In these observations there was no discussion among students and the majority of interactions were questions posed by teachers with single correct answers and no explanation of students' reasoning. When the team observed the discussion in these observations, it was focused heavily on following procedures. In one math lesson the teacher asked open-ended questions but when students failed to get the first-step the teacher completed the problem herself.</p>	Basic	37%
		Unsatisfactory	25%
Engaging Students in Learning	<p>The QSR team rated just 37% of the observations as proficient and none as distinguished in the component of Engaging Students in Learning. In these observations the students needed very few reminders to stay focused on their learning and had the materials and resources they needed to complete the learning tasks. Students demonstrated engagement through productive work on learning tasks, or by asking academically focused questions. In one observation students worked in teacher-assigned centers with some students grouped with the teacher, some on computers, and the rest in various small groups. Following a mini lesson on non-fiction books in a reading class, students quickly moved to their seats to read a leveled non-fiction reader independently before sharing facts. In both instances students demonstrated engagement through lively conversations about the content.</p>	Distinguished	0%
		Proficient	37%
		Basic	63%

Instruction	Evidence Observed	School Wide Rating	
	<p>Over half of the observations were basic (63%) and none were unsatisfactory in Engaging Students in Learning. In many of the observations, all of the students worked on the same task with little evidence of differentiated learning or student choice. Some students did not appear to be challenged by the work. In one observation students practiced adding and subtracting using tens sticks in a whole group setting but did not have access to these materials when they went back to their seats for small groups. In this observation only two out of five groups remained focused.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team rated 76% of the observations as proficient or distinguished in the component of Using Assessment in Instruction. Teachers in these classrooms continually elicited feedback to gauge student understanding and made frequent adjustments to lessons as needed. In a few observations teachers gave students opportunities to assess their own learning. In one observation students sat in a semi-circle and were asked to “draw how you know the answer” to a word problem. As students struggled the teacher adjusted her conversation with each student and provided opportunities for students to make improvements to their work. In another observation students completed math problems on white boards and held up answer for teacher. The teacher then used their answers to create small groups and rotated to address misconceptions. Data walls with reading levels were posted in most classrooms.</p>	Distinguished	13%
		Proficient	63%
	<p>In this component the QSR team rated 25% of the observations as basic and 13% as unsatisfactory. Some teachers used global checks for understanding but did not follow-up with students who did not understand.</p>	Basic	25%

Instruction	Evidence Observed	School Wide Rating	
	<p>In some observations teachers did not make any effort to determine what students understood. In these observations the teachers did not give any indication of what high-quality work looked like. In one instance the teacher told the class she had worksheets for them once they finished their work but she never checked to ensure that work was correct or done before handing out more work sheets and walking away.</p>	Unsatisfactory	13%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not	Students know some of the criteria and performance standards by which their work will be evaluated,	Students are fully aware of the criteria and performance standards by which their work will be	Students are fully aware of the criteria and standards by which their work will be evaluated, have

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
	engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

QUALITATIVE SITE REVIEW

EXECUTIVE SUMMARY

KIPP DC – Lead Academy Public Charter School (KIPP DC – Lead PCS) is part of the KIPP DC PCS network. This campus opened in 2012 and serves approximately 300 students in grades 1 - 4 in Ward 6. It is part of the Shaw facility, which also includes Grow Academy serving PK3 and PK4 and Will Academy serving grades 5 - 8. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because KIPP DC PCS is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from February 2 through February 13, 2015. A team of a PCSB staff member, one Special Education Specialist, and one consultant conducted 14 observations. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team member observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored an impressively high 84% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated component within this domain was Establishing a Culture for Learning, with 100% of observations rated as proficient. Teachers established clear expectations for learning and achievement throughout the observations. The lowest rated component was Managing Classroom Procedures with 71% of the observations rated as proficient. In about a third of the observations, procedures and transitions were in place but frequent reminders and teacher intervention was required to guide the students to follow the routines.

The QSR team scored 77% of the observations as distinguished or proficient in the Instruction domain. The highest rated component within this domain was Communicating with Students, with 93% of observations rated as proficient or distinguished. Teachers communicated expectations for learning, directions, and procedures to students in a clear and engaging manner. The lowest rated component of the domain was Using Questioning/Prompts and Discussion Techniques with 57% of the observations as proficient. In some observations teachers framed questions to promote student thinking but only a few students participated in the discussion.

The special education staff consists of special education teachers and related service providers who offer instruction to students with disabilities according to their Individualized Education Plans. Services are provided to students using a full-inclusion, co-teaching model and through other more restrictive instructional models as dictated by student need. Special educators schedule pullout instructional periods in small settings equipped with a variety of materials suited to developmental levels. In some cases students are serviced in one-on-one settings to facilitate the need for intensive support. In other cases, service providers push into the regular classrooms and work with students with disabilities in ways that modify tasks and accommodate student needs.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – Lead PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this QSR shows that KIPP DC – Lead Academy PCS is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i></p> <p>The quality of the school is demonstrated by its high ratings on the <i>Framework for Teaching rubric</i>. The QSR team rated 84% of observations as proficient or distinguished in the <i>Classroom Environment</i> domain. The QSR team observed academic rigor and learning activities that denote a positive focus and attention to a tightly developed instructional program. Students throughout observations demonstrated their common understanding of KIPP DC expectations by following school rules and helping facilitate effective procedures and routines.</p> <p><i>Develop knowledge, skills, and character</i></p> <p>Teachers throughout observations fostered the development of knowledge, skills, and character in students. Teachers encouraged positive character traits by challenging students to remain calm and positive in both classrooms and hallways. In one observation a student showed citizenship by fixing a center sign that had fallen down, thereby leaving the area better than she found it, without asking for rewards or recognition.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p>

Mission and Goals	Evidence
	Observers saw evidence that KIPP DC – Lead PCS develops students who are thoughtful, influential, and successful. Students discussed ways to approach data collection through the use of a survey. Students also helped each other with math problems without the intervention of a teacher.
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	The QSR team noted that students participated in a variety of learning tasks that would make them competitive for outstanding secondary schools of their choice. Reading instruction in grades 1-3 included: Core Knowledge Language Arts Skills, read alouds, and shared reading. The QSR team observed numerous My Math lessons and students using computers to complete ST Math lessons. Observers noted students writing across the content areas. Time on task was very high and there was little instructional time lost in most observations.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	Throughout observations, KIPP DC – Lead PCS prepared students to succeed in high school by providing a nurturing learning environment and by engaging students in learning. Teachers established a strong culture for learning, with a remarkable 100% of observations rated as proficient in Establishing a Culture for Learning, which included teachers conveying importance of content, demonstrating high regard for student ability, and encouraging students to do their best. The QSR team scored 79% of observations as proficient or distinguished in Engaging Students in Learning.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	Most classrooms had very few empty seats. Observers did not notice students arriving late to school.

Mission and Goals	Evidence
Students will benefit from enrichment activities.	School schedules included programs such as Saturday programs and enrichment activities.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	<p>The QSR team rated 93% of the observations as proficient or distinguished in Communicating with Students. Students appeared to be very engaged in their learning and teachers monitored students through discussions, math work on white boards, and small group work.</p> <p>The QSR team scored 100% of observations rated as proficient in Establishing a Culture for Learning. Teachers encouraged persistence on the part of students and recognized students' hard work.</p>
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.

Mission and Goals	Evidence
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create a safe environment in which to learn.	Classroom observations were rated highly in the <i>Classroom Environment</i> domain, with 84% of observations rated as proficient or distinguished. The QSR Team observed security personnel at each entrance who required visitors to provide identification in order to enter the building. A staff member accompanied all visitors in the building.

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 84% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 86% of the observations as distinguished or proficient in Creating an Environment of Respect and Rapport with a remarkable 43% of the observations scored as distinguished. Teachers made connections with individual students and uniformly used respectful and encouraging tones. In one distinguished observation a teacher discretely talked to a student who was visibly upset. At the end of the short conversation the teacher said, "Thanks for telling me what was wrong."	Distinguished	43%
		Proficient	43%
	The QSR team rated 14% of the observations as basic and none as unsatisfactory. Patterns of interaction were generally respectful with some inconsistencies. One student intentionally kicked a teacher's cart when returning to group. In another observation two students in a small group spoke to each other with angry faces and tones without the teacher intervening.	Basic	14%
		Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team rated 100% of the observations as proficient and none as distinguished in Establishing a Culture for Learning. Teachers communicated the importance of the material and established clear expectations for learning. In all observations teachers supported students and students put forth strong effort to complete their work and everyone celebrated when they obtained the correct answers. Teachers encouraged students with remarks such as, "Beautiful work. You're getting it! I said you would if you stick with it!"	Distinguished	0%
		Proficient	100%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment		Evidence Observed	School Wide Rating	
		The QSR team rated none of the observations as basic or unsatisfactory.		Basic 0%
				Unsatisfactory 0%
Managing Classroom Procedures		The QSR team rated 71% of the observations as proficient and none of the observations as distinguished in Managing Classroom Procedures. Classroom routines ran smoothly. In one observation a student managed the slide show for the class. When the teacher said, “Ding!” the student changed the frame. In most observations students followed procedures without prompting. Some students raised their hands with fingers crossed, indicating that they needed to use the restroom. Without interrupting the learning teachers excused students. Transitions were smooth with little or no instructional time lost. Students transitioned from listening and answering questions to “turn and talk” without any need for teacher intervention.	Distinguished	0%
				Proficient 71%
		The QSR team rated 29% of the observations as basic and none of the observations as unsatisfactory. In a few observations routines did not always function without incident. Teacher cues did not always result in more students attending to the lesson. Some teachers tried to use proximity and quiet reminders but students remained off task.	Basic	29%
				Unsatisfactory 0%
Managing Student Behavior		The QSR team rated 79% of the observations as distinguished or proficient in Managing Student Behavior. Teachers silently and subtly monitored students' behavior. Teachers used reward systems such as tickets, beans in a jar, and points that are tallied on an interactive whiteboard. Teachers' responses to misbehavior were age-appropriate and maintained students' dignity.	Distinguished	14%
				Proficient 65%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 21% of the observations as basic and none as unsatisfactory. In a few observations teachers were unsuccessful in maintaining order throughout the lesson. In one observation a student pouted and argued in protest when the teacher required him to transition to the next station. Teachers in these observations worked to manage student behavior but had uneven results.</p>	Basic	21%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 77% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 93% of the observations as distinguished or proficient. In most observations teachers clearly stated learning objectives. The learning tasks were also aligned to the objectives. Teachers linked the purposes of the lessons to the larger curriculum and included students in reviewing and explaining content in the distinguished observations.	Distinguished	36%
	Teachers modeled the process for completing math problems. Teachers also asked students to walk through their approaches to solving problems for the rest of the class. Teachers used rich language and reviewed the definitions of math vocabulary terms.	Proficient	57%
	The QSR team rated less than 10% of the observations as basic and none as unsatisfactory.	Basic	7%
		Unsatisfactory	0%
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 57% of the observations as proficient and none as distinguished in Using Questioning and Discussion Techniques. Teachers used questions that were designed to promote thinking and understanding. In many observations teachers invited students to respond to each other. In other observations when one student could not answer a question, the teacher refrained from providing the answer but instead asked the student to ask another classmate.	Distinguished	0%
		Proficient	57%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated 43% of the observations as basic and none as unsatisfactory. In these observations students were led down a single path of inquiry with pre-determined answers. These observations also involved more “teacher talk” and very little student discussion.	Basic	43%
		Unsatisfactory	0%
Engaging Students in Learning	The QSR team rated 79% of the observations as distinguished or proficient in Engaging Students in Learning. Teachers designed activities in math and writing to invite student thinking. Students interpreted and completed graphs to understand how to use data to complete a word problem. In language arts students discussed character traits and how they would use them to develop characters in their writing. Students often had a choice in how to complete an assignment.	Distinguished	7%
	Across content areas the lessons had a clearly defined model. The lesson opening engaged student thinking and participation through discussion and modeling. As students worked independently, the teacher circulated and encouraged students to ask questions and explain their work.	Proficient	72%
	The QSR team rated 21% of the observations as basic and none as unsatisfactory. In some of these observations, a few students were not engaged in choral reading activities. In other observations the pacing of the lesson was slow. The teachers did not adjust the lesson as students got off task and did things such as roll on the carpet and have personal conversations during the lesson.	Basic	21%
Using Assessment in Instruction	The QSR team rated 79% of the observations as proficient and none as distinguished. Teachers modeled skills and asked questions to assess student understanding. As students completed math problems, teachers	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
	circulated, looked at student work, and gave feedback. In one observation students eagerly volunteered answers and recorded correct answers on the board. Students received immediate individual feedback and understood how their work would be assessed.	Proficient	79%
	The QSR team rated 21% of the observations as basic and none as unsatisfactory. In a few observations the teachers answered the questions themselves when students did not produce the correct answer. The students also did not receive specific feedback about their work.	Basic	21%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

QUALITATIVE SITE REVIEW

EXECUTIVE SUMMARY

KIPP DC – AIM Academy Public Charter School (KIPP DC – AIM PCS) is part of the KIPP DC PCS network. This campus opened in school year 2005-06. It is part of the Douglass facility, which also includes an early childhood campus, Discover Academy, and an elementary school, Heights Academy. KIPP DC – AIM PCS serves 319 students in grades 5-8 in Ward 8. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in January 2015 because KIPP DC PCS is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from January 12 through January 23, 2015. A team of two PCSB staff members (including PCSB's Special Education Specialist) and one consultant conducted 15 observations. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching Rubric* throughout the observations and observed classrooms in mornings and afternoons. In some instances a QSR team member observed a classroom twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 87% of the observations as distinguished or proficient in the Classroom Environment domain. This is a very high overall rating. The highest rated element within this domain was Managing Classroom Procedure, with 93% of observations rated as proficient. Transitions were smooth and routines were well established throughout observations. Classroom environments were warm and friendly and there was a focus on maximizing instructional time and time on task throughout observations.

The QSR team scored 65% of the observations as distinguished or proficient in the Instruction domain. The highest rated element within this domain was Communicating with Students, with 80% of observations rated as proficient or distinguished. Learning objectives were clear throughout observations and students engaged productively with learning tasks. Using Questioning and Discussion Techniques and Using Assessment in Instruction were rated significantly lower, with 47% and 65% (respectively) of observations rated as proficient or distinguished in these elements.

As stated in KIPP DC – AIM Academy PCS's special education questionnaire, KIPP DC believes in a holistic approach when providing case management and special education services for students with disabilities. This was evident during PCSB's Special Education Specialist's observations, as she observed various models (i.e., individualized instruction, small groups, resource room, etc.) of special education services being implemented for students depending on their individual needs. Within many of the classrooms designated for special education services, some students were working in small groups while others worked independently using a laptop. Additionally according to the school's questionnaire, students with disabilities had access to related services such as speech, occupational therapy, etc. The Special Education Specialist observed quality instruction for students with disabilities.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC – AIM PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission:</p> <p>KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The evidence gathered during this QSR shows that KIPP DC – AIM Academy PCS is working to meet the KIPP DC mission.</p> <p><i>Create and sustain the highest quality school system</i> The quality of the campus is demonstrated by its high ratings on the <i>Framework for Teaching rubric</i>. The QSR team rated 87% of observations as proficient or distinguished in the <i>Classroom Environment</i> domain. This domain deals with the creation of an environment of respect, the learning culture, and the management of classroom procedures and student behavior. Students throughout observations demonstrated their common understanding of KIPP DC expectations by following school rules and helping facilitate effective procedures and routines. The school’s ratings in the <i>Instructional Delivery</i> domain are relatively lower, with 65% of observations rated as proficient or distinguished.</p> <p><i>Develop knowledge, skills, and character</i> Teachers throughout observations fostered the development of knowledge, skills, and character in students. Classrooms included teacher-created signs reminding students to persevere despite life’s challenges. Bulletin boards throughout hallways highlighted individual students for demonstrating grit, integrity and a sense of community. Teachers rewarded students with points through a “paycheck” system that students took from class to class, and KIPP DC- AIM PCS celebrated these students at the end of each Advisory</p>

Mission and Goals	Evidence
	<p>Period. In multiple observations teachers enabled students to keep track of their knowledge and skills by discussing progress reports so that students knew how they were doing before the end of the Advisory Period. Teachers encouraged positive character traits by challenging students to remain calm and positive in both classrooms and hallways. In the majority of observations, there was very little loss of instructional time and students always had something productive to do after finishing the learning task, such as completing their exit slip, starting homework, or reading quietly.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>KIPP DC- AIM PCS develops students who are thoughtful, influential and successful in a number of ways. The QSR team observed students exiting one of their monthly leadership meetings, similar to student government, whereby students plan school-wide functions. A staff member told the QSR team that students were awarded “citizen of the week” for demonstrating community. Messaging throughout the school included signs such as, “Community: I am responsible for my community being 100% successful. 100% does not exist without me.” Teachers encouraged students to think about social issues as in one classroom where the learning task included a free verse poem based on an injustice in the world.</p>
Goals:	
Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	While PCSB does not look for evidence of individual student performance levels, the QSR team noted that students participated in a variety of learning tasks that would make them competitive for outstanding secondary schools of their choice. Across content areas teachers focused on writing skills. In many observations students worked on writing persuasively and supporting claims with evidence.

Mission and Goals	Evidence
	<p>Other learning tasks in English language arts classes included writing free verse poetry based on a societal injustice and creating a podcast on a social issue. In math class observations teachers provided students with multiple strategies to solve math problems and helped students remember math vocabulary by using examples relevant to students' lives.</p> <p>The school prepares students to be competitive in the schools of their choice through high engagement and by differentiating instruction. As described in further detail later in this report, 74% of observations were rated as proficient or distinguished in Engaging Students in Learning, which includes how teachers engage students intellectually and how teachers use instructional grouping and differentiation.</p>
<p>Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.</p>	<p>Throughout observations KIPP DC – AIM PCS prepared students to succeed in high school by providing a nurturing learning environment and by engaging students in learning. Eighty percent of observations rated as proficient or distinguished in Establishing a Culture for Learning, which included teachers conveying importance of content, demonstrating high regard for student ability, and encouraging students to do their best. The QSR team scored 74% of observations as proficient or distinguished in Engaging Students in Learning.</p> <p>KIPP DC- AIM PCS focused its middle school students on high school by messaging as with a large bulletin board in the hallway titled: “High School Match Matters” with information about different schools and guides to help students determine how to make the right choice.</p>
	<p>Most classrooms had very few empty seats.</p>

Mission and Goals	Evidence
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	
Students will benefit from enrichment activities.	The QSR team noted posters and notices throughout hallways about participating in a spring musical, a soccer/poetry club (DC Scores) and opportunities for seventh and eighth grade students to tutor younger students.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	<p>KIPP DC – AIM PCS facilitated academic improvement through clear communication of content with students, with 80% of observations rated as proficient or distinguished in Communicating with Students. The school facilitated academic improvement through high student engagement, with 74% of observations rated as proficient or distinguished. However observations were rated relatively lower in the other two elements of the <i>Instructional Delivery</i> domain, with only 47% of observations rated as proficient or distinguished in Using Questioning and Discussion Techniques, and 60% of observations rated as proficient or distinguished in Using Assessment in Instruction.</p> <p>KIPP DC – AIM PCS developed social improvement in students through a paycheck system of student recognition, a focus on being productive in class, and by recognizing students who demonstrate positive character traits like grit. Teachers encouraged hard work on the part of students and recognized student effort, with 80% of observations rated as proficient or distinguished in Establishing a Culture for Learning.</p>

Mission and Goals	Evidence
The Principal will ensure the fiscal and physical sustainability of the school.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will provide sufficient and effective support to school leaders.	The QSR team neither looked for nor observed any evidence related to this goal.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team observed a chart tracking the most "valuable" parent volunteers and a sign advertising a parent support center. One observer noted a weekly parent memo with shout-outs, reminders, and announcements hanging outside of a few classrooms in the hallways of KIPP DC – AIM PCS.
The school will create a safe environment in which to learn.	The QSR team noted that the school appeared to be safe and conducive to learning. Classroom observations were rated highly in the <i>Classroom Environment</i> domain, with 87% of observations rated as proficient or distinguished. The QSR team observed security personnel at each entrance and who required identification to enter the building. A staff member accompanied all visitors as they moved through the building increasing the feeling of safety. Students in the hall walked quietly and moved quickly from class to class. There were very few students in the hallways during instructional time and an adult accompanied those who were in the hall. The hallways were clean with colorful bulletin boards and inspiring quotes appropriate for the grade-level of the students.

Mission and Goals	Evidence
Governance:	<p>A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting, who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 87% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 87% of the observations as distinguished or proficient in Creating an Environment of Respect and Rapport. Teachers demonstrated caring for students by respectfully intervening when students did not have the necessary materials to start the lesson, using please and thank you with students, and by putting a student at ease through a playful joke when he or she got an answer wrong because the student was not paying attention.	Distinguished	7%
	Teachers and students communicated respectfully with each other throughout observations. Students demonstrated respect in most observations by complying immediately with directions. Teachers made individual connections to students saying things such as, "You had a really good day yesterday. I want to see it again!"	Proficient	80%
	The QSR team rated 13% of the observations as basic and none as unsatisfactory. In an isolated observation students showed disrespect to each other by making fun of one another with no intervention from the teacher. In another observation students demonstrated disrespect for the teacher by continuing to talk after the teacher asked them to focus on the learning task.	Basic	13%
		Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team rated 80% of the observations as distinguished or proficient in Establishing a Culture for Learning. Teachers demonstrated high expectations for students as they asked students to take out completed homework at the beginning of class so they could check it. Teachers encouraged and praised students for their grit and persistence, saying “You’re working really hard!” and “I’m seeing a lot of great ideas. Keep going!”	Distinguished	13%
	Students eagerly shared work they had created with one another, praising each other’s work. Students put forth good effort to complete work of high quality, copying notes in cases where someone else answered a question and by taking time to think about their answers before responding to a question. Teachers encouraged persistence by giving students ample wait time to answer a question and by politely insisting that a student try to answer a question with which the student struggled.	Proficient	67%
	The QSR team rated 20% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, teachers seemed complacent about learning by not intervening when students demonstrated off task behavior like continuing to socialize and not complete the learning task or putting their heads on their desks during a class discussion. In an isolated observation the teacher seemed to be more focused on task completion rather than content, emphasizing procedure and student behavior rather than the quality of their work product (a writing exercise).	Basic	20%
		Unsatisfactory	0%
Managing Classroom Procedures	The QSR team rated 93% of the observations as proficient and none as distinguished in Managing Classroom Procedures. Teachers used timers on the board and subtle cues and chants to keep students on track and to alert them of transitions. In many observations teachers maximized time on task through the smooth operation of entrance procedures, taking attendance while	Distinguished	0%

The Classroom Environment		Evidence Observed	School Wide Rating	
		students came into the class and worked on their warm-up activity. Students worked productively in small groups even when not working directly with the teacher. There were clear procedures in place for the distribution of materials and for students asking to go to the bathroom or getting water, with students politely raising their hands.	Proficient	93%
		The QSR team rated less than 10% of the observations as basic and none of the observations as unsatisfactory.	Basic	7%
			Unsatisfactory	0%
		The QSR team rated 86% of the observations as distinguished or proficient in Managing Student Behavior. Student behavior was generally appropriate throughout observations with students complying easily with the teachers' requests to refocus. In most observations teachers effectively used subtle cues like quick glances, proximity, and simply saying the student's name to redirect off-task student behavior. The QSR team observed "Problem Solving Binders" to redirect behavior in many observations, and observed one student reading from the binder after the teacher asked the student to take a break. Teachers consistently used a paycheck system to reward positive behavior across observations.	Distinguished	33%
			Proficient	53%
		The QSR team rated 13% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, students continued to socialize after teachers asked them to stay silent.	Basic	13%
			Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 65% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 80% of the observations as distinguished or proficient. In most observations teachers clearly stated what students were learning and learning tasks were aligned to the objective. Teachers clearly stated directions and most students engaged productively with the learning tasks. Teachers across content areas used rich vocabulary appropriate to the students' age and lesson objective, including vocabulary related to environmental issues, parts of a cell, and podcasts.	Distinguished	33%
	Teachers modeled the process for completing the learning task. Math teachers completed problems on the board before having students do so independently. Teachers also asked students to participate in the explanations of content as in other math classes where the teachers asked students to walk through their approach to solving problems for the rest of the class.	Proficient	47%
	The QSR team rated 20% of the observations as basic and none of the observations as unsatisfactory. In a couple of observations, teachers' explanation of the content was monologue or procedural with no opportunity for participation on the part of students. In another observation the teacher's explanation of content left students confused and unable to execute the learning task.	Basic	20%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	The QSR team rated 47% of the observations as distinguished or proficient in Using Questioning and Discussion Techniques. Teachers built on student responses asking other students to respond or explain further, as in math classes where teachers asked students to walk through problems step-by-step. Teachers asked open-ended questions such as, “Why is [the student] saying that;” “What are some mistakes we could have made to get this problem wrong;” and “What can we infer that [the author] is trying to do, based on what she is saying in the passage?” In some classes teachers called on most students randomly, even those not initially volunteering. Teachers used wait time effectively, giving students the opportunity to consider the question before responding.	Distinguished	7%
		Proficient	40%
	The QSR team rated 54% of the observations as basic or unsatisfactory. In most observations questioning was teacher directed along a single path of inquiry with pre-determined one-word answers. In some observations a few students dominated the discussion as the teacher called on the same students to participate throughout the lesson. Most discussion was between the teacher and students with few opportunities for students to speak to one another throughout observations.	Basic	47%
		Unsatisfactory	7%
Engaging Students in Learning	The QSR team rated 74% of the observations as distinguished or proficient in Engaging Students in Learning. Students throughout observations remained highly engaged in learning tasks like creating a slideshow in pairs on a laptop and making posters related to environmental issues, even when not working directly with the teacher. Teachers made content relevant to students. One teacher used a previous	Distinguished	7%

Instruction	Evidence Observed	School Wide Rating	
	class debate to help students identify useful evidence to support claims. Teachers also connected vocabulary to examples in students' lives. Learning tasks allowed for choice in how students completed them, including creating comic strips based on a science concept, developing podcasts based on their interests, writing poetry based on a social injustice, and solving math problems using different strategies.	Proficient	67%
	The QSR team rated 27% of the observations as basic or unsatisfactory. Student engagement was inconsistent in some observations. Multiple students were socializing or putting their heads on their desks rather than engaging with the learning tasks with no redirection.	Basic	20%
		Unsatisfactory	7%
Using Assessment in Instruction	The QSR team rated 60% of the observations as distinguished or proficient. In some observations teachers cited students' low scores on work the previous week to explain their reasoning behind re-teaching, indicating that the teacher had reviewed student work and used it as a basis to tailor instruction. Teachers reviewed the criteria for high quality work, asking students to review a rubric that would be used to assess work and asking students to state the criteria for high quality work. Teachers gave students specific, individualized feedback, such as "You could really strengthen your essay by adding transitions. Teachers assessed student understanding in a variety of ways, calling on them randomly to answer math questions, asking students to correct other students' papers, and walking around to read student responses.	Distinguished	7%
		Proficient	53%
	The QSR team rated 40% of the observations as basic and none as unsatisfactory. In some observations checks for understanding were only global with little evidence of individual student understanding. Teachers	Basic	40%

Instruction	Evidence Observed	School Wide Rating	
	in some observations made no attempt to adjust instruction despite student confusion. In a couple of observations there was no indication for students regarding criteria for high quality work.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix T

Professional Development Overview, School Year 2013-2014

Capital Teaching Residency (CTR)	School-Based	KIPP DC-wide Initiatives	School Leaders
<p>All:</p> <ul style="list-style-type: none"> Summer Induction (one full day; three Wednesday afternoon sessions) Summer Institute at The Homestead (4 days in August) – Child Development 101, Introduction to CCSS, Building Relationships with Students and Families, State of Education Reform Saturday Sessions (Crucial Conversations, The Together Teacher, Etc...) Bi-monthly TNP seminars for the Special Education and Secondary CTRs Bi-monthly certification seminars (internal accreditation) for the Early Childhood/Elementary CTRs Mentor teachers assigned to each CTR; Onboarding a Manager of Special Education Residents Participate in all school-based PD in addition to all of the above CTR Alumni: American University partnership for Master's degree 	<p>All:</p> <ul style="list-style-type: none"> Two Day New Teacher Orientation in June/July One week of PD sessions before Summer School in July, <i>including CCSS sessions from coaching list</i> One week of PD sessions before the regular school year begins in mid-August, <i>including CCSS sessions from coaching list</i> <i>My Math</i> curriculum training for all PK-4 through 5th grade schools Quarterly data days (supported by the region's CAOs, Instructional Coaches and Data Managers) Weekly grade level meetings Weekly faculty meetings One-on-one coaching by administrators (informal/formal observations, evaluations) Writing rubric calibration 	<p>All:</p> <ul style="list-style-type: none"> KIPP DC Summer Institute in August at The Homestead – Three PD Strands: CTR, Reader's Workshop Training, Special Education Staff Training on the new Sped model for KIPP DC Action Learning Projects – one for technology implementation, one for writing across the grade levels, one for special education feedback on the new model (meet once a month throughout the year with expected outcome/deliverables) 1 excellent school visit day each school year built into the calendar Individual coaching from the Instructional Support Team (Literacy/Math) PD sessions for individual schools based on school data Sending a team to the NWEA MAP Conference in June to learn more about how to use data to drive instructional choices and implementation <p>Primary Schools:</p> <ul style="list-style-type: none"> <i>My Math</i> curriculum adoption PK-4 through 5th grade <i>Optional, but encouraged:</i> Monthly 	<p>All:</p> <ul style="list-style-type: none"> Quarterly School Leader meetings Weekly check-ins with CAOs Monthly check-in with ED Annual 360 review process, TNP Insight Survey (MOY and EOY) and KIPP Healthy Schools Survey – all for evaluating/coaching School Leaders and measuring the “health” of the schools Annual KIPP School Leader Retreat High Impact School Leader Activities Framework (KIPP Foundation) KIPP DC School Leader Retreat through the KIPP Foundation School Leader collaborative planning time throughout the year

		<p>literacy and math evening sessions – topics will vary according to trends noticed by coaches in schools and through data analysis</p> <ul style="list-style-type: none"> • STEP Partnership with University of Chicago – a STEP literacy coach assigned to each primary school, visits 3 – 6 times a year to work with school leaders and coaches • Blended Learning: DreamBox, iReady Math, Lexia, Waterford Early Learning, Zearn Math Pilot • Continuing literacy Response to Intervention (piloted last year); beginning the math pilot of Response to Intervention <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Homegrown Teachers' College Writing Institute (Grade 3 -8) • Math In the City training on conceptual mathematics and the mathematical processes • Read 180 training and implementation • Pilot of 1:1 laptop initiative with 8th graders and HS • ACT and AP training at HS 	
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Appendix U

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote	Non-Voting Board Items
<input type="checkbox"/> Approve a Charter Application (15 yrs)	<input type="checkbox"/> Public Hearing Item
<input type="checkbox"/> Approve a Charter Renewal (15 yrs)	<input type="checkbox"/> Discussion Item
<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs)	<input type="checkbox"/> Read into Record
<input checked="" type="checkbox"/> Approve a Charter Amendment Request	
<input type="checkbox"/> Give a Charter Notice of Concern	
<input type="checkbox"/> Lift the Charter Notice of Concern	
<input type="checkbox"/> Commence Charter Revocation Proceedings	
<input type="checkbox"/> Revoke a Charter	
<input type="checkbox"/> Board Action, Other _____	
Policies	
<input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment	
<input type="checkbox"/> Approve a New Policy	
<input type="checkbox"/> Approve an Amendment to an Existing Policy	

PREPARED BY: **Laterica Quinn, Equity and Fidelity Specialist**

SUBJECT: **Board Vote on LEA Status for Special Education**

- **KIPP DC Public Charter Schools**
- **Cesar Chavez Public Charter Schools for Public Policy**

DATE: **July 20, 2015**

Background

Per the Special Education Quality Improvement Act of 2014¹ that is enacted by the DC Council, “*By August 1, 2017, each public charter school shall be its own local educational agency for the purpose of Part B of IDEA and section 504 of the Rehabilitation Act (29 U.S.C. § 794)*”. As a result, all 13 charter local education agencies (“LEAs”) that are currently deemed *dependent charters* and are part of District of Columbia Public Schools (“DCPS”) for the purposes of special education must apply to the DC Public Charter School Board (“PCSB”) prior to May 1, 2016, to have their charter agreements amended. PCSB staff will recommend unconditional approval of these amendments if a school has demonstrated that they have a plan in place to effectively serve all students with disabilities including a plan to address litigation, manifestation hearings, and IEP reviews, as well as a structurally balanced budget to cover the expenses that will likely be incurred as the result of becoming an independent LEA. Schools who have not demonstrated such a plan will be recommended for conditional approval and may be monitored by PCSB staff to ensure that a full continuum of services are offered at the school.

¹ D.C. Official Code § 38–1802.10: <http://dcregs.dc.gov/Gateway/NoticeHome.aspx?NoticeID=5213573>

Overview

The DC Public Charter School Board (“PCSB”) staff recommends that the Board unconditionally approve the charter agreement amendment requests of KIPP DC Public Charter Schools (“KIPP DC PCS”) and Cesar Chavez Public Charter Schools for Public Policy (“Cesar Chavez PCS”), and approve PCSB Board Chair Darren Woodruff to sign each of the agreement amendments on behalf of the Board. KIPP DC PCS and Cesar Chavez PCS each submitted charter agreement amendment applications to PCSB to change their LEA status to become independent charter schools for special education, effective immediately.

Below is a summary of each school’s proposal, including details of each school’s transition plan for becoming an independent LEA. In preparation for their conversion to independent LEA status, both schools have developed plans that include providing a full continuum of services for students with disabilities; hiring additional qualified staff to support the schools’ added responsibility for providing direct instructional and behavioral support, as well as all other related services for students with disabilities; and each school has thoughtfully planned for the anticipated expenses of becoming an independent LEA, in which each school has developed a projected budget and plan for pursuing additional funding opportunities to support their special education programs.

PCSB staff fully support both schools’ amendment requests.

KIPP DC Public Charter Schools

KIPP DC PCS is currently in its fifteenth year of operation serving students in grades prekindergarten-3 through twelfth across 15 campuses in the District. The LEA currently serves a total of 616 students with disabilities (“SWDs”) across its various campuses (approximately 13% of its total student body). Students with disabilities are categorized as follows:

- Level 1: 197 or 4.3% of the total student body
- Level 2: 202 or 4.5% of the total student body
- Level 3: 96 or 2.1% of the total student body
- Level 4: 121 or 2.7% of the total student body

KIPP DC PCS reports that it offers a continuum of services for SWDs, including push-in instruction, pull-out instruction, resource room, and self-contained instruction.

According to its charter agreement amendment application, “KIPP DC has invested significant time and resources to prepare for the LEA conversion and to ensure its ability to provide and maintain a high-quality continuum of special education services.” To ensure its accountability to student outcomes for SWDs, KIPP DC PCS has developed a 5-year strategic plan, in which one of its goals is to ensure that the school maintains within at least 10 percentage points of the national average for providing services to SWDs in the Least Restrictive Environment (“LRE”). For SWDs that require more intensive support and specialized instruction outside of the general education classroom, KIPP DC PCS plans to open a *Learning Center* in summer 2015 that is geared solely to providing instruction and related services for students with Individualized

Education Programs (IEPs) that indicate they require academic and related services in a full-time self-contained setting. The Learning Center will be located at the LEA's Douglass campus in Ward 8, and will have the capacity to serve up to 55 SWDs in grades PK4-8 who are currently enrolled in KIPP DC PCS.

KIPP DC PCS reports that becoming an independent LEA will allow the school to improve the quality and consistency of how it evaluates SWDs and provides various services. KIPP DC PCS has developed the following staff positions to prepare for the school's responsibility as an independent LEA:

1. Director of Student Support, Compliance and Policy;
2. Director of Professional Development and Intervention;
3. Director of Clinical and Related Services;
4. Instructional / Intervention Manager;
5. Speech Language Pathologist (12 total);
6. Occupational Therapists (4);
7. Clinical Psychologists (4); and
8. Social Worker

To ensure that KIPP DC PCS staff receive relevant, targeted and personalized professional development for special education, the LEA plans to designate two members from its headquarters' instructional staff to focus on needs-driven professional development for staff based on requests received by KIPP DC PCS school leaders. The LEA also plans to conduct an in-depth Summer Professional Development that focuses on helping staff understand and implement students' IEPs. KIPP DC PCS reports that it has already provided some network-wide training for its school leaders and general education and special education staff on how to review data to inform recommendations for placements.

At this time, there is no pending litigation against KIPP DC PCS regarding special education. However, in the event of a major complaint or potential litigation in the future, the LEA reports that it has "two very capable in house attorneys on staff as well as a contract with a well-known Special Education attorney who supports this work."

For further details see [Appendix A](#).

Cesar Chavez Public Charter Schools for Public Policy

Cesar Chaves PCS is currently in its seventeenth year of operation serving students in grades 6 through 12 across 3 campuses in the District. The LEA currently serves a total of 187 SWDs (approximately 14% of its total student body). Students with disabilities are categorized as follows:

- Level 1: 77 or 5.7% of the student body
- Level 2: 87 or 6.4% of the student body
- Level 3: 17 or 1.2% of the student body
- Level 4: 6 or 0.4% of the student body

Although Cesar Chavez PCS's continuum of services currently consists only of full inclusion classes with occasional resource room services for SWDs, as an independent LEA, the school plans to offer direct related services, support services provided by a special education teacher, collaborative team teaching, specialized school programming offered by Cesar Chavez PCS, and in some instances state-supported nonpublic placements.

In preparation for its transition to independent status for special education, Cesar Chavez PCS has developed five guiding principles that it intends to follow to provide high-quality educational services for SWDs. Those five guiding principles focus on the following: 1) ensuring a safe, healthy learning environment for SWDs, 2) securing necessary funding to provide educational and socio-emotional supports, 3) recruiting and retaining qualified special education staff, 4) ensuring the use of rigorous curriculum and differentiated instruction aligned to the Common Core College and Career-Readiness standards, and 5) establishing policies and procedures that enable the school to provide appropriate programming and placements for SWDs.

To monitor the quality of Cesar Chavez PCS's special education programming, the LEA plans to implement Outcomes Focused Monitoring, which is "a data-driven approach to monitoring that focuses on a small number of...priorities that have demonstrated the greatest impact on improving results for students with disabilities." The LEA will conduct Outcome Focused Monitoring using its data from the SEDS database, PowerSchools, staff interviews and surveys, student file reviews, and classroom observation data. The team responsible for monitoring this data will be comprised of the Compliance Officer, Director of Special Education, Executive Director, each campus's school leader, along with two special education teachers from other schools within the LEA's network, and two parents of SWDs.

To help support the LEA's transition to independent status, Cesar Chavez PCS has added the following staff positions: (See Appendices beginning at [B-2](#) for full job descriptions)

1. Compliance Officer
2. Director of Special Education and Student Support Services
3. Assistant to the Office of Special Education
4. Social Workers (8 across the network)
5. Full-time Psychologist

Based on the aforementioned guiding principles, Cesar Chavez PCS is planning to provide professional development and implement a new research-based teacher evaluation process to ensure its staff's preparedness to provide effective instruction and quality services for SWDs.

At this time, there is no pending litigation against Cesar Chavez PCS regarding special education. Within the past three years, the LEA has had only one litigation matter that was enacted against DC Public Schools and named Cesar Chavez PCS, which occurred during school year 2012-2013. That case has since been resolved.

For further details see [Appendix B](#).

APPENDIX A-1

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
Charter Amendment Application
Part I: General Information

All applicants must complete this section

SUBMITTED BY: Terry Golden – KIPP DC Public Charter Schools

SUBJECT: Charter Amendment Request for:

- | | |
|---|---|
| <input type="checkbox"/> Mission or Education Philosophy
<input type="checkbox"/> Goals and Academic Achievement Expectations
<input type="checkbox"/> Grade Levels to be Served
<input type="checkbox"/> Governance Structure
(e.g., hiring/dismissal of management companies or changes in bylaws)
<input type="checkbox"/> Enrollment Ceiling | <input type="checkbox"/> Replication/Operation of additional campus(es)*
*(w/ no changes to grade configurations)
<input checked="" type="checkbox"/> LEA Status for Special Education
<input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s)
<input type="checkbox"/> Campus location (Part D1)
<input type="checkbox"/> Curriculum, standards, or assessment |
|---|---|

SUBMISSION DATE: 6/26/2015

PROPOSAL

KIPP DC submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on _____, 20_____*(leave blank if this has not been determined)*.

1. Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

KIPP DC will become its own Local Education Agency for Special Education.

2. How will the amendment(s) selected above support or enhance the school's mission?

KIPP DC will be better able to meet the needs of its diverse learners by taking responsibility for all aspects of serving students with Individualized Education Plans.

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

KIPP DC's Board does not meet until the

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication, and if applicable, dates and minutes from meetings where the proposed amendment(s) was discussed. Please describe any notable support for or opposition to the proposed amendment(s).

Part II: Specific Revision Requests

Section H. Charter Amendment – LEA Status for Special Education

***ONLY complete this section if applying to amend LEA Status for SPED:**

All schools must become independent local education agencies (LEAs) for special education by the start of school year 2016-17. Schools will be approved to do this unconditionally as long as they have a plan in place to effectively serve all students with disabilities, as well as to address current, pending and potential litigation, manifestation hearings, IEP reviews, etc. in order to sufficiently serve their students with disabilities. All other schools will receive conditional approval and be monitored by PCSB staff to ensure that a continuum of service is offered at the school.

1. How will the school ensure that it will be able to provide a high-quality special education continuum of services? How will you ensure that quality is maintained over time?

KIPP DC has invested significant time and resources to prepare for the LEA conversion and to ensure its ability to provide and maintain a high-quality continuum of special education services. During the SY 12-13 we added full time out of general education classrooms for students who required more intensive support, while still maintaining high quality inclusion and resource rooms.

In summer 2015, KIPP DC will open a state-of-the-art Learning Center in newly renovated space at the Douglass Campus in Ward 8. The Learning Center will serve approximately 55 students in grades PK4 through 8 who are currently enrolled in KIPP DC schools, and whose Individualized Education Programs (IEPs) indicate that they require specialized instruction and related services in a full-time setting outside of general education. KIPP DC's experienced and dedicated Special Education team will provide individualized learning plans for students in multi-age classrooms focused on specific brain-based needs. A research-based curriculum and backwards mapping will ensure that students progress with the knowledge, skills, and social-emotional regulation required for success in a less restrictive environment. KIPP DC's goal is to provide the necessary supports to help all students access the general education curriculum, accelerate their learning, and develop the skills needed for success in a less restrictive environment, in high school, college, and beyond.

KIPP DC has developed a 5 year strategic plan to ensure its accountability to student outcomes. One goal is to ensure that KIPP DC is within 10 percentage points of the national average for Least Restrictive Environment (LRE). This will ensure that KIPP DC is constantly revisiting where students fall within the continuum. As a part of this work, KIPP DC has also developed a detailed protocol for LRE to be used when students are being considered for a change of placement.

Going forward, KIPP DC will rarely place students outside of the KIPP DC network. Once a student is evaluated, KIPP DC will provide the student an appropriate placement that meets his or her unique educational and social-emotional needs within the KIPP DC network.

Students whose Individual Education Program (IEP) indicate that they require specialized instruction and related services in a full-time setting outside of general education will enroll at The Learning Center, which is discussed in detail above. In the rare case that KIPP DC is unable to effectively serve the needs of a child, OSSE would be petitioned to secure an appropriate placement.

2. What special education instructional model is currently implemented at the school? Will the school's change of LEA status impact this model? If so, how? Include in your response any of the following:

KIPP DC provides a rich continuum of services to meet the unique individual needs of each child. We currently employ a variety of researched based interventions which will continue when we become our own LEA. In addition, becoming our own LEA will enable us to provide high quality evaluations and services to students. This will improve the quality and consistency of the support we are able to provide.

For questions, please contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

- a. Changes in organizational structure as related to staff responsible for special education compliance and instruction.

As an LEA, KIPP DC will be responsible for conducting student evaluations and providing additional direct services to students. To complete this work effectively, KIPP DC will ramp up leadership capacity in academic support, specialized instruction, and student intervention. In addition, KIPP DC has developed the following positions to support this model:

- Director of Student Support, Compliance and Policy
- Director of Professional Development and Intervention
- Director of Clinical and Related Services
- Instructional / Intervention Manager
- Speech Language Pathologist (12 total)
- Occupational Therapists (4)
- Clinical Psychologists (4)
- Social Worker

- b. Professional development for staff regarding offering a continuum of services that were previously not offered at your school, if applicable.

KIPP DC will shift from a top-down model of support to a needs-driven model for special education training, coaching and support. While some network-wide training will still be required, most support will be developed based on the specific requests of school leaders.

In the new LEA structure, two members of headquarters' instructional staff will be focused on providing targeted and personalized professional development in response to school leader requests. These staffers will also work to develop unified processes for RTI and interventions across the network.

Compliance Managers, Compliance Manager Assistants and other Student Support Services staff will meet for five full-day sessions on Tuesdays this summer for training, planning and message alignment work.

Summer Professional Development this year will involve in-depth training for all teachers on backwards planning and an orientation to the IEP. School leaders will provide targeted, personalized, and professionalized development on instruction.

We have trained our school leaders, special education staff and teachers on how to review data to inform recommendations for placements. KIPP DC will continue to offer a full continuum of services.

- c. Description of continuum of services that will be offered at your school.

Please see the previous descriptions of KIPP DC's complete continuum of services that includes push-in, pull-out, resource, and the Learning Center.

3. Please describe how the school's change of LEA status will affect the school's financial and operational procedures. What are the anticipated expenses, and how will the school finance these expenses?

The expansion of KIPP DC's continuum of services, and the additional personnel required to operate as an independent LEA is a significant financial undertaking. Current budget projections indicate that the expenses exceed additional revenue by over \$240,000. KIPP DC will continue to pursue additional funding streams to support Special Education, the Learning Center, and other related expenses. Please see the attached budgets for more information.

- 4.** Have you discussed this change with school staff and parents, particularly families of students with disabilities? Please describe any concerns raised and how you are addressing them.

This summer, KIPP DC's Student Support Services team has held 73 individualized meetings with families of student with special needs. These meetings have been very successful and KIPP DC has received positive feedback from parents. In addition, KIPP DC has shared with many parents about the plans to become an LEA for Special Education and their response has been very positive. School staff is very supportive and excited about the next phase of our development.

- 5.** How many special education students does your LEA currently serve at each grade level? Please provide a breakdown of your special education population by special education level and disability category.

See tables below.

14-15 Grade	AUT	DD	EMN	HI	ID	MD	OHI	SLD	SLI	Other	Grand Total
PK3	2	13						18			33
PK4		16					4		28		48
K	1	13	1				5	1	20		41
1	4	15			2	2	10	8	10		51
2	2	2	2	1		3	15	11	10		46
3	1		3		3	4	8	21	8		48
4	3		2		4	2	15	27	1		54
5	3		11		1	7	16	19	2	1	60
6	1		3		3	7	14	32	1		61
7	3		3		1	5	15	28	1		56
8		2			1	5	3	19			30
9			1			2	6	17			26
10	2		1		1	1	2	18	1		26
11			1		1	2	3	6			13
12			2			2	4	8			16
Grand Total	22	59	32	1	17	42	120	215	100	1	609

14-15 Grade	A - 0-20 % outside general education classroom	B - 21-60% outside general education classroom	C - 61%- 100% outside general education classroom	In regular early childhood program at least 10 hours/week and most special education services provided in general education setting	In regular early childhood program at least 10 hours/week and most special education services provided outside general education setting	Separate class	(blank)	Grand Total
PK3				16	17			33
PK4				19	28	1		48
K	19	3	3	4	12			41
1	29	17	5					51
2	18	15	13					46
3	15	24	9					48
4	24	22	8					54
5	25	23	11			1		60
6	24	22	15					61
7	19	27	10					56
8	14	16						30
9	9	4	13					26
10	8	6	12					26
11	4	2	7					13
12	2	8	6					16
Grand Total	210	189	112	39	57	1	1	609

6. Please discuss any current pending litigation regarding special education relevant to your school, as well as any litigation that occurred within the past three years.

As an independent LEA, KIPP DC will be responsible for handling all complaints rather than coordinating with DCPS. This will improve the process for KIPP DC and KIPP DC families, and make the process more streamlined. We have two very capable in house attorneys on staff as well as a contract with a well-known Special Education attorney who supports this work.

There is no pending litigation against KIPP DC regarding Special Education at this time. Any cases that have been filed which involve KIPP DC and Special Education have been against DCPS. There have been 10 HODs filed against DCPS in the last 3 years. Many of the complaints have stemmed out of a child find issue, classification disagreements, or placement. KIPP DC believes that as an independent LEA, there will be a faster response time for request for evaluations. In addition, the new Learning Center will enable KIPP DC to offer placements to the majority of our students.

APPENDIX A-2

KIPP DC Public Charter Schools

5-Year Estimated Budget

DESCRIPTION REVENUES	Year 1 SY2015-16	Year 2 SY2016-17	Year 3 SY2017-18	Year 4 SY2018-19	Year 5 SY2019-20
Per Pupil Charter Payments	90,021,329	95,635,292	102,861,256	108,120,787	111,925,537
Federal Entitlements	11,680,063	10,798,363	9,732,325	10,170,831	10,482,100
Income from Grants and Donations	6,960,735	4,825,000	4,730,000	4,077,000	3,400,000
Activity Fees	115,219	135,163	142,229	162,462	174,468
Other Income	1,367,405	1,454,202	1,263,093	1,026,917	958,329
TOTAL REVENUES	\$110,144,751	\$112,848,020	\$118,728,903	\$123,557,996	\$126,940,434
EXPENSES					
Personnel Salaries and Benefits	66,202,913	72,097,424	76,053,646	80,150,556	83,671,386
Direct Student Costs	11,885,593	12,773,625	13,506,598	13,766,941	14,177,111
Occupancy	14,610,200	14,104,127	14,230,316	14,029,793	14,041,427
Office Expenses	3,609,981	3,917,860	4,045,703	4,131,109	4,204,349
General Expenses	12,453,872	10,903,174	11,032,083	11,182,307	11,307,388
TOTAL EXPENSES	\$108,762,558	\$113,796,210	\$118,868,346	\$123,260,705	\$127,401,661

APPENDIX A-3

KIPP DC Public Charter Schools

FY16 LEA Conversion Budget

KIPP DC:*Operating Budget for LEA Conversion*

For the Fiscal Year Ending June 30, 2016

	Amount
Revenues:	
IDEA Part B Funding:	\$ 750,000
Total - Revenue	<u>\$ 750,000</u>
Expenses:	
Salaries:	
Director of Clinical and Related Services	\$ 75,000
Speech Language Pathologist-11	\$ 71,400
Speech Language Pathologist-12	\$ 73,900
Occupational Therapist-4	\$ 75,000
Psychologist-1	\$ 90,000
Psychologist-2	\$ 90,000
Psychologist-3	\$ 90,000
Psychologist-4	\$ 90,000
SPED Dedicated Aide-1	\$ 26,240
SPED Dedicated Aide-2	\$ 26,240
SPED Dedicated Aide-3	\$ 26,240
SPED Dedicated Aide-4	\$ 26,240
General Counsel	\$ 17,500
Assistant General Counsel	\$ 21,250
Total - Internal Salaries	<u>\$ 799,010</u>
<i>10% of total salary</i>	
<i>25% of total salary</i>	
Payroll Taxes:	
Payroll Taxes	\$ 61,124
Unemployment Taxes	\$ 3,780
Total - Payroll Taxes	<u>\$ 64,904</u>
Employee Benefits:	
Total Compensation	\$ 799,010
Employer Contribution, rate	6%
Total - Employer 403(B) Contribution	\$ 47,941
Health Insurance Per Year	\$ 4,560
Total - Health Insurance	\$ 56,316
Other Insurance per Year	\$ 70
Total - Other Insurance	\$ 980
Total - Employee Benefits	<u>\$ 105,237</u>
CONSULTANTS (non-ed):	
Legal	\$ 25,000
Subtotal -Consultants (Non-Ed)	<u>\$ 25,000</u>
Total Expenses	<u><u>\$ 994,151</u></u>
Net Gain/(Loss) from LEA Conversion	<u><u>\$ (244,151)</u></u>

Appendix A-4

Charter Agreement Amendment

THIRD AMENDMENT TO THE 2001 CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND THE KIPP DC PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between the KIPP DC Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the D.C. Public Charter School Board (“**PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on or about June 4, 2001 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue to operate a public charter school in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, on June 19, 2006, PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to expand its grades served to pre-kindergarten through twelfth grade; and

WHEREAS, on April 23, 2014, the Parties executed a Charter Agreement Amendment whereby PCSB approved the School Corporation’s request to operate 6 campuses at 16 locations and increase its enrollment ceiling from 3,700 to 6,126 by the 2018-2019 academic year.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.6 of the Charter Agreement is struck in its entirety and replaced with the following:

2.6 Students with Disabilities. A. The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §§ 1411 *et seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. § 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to § 38- 1802.10(c) of the Act, the School Corporation has elected to be treated as a local educational agency for the purpose of providing services to students with disabilities.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. “Person” shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict

PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

KIPP DC
1003 K Street, NW
Suite 700
Washington, DC 20001
Attention: Susan Schaeffler, Executive Director
Email: susan.schaeffler@kippdc.org
Telephone: 202-223-4505

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**KIPP DC
PUBLIC CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By: _____

Terry Golden

KIPP DC Board Chair

Date:

By: _____

Darren Woodruff, Ph.D.

PCSB Board Chair

Date:

Appendix V

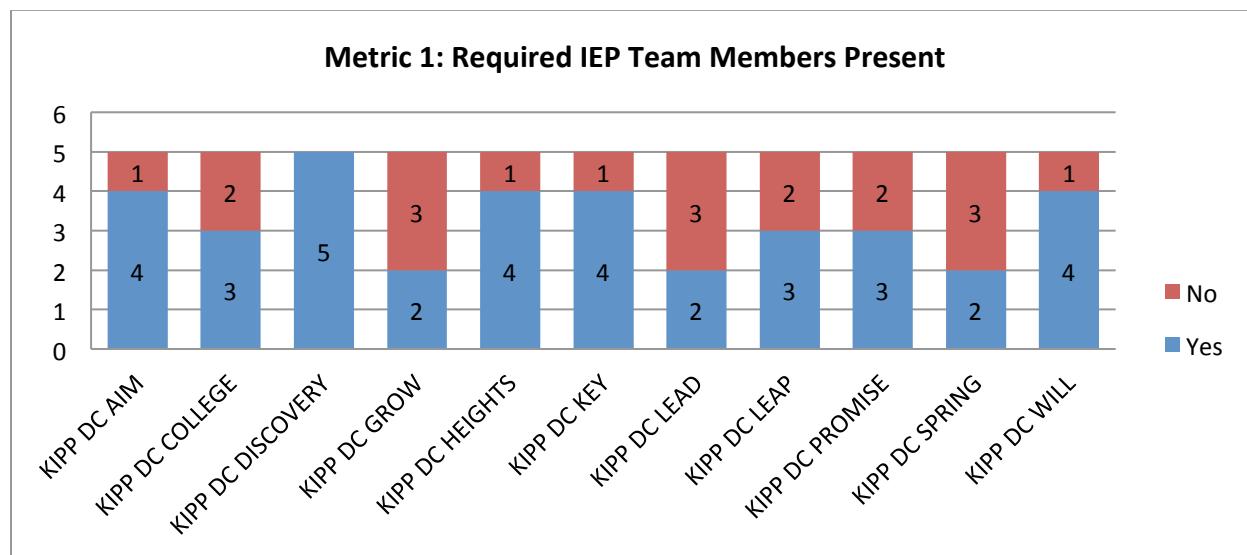
KIPP Charter Schools, MSST Desk Audit

July 2, 2014

Overview: For this KIPP Desk Audit, the Monitoring and School Support Team examined the records of five special education students from eleven KIPP campuses utilizing methodology analogous to OSSE's yearly monitoring process.

Metric 1: Required IEP Team Members Present (DCPS metric – includes OSSE metrics IEP 23 – General Education Teacher Attended IEP Meeting and IEP 24 – LEA Designee Attended IEP Meeting)

This metric measures whether the required IEP team members were present at a student's IEP meeting. Required IEP team members include: the parent, the general education teacher, the special education teacher, the LEA Representative, and the Related Service Providers, if applicable. The required IEP team members were present for 36 of the 55 meetings examined (65.55%); a team member was absent for 19 meetings (34.55%).

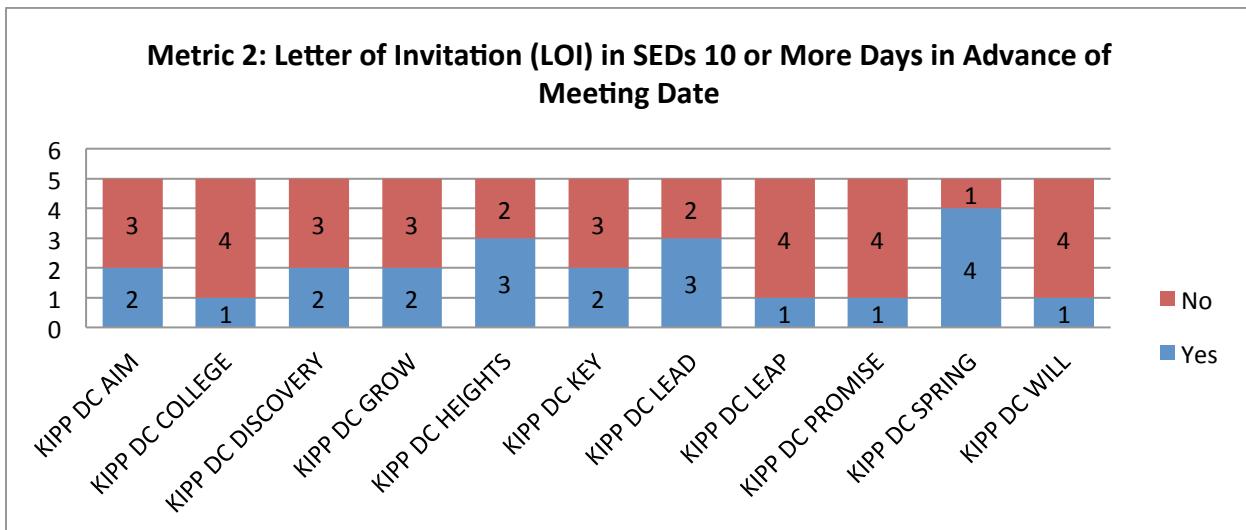


KIPP DC Discovery was 100% compliant. KIPP DC AIM, KIPP DC HEIGHTS, KIPP DC KEY, and KIPP DC WILL were 80% compliant. KIPP DC COLLEGE, KIPP DC LEAP and KIPP DC PROMISE were 60% compliant. KIPP DC GROW, KIPP DC LEAD and KIPP DC SPRING were 40% compliant.

KIPP DC GROW was missing the LEA Representative and the Special Education teacher in two meetings and was missing a signature page faxed into SEDs for one meeting. KIPP DC LEAD was missing the LEA Representative in three meetings. KIPP DC SPRING was missing the Related Service provider in one meeting, the Special Education teacher in one meeting and the General Education teacher in one meeting.

Metric 2: Letter of Invitation (LOI) in SEDs 10 or More Days in Advance of Meeting Date (DCPS metric)

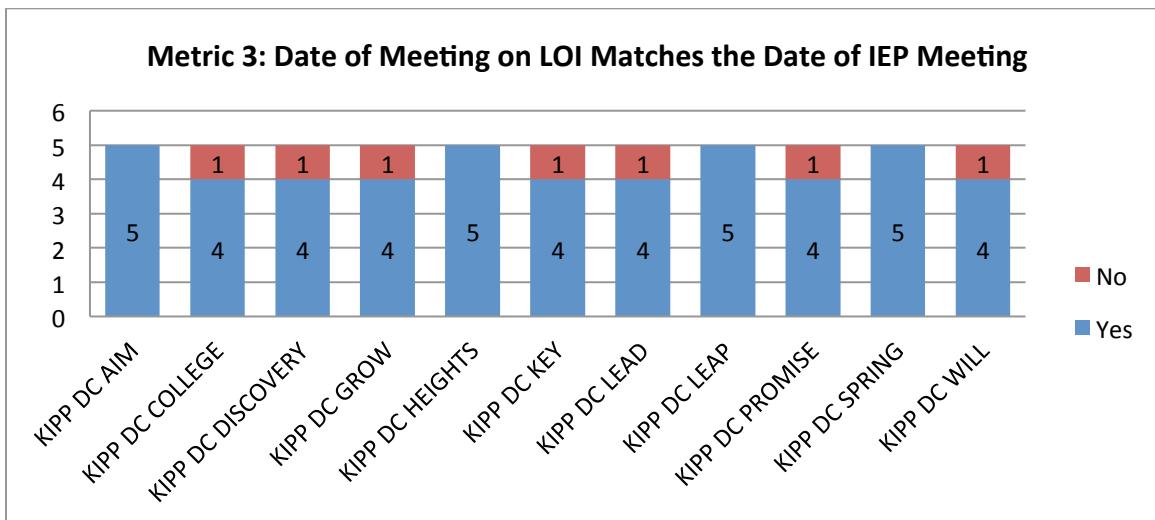
The second metric measures whether schools are following the DCPS best practice of having a LOI documented in SEDs 10 or more days prior to the meeting date. Of the 55 students reviewed, 22 (40%) had a LOI in SEDs 10 days prior to the meeting; 33 (60%) did not.



KIPP DC COLLEGE, KIPP DC LEAP, KIPP DC PROMISE and KIPP DC WILL were 20% compliant with this metric. KIPP DC AIM, KIPP DC DISCOVERY, KIPP DC GROW, and KIPP DC KEY were 40% compliant. KIPP DC HEIGHTS and KIPP DC LEAD were 60% compliant. KIPP DC SPRING was 80% compliant.

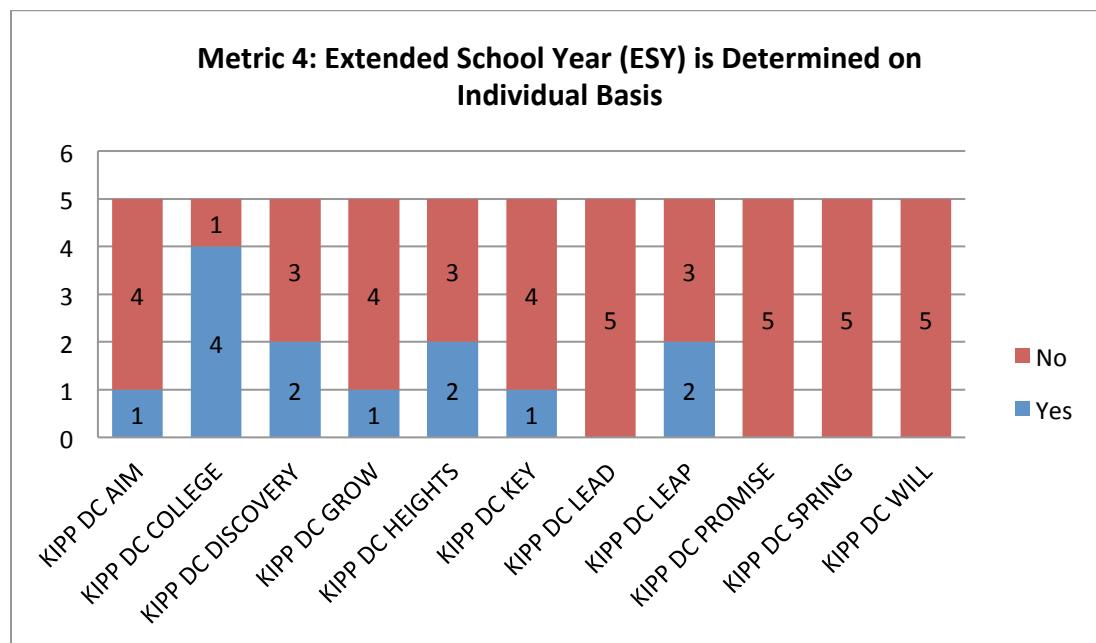
Metric 3: Date of Meeting on LOI Matches the Date of IEP Meeting (DCPS Metric).

The third metric examines whether the date on the LOI matches the date the school held the IEP Meeting. Of the 55 meetings examined, 48 (87%) had matching dates and 7(12%) did not.



Metric 4: Extended School Year (ESY) is Determined on Individual Basis (OSSE Metric IEP 31)

The fourth metric examines whether the student's SEDs file contains evidence that Extended School Year (ESY) was determined on an individual basis. This metric has been an area of concern during the OSSE on-site monitoring in recent years. Of the 55 students reviewed, only 13 (23%) had evidence that ESY was determined on an individual basis.

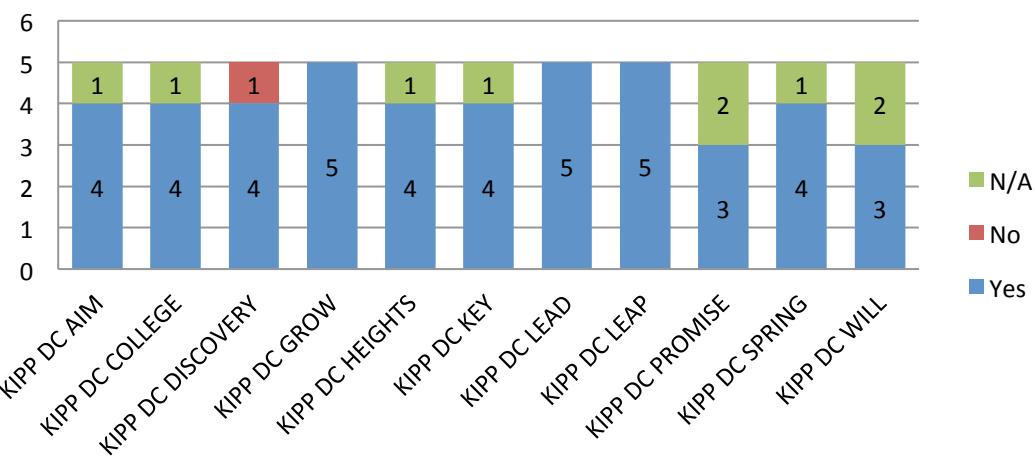


KIPP DC PROMISE, KIPP DC SPRING, KIPP DC WILL, KIPP DC LEAD were 100% non-compliant with this metric. KIPP DC AIM, KIPP DC GROW, KIPP DC KEY were 20% compliant. KIPP DC DISCOVERY, KIPP DC HEIGHTS, and KIPP DC LEAP were 40% compliant.

Metric 5: Related Services Documented Consistently in SEDs based on Dates Indicated in IEP (OSSE Metric IEP 36)

The fifth metric examines whether related services is documented consistently in SEDs based on the dates indicated in the IEP. This metric was a reoccurring issue raised during the 2012-2013 OSSE Monitoring Review of the Dependent Charter Schools. Of the 55 students reviewed, 9 do not receive related services, 45 had related services documented consistently and 1 did not.

**Metric 5: Related Services Documented Consistently in SEDs
based on Dates Indicated in IEP**



KIPP DC DISCOVERY had one student for whom Related Services was not consistently documented in SEDs using service trackers.