



# **2015-16 Renewal Report**

## **KIPP DC Public Charter School**

**November 16, 2015**

DC Public Charter School Board  
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## **BOARD VOTE AND KEY FINDINGS**

After reviewing the renewal application<sup>1</sup> submitted by KIPP DC Public Charter School (“KIPP DC PCS”), as well as the school’s record established by the DC Public Charter School Board (“DC PCSB”), DC PCSB staff concludes that KIPP DC PCS meets the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (the “SRA”). As such, on November 16, 2015 the DC PCSB Board voted 5-0 that KIPP DC PCS’s renewal application be approved, and that the school’s charter be renewed for a second fifteen-year term.

KIPP DC PCS has neither materially violated applicable law nor its charter, and is in compliance with the SRA’s requirements regarding procurement contracts. The school’s fiscal health is strong, with its net assets increasing each year, and no findings or concerns have been identified in the school’s financial audits.

KIPP DC PCS fully met nine of its ten charter goals and academic achievement expectations (“academic expectations”). KIPP DC PCS partially met the remaining goal related to school safety, due to its suspension and expulsion rates exceeding the charter sector across many of its campuses. DC PCSB encourages KIPP DC PCS to adjust its discipline practices to decrease the number of students not attending school due to suspensions and expulsions.

KIPP DC PCS has shown very strong academic results across their network, having maintained Tier One status on PCSB’s Performance Management Framework (“PMF”) across all campuses eligible for tiering over the past four years. Across KIPP DC PCS campuses, student subgroups – including black, economically disadvantaged, and special education students – score well above the state subgroup average in reading and math proficiency, and have high reading and math growth rates. The school has maintained this strong academic performance even as it significantly scaled up its operations, adding eight campuses over the past four years.

## **CHARTER RENEWAL STANDARD**

The standard for charter renewal is established in the SRA: PCSB shall approve a school’s renewal application, except that PCSB shall not approve the application if it determines one or both of the following:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>2</sup>

Separate and apart from the renewal process, DC PCSB is required by the SRA to revoke a school’s charter if PCSB determines that the school (1) has engaged in a pattern of non-adherence to generally accepted

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<sup>1</sup> See KIPP DC PCS renewal application, attached to this report as Appendix A.

<sup>2</sup> D.C. Code §38-1802.12(c).

accounting principles (“GAAP”); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>3</sup>

Given the SRA’s standard for charter renewal, as well as DC PCSB’s obligation to revoke a school’s charter if it has engaged in the above fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school’s academic performance and legal compliance, respectively, and serve as the basis for DC PCSB staff’s renewal recommendation. Section Three is an analysis of the school’s fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but also to have engaged in fiscal mismanagement the DC PCSB Board can assess a school accordingly.

## **SCHOOL OVERVIEW**

KIPP DC PCS began operation in 2001 under authorization from DC PCSB and currently serves children in pre-kindergarten-3 through twelfth grade. Most of its students are African American, and at most campuses over 80% of students are classified as economically disadvantaged. Its mission is:

*To create and sustain the highest quality school system for the most underserved communities in Washington, DC. 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<sup>4</sup>*

KIPP DC PCS originally operated as a middle school, serving students in the fifth through eighth grade. In June 2006, DC PCSB approved KIPP DC PCS to expand to offer a high school program.<sup>5</sup> In March 2007, DC PCSB approved KIPP DC PCS to further expand to serve early childhood and elementary students.<sup>6</sup> In 2013-14, KIPP DC PCS acquired the assets of the former Arts and Technology Public Charter School (“ATA PCS”), offering admission to its students upon the nonrenewal of ATA PCS’s charter. KIPP DC PCS transitioned approximately 400 students from ATA PCS to KIPP DC PCS, offering these students a continued education at a Tier 1 school and a pathway through high school. In 2015-16, KIPP DC PCS opened The Learning Center at its Douglass campus in Ward 8, which serves students from across the KIPP DC network with high-needs disabilities.

KIPP DC PCS currently operates 15 campuses that are organized in five clusters of pre-kindergarten through eighth grade programs, and also operates a high school campus. In total, KIPP DC PCS serves 5,201 students, according to the unaudited enrollment count conducted for 2015-16. The following tables provide general performance information about each of KIPP DC PCS’ campuses. Information about the school’s accountability outcomes is also included in the table below; the school’s score on the PMF incorporates many indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment.

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<sup>3</sup> D.C. Code §38-1802.13(b).

<sup>4</sup> See 2013-14 Annual report, p. 6, attached to this report as Appendix B.

<sup>5</sup> See June 20, 2006 letter from Mr. Thomas A. Nida, PCSB Board Chair, to Ms. Susan Schaeffler, KIPP DC PCS Executive Director, attached to this report as Appendix C.

<sup>6</sup> See March 21, 2007 letter from Mr. Thomas A. Nida, PCSB Board Chair, to Mr. Earl Galleher, KIPP Chairman, attached to this report as Appendix D.

Campus	2015-16 Grade Levels	Year Opened	2015-16 Student Enrollment <sup>7</sup>	2010-11 Accountability Plan/PMF	2011-12 Accountability Plan/PMF	2012-13 Accountability Plan/PMF	2013-14 PMF
<b>Benning Campus (Ward 7)</b>							
LEAP Academy	PK3-K	2007	214	Met 7 of 7 targets	Met 8 of 8 targets	Met 8 of 8 targets	Met or exceeded 9 of 9 indicator floors
Promise Academy	1-4	2009	516	Met 6 of 8 targets	Met 7 of 8 targets	Met 6 of 6 targets	Met or exceeded 4 of 4 indicator floors
						74.6% <b>Tier 1</b>	77.0% <b>Tier 1</b>
KEY Academy	5-8	2001	342	86.4% <b>Tier 1</b>	87.6% <b>Tier 1</b>	91.0% <b>Tier 1</b>	89.1% <b>Tier 1</b>
<b>Douglass Campus (Ward 8)</b>							
Discover Academy	PK3-K	2009	346	Met 7 of 7 targets	Met 7 of 8 targets	Met 8 of 8 targets	Met or exceeded 9 of 9 indicator floors
Heights Academy	1-4	2011	434	N/A	Met 6 of 7 targets	Met 5 of 6 targets	Met or exceeded 8 of 8 indicator floors
AIM Academy	5-8	2005	350	85.2% <b>Tier 1</b>	89.4% <b>Tier 1</b>	82.9% <b>Tier 1</b>	79.3% <b>Tier 1</b>
<b>Shaw Campus (Ward 6)</b>							
Grow Academy	PK3-K	2010	328	Met 5 of 5 targets	Met 7 of 8 targets	Met 8 of 8 targets	Met or exceeded 9 of 9 indicator floors
Lead Academy	1-4	2012	421	N/A	N/A	Met 6 of 6 targets	Met or exceeded 4 of 4 indicator floors
WILL Academy	4-8	2006	303	85.5% <b>Tier 1</b>	73.8% <b>Tier 1</b>	80.7% <b>Tier 1</b>	73.2% <b>Tier 1</b>
<b>Webb Campus (Ward 5)</b>							
Connect Academy	PK3-K	2013	314	N/A	N/A	N/A	Met or exceeded 6 of 6 indicator floors
Spring Academy	1-2	2013	216	N/A	N/A	N/A	Met or exceeded 3 of 3 indicator floors
Northeast Academy	5-7	2014	238	N/A	N/A	N/A	N/A
<b>Smilow Campus (Ward 7)</b>							
Arts & Technology Academy	PK3-K	2014	229	N/A	N/A	N/A	N/A
Quest Academy	1-4	2014	325	N/A	N/A	N/A	N/A
Valor Academy	5-6	2015	120	N/A	N/A	N/A	N/A
<b>High School Campus (Ward 5)</b>							
College Prep	9-12	2009	505	81.2% <b>Tier 1</b>	66.7% <b>Tier 1</b>	76.2% <b>Tier 1</b>	83.6% <b>Tier 1</b>

<sup>7</sup> Unverified enrollment as of October 20, 2015.

## Previous Charter Reviews

### Five-Year Charter Review

In 2006-07, when KIPP DC PCS was operating only middle schools, DC PCSB conducted a five-year charter review of the local education agency (“LEA”). KIPP DC PCS was found to have met two of three academic performance standards, and all non-academic performance standards in place at the time.<sup>8</sup> DC PCSB found the school’s governance and finances also to be strong. Based on this review, the DC PCSB Board voted to continue the school’s charter.

### Ten-Year Charter Review

In December 2011, when KIPP DC PCS was operating nine campuses serving pre-kindergarten through twelfth grade students, in three clusters, DC PCSB conducted the school’s ten-year charter review. It was noted that the school’s middle and high school campuses had all achieved Tier 1 status on the PMF, that the school had complied with the terms of its charter, and that it had met the fiscal standard for continuance.<sup>9</sup> Based on this review, the DC PCSB Board voted on December 19, 2011 to fully continue the school’s charter.<sup>10</sup>

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years, and at renewal, non-renew if DC PCSB finds that the school has not met its goal and academic achievement expectations. Accordingly, goals and academic expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

The table below summarizes PCSB’s determinations (based on the school’s performance from 2010-11 through 2014-15) as to whether KIPP DC PCS met its goals and academic expectations. These determinations are further detailed in the body of this report.

	<b>Goals and Academic Expectations</b>	<b>Met?</b>
1	Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.	<b>Yes</b>
2	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.	<b>Yes</b>
3	Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	<b>Yes</b>
4	Students will benefit from enrichment activities.	<b>Yes</b>
5	Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	<b>Yes</b>

<sup>8</sup> See 5-year charter review, attached to this report as Appendix E.

<sup>9</sup> See December 19, 2011 board memorandum regarding KIPP DC PCS’s ten-year charter review, attached to this report as Appendix F.

<sup>10</sup> See December 20, 2011 letter from Mr. Brian Jones, PCSB Board Chair, to Mr. Terry Golden, KIPP DC Chairman, attached to this report as Appendix G.

6	The Principal will ensure the fiscal and physical sustainability of the school.	<b>Yes</b>
7	The Board will provide sufficient and effective support to school leaders.	<b>Yes</b>
8	The school leader will create a culture among staff that facilitates professional growth.	<b>Yes</b>
9	The school will create an environment in which parents will support and participate in their child’s education.	<b>Yes</b>
10	The school will create a safe environment in which to learn.	<b>Partially</b>

1. **Goal: Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.**
2. **Goal: 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.**

**Assessment: KIPP DC PCS met these goals.** The school met nearly all of its early childhood literacy and math targets across all of its campuses. The school performed above the state average on the DC CAS reading and math assessments across all campuses, with proficiency particularly high at KIPP DC PCS’s middle school campuses. Likewise, the school has strong reading and math median growth percentiles (“MGPs”, which measure year to year relative student growth) that are well over the fiftieth percentile, except for its high school reading MGPs, which have remained slightly below the fiftieth percentile over the past three years.

The following section analyzes the school’s academic performance in each of KIPP DC PCS’s five educational clusters, and its high school campus.

**Benning Campus (Ward 7)**

The Benning Campus is comprised of LEAP Academy (serving PK3-K, opened 2007), Promise Academy (serving grades 1-4, opened 2009), and KEY Academy (serving grades 5-8, opened 2001).

**Early Childhood Literacy Outcomes**

KIPP DC PCS LEAP and Promise Academies met all early childhood literacy targets over the past four years. At LEAP Academy, DC PCSB reviewers observed the following:

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... [S]tudents were excited to read on their own and interact with others during choice time and center activities.<sup>11</sup>

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<sup>11</sup> See KIPP DC PCS – LEAP Academy QSR report, attached to this report as Appendix H.

<b>PK Literacy Progress – LEAP Academy</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2011-12	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make 0 NCE or greater growth by the spring administration on the Peabody Picture Vocabulary Test (“PPVT”).	<b>Yes.</b> 74.1% of students made 0 or greater NCE growth.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the PPVT.	<b>Yes.</b> 98.0% of students met this target.
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four standard score points or achieving a score of 86 or higher on the PPVT.	<b>91.0%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (86-115) or above on the PPVT at the end of the year.	<b>92.6%<sup>12</sup></b>

<b>Kindergarten Literacy Progress – LEAP Academy</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2011-12	60% of kindergarten students will meet or exceed growth targets in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (“NWEA MAP”).	<b>Yes.</b> 64.7% of students met or exceeded growth targets.
2012-13	60% of kindergarten students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 82.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 149 on the NWEA MAP.	<b>96.0%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>51.1%</b>

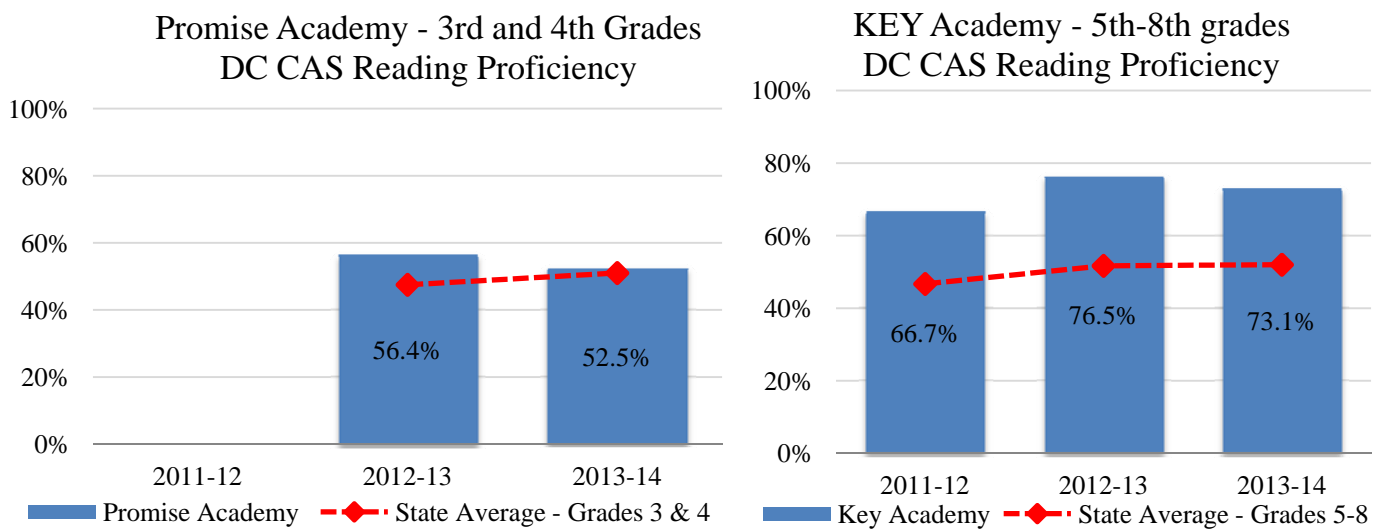
<b>First and Second Grade Literacy Progress and Achievement – Promise Academy</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2011-12	60% of first through third grade students will meet or exceed growth targets in reading by the spring administration on the NWEA-MAP	<b>Yes.</b> 68.3% of students met or exceeded growth targets.
2012-13	60% of first and second grade students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 76.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 166 (first grade) or 179 (second grade) on the NWEA MAP.	<b>82.2%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>74.4%</b>

<sup>12</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.



## DC CAS Proficiency

The reading proficiency rate at KIPP DC PCS – Promise Academy, serving third and fourth grades, has been above the state average. DC PCSB’s QSR team noted that “82% of the teachers successfully used probing questions to inspire higher-order thinking in students – one of the highest percentages proficient teachers at any school observed to date.”<sup>13</sup> At KEY Academy, serving fifth through eighth grade students, reading proficiency rates have been at least twenty percentage points above the state average over the past three years. “In [KIPP DC PCS – KEY Academy] English class teachers used strategies such as building background knowledge, previewing new vocabulary, and connecting content to students’ lives to scaffold learning. In 2014-15, the state switched to a new state assessment.”<sup>14</sup> At the time of this report’s publication, the results of this new assessment have not been finally validated.



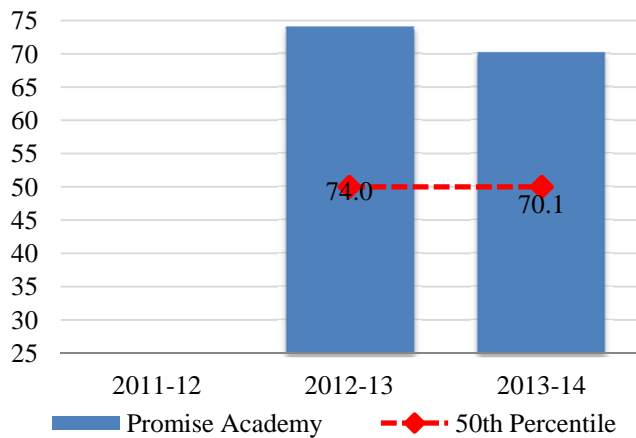
## Reading Growth

The graph below represents KIPP DC PCS’s reading MPG, the median of its individual students’ growth percentiles. An MPG of 50 indicates that a school’s students have “average” growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Promise Academy and KEY Academy’s reading MGPs were above the fiftieth percentile over the past three years.

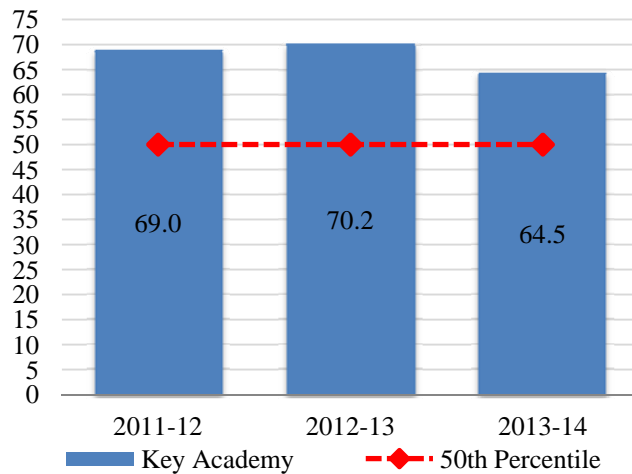
<sup>13</sup> See KIPP DC PCS – Promise Academy QSR, attached to this report as Appendix I.

<sup>14</sup> See KIPP DC PCS – KEY Academy QSR, attached to this report as Appendix J.

Promise Academy -3rd and 4th Grades  
DC CAS Reading MGP



KEY Academy - 5th-8th Grades  
DC CAS Reading MGP



Reading Subgroup Outcomes

Students subgroups at Promise and KEY Academies had reading proficiency rates that were higher than those of the charter sector subgroups. All subgroups also had reading MGPs above the fiftieth percentile.

KIPP DC PCS – Promise Academy – Grades 3-4 Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	Promise	Charter Sector	Promise	Charter Sector	Promise	Charter Sector
African-Americans	52.0%	41.8%	56.1%	46.2%	52.0%	46.3%
Students with Disabilities	<10	19.4%	28.0%	21.0%	23.3%	21.6%
Economically Disadvantaged	46.4%	39.4%	57.1%	44.6%	50.6%	45.3%
Male	48.9%	40.8%	50.5%	42.7%	46.2%	44.0%
Female	54.4%	48.7%	62.1%	54.7%	59.6%	54.3%

KIPP DC PCS – Promise Academy Grades 3-4 Subgroup Reading MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	73.0	69.6
Students with Disabilities	75.5	63.4
Economically Disadvantaged	72.0	70.1
Male	81.0	73.3
Female	69.0	67.6

KIPP DC PCS – Grades 5-8 Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	KEY	Charter Sector	KEY	Charter Sector	KEY	Charter Sector
African-Americans	66.7%	50.6%	76.3%	53.6%	73.1%	53.3%
Students with Disabilities	32.6%	19.3%	45.9%	23.3%	30.8%	23.4%
Economically Disadvantaged	62.8%	47.4%	73.8%	51.2%	70.9%	51.7%
Male	62.0%	47.4%	68.7%	49.8%	67.1%	50.3%
Female	70.4%	56.3%	82.1%	62.2%	77.7%	62.6%

KIPP DC PCS – KEY Academy Grades 5-8 Subgroup Reading MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	70.0	64.2
Students with Disabilities	73.3	61.5
Economically Disadvantaged	69.9	64.8
Male	68.1	58.8
Female	71.5	66.6

### Early Childhood Math Outcomes

KIPP DC PCS’s LEAP and Promise Academies met all early childhood math targets. At LEAP Academy, “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.”<sup>15</sup> At Promise Academy, “[t]eachers 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.”<sup>16</sup>

PK Math Progress – LEAP Academy		
Year	Target	Target Met?
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four scale points or achieving a score of at least 86 on the Test of Early Mathematics Ability (“TEMA”).	<b>93.5%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (90-110) or above at the end of the year on TEMA.	<b>90.2%</b> <sup>17</sup>

Kindergarten Math Progress – LEAP Academy		
Year	Target	Target Met?
2011-12	60% of kindergarten students will meet or exceed growth targets in math by the spring administration on the NWEA MAP.	<b>Yes.</b> 60.8% of students met or exceeded growth targets.
2012-13	60% of kindergarten students will score at or above typical growth in math on the NWEA MAP.	<b>Yes.</b> 78.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 144 on the NWEA MAP.	<b>97.0%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>69.1%</b>

First and Second Grade Math Progress and Achievement – Promise Academy		
Year	Target	Target Met?
2011-12	60% of first through third grade students will meet or exceed growth targets in math by the spring administration on the NWEA-MAP	<b>Yes.</b> 73.8% of students met or exceeded growth targets.
2012-13	60% of first and second grade students will score at or above typical growth in math on the NWEA MAP.	<b>Yes.</b> 75.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 164 (first grade) or 177 (second grade) on the NWEA MAP.	<b>94.9%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>89.9%</b>

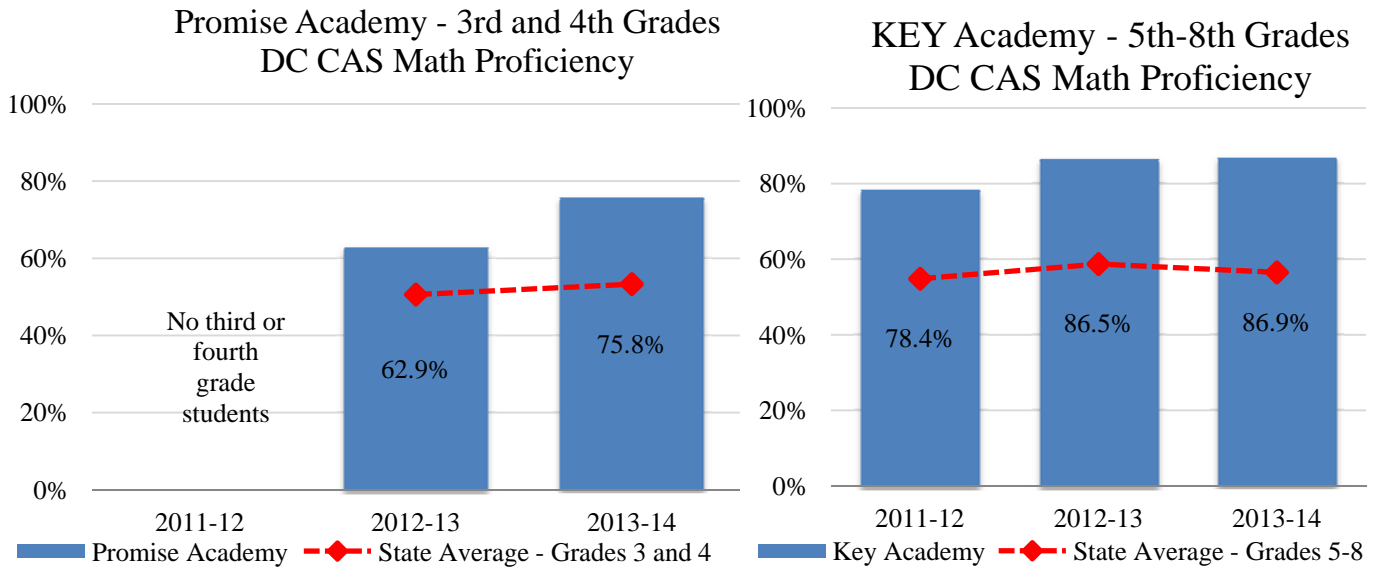
<sup>15</sup> See KIPP DC PCS – LEAP Academy QSR, attached to this report as Appendix K.

<sup>16</sup> See Appendix H.

<sup>17</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

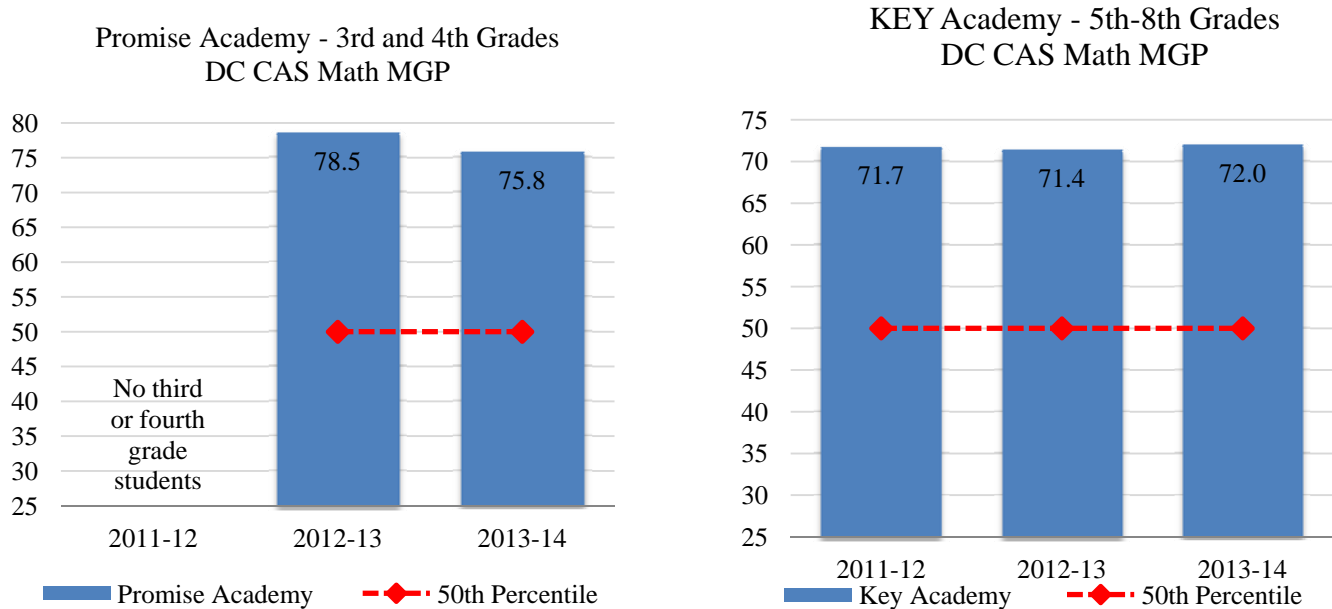
## DC CAS Math Proficiency

Math proficiency at KIPP DC PCS – Promise and KEY Academies has increased over the past years and has been consistently above the state average. At KEY Academy, QSR observers noted that “[i]n 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...[s]tudents...were eager to categorize [the] triangles and all that could be heard when students were talking amongst themselves was math related conversation.”<sup>18</sup>



## DC CAS Math Growth

Reading MGPs at Promise and KEY Academies has been above the fiftieth percentile over the past years.



<sup>18</sup> See Appendix J.

### Subgroup Math Outcomes

In 2012-13 and 2013-14, students subgroups at Promise and KEY Academies had math proficiency rates that were higher than those of the charter sector subgroups in 2012-13 and 2013-14, and math MGPs above the fiftieth percentile.

KIPP DC PCS – Promise Academy - Grades 3-4 Subgroup Math Proficiency						
	2011-12		2012-13		2013-14	
	Promise	Sector	Promise	Sector	Promise	Sector
African-Americans	28.4%	38.8%	63.3%	50.1%	75.5%	52.7%
Students with Disabilities	<10	21.3%	48.0%	28.9%	40.0%	31.7%
Economically Disadvantaged	22.6%	37.7%	61.9%	47.9%	74.4%	51.4%
Male	26.7%	41.3%	61.6%	50.7%	71.2%	53.8%
Female	29.8%	42.4%	64.1%	54.3%	80.9%	55.5%

KIPP DC PCS – Promise Academy (Grades 3-4) Subgroup Math MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	78.5	75.8
Students with Disabilities	73.0	53.0
Economically Disadvantaged	79.0	75.7
Male	74.0	78.6
Female	82.0	75.1

KIPP DC PCS – KEY Academy - Grades 5-8 Subgroup Math Proficiency						
	2011-12		2012-13		2013-14	
	KEY	Charter Sector	KEY	Charter Sector	KEY	Charter Sector
African-Americans	83.5%	59.5%	86.3%	61.1%	86.9%	60.9%
Students with Disabilities	55.8%	27.6%	67.6%	31.8%	66.7%	30.1%
Economically Disadvantaged	75.2%	58.6%	85.7%	59.3%	86.2%	59.6%
Male	74.9%	58.4%	81.7%	61.1%	82.5%	60.9%
Female	81.2%	63.9%	89.9%	65.6%	90.2%	65.9%

KIPP DC PCS – KEY Academy (Grades 5-8) Subgroup Math MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	71.4	72.0
Students with Disabilities	62.0	65.5
Economically Disadvantaged	71.0	71.5
Male	70.1	70.7
Female	71.7	72.5
African-Americans	71.4	72.0

### Douglass Campus (Ward 8)

The Douglass Campus is comprised of Discover Academy (serving PK3-K, opened 2009), Heights Academy (serving grades 1-4, opened 2011), and AIM Academy (serving grades 5-8, opened 2005).

### Early Childhood Literacy Outcomes

KIPP DC PCS Discover and Heights Academies met all but one early childhood literacy target over the past four years. DC PCSB qualitative reviewers observed the following at Discover Academy in support of this goal:

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.<sup>19</sup>

At Heights Academy, DC PCSB observers found, “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.”<sup>20</sup>

PK Literacy Progress – Discover Academy		
Year	Target	Target Met?
2011-12	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make 0 NCE or greater growth by the spring administration on the Peabody Picture Vocabulary Test (“PPVT”).	<b>Yes.</b> 72.8% of students made 0 or greater NCE growth.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the PPVT.	<b>Yes.</b> 92.0% of students met this target.
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four standard score points or achieving a score of 86 or higher on the PPVT.	<b>93.9%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (86-115) or above on the PPVT at the end of the year.	<b>88.9%</b> <sup>21</sup>

Kindergarten Literacy Progress – Discover Academy		
Year	Target	Target Met?
2011-12	60% of kindergarten students will meet or exceed growth targets in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (“NWEA MAP”).	<b>No.</b> 46.9% of students met or exceeded growth targets.
2012-13	60% of kindergarten students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 74.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 149 on the NWEA MAP.	<b>93.1%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>64.0%</b>

First and Second Grade Literacy Progress and Achievement – Heights Academy		
Year	Target	Target Met?
2011-12	60% of first through third grade students will meet or exceed growth targets in reading by the spring administration on the NWEA-MAP	<b>Yes.</b> 61.5% of students met or exceeded growth targets.
2012-13	60% of first and second grade students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 70.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 166 (first grade) or 179 (second grade) on the NWEA MAP.	<b>83.3%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>68.7%</b>

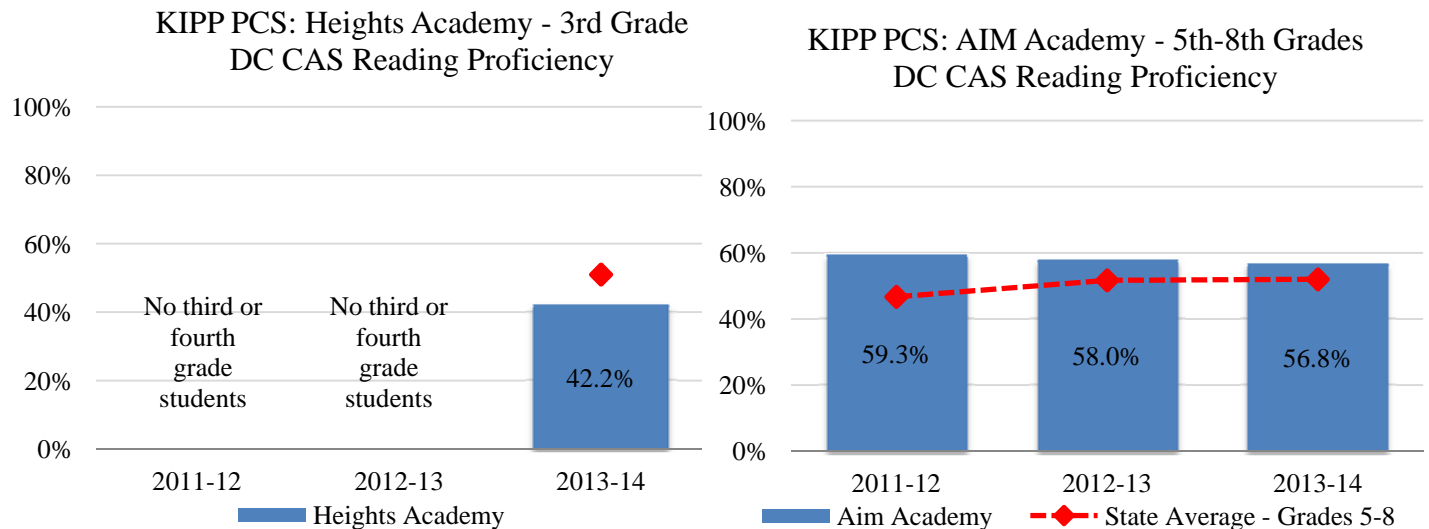
<sup>19</sup> See KIPP DC PCS – Discover Academy QSR, attached to this report as Appendix K.

<sup>20</sup> See KIPP DC PCS – Heights Academy QSR, attached to this report as Appendix L.

<sup>21</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

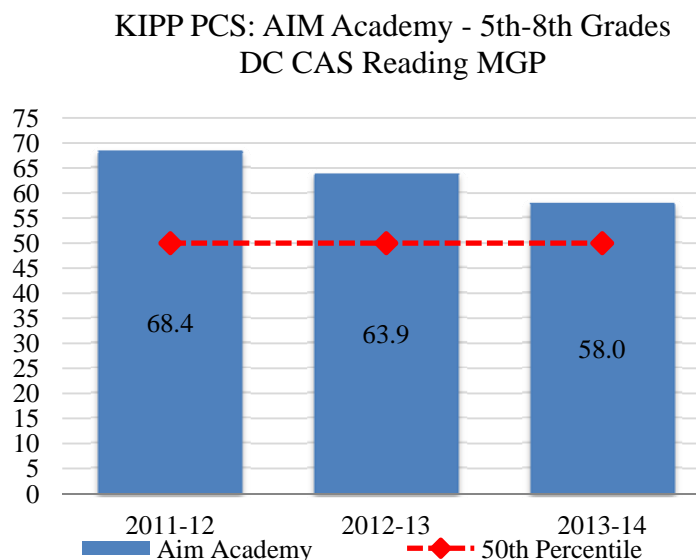
DC CAS Reading Proficiency

KIPP DC PCS – Heights Academy’s reading proficiency rate was below the state average in 2013-14, the only year it had DC CAS outcomes due to its growth pattern. KIPP DC PCS – AIM Academy’s reading proficiency rate decreased by 2.5 percentage points over the past three years, although it has remained above the state average.



DC CAS Reading Growth

KIPP DC PCS – AIM Academy’s reading MGP has decreased over the past three years, but has remained well above 50. KIPP DC PCS – Heights Academy had its first class of third grade students in 2013-14 and as such does not have MGP outcomes, which require two years of assessment data.



Subgroup Reading Outcomes

KIPP DC PCS – Heights Academy’s subgroup reading proficiency was below the charter sector in 2013-14. At KIPP DC PCS – AIM Academy, African-American and economically disadvantaged students have scored above

the sector average over the past three years. However, students with disabilities scored below the sector average in 2012-13 and 2013-14. KIPP DC PCS – AIM Academy’s subgroup reading MGPs were above the fiftieth percentile. As stated above, KIPP DDC PCS – Heights Academy does not have MGP outcomes, which requires two years of assessment data.

KIPP DC PCS – Heights Academy Grade 3 2013-14 Subgroup Reading Proficiency		
	Heights (3rd grade)	Sector
African-Americans	42.2%	46.3%
Students with Disabilities	20.0%	21.6%
Economically Disadvantaged	42.5%	45.3%
Male	37.2%	44.0%
Female	46.8%	54.3%

KIPP DC PCS – AIM Academy (Grades 5-8) Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	AIM	Sector	AIM	Sector	AIM	Sector
African-Americans	59.0%	50.6%	57.9%	53.6%	56.6%	53.3%
Students with Disabilities	23.1%	19.3%	17.2%	23.3%	17.4%	23.4%
Economically Disadvantaged	58.2%	47.4%	55.9%	51.2%	54.2%	51.7%
Male	53.7%	47.4%	53.6%	49.8%	47.6%	50.3%
Female	63.6%	56.3%	61.4%	62.2%	64.7%	62.6%

KIPP DC PCS – Grades 5-8 Subgroup Reading MGP (state average for all students is 50)		
	2012-13	2013-14
	AIM	AIM
African-Americans	64.1	58.1
Students with Disabilities	59.2	51.9
Economically Disadvantaged	64.0	58.6

### Early Childhood Math Outcomes

KIPP DC PCS – Discover and Heights Academies met all early childhood math targets over the past four years. At Discover Academy, “[m]ath 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.”<sup>22</sup>

PK Math Progress – Discover Academy		
Year	Target	Target Met?
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four scale points or achieving a score of at least 86 on the Test of Early Mathematics Ability (“TEMA”).	<b>87.8%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (90-110) or above at the end of the year on TEMA.	<b>82.7%</b> <sup>23</sup>

<sup>22</sup> See Appendix K.

<sup>23</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

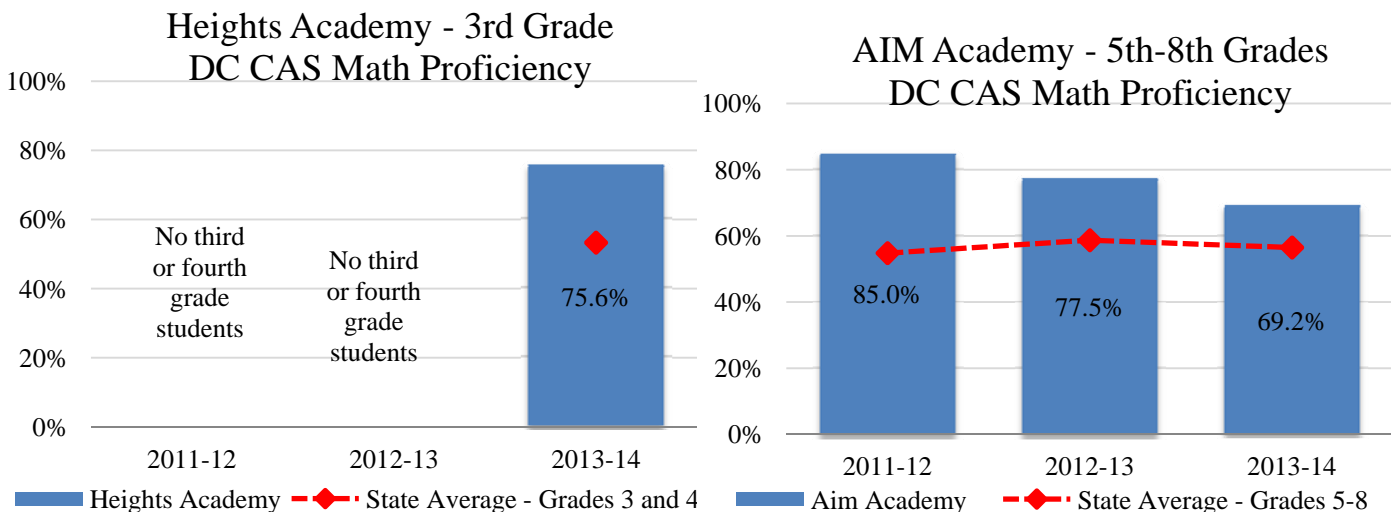


Kindergarten Math Progress – Discover Academy		
Year	Target	Target Met?
2011-12	60% of kindergarten students will meet or exceed growth targets in math by the spring administration on the NWEA MAP.	<b>Yes.</b> 70.7% of students met or exceeded growth targets.
2012-13	60% of kindergarten students will score at or above typical growth in math on the NWEA MAP.	<b>Yes.</b> 88.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 144 on the NWEA MAP.	<b>98.0%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>78.4%</b>

First and Second Grade Math Progress and Achievement – Heights Academy		
Year	Target	Target Met?
2011-12	60% of first through third grade students will meet or exceed growth targets in math by the spring administration on the NWEA-MAP	<b>Yes.</b> 73.1% of students met or exceeded growth targets.
2012-13	60% of first and second grade students will score at or above typical growth in math on the NWEA MAP.	<b>No.</b> 59.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 164 (first grade) or 177 (second grade) on the NWEA MAP.	<b>93.7%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>77.6%</b>

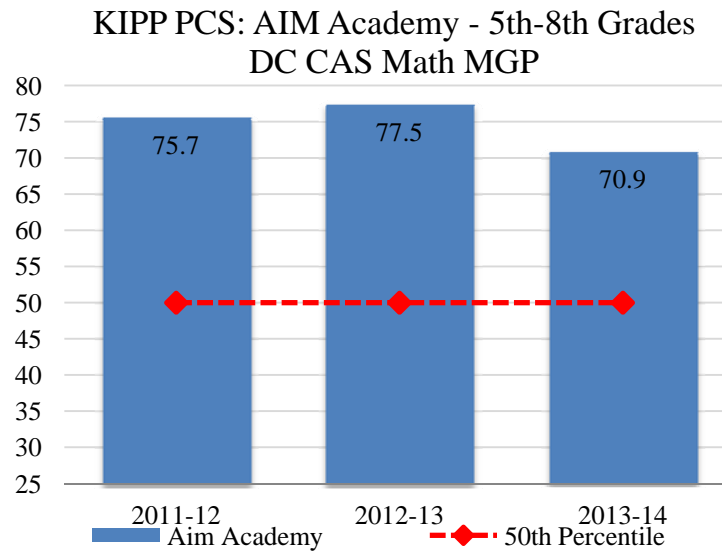
DC CAS Math Proficiency

KIPP DC PCS – Heights Academy scored above the state average in math proficiency in 2013-14, the one year it had DC CAS outcomes. KIPP DC PCS – AIM Academy’s math proficiency has declined from 85.0% in 2011-12 to 69.2% in 2013-14 but had remained above the state average.



## DC CAS Math Growth

KIPP DC PCS – Heights Academy had its first class of third grade students in 2013-14 and as such does not have MGP outcomes, which require two years of assessment data. KIPP DC PCS – AIM Academy’s math MGP has been above 70 over the past three years.



## Math Subgroup Outcomes

KIPP DC PCS – Heights Academy’s subgroup math proficiency was above the charter sector in 2013-14. At KIPP DC PCS – AIM Academy, subgroup math proficiency rates have been above the charter sector each year with the exception of students with disabilities in 2013-14. KIPP DC PCS – AIM Academy’s subgroup reading MGPs were above the fiftieth percentile in 2012-13 and 2013-14. KIPP DDC PCS – Heights Academy does not have MGP outcomes, which requires two years of assessment data.

KIPP DC PCS – Heights Academy 2013-14 3rd Grade Subgroup Math Proficiency		
	Heights (3rd grade)	Sector
African-Americans	75.6%	52.7%
Students with Disabilities	40.0%	31.7%
Economically Disadvantaged	77.5%	51.4%
Male	67.4%	53.8%
Female	83.0%	55.5%

KIPP DC PCS – AIM Academy – 5th-8th Grades Subgroup Math Proficiency						
	2011-12		2012-13		2013-4	
	AIM	Sector	AIM	Sector	AIM	Sector
African-Americans	84.9%	59.5%	76.9%	61.1%	68.8%	60.9%
Students with Disabilities	57.7%	27.6%	41.4%	31.8%	27.5%	30.1%
Economically Disadvantaged	85.1%	58.6%	75.6%	59.3%	68.1%	59.6%
Male	83.6%	58.4%	79.7%	61.1%	66.9%	60.9%
Female	86.1%	63.9%	76.1%	65.6%	71.2%	65.9%

KIPP DC PCS – AIM Academy 5th-8th Grades Subgroup Math MGP		
	2012-13	2013-14
African-Americans	76.8	70.6
Students with Disabilities	66.8	56.8
Economically Disadvantaged	76.7	69.9
Male	73.7	65.5
Female	78.5	76.0

## Shaw Campus (Ward 6)

The Shaw Campus is comprised of Grow Academy (serving PK3-K, opened 2010), Lead Academy (serving grades 1-4, opened 2012), and WILL Academy (serving grades 5-8, opened 2006). At Grow Academy,

“the QSR team scored 77% of the observations as proficient or distinguished in Using Questioning and Discussion Techniques - 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.”<sup>24</sup>

## Early Childhood Literacy Outcomes

KIPP DC PCS Grow and Lead Academies have met all early childhood targets since 2011-12.

PK Literacy Progress – Grow Academy		
Year	Target	Target Met?
2011-12	60% of pre-kindergarten-3 and pre-kindergarten-4 students will make 0 NCE or greater growth by the spring administration on the Peabody Picture Vocabulary Test (“PPVT”).	<b>Yes.</b> 72.8% of students made 0 or greater NCE growth.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the PPVT.	<b>Yes.</b> 92.0% of students met this target.
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four standard score points or achieving a score of 86 or higher on the PPVT.	<b>93.9%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (86-115) or above on the PPVT at the end of the year.	<b>88.9%</b> <sup>25</sup>

Kindergarten Literacy Progress – Grow Academy		
Year	Target	Target Met?
2011-12	60% of kindergarten students will meet or exceed growth targets in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (“NWEA MAP”).	<b>Yes.</b> 67.7% of students made 0 or greater NCE growth.
2012-13	60% of kindergarten students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 75.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 149 on the NWEA MAP.	<b>95.0%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>88.9%</b>

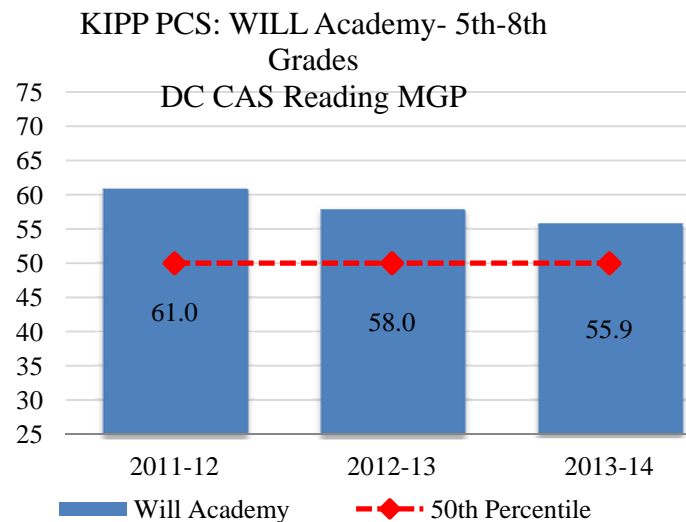
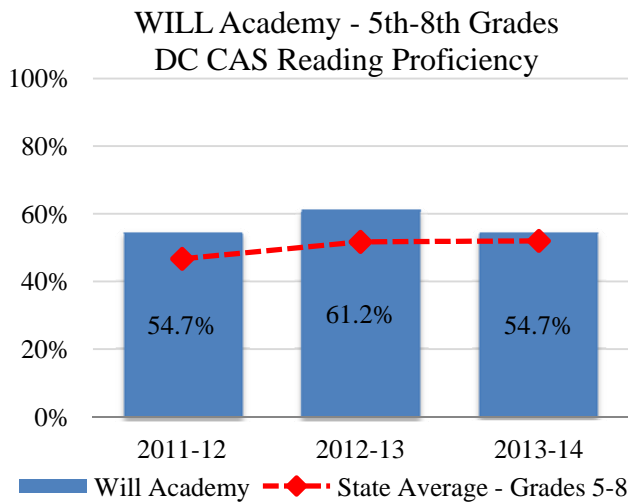
<sup>24</sup> See KIPP DC PCS – Grow Academy QSR, attached to this report as Appendix M.

<sup>25</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

First and Second Grade Literacy Progress and Achievement – Lead Academy		
Year	Target	Target Met?
2012-13	60% of first and second grade students will score at or above typical growth in reading on the NWEA MAP.	<b>Yes.</b> 92.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 166 (first grade) or 179 (second grade) on the NWEA MAP.	<b>90.5%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>50.5%</b>

DC CAS Proficiency

KIPP DC PCS – Lead Academy did not have students in tested grades the years that the DC CAS was administered. KIPP DC PCS WILL Academy’s reading proficiency rate has been above the state average over the past three years. Its reading MGP has decreased but remained above the fiftieth percentile. At WILL Academy, 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.



KIPP DC PCS – WILL Academy – 5th-8th Grades Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	WILL	Sector	WILL	Sector	WILL	Sector
African-Americans	54.5%	50.6%	62.2%	53.6%	54.0%	53.3%
Students with Disabilities	17.6%	19.3%	25.0%	23.3%	16.7%	23.4%
Economically Disadvantaged	52.0%	47.4%	58.7%	51.2%	53.2%	51.7%
Male	46.1%	47.4%	58.1%	49.8%	48.9%	50.3%
Female	62.2%	56.3%	65.8%	62.2%	60.7%	62.6%

KIPP DC PCS – WILL Academy – 5th-8th Grades  
Subgroup Reading MGP  
(state average for all students is 50)

Reading Subgroup Outcomes

KIPP DC PCS – WILL Academy’s African-American, economically disadvantaged, and female students have scored above the sector average in reading proficiency over the past three years. Students with disabilities scored below the sector average in two of the past three years. All subgroups have had reading MGPs over 50 in 2012-13 and 2013-14.

	2012-13	2013-14
African-Americans	58.0	55.3
Students with Disabilities	56.5	45.6
Economically Disadvantaged	57.9	56.1
Male	55.3	52.0
Female	60.5	60.0

Early Childhood Math Outcomes

KIPP DC PCS – Grow and Lead Academies met all early childhood math targets over the past four years.

PK Math Progress – Grow Academy		
Year	Target	Target Met?
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four scale points or achieving a score of at least 86 on the Test of Early Mathematics Ability (“TEMA”).	<b>88.9%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (90-110) or above at the end of the year on TEMA.	<b>86.8%</b> <sup>26</sup>

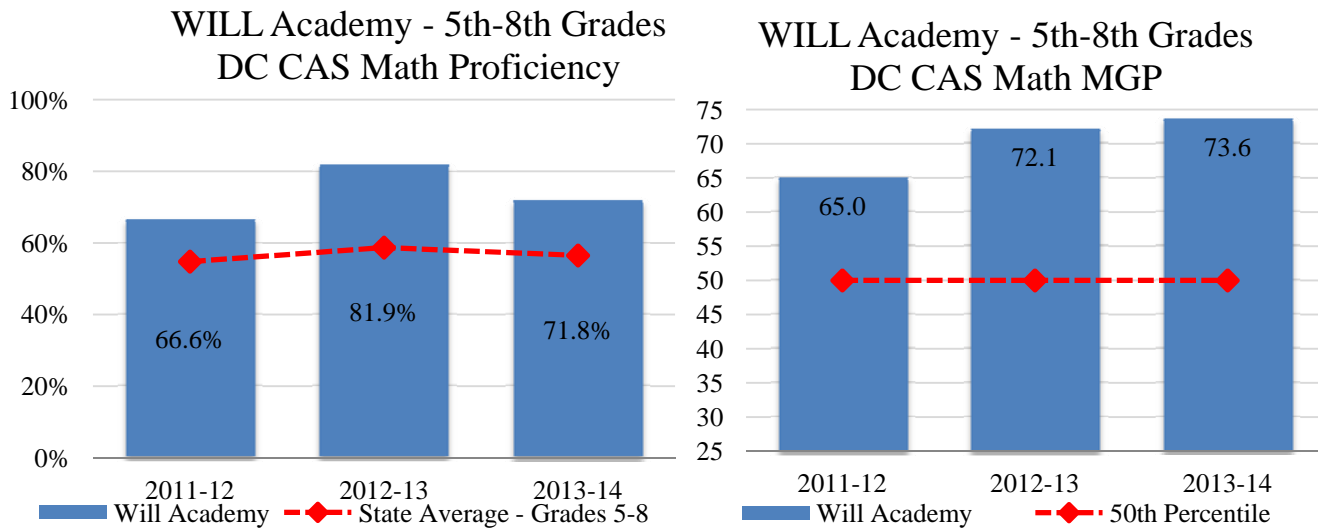
Kindergarten Math Progress – Grow Academy		
Year	Target	Target Met?
2011-12	60% of kindergarten students will meet or exceed growth targets in math by the spring administration on the NWEA MAP.	<b>Yes.</b> 60.4% of students made 0 or greater NCE growth.
2012-13	60% of kindergarten students will score at or above typical growth in math on the NWEA MAP.	<b>Yes.</b> 87.0% of students met this target.
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 144 on the NWEA MAP.	<b>97.0%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>98.0%</b>

First and Second Grade Math Progress and Achievement – Lead Academy		
Year	Target	Target Met?
2012-13	60% of first and second grade students will score at or above typical growth in math on the NWEA MAP.	<b>Yes.</b> 93.0% of students met this target.
2013-14	Rate of first and second grade students scoring at or above typical growth or meeting or exceeding 164 (first grade) or 177 (second grade) on the NWEA MAP.	<b>95.7%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>71.4%</b>

<sup>26</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

## DC CAS Math Outcomes

Over the past three years, KIPP DC PCS – WILL Academy’s math proficiency has been above the state average, and its MGP has been 65 or higher.



	2011-12		2012-13		2013-14	
	WILL	Sector	WILL	Sector	WILL	Sector
African-Americans	66.5%	59.5%	78.4%	61.1%	76.6%	60.9%
Students with Disabilities	23.5%	27.6%	44.6%	31.8%	40.0%	30.1%
Economically Disadvantaged	65.6%	58.6%	77.3%	59.3%	70.8%	59.6%
Male	56.7%	58.4%	75.0%	61.1%	68.8%	60.9%
Female	75.0%	63.9%	82.0%	65.6%	74.9%	65.9%

## Math Subgroup Outcomes

KIPP DC PCS – WILL Academy’s subgroup math proficiency rates have been above the sector average, with the exception of its students with disabilities and its male students in 2011-12. Its subgroup math MGP rates were above the fiftieth percentile in 2012-13 and 2013-14.

	2012-13	2013-14
African-Americans	71.3	63.4
Students with Disabilities	53.1	56.0
Economically Disadvantaged	70.7	72.8
Male	68.4	70.3
Female	73.5	76.7

## Webb Campus – Ward 5

The Webb Campus is comprised of Connect Academy (serving PK3-K, opened 2013), Spring Academy (serving grades 1-2, opened 2013), and Northeast Academy (serving 5-7, opened 2014).

### Early Childhood Literacy Outcomes

KIPP DC PCS – Connect and Spring Academies met early childhood literacy targets over the past two years. At Connect Academy, “[t]eachers facilitated literacy groups for all student levels. Students participated in writing letters, sounding out words, and exploring stories.”<sup>27</sup>

PK Literacy Progress – Connect Academy		
Year	Target	Target Met?
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four standard score points or achieving a score of 86 or higher on the PPVT.	<b>95.4%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (86-115) or above on the PPVT at the end of the year.	<b>86.7%</b> <sup>28</sup>

Kindergarten Literacy Progress – Connect Academy		
Year	Target	Target Met?
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 149 on the NWEA MAP.	<b>89.7%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>85.4%</b>

First and Second Grade Literacy Progress and Achievement – Spring Academy		
Year	Target	Target Met?
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>65.3%</b>

### Early Childhood Math Outcomes

KIPP DC PCS – Connect and Spring Academies met early childhood math targets over the past two years.

PK Math Progress – Connect Academy		
Year	Target	Target Met?
2013-14	Rate of pre-kindergarten-3 and -4 students gaining four scale points or achieving a score of at least 86 on the Test of Early Mathematics Ability (“TEMA”).	<b>97.4%.</b> Exceeded 60% EC PMF floor
2014-15	Rate of pre-kindergarten-3 and -4 students scoring “Average” (90-110) or above at the end of the year on TEMA.	<b>91.3%</b>

Kindergarten Math Progress – Connect Academy		
Year	Target	Target Met?
2013-14	Rate of kindergarten students scoring at or above typical growth or meeting or exceeding 144 on the NWEA MAP.	<b>91.8%.</b> Exceeded 50% EC PMF floor
2014-15	Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>76.0%</b>

First and Second Grade Math Progress and Achievement – Spring Academy		
Year	Target	Target Met?
2014-15	Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>83.7%</b>

<sup>27</sup> See KIPP DC PCS – Connect Academy QSR, attached to this report as Appendix O.

<sup>28</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.

### **Smilow Campus – Ward 7**

The Smilow Campus is comprised of Arts & Technology Academy (serving PK3-K, opened 2014), Quest Academy (serving grades 1-4, opened 2014), and Valor Academy (serving grades 5-6, opened 2015).

#### **Early Childhood Literacy Outcomes**

Over 75% of KIPP DC PCS – Arts & Technology and Quest Academies pre-kindergarten through second grade students met literacy growth targets in 2014-15.

<b>2014-15 PK-2nd Grade Literacy Progress Targets Arts &amp; Technology and Quest Academies</b>	
<b>Indicator</b>	<b>Outcome</b>
Rate of pre-kindergarten-3 and -4 students scoring “Average” (86-115) or above on the PPVT at the end of the year.	<b>89.6%<sup>29</sup></b>
Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>77.9%</b>
Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>74.4%</b>

#### **Early Childhood Math Outcomes**

Over 75% of KIPP DC PCS – Arts & Technology and Quest Academies pre-kindergarten through second grade students met math growth targets in 2014-15.

<b>2014-15 PK-2nd Grade Math Progress Targets – Arts &amp; Technology and Quest Academies</b>	
<b>Indicator</b>	<b>Outcome</b>
Rate of pre-kindergarten-3 and -4 students scoring “Average” (90-110) or above at the end of the year on TEMA.	<b>78.4%</b>
Rate of kindergarten students meeting or exceeding typical growth on the NWEA MAP.	<b>85.3%</b>
Rate of first and second grade students meeting or exceeding typical growth on the NWEA MAP.	<b>75.4%</b>

### **High School Campus – Ward 5**

Students from all five education clusters are eligible to enroll at KIPP DC PCS – College Prep, which serves ninth through twelfth grade students. Approximately 70% of KIPP DC PCS eighth graders enroll in the College Prep campus.

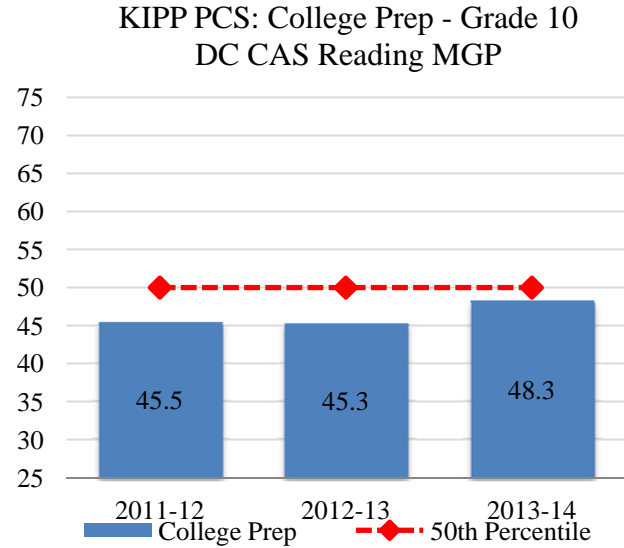
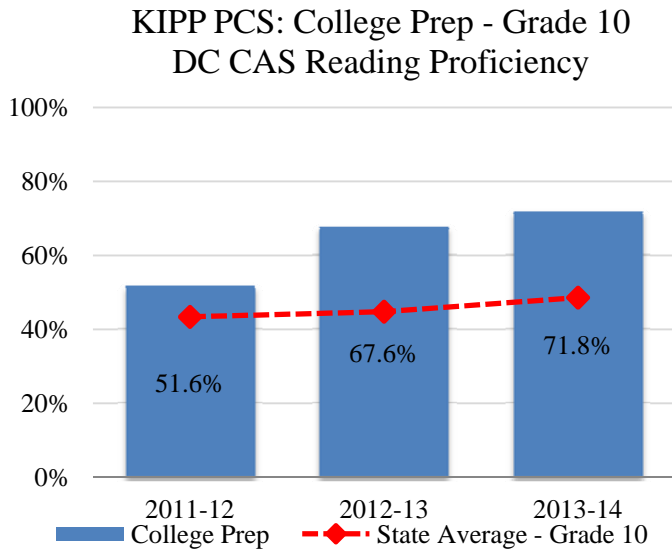
#### **DC CAS Reading Outcomes**

KIPP DC PCS – College Prep’s reading proficiency rate increased from 51.6% in 2011-12 to 71.8% in 2013-14.

<sup>29</sup> Starting in 2014-15, PCSB no longer sets PMF targets or floors for early childhood outcomes.



Its reading MGP has remained slightly below the fiftieth percentile. In 2014-15, “[t]he 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...[T]eachers used rich vocabulary related to content, promoting language development among students.”<sup>30</sup>



Reading

KIPP DC PCS – Grade 10 Subgroup Reading Proficiency						
	2011-12		2012-13		2013-14	
	College Prep	Sector	College Prep	Sector	College Prep	Sector
African-Americans	51.6%	43.1%	66.7%	44.1%	71.0%	48.0%
Students with Disabilities	17.6%	15.0%	15.0%	13.1%	23.1%	16.8%
Economically Disadvantaged	53.8%	45.6%	67.1%	43.3%	70.9%	46.7%
Male	56.8%	41.6%	61.4%	39.3%	64.7%	41.3%
Female	47.1%	45.4%	72.4%	51.6%	74.0%	55.4%

<sup>30</sup> See KIPP DC PCS – College Prep QSR, attached to this report as Appendix P.

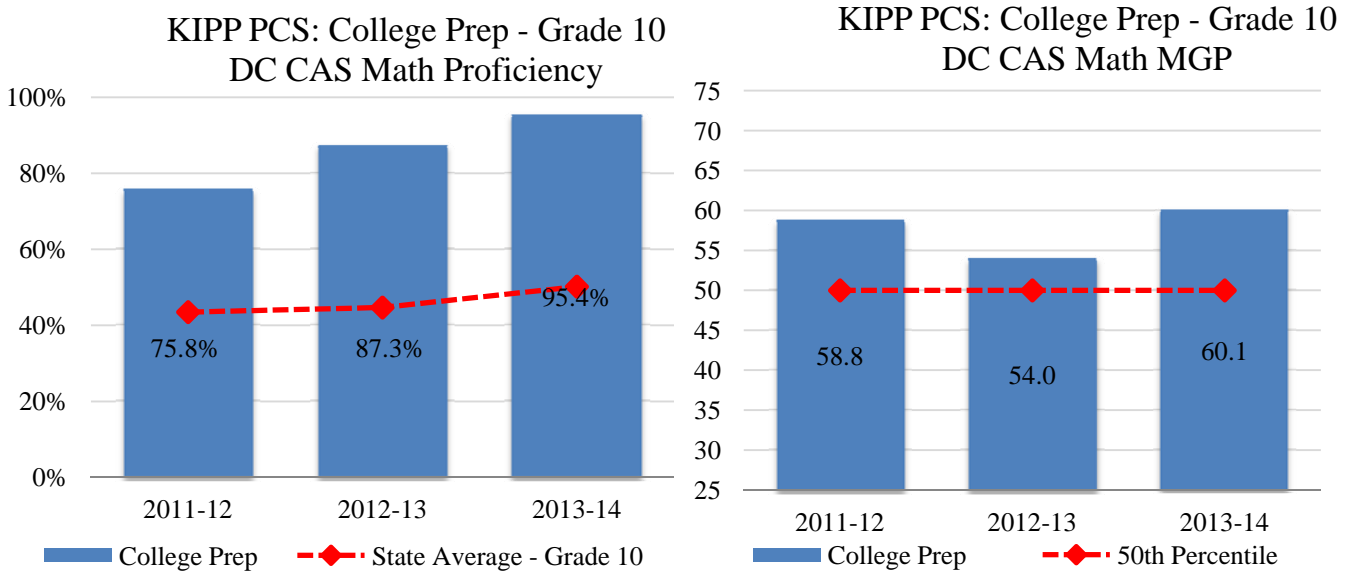
Subgroup Outcomes

KIPP DC PCS – College Prep’s subgroup reading proficiency rates have been above the charter sector average over the past three years. Its subgroup MGPs have been below the fiftieth percentile, with the exception of female students in 2013-14.

KIPP DC PCS – Grade 10 Subgroup Reading MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	46.0	49.1
Students with Disabilities	49.7	47.2
Economically Disadvantaged	46.5	45.5
Male	40.4	37.8
Female	48.5	52.4

DC CAS Math Outcomes

KIPP DC PCS – College Prep’s math proficiency rate increased from 75.8% in 2011-12 to 95.4% in 2013-14. Its math MGP rates have been above the fiftieth percentile each year.



Subgroup Math Outcomes

KIPP DC PCS – College Prep’s subgroup math proficiency rates have been above the charter sector average over the past three years. Its subgroup MGPs have been at or above the fiftieth percentile.

KIPP DC PCS – Grade 10 Subgroup Math Proficiency						
	2011-12		2012-13		2013-14	
	College Prep	Sector	College Prep	Sector	College Prep	Sector
African-Americans	75.8%	46.9%	86.9%	44.8%	95.4%	53.2%
Students with Disabilities	58.8%	19.4%	75.0%	19.8%	84.6%	25.7%
Economically Disadvantaged	78.2%	48.3%	86.8%	44.6%	97.5%	52.7%
Male	75.0%	48.8%	88.6%	45.8%	91.2%	49.6%
Female	76.5%	46.4%	86.2%	48.0%	97.3%	58.5%

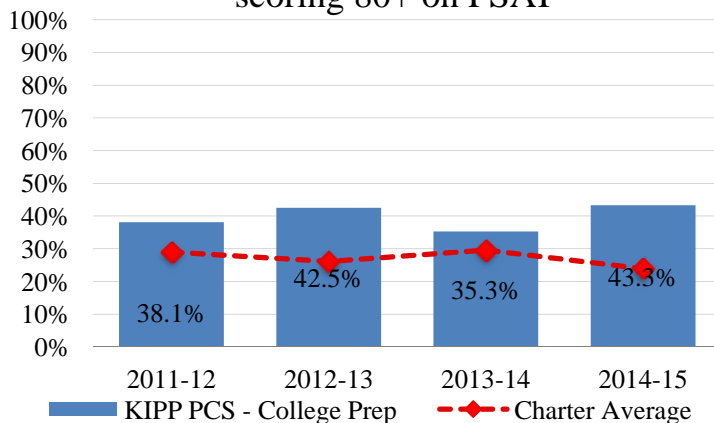
KIPP DC PCS – Grade 10 Subgroup Math MGP (state average for all students is 50)		
	2012-13	2013-14
African-Americans	53.5	59.7
Students with Disabilities	56.4	53.8
Economically Disadvantaged	53.0	60.6
Male	58.8	65.5
Female	49.8	56.9

## High School PMF Metrics

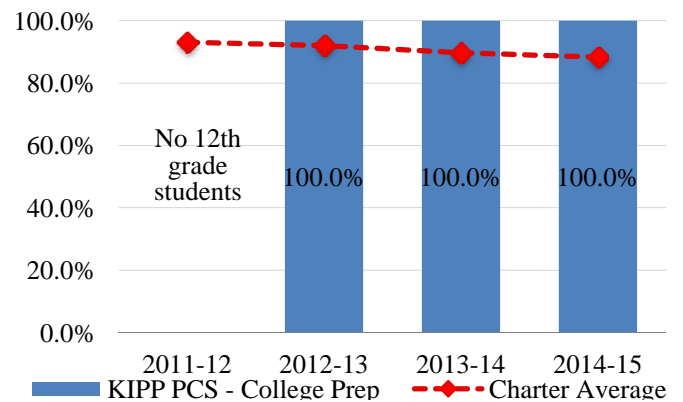
The following table details how DC PCSB measures various high school metrics and details about KIPP DC PCS – College Prep’s high school PMF outcomes. As detailed in the graphs below, KIPP DC PCS performs above the DC charter sector average in each of these indicators.

Indicator	Notes
PSAT	DC PCSB calculates the percentage of eleventh grade students scoring a combined score of at least 80 on the PSAT
SAT	DC PCSB calculates the percentage of twelfth grade students scoring at least 800 on the SAT (math plus critical reading score) or 16 on the ACT. All KIPP DC PCS twelfth grade students take the ACT.
Advanced Placement (“AP”), International Baccalaureate (“IB”), dual enrollment	DC PCSB calculates this rate by dividing the number of passing AP/IB exams and dual enrollment courses by the number of twelfth grade students. KIPP DC PCS has a partnership with Trinity University for its students to take dual enrollment classes.
High School graduation rate	DC PCSB calculates an adjusted cohort graduation rate by dividing the number of graduating seniors by the number of students who started in the cohort’s ninth grade class.
College Acceptance	DC PCSB measures the percentage of twelfth grade students accepted in a full-time college program.

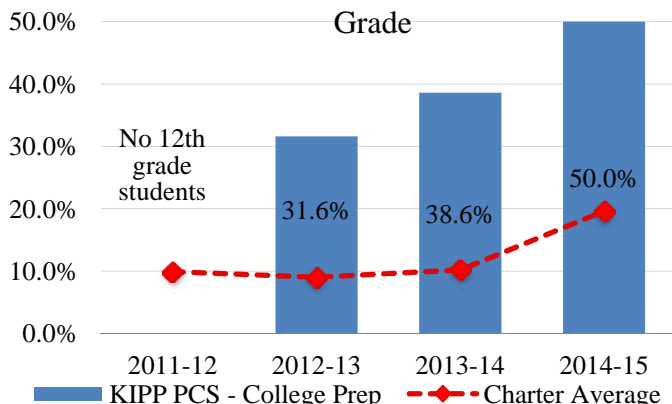
KIPP PCS - 11th grade students scoring 80+ on PSAT



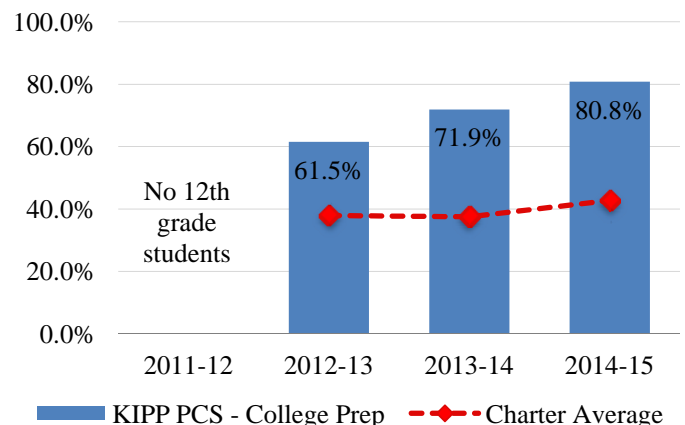
KIPP PCS - College Acceptance - 12th Grade



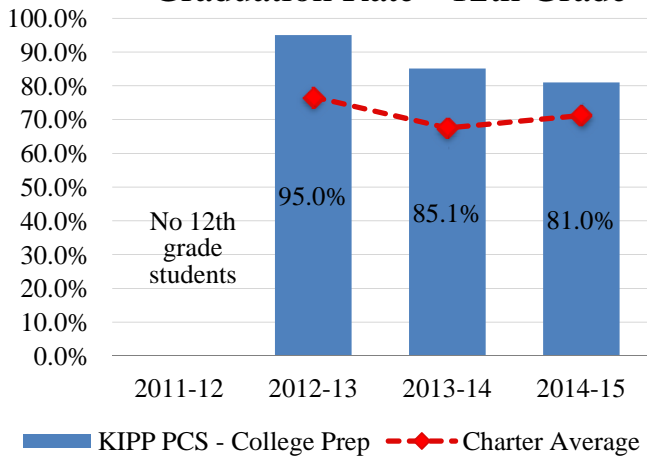
KIPP PCS - Advanced Placement/IB/Dual Enrollment - 12th Grade



KIPP PCS - SAT/ACT - 12th Grade



### KIPP PCS - Four-Year Graduation Rate - 12th Grade



3. **Goal:** Students will have high attendance rates (the school will maintain daily attendance of 93.0% or greater).

**Assessment:** KIPP DC PCS met this goal. As originally drafted, this goal referred to average daily attendance. PCSB began using a more rigorous measure of attendance – in-seat attendance – in 2013-14. Even with this more rigorous measure, KIPP DC PCS for the most part has met the 93.0% attendance target at each of its campuses.

In-Seat Attendance Rates			
	2012-13	2013-14	2014-15
LEAP Academy	94%	94%	93%
Discover Academy	93%	92%	93%
Grow Academy	95%	94%	92%
Connect Academy		93%	95%
Arts & Tech Academy			94%
Promise Academy	95%	95%	96%
Heights Academy	94%	93%	94%
Lead Academy	94%	96%	95%
Spring Academy		96%	94%
Quest Academy			95%
KEY Academy	95%	94%	95%
AIM Academy	95%	94%	93%
WILL Academy	95%	96%	97%
Northeast Academy			95%
College Prep	94%	94%	93%

4. Goal: Students will benefit from enrichment activities.

**Assessment: KIPP DC PCS met this goal.** KIPP DC PCS offers enrichment activities throughout its campuses. All early childhood and elementary campuses hold five Parent and Child Saturday School events each school year, with parent/child classes including music, art, basketball, dance, yoga, cheerleading and cooking.<sup>31</sup> All middle school students take a music or orchestra class.<sup>32</sup> At the high school level, “[s]tudents participate in at least one extracurricular club and many also participate in intramural sports...”<sup>33</sup> The school reported on additional enrichment activities in its annual reports, as detailed in the table below.

Year	Enrichment Activities reported in Annual Reports
2011-12 <sup>34</sup>	<ul style="list-style-type: none"> <li>• Discover Academy teachers organized a soccer league for pre-kindergarten and kindergarten students.</li> <li>• Promise Academy students performed at the Warner Theater for the KIPP DC Music Extravaganza.</li> <li>• Promise Academy students participated in a service day.</li> <li>• Promise Academy first through third grade students performed in an orchestra concert.</li> <li>• Promise Academy soccer team played during half time of a DC United soccer game.</li> <li>• The KEY Academy orchestra won first place in the Six Flags String Competition.</li> <li>• Grow Academy students took field trips to the pumpkin patch, National Zoo, Natural History Museum, and the Playseum.</li> <li>• AIM Academy seventh grade students toured the campus of Notre Dame University and visited Chicago.</li> <li>• AIM Academy eighth grade students toured New York City and saw a Broadway musical.</li> <li>• AIM Academy seventh and eighth grade students participated in the Girls on the Run program.</li> <li>• College Prep twelfth-grade students completed a four-day college tour throughout the east coast.</li> <li>• Five College Prep students received fully funded travel abroad trips.</li> <li>• The College Prep drama club wrote and produced an original play that they performed on the Arena Stage.</li> <li>• The College Prep robotics team ranked 23rd of 63 schools at their first state competition.</li> <li>• Twenty College Prep ninth grade students participated in the Street Law program.</li> </ul>
2012-13 <sup>35</sup>	<ul style="list-style-type: none"> <li>• AIM Academy “students traveled to Chicago, Atlanta, and West Virginia. While traveling students camped, skied, white water rafted, visited historical sites and toured several college campuses.”</li> <li>• Discover Academy “implemented a fitness-focused Saturday School Program” for pre-kindergarten and kindergarten students with soccer and cheerleading.</li> <li>• Lead Academy second-grade students took a trip to the Shaw Library and received library cards.</li> <li>• LEAP Academy students took field trips to the pumpkin patch, planetarium, US botanical gardens, and the National Zoo.</li> <li>• WILL Academy fourth grade students attended a Nationals baseball game.</li> <li>• WILL Academy eighth grade students learned to ski and snowboard in Pennsylvania.</li> <li>• Grow Academy students took field trips to the pumpkin patch, the Playseum, and the National Zoo.</li> <li>• KEY Academy Honors Orchestra won first place in their age division and second place overall at the Six Flags Music in the Park competition.</li> <li>• Over 15 KEY Academy students participated in the Girls on the Run 5K in the fall and spring.</li> <li>• Promise Academy offered the following extracurricular activities: Girls on the Run, Book Club, Honor’s Orchestra, Dance, and Soccer.</li> </ul>

<sup>31</sup> See Appendix B, p. 3.

<sup>32</sup> See KIPP DC PCS 2012-13 annual report, p. 3, attached to this report as Appendix P.

<sup>33</sup> See Appendix B, p. 5.

<sup>34</sup> See KIPP DC PCS 2011-12 annual report, pp. 43-46, attached to this report as Appendix Q.

<sup>35</sup> See Appendix P, pp. 12-14.

2013-14 <sup>36</sup>	<ul style="list-style-type: none"> <li>• Fourth grade students attended the Buddy Bison program to learn about local efforts to improve the environment.</li> <li>• In 2013-14, Discover Academy students took field trips to the pumpkin patch, a drum performance at the Natural History Museum, a theater performance, and the zoo.</li> </ul>
2014-15 <sup>37</sup>	<ul style="list-style-type: none"> <li>• Heights Academy students participated in the national Fire Up Your Feet challenge, sponsored by the Safe Routes to School National Partnership.</li> <li>• KEY Academy students were selected to perform with the Youth Orchestra of America's Global Leaders program.</li> <li>• Five College Prep students were selected to participate in the national Girls Who Code summer immersion program.</li> </ul>

### Qualitative Evidence

PCSB observed the following in support of this goal.

<b>Campus</b>	<b>QSR Evidence<sup>38</sup></b>
LEAP Academy	Students at the school participated in art class[es]...The art teacher focused on a unit of on using the 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.
Discover Academy	Each classroom has a Discovery block daily, which offer classes in music, art, science, physical education, and character education.
Promise Academy	Information in the hallway was present for basketball tournaments, running club (Fleet Feet), and after school tutoring.
Grow Academy	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.
Heights Academy	[S]tudents 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.
Lead Academy	School schedules included programs such as Saturday programs and enrichment activities.
Connect Academy	The QSR team did not observe evidence related to this goal.
Spring Academy	The QSR team did not observe evidence related to this goal.
KEY Academy	Information in the hallway was present for basketball tournaments, running club (Fleet Feet), and after school tutoring.
AIM Academy	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.
WILL Academy	[T]he QSR team noted information posted about some enrichment activities, such as Songfest and Black History Month events.
College Prep	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, 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.

<sup>36</sup> See Appendix B, p. 17.

<sup>37</sup> See KIPP DC PCS 2014-15 annual report, pp. 20-21, attached to this report as Appendix R.

<sup>38</sup> See Appendices H-O; additional Qualitative Site Review reports are attached as Appendix S to this report.

5. **Goal: Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.**

**Assessment: KIPP DC PCS met this goal.** The school’s strong academic outcomes supports that KIPP DC PCS met this goal. Parent and teacher survey results, along with qualitative evidence, also supports that the school met this goal. Each year, approximately 50% of parents, and 85-90% of teachers respond to this survey. In 2014-15, over 75% of parents across all KIPP DC PCS campuses agreed or strongly agreed with the statement, “The school has a positive impact on my child’s academic performance.” There was a similar outcome with the rate of parents agreeing with the statement “The school has a positive impact on my child’s character,” although the parent response at the high school level was slightly lower in this area.

“The school has a positive impact on my child’s academic performance.” % of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	91%
Arts & Tech Academy	-	-	-	92%
Quest Academy	-	-	-	94%
Connect Academy	-	-	96%	94%
Spring Academy	-	-	93%	96%
Lead Academy	-	93%	94%	93%
LEAP Academy	98%	95%	97%	91%
Discover Academy	95%	96%	96%	92%
Promise Academy	95%	90%	93%	93%
Grow Academy	97%	98%	93%	96%
Heights Academy	97%	93%	95%	93%
KEY Academy	93%	90%	90%	86%
AIM Academy	88%	89%	92%	93%
WILL Academy	88%	89%	88%	87%
College Prep	86%	72%	78%	76%

“The school has a positive impact on my child’s character.” % of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	89%
Arts & Tech Academy	-	-	-	91%
Quest Academy	-	-	-	95%
Connect Academy	-	-	96%	95%
Spring Academy	-	-	88%	93%
Lead Academy	-	92%	93%	88%
LEAP Academy	93%	94%	93%	89%
Discover Academy	94%	97%	96%	91%
Promise Academy	90%	90%	88%	86%
Grow Academy	96%	96%	91%	94%
Heights Academy	95%	90%	91%	87%
KEY Academy	86%	85%	86%	80%
AIM Academy	84%	79%	85%	85%
WILL Academy	83%	81%	84%	81%
College Prep	78%	68%	65%	68%



“My school has clear academic goals.”				
% of teachers agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	100%
Arts & Tech Academy	-	-	-	91%
Quest Academy	-	-	-	96%
Connect Academy	-	-	80%	91%
Spring Academy	-	-	80%	80%
Lead Academy	-	88%	71%	78%
LEAP Academy	100%	97%	81%	57%
Discover Academy	96%	97%	97%	97%
Promise Academy	100%	84%	93%	93%
Grow Academy	100%	92%	90%	94%
Heights Academy	100%	94%	100%	68%
KEY Academy	100%	100%	92%	85%
AIM Academy	100%	100%	96%	83%
WILL Academy	100%	100%	100%	93%
College Prep	88%	94%	87%	82%

“Staff at this school do whatever it takes to help students achieve in school and life.”				
% of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	100%
Arts & Tech Academy	-	-	-	91%
Quest Academy	-	-	-	100%
Connect Academy	-	-	100%	97%
Spring Academy	-	-	90%	70%
Lead Academy	-	100%	100%	96%
LEAP Academy	100%	93%	100%	83%
Discover Academy	92%	100%	93%	91%
Promise Academy	96%	96%	83%	83%
Grow Academy	95%	96%	94%	94%
Heights Academy	100%	94%	96%	88%
KEY Academy	96%	96%	96%	85%
AIM Academy	83%	93%	89%	79%
WILL Academy	95%	96%	97%	90%
College Prep	96%	91%	90%	84%

## Qualitative Evidence

DC PCSB observed the following in support of this goal.

Campus	QSR Evidence <sup>39</sup>
LEAP Academy	[G]rade 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.
Discover Academy	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.
Promise Academy	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.
Grow Academy	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 hallway displays throughout the school building displayed student photographs, work samples and inspirational quotes such as “I am great,” “I am limitless,” and “I am brilliant”.
Heights Academy	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.
Lead Academy	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.
Connect Academy	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. 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).
Spring Academy	The QSR team did not look for or observe any evidence related to this goal.
KEY Academy	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-out support being offered to students in all grade levels and content areas.
AIM Academy	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.
WILL Academy	...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

<sup>39</sup> See Appendices H-O and Appendix S.

	distinguished), and Establishing a Culture for Learning (93% proficient or distinguished) are evidence of an environment that facilitates academic improvement...[T]he 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.”)
College Prep	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.

6. **Goal: The Principal will ensure the fiscal and physical sustainability of the school.**

**Assessment: KIPP DC PCS met this goal.** Over the past four years, the school has been one of the top ten fiscal performers among DC charter schools. Also during this time, KIPP DC PCS’s net assets have increased each year, and no findings or concerns have been identified in the school’s fiscal audits. The school is economically viable, and is in a strong fiscal position with 347 days of cash on hand in FY2014. Further information regarding the school’s fiscal performance can be found on page 51 of this report. Teacher and parent surveys support that KIPP DC PCS principals have ensured the physical sustainability of the school. With the exception of the high school campus (which is currently being torn down and rebuilt in phases), over 75% of teachers and parents agree that the school property is in good repair.

“The school property is in good repair.” % of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	96%
Arts & Tech Academy	-	-	-	91%
Quest Academy	-	-	-	80%
Connect Academy	-	-	88%	98%
Spring Academy	-	-	81%	100%
Lead Academy	-	96%	99%	86%
LEAP Academy	100%	97%	98%	96%
Discover Academy	98%	97%	95%	96%
Promise Academy	98%	95%	96%	96%
Grow Academy	95%	97%	97%	95%
Heights Academy	99%	95%	96%	96%
KEY Academy	95%	94%	93%	94%
AIM Academy	92%	92%	91%	87%
WILL Academy	77%	93%	92%	89%
College Prep	86%	77%	82%	62%

“The school property is in good repair.” % of teachers agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	100%
Arts & Tech Academy	-	-	-	64%
Quest Academy	-	-	-	92%
Connect Academy	-	-	65%	100%
Spring Academy	-	-	60%	100%
Lead Academy	-	100%	93%	100%
LEAP Academy	100%	100%	100%	95%
Discover Academy	92%	100%	97%	97%
Promise Academy	96%	96%	100%	100%
Grow Academy	100%	100%	94%	94%
Heights Academy	100%	100%	100%	94%
KEY Academy	100%	96%	100%	95%
AIM Academy	100%	93%	100%	100%
WILL Academy	95%	100%	97%	90%
College Prep	96%	91%	93%	71%

7. **Goal: The Board will provide sufficient and effective support to school leaders.**

**Assessment: KIPP DC PCS met this goal.** A review of the minutes of the school’s board of trustees meetings indicates that operational and fiscal decisions are made to support the school’s mission and educational goals. The board of trustees regularly discusses KIPP DC PCS’s academic performance, and reviews the school’s academic data. KIPP DC PCS’s ability to expand rapidly while also maintaining a high-quality academic program also supports that the school met this goal.

**Qualitative Evidence**

DC PCSB observed the following during a KIPP DC Board of Trustees meeting on September 17, 2014, in support of this goal.

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.<sup>40</sup>

8. **Goal: The school leader will create a culture among staff that facilitates professional growth.**

**Assessment: KIPP DC PCS met this goal.** The school submitted documentation of its professional development program with its renewal application.<sup>41</sup> Teacher surveys also support that the school met this goal, although there has been a downward trend at several KIPP DC PCS campuses among teachers responding that they feel supported in their curriculum planning and teaching. KIPP DC PCS describes its professional development efforts in its renewal application:

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.<sup>42</sup>

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<sup>40</sup> See Appendix O, pp. 6-7.

<sup>41</sup> SEE KIPP DC PCS – 2015 professional development schedule, attached to this report as Appendix T.

<sup>42</sup> See Appendix A, p. 16.

Teacher Surveys

In its annual survey, KIPP DC PCS asks teachers two questions related to this goal – whether the school’s leadership prioritizes improving teaching and learning, and whether teachers feel supported in curriculum planning and teaching. At 11 KIPP DC PCS campuses, more than 75% of teachers responded that their school’s leadership prioritizes improving teaching and learning. However, four campuses – Spring, Lead, LEAP, and Heights Academies – have seen a downward trend in this area over the past years.

Response rates for teachers feeling supported in their teaching are lower – only six KIPP DC PCS campuses had a 75% or higher response rate in this area. Spring and Heights Academies had particularly low response rates to this question in 2014-15, at 30% and 47% respectively.

“The school’s leadership prioritizes improving teaching and learning.” % of teachers agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	100%
Arts & Tech Academy	-	-	-	86%
Quest Academy	-	-	-	96%
Connect Academy	-	-	95%	88%
Spring Academy	-	-	90%	40%
Lead Academy	-	100%	57%	65%
LEAP Academy	94%	79%	78%	61%
Discover Academy	84%	93%	93%	86%
Promise Academy	96%	76%	80%	80%
Grow Academy	100%	81%	81%	85%
Heights Academy	100%	88%	88%	59%
KEY Academy	92%	88%	92%	75%
AIM Academy	91%	100%	79%	79%
WILL Academy	95%	92%	70%	87%
College Prep	80%	94%	80%	84%

“I feel supported in my curriculum planning and teaching.” % of teachers agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	100%
Arts & Tech Academy	-	-	-	86%
Quest Academy	-	-	-	85%
Connect Academy	-	-	85%	88%
Spring Academy	-	-	50%	30%
Lead Academy	-	63%	29%	61%
LEAP Academy	94%	69%	74%	61%
Discover Academy	84%	90%	93%	80%
Promise Academy	96%	56%	67%	67%
Grow Academy	100%	69%	68%	76%
Heights Academy	100%	76%	71%	47%
KEY Academy	92%	92%	73%	60%
AIM Academy	91%	85%	68%	63%
WILL Academy	95%	80%	67%	73%
College Prep	80%	86%	73%	61%

9. Goal: **The school will create an environment in which parents will support and participate in their child’s education.**

Assessment: **KIPP DC PCS met this goal.** The school describes in its renewal application various opportunities for parents to participate in their child’s education. In 2011-12 and 2012-13, the school met all targets related to this goal. Parent and teacher surveys support that the school met this goal, although fewer teachers agreed with the statement that “parents are actively involved with the school.” KIPP DC PCS describes in its renewal application how parents participate in their child’s education:

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.”<sup>43</sup>

#### Parent and Teacher Surveys

On an annual basis, KIPP DC PCS asks both parents and teachers the extent to which they agree with the statement “Parents are actively involved with the school.” In general parents across KIPP DC PCS campuses responded at a higher rate than teachers did regarding parent involvement. At six campuses (Quest, LEAP, Heights, KEY, AIM, and College Prep) less than 25% of teachers agreed with the statement regarding parent involvement. Parent involvement is generally perceived to be lower at the middle and high school campuses than at the early childhood and elementary campuses.

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<sup>43</sup> See Appendix A, p. 17.

“Parents are actively involved with the school.”				
% of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	75%
Arts & Tech Academy	-	-	-	77%
Quest Academy	-	-	-	75%
Connect Academy	-	-	74%	82%
Spring Academy	-	-	75%	80%
Lead Academy	-	74%	67%	68%
LEAP Academy	87%	79%	78%	75%
Discover Academy	83%	82%	86%	78%
Promise Academy	84%	75%	72%	70%
Grow Academy	84%	79%	75%	81%
Heights Academy	79%	78%	75%	70%
KEY Academy	70%	63%	57%	62%
AIM Academy	71%	69%	63%	65%
WILL Academy	64%	65%	67%	59%
College Prep	65%	49%	52%	56%

“Parents are involved in making important school decisions.”				
% of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	
Arts & Tech Academy	-	-	-	69%
Quest Academy	-	-	-	87%
Connect Academy	-	-	81%	74%
Spring Academy	-	-	63%	67%
Lead Academy	-	55%	53%	55%
LEAP Academy	75%	73%	72%	65%
Discover Academy	74%	72%	74%	70%
Promise Academy	67%	64%	63%	59%
Grow Academy	69%	64%	58%	66%
Heights Academy	72%	74%	68%	65%
KEY Academy	56%	55%	52%	52%
AIM Academy	61%	62%	54%	53%
WILL Academy	50%	57%	57%	53%
College Prep	59%	43%	39%	54%

“Parents are actively involved with the school.”				
% of teachers agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	78%
Arts & Tech Academy	-	-	-	45%
Quest Academy	-	-	-	19%
Connect Academy	-	-	75%	79%
Spring Academy	-	-	30%	40%
Lead Academy	-	86%	43%	57%
LEAP Academy	65%	45%	41%	23%
Discover Academy	72%	62%	69%	51%
Promise Academy	75%	44%	43%	43%
Grow Academy	84%	73%	61%	68%
Heights Academy	60%	47%	46%	24%
KEY Academy	35%	38%	23%	15%
AIM Academy	22%	30%	39%	21%
WILL Academy	45%	56%	36%	40%
College Prep	44%	17%	23%	13%

Qualitative Evidence

DC PCSB observed the following in support of this goal.

Campus	QSR Evidence <sup>44</sup>
LEAP Academy	The QSR team observed parents walking students into the school building and into class...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.
Discover Academy	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)...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.
Promise Academy	The QSR team neither looked for nor observed any evidence related to this goal.
Grow Academy	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.
Heights Academy	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 were also a few grandparents in the building who assisted with distributing school snacks and other administrative tasks.
Lead Academy	The QSR team neither looked for nor observed any evidence related to this goal.
Connect 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.
Spring Academy	[O]bservers 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.
KEY Academy	The QSR team neither looked for nor observed any evidence related to this goal.
AIM Academy	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.
WILL Academy	The QSR team neither looked for nor observed any evidence related to this goal.
College Prep	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).

<sup>44</sup> See Appendices H-O and Appendix S.



10. Goal: **The school will create a safe environment in which to learn.**

Assessment: **KIPP DC PCS partially met this goal.** Parent surveys support the school meeting this goal, with the majority of parents across campuses reporting that their students felt safe at their school. Qualitative evidence also supports that KIPP DC PCS met this goal. However, at some campuses, KIPP DC PCS suspends at rates twice that of the sector’s average for those grade levels. Since 2012-13, 60 students have been expelled from KIPP DC PCS.

KIPP DC PCS – Grades PK-4 Out-of-School Suspensions			
	2012-13	2013-14	2014-15
LEAP Academy	3.3% (10 students)	1.7% (5 students)	2.0% (6 students)
Discover Academy	3.9% (12 students)	3.9% (12 students)	2.4% (8 students)
Promise Academy	9.9% (41 students)	8.6% (35 students)	9.8% (39 students)
Grow Academy	0.6% (2 students)	1.3% (4 students)	2.2% (7 students)
Heights Academy	10.5% (22 students)	6.1% (19 students)	6.5% (27 students)
Lead Academy	0.9% (1 student)	3.3% (7 students)	7.0% (21 students)
Connect Academy	Not open	1.0% (2 students)	1.3% (4 students)
Spring Academy	Not open	9.9% (10 students)	4.9% (5 students)
Arts & Tech Academy	Not open	Not open	0.9% (2 students)
Quest Academy	Not open	Not open	16.0% (45 students)
PK-4 Charter Sector Rate	6.9%	6.6%	6.4%

KIPP DC PCS – Grades 5-8 Out-of-School Suspensions			
	2012-13	2013-14	2014-15
KEY Academy	33.9% (111 students)	28.1% (95 students)	38.9% (130 students)
AIM Academy	29.4% (97 students)	28.7% (98 students)	42.7% (137 students)
WILL Academy	31.2% (105 students)	29.6% (115 students)	34.3% (118 students)
Northeast Academy	Not open	Not open	18.3% (23 students)
5-8 Charter Sector Rate	26.9%	23.1%	21.6%

KIPP DC PCS – Grades 9-12 Out-of-School Suspensions			
	2012-13	2013-14	2014-15
College Prep	23.6% (94 students)	26.9% (114 students)	28.0% (127 students)
9-12 Charter Sector Rate	23.6%	18.5%	16.8%

KIPP DC PCS – Grades PK-4 Expulsions			
	2012-13	2013-14	2014-15
KIPP DC PCS TOTAL	15 students	20 students	25 students
LEAP Academy	none	none	none
Discover Academy	none	none	none
Promise Academy	0.2% (1 student)	0.2% (1 student)	none
Grow Academy	none	none	none
Heights Academy	none	none	0.2% (1 student)
Lead Academy	0.9% (1 student)	none	none
Connect Academy	Not open	none	none
Spring Academy	Not open	none	none
Arts & Tech Academy	Not open	Not open	none
Quest Academy	Not open	Not open	none
PK-4 Charter Sector Rate	0.1%	0.0%	0.0%

KIPP DC PCS – Grades 5-8 Expulsion			
	2012-13	2013-14	2014-15
KEY Academy	0.6% (2 students)	none	0.9% (3 students)
AIM Academy	1.2% (4 students)	3.3% (11 students)	2.5% (8 students)
WILL Academy	1.9% (6 students)	0.5% (2 students)	2.3% (8 students)
Northeast Academy	Not open	Not open	0.8% (1 student)
5-8 Charter Sector Rate	0.8%	0.5%	0.6%

KIPP DC PCS – Grades 9-12 - Expulsions			
	2012-13	2013-14	2014-15
College Prep	0.8% (3 students)	1.4% (6 students)	3.1% (14 students)
9-12 Charter Sector Rate	1.4%	1.2%	1.0%

Parent Survey Results

Parent survey results support that the school has met this goal. Over 75% of parents at all campuses (except the high school) agreed or strongly agreed that KIPP DC PCS was positively impacting their child’s behavior, and that their child felt safe at school. At many campuses, over 90% of parents agreed or strongly agreed with these statements.

“The school is positively impacting my child’s conduct/behavior.”				
% of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	96%
Arts & Tech Academy	-	-	-	96%
Quest Academy	-	-	-	84%
Spring Academy	-	-	97%	100%
Spring Academy	-	-	97%	100%
Lead Academy	-	94%	97%	92%
LEAP Academy	98%	96%	97%	92%
Discover Academy	95%	96%	94%	94%
Promise Academy	92%	91%	90%	92%
Grow Academy	96%	97%	94%	95%
Heights Academy	94%	92%	93%	88%
KEY Academy	91%	88%	89%	87%
AIM Academy	82%	82%	86%	79%
WILL Academy	86%	88%	89%	90%
College Prep	75%	62%	73%	73%

“My child feels safe at school.”				
% of parents agreeing or strongly agreeing with this statement				
	2011-12	2012-13	2013-14	2014-15
Northeast Academy	-	-	-	96%
Arts & Tech Academy	-	-	-	96%
Quest Academy	-	-	-	84%
Spring Academy	-	-	97%	100%
Spring Academy	-	-	97%	100%
Lead Academy	-	94%	97%	92%
LEAP Academy	98%	96%	97%	92%
Discover Academy	95%	96%	94%	94%
Promise Academy	92%	91%	90%	92%
Grow Academy	96%	97%	94%	95%
Heights Academy	94%	92%	93%	88%
KEY Academy	91%	88%	89%	87%
AIM Academy	82%	82%	86%	79%
WILL Academy	86%	88%	89%	90%
College Prep	75%	62%	73%	73%

## Qualitative Evidence

DC PCSB observed the following in support of this goal.

Campus	QSR Evidence <sup>45</sup>
LEAP Academy	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.
Discover Academy	Teachers encouraged students to be safe in the classrooms and hallways...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.
Promise Academy	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.
Grow Academy	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.
Heights Academy	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.
Lead Academy	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.
Connect Academy	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.
Spring Academy	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.
KEY Academy	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.
AIM Academy	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.

<sup>45</sup> See Appendices H-O and Appendix S.

WILL Academy	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.
College Prep	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.

## SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities,”<sup>46</sup> and at renewal requires the DC PCSB to non-renew if it finds such a violation. The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school’s compliance record.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2011-12 to present</b>
<b>Fair enrollment process</b> D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12.
<b>Notice and due process for suspensions and expulsions</b> D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>47</sup> and the school must distribute such policies to students and parents.	Compliant since 2011-12.
<b>Student health and safety</b> D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>48</sup> To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since 2011-12.
<b>Equal employment</b> D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12.
<b>Insurance</b> As required by the school’s charter	A DC charter school must be adequately insured.	Compliant since 2011-12.

<sup>46</sup> SRA § 38.1802.12(c).

<sup>47</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>48</sup> D.C. Code § 38.1802.04 (c)(4)(A).

<b>Facility licenses</b> D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2011-12.
<b>Highly Qualified Teachers</b> Elementary and Secondary Education Act (“ESEA”) 20 U.S.C. § 6301 <i>et seq.</i>	DC charter schools receiving Title I funding must employ “Highly Qualified Teachers” as defined by ESEA.	Compliant since 2011-12.
<b>Proper composition of board of trustees</b> D.C. Code § 38-1802.05	A DC charter school’s Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2011-12.
<b>Accreditation Status</b> D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2011-12.

### **Notice of Concern**

In March 2015, the PCSB Board voted to issue a Notice of Concern to KIPP DC PCS – Spring Academy for providing two inappropriate staff responses through PCSB’s “Mystery Caller” program, through which PCSB monitors whether charter school staff are abiding by the SRA’s requirements regarding open enrollment as they respond to parent and guardian questions about enrolling at the school.<sup>49</sup> The PCSB Board voted to lift the Notice of concern the following month, in April 2015, after PCSB made follow-up calls to the school and received appropriate responses regarding KIPP DC PCS’s open enrollment process.<sup>50</sup>

### **Procurement Contracts**

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed.

<sup>49</sup> See March 23, 2015 board memorandum, “Issue Notice of Concern for Violation of Mystery Caller Policy: KIPP DC PCS – Spring Academy”, attached to this report as Appendix V.

<sup>50</sup> See April 21, 2015 board memorandum, “Lift Notice of Concern for Violation of Mystery Caller Policy: KIPP DC PCS – Spring Academy”, attached to this report as Appendix W.

<b>Year</b>	<b>Qualifying contracts executed by school</b>	<b>Corresponding documentation submitted to PCSB</b>
2011-12	16	16
2012-13	6	6
2013-14	17	17

### **Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act<sup>51</sup> (“IDEA”) and the Rehabilitation Act of 1973.<sup>52</sup> As permitted by the SRA,<sup>53</sup> KIPP DC PCS originally elected to operate as a “dependent charter” for federal special education purposes, meaning that DC Public Schools (“DCPS”) worked with KIPP DC PCS as it would a traditional DCPS school to serve the school’s special education students. In July 2015, the DC PCSB Board approved a petition from KIPP DC PCS to amend its charter to allow it to operate as an independent LEA in regards to special education compliance.<sup>54</sup>

Because of its previous dependent charter status, the school’s special education compliance performance is, for the most part, reported by OSSE as part of DCPS’ overall compliance performance. The following section summarizes KIPP DC PCS’ special education compliance from 2011 to the present.

### **Special Conditions Quarterly Reports**

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements. After July 2015, all compliance responsibilities fall solely with KIPP DC PCS. OSSE has confirmed that all areas of non-compliance identified in the following charts have been closed.

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<sup>51</sup> 20 U.S.C. § 1413(a)(5).

<sup>52</sup> 20 U.S. § 794.

<sup>53</sup> D.C. Code § 38-1802.10(c).

<sup>54</sup> See July 20, 2015 board memorandum regarding KIPP DC PCS’s special education LEA status, attached to this report as Appendix U.



Quarterly Findings – April 2012 through March 2013				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	7 of 8 items compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	0 of 5 items compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	28 of 29 items compliant	Compliant	Compliant	15 of 16 items compliant

Quarterly Findings – April 2014 through March 2015				
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Initial Evaluation Timeline</b>	Compliant	Compliant	Compliant	Compliant
<b>Reevaluation Timeline</b>	5 of 6 items compliant	Compliant	Compliant	Compliant
<b>Secondary Transition</b>	Compliant	Compliant	Compliant	Compliant

#### Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs’ timely implementation of Hearing Officer Determinations (“HODs”) and Settlement Agreements (“SAs”).

To date, KIPP DC PCS does not have any open HODs or SAs.

**SECTION THREE:**  
**FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

**INTRODUCTION**

The SRA requires DC PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>55</sup>

As part of the charter review process, DC PCSB reviewed KIPP DC PCS's financial records regarding these areas.

**SUMMARY OF FINDINGS**

KIPP DC PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed for this fiscal analysis dates back to the 2011 fiscal year ("FY"). KIPP DC PCS has been identified as a high fiscal-performing school by DC PCSB over the past four years. During the same period, the school's enrollment has increased 76%, and the school has added eight new campuses. Based on the information currently available to DC PCSB, the school does not warrant any concerns for long-term economic viability or fiscal mismanagement.

**FINANCIAL OVERVIEW**

The following table provides an overview of KIPP DC' financial information over the past four fiscal years. The school opened eight new campuses over the past four years, with enrollment increasing by 76% from FY11 to FY14. The school's total assets more than doubled between FY11 and FY14, but its overall debt-to-assets ratio has remained stable. KIPP DC has been able to achieve its growth objective without increasing its debt to unmanageable levels.

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<sup>55</sup> See D.C. Code § 38-1802.13(b).

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	2,069	2,632	3,039	3,639
Total DC Funding Allocation	\$ 28,895,346	\$ 41,184,540	\$ 47,750,619	\$ 59,693,092
Total Federal Entitlements and Funding	\$ 12,516,405	\$ 8,350,920	\$ 6,616,502	\$ 10,168,718
Unrestricted Cash and Cash Equivalents on 6/30/14	\$ 15,492,746	\$ 22,151,629	\$ 5,337,354	\$ 7,333,854
Total Assets	\$ 108,780,482	\$ 153,100,649	\$ 166,822,630	\$ 227,382,323
Total Current Assets	\$ 21,003,251	\$ 46,710,191	\$ 60,092,086	\$ 67,438,383
Total Liabilities	\$ 59,780,358	\$ 91,939,615	\$ 92,422,583	\$ 130,598,184
Total Current Liabilities	\$ 2,969,733	\$ 9,693,271	\$ 11,088,177	\$ 17,517,964
Net Asset Position	\$ 49,000,124	\$ 61,161,034	\$ 74,400,047	\$ 96,784,139
Total Revenues	\$ 47,353,775	\$ 54,143,128	\$ 62,901,517	\$ 87,572,560
Total Expenses	\$ 33,783,826	\$ 41,982,218	\$ 49,662,504	\$ 65,188,468
Change in Net Assets	\$ 13,569,949	\$ 12,160,910	\$ 13,239,013	\$ 22,384,092

## **SPENDING DECISIONS**

The following table provides an overview of the school's spending decisions over the past three years. Spending levels for multiple categories are lower than the sector median. For example, spending for salaries and benefits as a portion of revenues has ranged from to 42% in FY11 to 50% in FY13. In FY14, 45% of the school's budget was dedicated to salaries and benefits compared to a median of 60% for all public charter schools monitored by DC PCSB. The variance is driven by the school's significant fundraising activities and other sources of revenue. KIPP DC raised more than \$6.6M and received \$0.8M from various sources in FY14. Excluding these activities, the salaries and benefits as a portion of revenues increases to 57%. The school's fundraising initiatives are a key component of the school's financial stability.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 19,793,657	\$ 25,351,645	\$ 31,536,448	\$ 39,120,989
Total Direct Student Costs	\$ 3,600,022	\$ 6,053,075	\$ 5,844,275	\$ 7,650,047
Total Occupancy Expenses	\$ 6,094,577	\$ 5,616,964	\$ 6,591,955	\$ 8,651,570
Total Office Expenses	\$ 1,331,342	\$ 1,658,875	\$ 1,876,064	\$ 2,914,132
Total General Expenses	\$ 2,964,228	\$ 3,301,659	\$ 3,813,762	\$ 6,851,730
Operating Surplus/(Deficit)	\$ 13,569,949	\$ 12,160,910	\$ 13,239,013	\$ 22,384,092
	<b>as a percent of revenue</b>			
Total Personnel Salaries and Benefits	42%	47%	50%	45%
Total Direct Student Costs	8%	11%	9%	9%
Total Occupancy Expenses	13%	10%	10%	10%
Total Office Expenses	3%	3%	3%	3%
Total General Expenses	6%	6%	6%	8%
Operating Surplus/(Deficit)	29%	22%	21%	26%

## **ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES**

Audits of KIPP DC establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements. The school received a finding in 2011 related to the revenue recognition of its federal awards. The finding was cured in the subsequent year. The school has not received any findings since FY11.

	Audit Year			
	2011	2012	2013	2014
<b>Statement Opinion.</b> Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unmodified	Unmodified
<b>Statement Material Weakness.</b> A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
<b>Statement Non-Compliance.</b> Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
<b>Program Opinion (A133).</b> Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	Unmodified	Unmodified
<b>Program Material Weakness (A133).</b> Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No	No
<b>Findings &amp; Questioned Costs.</b> Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	1	0	0	0
<b>Unresolved Prior Year Findings.</b> Disclosure of prior audit findings that have not been corrected.	0	0	0	0
<b>Going-Concern Issue.</b> Indicates the financial strength of the school is questioned.	No	No	No	No
<b>Debt-Compliance Issue.</b> School was not in compliance with certain debt covenants. A debt-compliance issue may preclude insolvency.	No	No	No	No

## **FISCAL MANAGEMENT**

The school has not engaged in a pattern of fiscal mismanagement. KIPP DC is affiliated with the national KIPP network. However, the national organization does not have any managerial authority over KIPP DC. The school employs several full-time employees dedicated to finance and procurement functions.

## **ECONOMIC VIABILITY**

The school is economically viable and maintains a strong financial position. Audited enrollment increased 76% from FY11 to FY14. The increase is partially driven by KIPP DC’s acquisition of the assets of ATA PCS in June 2014. In addition to KIPP DC assuming certain ATA PCS assets, it also assumed responsibility for the loan obligations associated with the school facility.. Between FY11 and FY14, revenues increased by 62%, and expenses increased by 55%. Revenue growth outpacing expense growth is a positive financial indicator and highlights the capabilities of the school’s leadership. The following sections analyze the school’s economic viability in four key areas: (a) operating performance; (b) liquidity; (c) debt burden; and (d) sustainability.

### **Operating Performance**

DC PCSB assesses a school’s financial performance with two key indicators. The first indicator is a school’s “operating result” – how much its total annual revenues exceed its total annual expenditures. In general, DC PCSB recommends that a school’s annual operating results are positive. Another indicator of a school’s financial performance is its earnings before depreciation (“EBAD”)<sup>56</sup>, a measure of a school’s operating cash flows. Based on these measures, KIPP DC PCS has maintained positive cash flows and operating surpluses.

<sup>56</sup> EBAD is the change in net assets plus amortization and depreciation.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$ 13,569,949	\$ 12,160,910	\$ 13,239,013	\$ 22,384,092
Earnings Before Depreciation	< 0	\$ 15,841,811	\$ 14,301,401	\$ 15,928,683	\$ 25,364,633

### Liquidity

Liquidity refers to the school’s ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability in the short-term. Two indicators of a school’s liquidity are its current ratio<sup>57</sup> and its days of cash on hand.<sup>58</sup> The current ratio is indicative of a school’s ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school’s ability to meet these obligations is in doubt. While KIPP DC’s current ratio has declined since FY11, its FY14 ratio was well above PCSB’s threshold for concern.

Days of cash on hand reflects a school’s ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. KIPP DC’s cash balance has remained stable over the past several years. The school’s cash balance at the end of FY14 was 347 days, indicating strong liquidity.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Current Ratio	< 0.5	7.1	4.8	5.4	3.8
Days of Cash On Hand	< 30	336	367	406	347

### Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. In particular, DC PCSB reviews two debt ratios – the debt ratio<sup>59</sup> and the modified debt service<sup>60</sup> ratio. The table below shows the school’s debt burden has varied over the past three years. The variances are driven by the changes in smaller, short-term debts that are outstanding at the end of the fiscal year. The school’s debts are comprised of various obligations to finance its facility acquisitions and renovations.

<sup>57</sup> A school’s current ratio is its current assets divided by current liabilities.

<sup>58</sup> “Cash on hand” equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school’s ability to pay debts and claims as they come due.

<sup>59</sup> Debt Ratio equals the total debt divided by the total assets.

<sup>60</sup> Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

The modified debt service ratio was introduced in FY14 and measures how much of a school’s revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. Anything greater than 15% is a cause for concern. The school’s current modified debt service ratio is 12.2%. The overall stability in the school’s debt levels between FY11 and FY14, a period of growth, suggests the school has the financial capacity to expand its program. KIPP DC’s debt levels and payments are manageable.

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Debt Ratio	> 0.92	0.55	0.60	0.55	0.57
Modified Debt Service Ratio	> 15.0%	N/A	N/A	N/A	12.2%

### Sustainability

A school’s net asset position<sup>61</sup> and primary reserve ratio are indicators of its long-term sustainability.<sup>62</sup> DC PCSB recommends that schools reserves equal to 25% to 50% of operating expenditures, and DC PCSB would be concerned with net assets reserves below zero. KIPP DC’ reserves are significantly higher than DC PCSB’s recommendation. This level of reserves is equal to more than one year of operating expenditures.

	Indicator	Audit Year			
	of Concern	2011	2012	2013	2014
Net Asset Position	< 0	\$ 49,000,124	\$ 61,161,034	\$ 74,400,047	\$ 96,784,139
Primary Reserve Ratio	< 0.00	1.45	1.46	1.50	1.48

<sup>61</sup> Net Asset Position equals total assets minus total liabilities.

<sup>62</sup> Primary Reserve Ratio equals total net assets divided by total annual expenses.