THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
KIPP TECH VALLEY CHARTER SCHOOL

SUNY Charter Schools Institute
The State University of New York

CONTENTS

INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S APPLICATION FOR CHARTER RENEWAL	INFORMATION GATHERED DURING THE CHARTER TERM	ACADEMIC PERFORMANCE
FISCAL SOUNDNESS	LEGAL COMPLIANCE	RENEWAL EVALUATION VISIT

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

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

REPORT FORMAT

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

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Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website at: www.newyorkcharters. org/renewal/.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?

2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

3. IS THE SCHOOL FISCALLY SOUND?

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

2. Version 5.0, May 2012, available at: www.newyorkcharters. org/SUNY-Renewal- Benchmarks/.

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

RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of KIPP Tech Valley Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 845 students.

To earn a *Subsequent Full-Term Renewal*, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.[3]

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.[4]

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating, SUNY authorized charter schools. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. KIPP Tech Valley Charter School ("KIPP Tech Valley") received a full-term from the SUNY Trustees in 2015 and was given targets at that time.

3. SUNY Renewal Policies (p. 14).

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets. SUNY and the New York State Board of Regents (the "Board of Regents") approved the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

KIPP Tech Valley makes good faith efforts to recruit and retain students. The school meets its retention targets for students who qualify for FRPL but does not meet its retention targets for students with disabilities or ELLs. In order to meet its enrollment targets for subgroups of students in a future charter term, KIPP Tech Valley's board of trustees (the "board") is researching options to incorporate a possible lottery preference for ELLs and students with disabilities. The school will implement the following strategies to meet its targets in any future charter term:

- retaining full-time school engagement and recruitment specialists to oversee student recruitment and parent engagement;

- attending local community events and student performances;

- visiting local daycare centers;

- distributing brochures throughout the community;

- engaging current families through a family referral campaign to identify potential families for the school;

- hosting family information sessions and family tours for prospective families, which include information on the school's special education and ELL programs in both English and Spanish; and,

- offering a wide range of special education services to recruit and retain students with disabilities.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has received no district comments in response to the renewal application.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

KIPP TECH VALLEY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for KIPP Tech Valley on January 27, 2004. The school opened its doors in the fall of 2005 initially serving 90 students in the 5th grade. The school is authorized to serve 693 students in Kindergarten – 3rd and 5th – 8th grades during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 8th grade, with a projected total enrollment of 845 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The elementary school grades of KIPP Tech Valley are located at 1 Dudley Heights, Albany, NY. The middle school grades occupy 321 Northern Boulevard, Albany, NY, which is across the street from the elementary location. Both locations are in privately owned spaces in the City School District of Albany.

The mission of KIPP Tech Valley is:

> *Every KIPP Tech Valley Charter School student will acquire and apply the knowledge, skills, and character habits necessary to succeed in middle school, high school, college, and beyond.*

KIPP Tech Valley contracts with the KIPP Foundation, a California based not-for-profit charter organization with a network of 242 schools nationwide, through a licensing arrangement. KIPP Tech Valley is currently one of 10 SUNY authorized KIPP Foundation schools. The KIPP Foundation assists with teacher and leader development activities, as well as board management support and staff recruitment efforts. KIPP Tech Valley also informally collaborates with KIPP NYC Public Charter Schools ("KIPP NYC"), a SUNY authorized education corporation, and its charter management organization, KIPP NYC, LLC, on an ongoing basis for leadership and teacher development, assessments, and other best practices.

EXECUTIVE SUMMARY

KIPP Tech Valley is an academic success having met its key Accountability Plan goals. The school demonstrates success in the following ways:

- KIPP Tech Valley exceeded the target for all of its English Language Arts ("ELA") comparative and growth measures in every year of its five year Accountability Period. The school posted a consistent upward trend in absolute achievement increasing its proficiency rate by 32 percentage points from 2014-15 through 2018-19. Notably, in 2018-19, the school posted a proficiency rate of 65% exceeding the district by 44 percentage points.

- The school posted high results in mathematics over the term exceeding the targets for all comparative and growth measures in every year. The school outperformed the district by at least 30 percentage points each year. Notably, the school increased its mean growth percentile from 2015-16 to 2018-19 surpassing the target of 50 by 13 points in 2018-19.

- The school also posted high achievement in science in every year of the charter term. KIPP Tech Valley outperformed the district by at least 58 percentage points each year. In 2018-19, 95% of 8th graders scored at or above proficiency exceeding the district's performance by 77 percentage points.

With the opening of the elementary level in 2017, the board increased its collaboration with the KIPP Foundation emphasizing the KIPP Foundation core values within its program. In January 2018, the board hired an executive director to strengthen the two schools and to develop a coherent regional presence. Since then, the middle school program began shifting practices to align more closely with the elementary level. After an extensive nationwide search, the board hired a new middle school principal and two assistant principals beginning in the 2019-20 school year. The middle school principal participated in a KIPP Foundation leadership training program prior to the new school year. With the new leadership team in place at the middle school level, the instructional leaders are thoughtfully phasing in many best practices to create strong alignment with the elementary school level.

In addition to the school's commendable quantitative performance, KIPP Tech Valley has strong systems for using assessment data to drive instructional decisions and offering professional training to develop teachers. KIPP Tech Valley's leadership reviews the school's academic program and monitors, evaluates, and refines its systems on a regular basis to ensure the organization continues to deliver a high quality program. The leadership team and board work with the KIPP Foundation and KIPP NYC to develop the school's curricular, assessment, and at-risk programs as well as the classroom culture within the school buildings.

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

The Institute recommends that the SUNY Trustees grant KIPP Tech Valley a Subsequent Full-Term Renewal of five years.

NOTEWORTHY

Through the KIPP Through College Program, KIPP Tech Valley tracks its 8th grade alumni as they enter high school and college. KIPP Tech Valley provides college counseling and connections to college scholarships and summer programs. For example, one current high school student earned $200,000 in potential scholarship funds for future college tuition.

ACADEMIC PERFORMANCE

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IS THE SCHOOL AN ACADEMIC SUCCESS?

KIPP Tech Valley is an academic success. During the charter term, the school met its key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, KIPP Tech Valley's academic program is strong, effective, and supported by high quality instructional and organizational leadership.

At the beginning of the Accountability Period,[5] the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"[6] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[7] for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?	COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?	GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

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

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. KIPP Tech Valley did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal

in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,[8] comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, where applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of KIPP Tech Valley relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of KIPP Tech Valley's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of KIPP Tech Valley's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to grow student achievement at the same rate as schools serving similar students across the state in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act ("NCLB") goals.

8. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

SUNY RENEWAL BENCHMARK 1A

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

KIPP Tech Valley met its key academic Accountability Plan goals in ELA and mathematics during its third charter term. In all five years of its Accountability Period, the school exceeded the target for all growth and comparative measures in both subjects. The school also met its science and NCLB/ESSA goals.

KIPP Tech Valley met its ELA goal exceeding the target for each comparative and growth measure included in its goal in all five years of its Accountability Period. From 2014-15 through 2018-19, the school increased the proficiency rate of its students enrolled for at least two years by 32 percentage points. In every year of the charter term, the school posted ELA proficiency rates that exceeded the district performance in the same grades. Notably in 2018-19, with 65% of the school's students in 6th – 8th grade in at least their second year scoring at or above proficiency, the school exceeded the district performance by 44 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students the school performed higher than expected to a meaningful degree in all years of its Accountability Period. KIPP Tech Valley also exceed the growth target of 50 in each year of the term.

KIPP Tech Valley met its mathematics goal in all five years from 2014-15 to 2018-19. The school posted mathematics proficiency rates that exceeded the district by at least 30 percentage points each year. In 2018-19, with 57% of its students enrolled for at least two years scoring at or above proficiency, the school outperformed the district by 43 points. The school also posted high results on its comparative effect size measure. From 2014-15 to 2018-19, the school performed higher than expected to at least a meaningful degree in comparison to demographically similar schools across New York State. KIPP Tech Valley also demonstrated consistently high mean growth performance over the term exceeding the target of 50 in each year. Notably in 2018-19, the school posted a mean growth percentile of 63 exceeding the target by 13 points.

KIPP Tech Valley met its science goal during the term. The school's students in 8th grade enrolled for at least two years posted high proficiency rates in every year of the charter term. The school surpassed the absolute target of 75% and the district achievement each year. This level of achievement surpassed the 2018-19 New York State 8th grade average proficiency rate of 55% by 40 points. Notably, the school exceeded the district performance by 77 points in 2018-19.
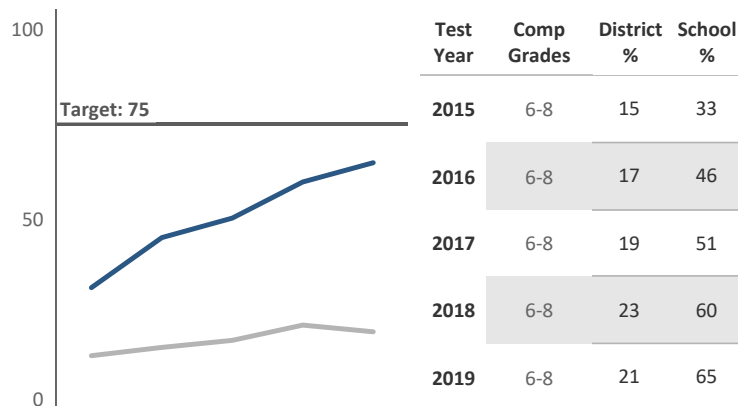
The school met its NCLB/ESSA goal, remaining in good standing under the state's accountability system.
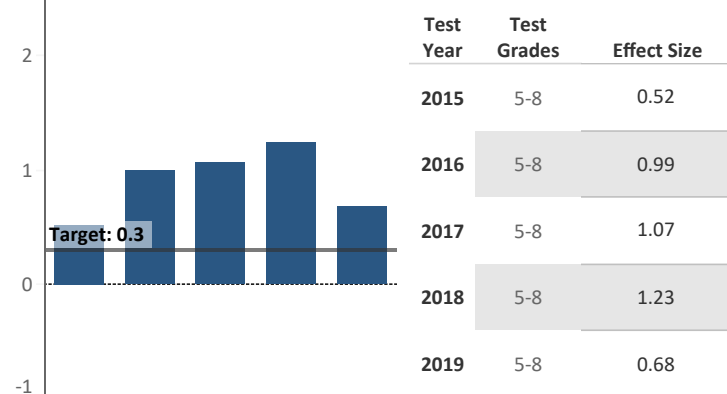
ACADEMIC PERFORMANCE

KIPP TECH VALLEY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.

Test Year	Comp Grades	District %	School %
2015	6-8	15	33
2016	6-8	17	46
2017	6-8	19	51
2018	6-8	23	60
2019	6-8	21	65

Target: 75

Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Target: 0.3

Test Year	Test Grades	Effect Size
2015	5-8	0.52
2016	5-8	0.99
2017	5-8	1.07
2018	5-8	1.23
2019	5-8	0.68

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

Target: 50

Test Year	School Mean Growth
2015	57.2
2016	60.1
2017	51.1
2018	50.5
2019	54.2

ACADEMIC PERFORMANCE

KIPP TECH VALLEY CHARTER SCHOOL
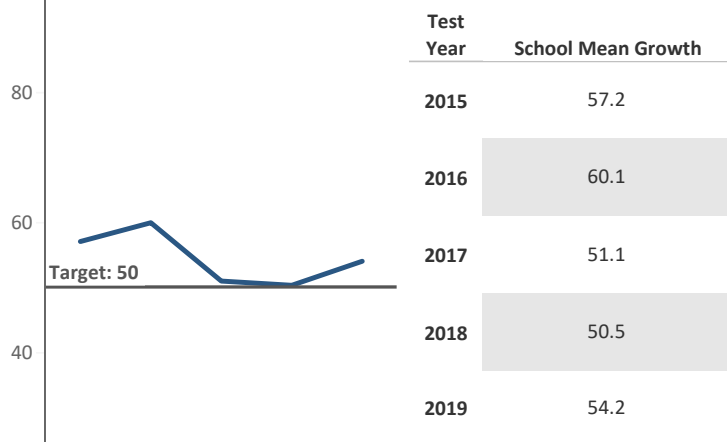
MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.

Test Year	Comp Grades	District %	School %
2015	6-8	10	40
2016	6-8	10	47
2017	6-8	10	40
2018	6-8	12	55
2019	6-8	14	57

Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Test Year	Test Grades	Effect Size
2015	5-8	0.69
2016	5-8	0.85
2017	5-8	0.60
2018	5-8	0.98
2019	5-8	0.51

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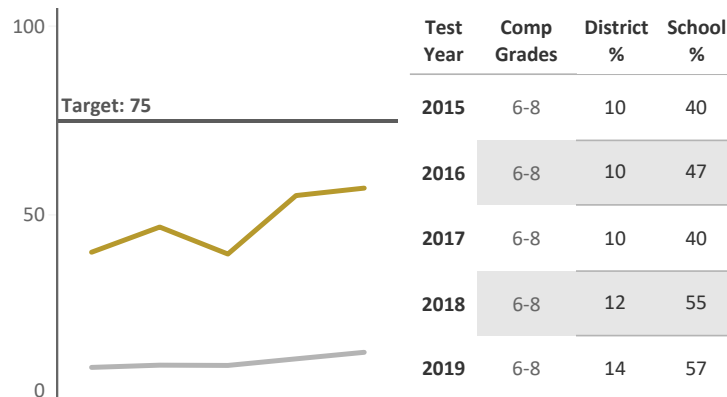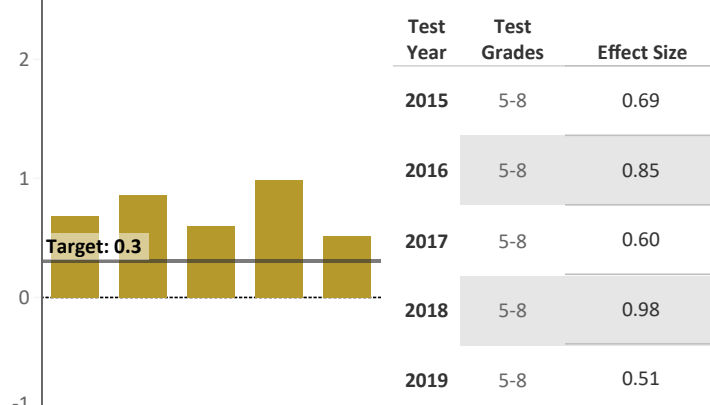

Test Year	School Mean Growth
2015	60.1
2016	53.4
2017	54.8
2018	58.5
2019	62.8

ACADEMIC PERFORMANCE

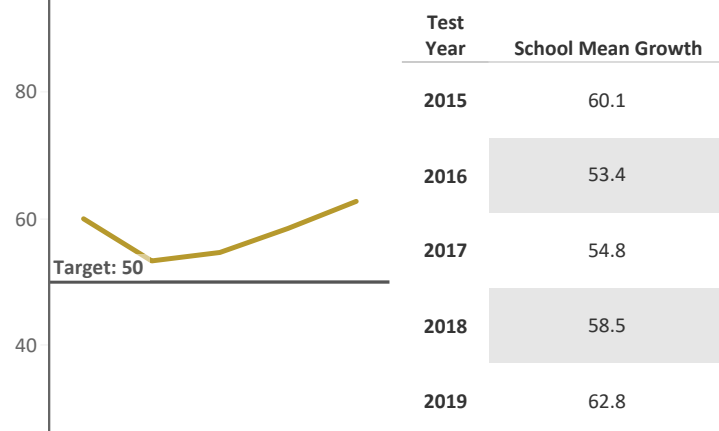KIPP TECH VALLEY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

Target: 75

Test Year	District %	School %
2015	27	95
2016	30	88
2017	19	96
2018	21	97
2019	18	95
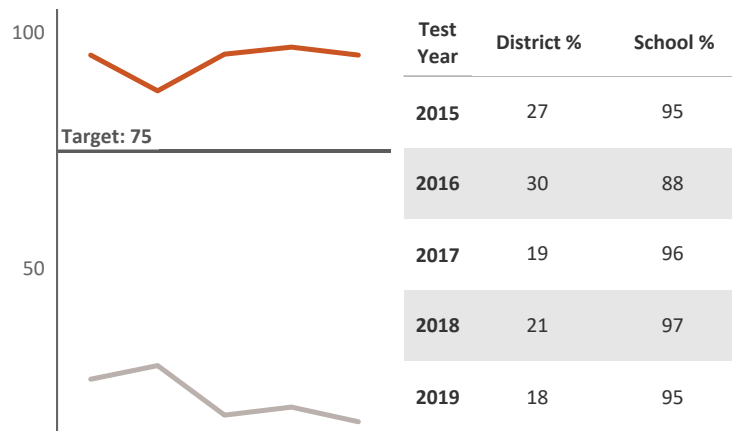
SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	0	11	23
Tested on State Exam	0	4	14
School Percent Proficient on ELA Exam	NA	s	0.0
District Percent Proficient			2.4

	2017	2018	2019
ELL Enrollment	0	0	16
Tested on NYSESLAT Exam	0	0	15
School Percent 'Commanding' or Making Progress on NYSESLAT	NA	NA	13.3

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

SUNY RENEWAL BENCHMARK 1B

KIPP Tech Valley has an assessment system that improves instructional effectiveness and student learning. The school regularly administers a wide range of standards based formative and summative assessments, and teachers use the resulting data to adjust instruction to meet student needs. Leaders use assessment data to develop targeted supports for teachers and hold teachers accountable.

- KIPP Tech Valley regularly administers valid and reliable assessments aligned to the school's curriculum and state standards. At the elementary level, students take the STEP reading assessment four times per year, and the Northwest Evaluation Association MAP ("MAP") assessment three times per year to monitor progress in reading and mathematics. Students at the middle school level take the AIMSweb reading assessment three times per year. KIPP NYC develops 3rd – 8th grade mathematics and ELA interim assessments, which use previously released state assessment test items to ensure alignment with state learning standards. Teachers also regularly administer curriculum based assessments to determine student mastery of grade level content, as well as formative assessments such as exit tickets and sight word assessments.

- The school has a valid and reliable process for scoring and analyzing assessments at the elementary level and is developing its practices within the middle school. At the elementary level, teachers score assessments using common rubrics aligned with the school's curriculum and state standards. Teachers study and practice scoring with these rubrics at the beginning of the school year, as well as on an ongoing basis at weekly content and one-on-one meetings with school leaders, to ensure consistency in scoring across classrooms. School leaders at the elementary level also provide training on scoring assessments at professional development sessions during the school year. Teachers at the middle school level score assessments using curriculum based exemplars and state assessment-aligned rubrics; however, middle school leaders recognize a need to norm assessment scoring with content areas across grades to ensure the reliability of assessment results.

- The school makes assessment data accessible to teachers, school leaders, board members, and families. Teachers use online data management systems to track and analyze student assessment data. Leaders have access to all assessment data and regularly share the information with board members.

- With support from instructional leaders, teachers use assessment results to meet student needs. The school has regular data days during which leaders and teachers analyze student assessment data and develop reteaching plans. Teachers also review assessment data and discuss remediation plans during weekly meetings. Elementary level teachers use STEP assessment data to determine guided reading groups, which enables teachers to provide reading instruction targeted to students' specific needs. The middle school level implements a remediation structure called power hour during which students receive targeted support in individual content areas based on students' most recent AIMSweb results.

- School leaders use assessment results to evaluate teacher effectiveness and develop professional development and coaching strategies. School leaders plan and provide differentiated support for teachers based on quarterly student assessment results, which enables school leaders to meet the needs of teachers at all experience levels. Formal teacher evaluations depend in part on student assessment results. The elementary level has annual academic goals for each grade level that identify specific criteria for student achievement according to various assessments and metrics that school leaders use to track teacher progress and develop supports. At the time of the renewal visit, the middle school level was developing a similar academic goals plan.

- The school regularly communicates with families about student academic growth via the online data management systems, as well as weekly progress reports and report cards at the end of each academic quarter. The school provides teachers with a cell phone to call and text parents regular updates about student progress. Elementary level teachers also use the online platform and smartphone application ClassDojo to communicate with parents about student behavior and classroom updates and events.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

KIPP Tech Valley's curriculum supports teachers in their instructional planning. The school has a curricular framework that aligns with state standards and provides both guiding documents and daily lesson plans. Teachers know what to teach and when to teach it based on these resources.

- KIPP Tech Valley has a curricular framework with student performance expectations that provides a fixed, underlying structure aligned to state standards and across grades. The middle school transitioned to a KIPP Foundation developed ELA curriculum for the 2019-20 school year, KIPP Wheatley, a balanced literacy program that incorporates anchor and supporting texts, close and shared reading, writing, vocabulary, and grammar.   The middle school level adopted KIPP Wheatley based on the elementary level's successful implementation of the program since opening. Students also have daily guided reading blocks in small groups determined by student reading assessment results. KIPP Tech Valley uses EngageNY for mathematics. At the elementary level, teachers supplement the curriculum with Eureka Math and Cognitively Guided Instruction ("CGI"). Students have a regular humanities block that incorporates social studies content and inquiry based science classes that include hands-on activities in alignment with New York State and Next Generation standards.

- The school has supporting tools that provide a bridge between the curricular framework and lesson plans, and teachers know what to teach and when to teach it based on these documents. Depending on the subject area and grade level taught, some teachers develop scope and sequence documents for their classes independently while others use scope and sequence documents provided with the curricula. For most content areas, the school provides daily lesson plans that teachers refine with complementary texts and materials in order to meet students' specific needs. School leaders oversee guiding document and lesson plan development by providing support and feedback as needed and holding teachers accountable for content expertise based on lesson plans.

- The school has a process for selecting, developing, and reviewing its curricular documents and resources for delivering the curriculum. School leaders use assessment data to evaluate the effectiveness of curricula and seek teacher feedback on the quality and appropriateness of materials. Teachers review the curricula at weekly grade level team meetings and share methods for tailoring the curriculum to student needs. Instructional leaders continuously evaluate the elementary level academic program

through data analysis to ensure its effectiveness in mitigating learning gaps prior to middle school, while the middle school level prioritizes closing any gaps students may have upon enrolling. As elementary level students reach the middle school level, the middle school level intends to refine the evaluation process.

- Teachers plan purposeful and focused lessons. Curricular materials are of high quality and align with state standards, and school leaders provide teachers with feedback on lesson plans that address the alignment of lesson activities and objectives. Leaders recognize a need to ensure teachers consistently deliver high quality lessons; as such, principals and coaches prioritize supporting teachers in the implementation of purposeful and focused lessons.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

SUNY RENEWAL BENCHMARK 1D

High quality instruction is evident in classrooms at KIPP Tech Valley. The school's strong curriculum results in lessons and activities that align with the rigor of state standards. Leaders provide teachers with frequent coaching to improve lesson delivery. Both principals prioritize school culture this year to further build students' character habits and ultimately prepare them for college. As such, the school leadership team recognizes the need to improve the consistency of behavior management across the school to create focused learning environments and fully engage students in rigorous work. As shown in the chart that follows, during the renewal visit, Institute team members conducted 27 classroom observations following a defined protocol used in all renewal visits. The school currently does not enroll 4th grade students.

NUMBER OF CLASSROOM OBSERVATIONS

		K	1	2	3	5	6	7	8	Total
						GRADE				
CONTENT AREA	ELA	1	1	2	2	2		2	1	11
	Math	1	1	2	1	1	3	1	1	11
	Science				1				1	2
	Social Studies					2		1		3
	Total	2	2	4	4	5	3	4	3	27

- About half of lessons engage students in purposeful activities aligned to the objective and state standards (13 out of 27 lessons observed). Due to KIPP Tech Valley's strong curricula, in nearly all lessons observed, the planned objective and activities align to state standards. In half of lessons, the activities clearly connect to students' previous learning. In some classrooms, teachers deliver lesson activities that do not consistently align to the objective during the entire class period.

- Teachers attempt to implement check for understanding strategies in lessons but few carry out the checks for understanding effectively (6 out of 27 lessons observed). Leaders recognize a need for teachers to use effective techniques to check for understanding and adjust coaching supports accordingly. Teachers attempt strategies like cold calling or choral responses, but some teachers do not consistently hold all students accountable for answering the question or the questions inconsistently align to the key understanding of the lesson. Teachers often gauge the understanding of only a few students rather than the whole class, calling primarily on volunteers instead of strategically selecting students based on data about their understanding. Teachers circulate to monitor behavior and do not progress toward meeting the objective.

- Few teachers engage students in higher order thinking (4 out of 27 lessons). The school's curriculum provide lesson materials that include rigorous content. However, teachers frequently summarize content and the key understanding for students, which limits student discussion. Some teachers attempt to use turn and talks to increase student engagement and higher level thinking, but teachers do not hold students accountable to defend their thinking in their conversations with peers. At the time of the renewal visit, instructional leaders were thoughtful about the ways to support teachers to improve their questioning skills.

- About half of teachers maximize learning time and create environments focused on academic achievement (14 out of 27 lessons observed). In almost all lessons observed, teachers positively narrate student behavior and strong work habits. In most of the lessons observed, teachers have established routines so that transitions between activities are quick and efficient. Students work productively on grade level content. In multiple classrooms, teachers tended to behavior disruptions across the classroom and had little time to deliver lesson content. The school is prioritizing professional development on de-escalation and calming strategies to support students with differing behavioral needs.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

SUNY RENEWAL BENCHMARK 1E

Given leadership transitions and the more recent involved partnership with the KIPP Foundation and KIPP NYC, the instructional leaders have thoughtful, intentional plans to roll out KIPP Foundation aligned systems and supports to develop and improve teachers' instructional practices. At the time of the renewal visit, the leadership team had fully implemented some systems and were strategically phasing in more initiatives. KIPP Tech Valley has the systems and capacity to support the development of teachers.

- With a new leadership team at the middle school level for the 2019-20 school year, KIPP Tech Valley is incorporating instructional leadership practices in strategic phases. With the support of KIPP NYC and the KIPP Foundation, the instructional leadership at the elementary level has numerous strong practices in place. The new middle school principal is distilling these best practices and establishing clear plans for implementing systems. Instructional leaders prioritize basic fundamentals of teaching to best support its teaching staff.

- The school's leadership establishes high expectations for teacher performance. At both the elementary and middle school levels, instructional leaders meet individually with teachers to review the school's evaluation rubric, based on the KIPP Framework for Excellent Teaching, to outline their vision for strong instruction. Elementary level leaders set clear expectations for teachers at the beginning of the year by sharing yearly goals for student performance in MAP, mathematics, reading, and writing. The elementary level leaders present quarterly goals for student achievement to support teachers to meet end of year assessment outcomes. At the time of the renewal visit, the middle school level was in the process of creating similar annual student performance goals.

- The school leadership structure has the capacity to support the professional development of the teaching staff. KIPP Tech Valley committed to instructional leadership by investing in several full-time positions designed to focus exclusively on supporting teachers' development. At the elementary level the school employs three full-time instructional deans, and at the middle school level, there are two full-time assistant principals, all of whom observe, coach, support, develop, and evaluate the teachers. All coaches participate in national KIPP Foundation training, which provides them with the necessary resources to support their teaching staff. The quantity of instructional leaders is more than sufficient to support the development of the teaching staff.

- KIPP Tech Valley has systematic and effective coaching strategies that improve teachers' instructional effectiveness. At the elementary level, instructional leaders observe and meet with teachers on a regular basis. In addition, leaders track and record evidence from observations and feedback given to teachers via Whetstone, an online platform to track observations and feedback. At the middle school level, instructional leaders follow the same coaching system. Given the leadership changes, the leaders have plans to more clearly communicate to teachers how leaders prioritize coaching efforts.

- The school provides opportunities for teachers to plan curriculum and instruction within and across grade levels. The elementary level provides opportunities for teachers to meet in content teams twice per week to internalize curricula, review data, score assessments, and share student work. Content lead teachers, with support from instructional leaders, lead these meetings. As the school establishes a 4th grade next year, the leaders will prioritize more time for vertical planning to ensure a smooth curricular transition to the middle school. The middle school level provides time for grade teams to meet weekly and discuss individual students. The leadership plans to adapt the middle school schedule in the next charter term to add more collaborative planning meeting times to include both grade and content meetings.

- The school implements a comprehensive professional development program that develops the competencies and skills of all teachers. Instructional leaders provide two weeks of summer training on topics including behavior management strategies, scope and sequence development, assessment administration, and family communication. The elementary level instructional leaders lead regular weekly professional development afterschool on Wednesdays differentiated for teachers by giving them a choice of a variety of topics based on the Get Better Faster[9] plan the school uses to develop teacher skills in the classroom. The middle school level provides a daily morning meeting as its primary form of ongoing professional development based on topics the instructional leaders see as necessary for teacher development and plans to incorporate weekly professional development time in a future charter term. Instructional leaders follow up on professional development topics and activities through classroom observations.

- KIPP Tech Valley leaders regularly conduct teacher evaluations with clear criteria that identify teachers' strengths and weaknesses, as well as holding teachers accountable for quality instruction and student achievement. Over the charter term, the elementary level uses the KIPP Tech Valley teacher evaluation rubrics, based on the KIPP Foundation's KIPP Framework for Excellent Teaching, to evaluate teacher performance. At the beginning

9. For more information see https:/uncommonschools.org/books/get-better-faster-a-90-day-plan-for-coaching-new-teachers/.

of the year, elementary level teachers conduct a self assessment of their own skills on this rubric to set professional goals. During the middle and end of the year, teachers self assess with leader feedback on the rubric. The middle school level will use the rubric in its entirety for the first time in the middle of this academic year and then again at the end of the year.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

SUNY RENEWAL BENCHMARK 1F

In a period following leader transitions, the school is aligning its at-risk program to best practices found in KIPP NYC schools. The school leadership team is working to ensure that both the elementary and middle school levels share best practices in supporting at-risk students and implement identification, progress monitoring, and intervention systems that align between both levels. School leaders recognize an opportunity to develop more formalized and comprehensive English language acquisition supports as the program is out of compliance with certain aspects of applicable federal law.

- KIPP Tech Valley uses clear procedures for identifying at-risk students. The school is working on coordinating the consistency and efficacy of identification procedures across the elementary and middle school levels. The school identifies students struggling academically based primarily on results from MAP, STEP, AIMSweb assessment results, and curricular assessments such as phonics tests. Students then receive increasing levels of support through the school's response to intervention ("RTI") system. If students do not show appropriate growth after receiving the most intensive level of RTI support, the special education coordinator, classroom teacher, and parents meet to determine if referral to a district Committee on Special Education for evaluation for special education services is necessary. The school uses the Home Language Identification Survey to identify families who speak languages other than English and, for eligible students, administers the New York State English Identification Test for English Language Learners ("NYSITELL").

- The school is working to implement appropriate intervention programs to meet the needs of students with disabilities and students who struggle academically. While teachers implement a variety of interventions to support at-risk students, the performance of students with disabilities on state assessments prompted leaders to provide more rigorous oversight as to the effectiveness of the intervention program during this school year. At the elementary level, intervention teachers provide support to students struggling academically using a variety of curricular and online resources, and special

education teachers provide academic services in accordance with student individualized education programs ("IEPs"). The elementary level's RTI system includes well-defined tiers of support with clear directives for how, and how often, intervention teachers must provide additional support to struggling students. At the middle school level, each classroom has two teachers, and each grade has a dedicated special education teacher who provides co-teaching support in classes with students with disabilities in accordance with student IEPs. Co-teachers at the middle school level plan lessons to include differentiation to support students with disabilities and students who struggle academically. Also, the middle school uses a morning intervention block with various tiers of support and continues to develop the intervention program based on the elementary level's structures.

- KIPP Tech Valley provides some English language acquisition supports by assigning ELLs to receive academic intervention support through the existing RTI system but does not monitor English language acquisition. During the interventions, teachers work with students on reading and phonics skills. The school does not employ any English to Speakers of Other Languages ("ESOL") certified teachers. School leaders identify strengthening ELL services as a priority for any future charter term, particularly the progress monitoring of English language acquisition. The school is working with the Institute to ensure the school comes into compliance.

- The school has systems in place to monitor the progress and success of at-risk students toward grade level content standards. At the elementary level, the RTI coordinator sets goals for struggling students based on their areas of growth at the beginning of each RTI cycle and monitors student progress toward goals over the course of six weeks using AIMSweb and curriculum-based assessments such as phonics assessments in early elementary grades. At the middle school level, the director for student support creates intervention groups based on AIMSweb and curricular assessment results and reviews student progress every six weeks to adjust intervention groups accordingly. For students with disabilities, special education teachers at both the elementary and middle school levels track student academic progress by reviewing weekly AIMSweb results and benchmark assessment outcomes, such as MAP and STEP results. The school tracks student progress toward IEP goals using FrontLine, an online application that allows special education teachers to easily set and input data each week based on observations and assessments.

- KIPP Tech Valley is developing systems to make teachers aware of their at-risk students' progress. Teachers at both school levels meet in grade teams once per week and dedicate a portion of these meetings to discussing students struggling academically. The school is developing more robust communication structures to ensure that all teachers who work with at-risk students are aware of those students' current goals and progress.

- The school provides training and professional development to identify at-risk students and help teachers meet student needs. The school provided professional development specific to supporting at-risk students during its summer training prior to the start of the school year, such as sessions on understanding student IEPs, the RTI process, and best practices for progress monitoring. At the time of the Institute's visit, teachers also recently participated in after school professional development on de-escalation and calming strategies to support students with varying behavioral needs. Throughout the school year, special education team members provide ongoing professional development on topics in response to observations or new initiatives. For example, at the time of the Institute's visit, middle school level leaders had recently led professional development explaining how to implement the new morning academic intervention block.

- Classroom teachers and at-risk program staff members informally collaborate to monitor student progress. At the elementary level, the RTI coordinator serves as liaison between classroom teachers and intervention teachers. The RTI coordinator attends weekly meetings with each grade level to discuss at-risk student progress and then communicates concerns to the intervention teachers. At the middle school level, general and special education teachers lead classes together as part of the co-teaching model, and collaborate through the lesson planning process. However, these informal collaboration structures do not consistently yield common understanding among all teachers of how to best support at-risk students.

ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

KIPP Tech Valley is an effective and viable organization that has in place the key design elements identified in its charter. The KIPP Tech Valley board meets regularly and ensures the school substantially complies with applicable laws and regulations, as well as the school's academic progress.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

KIPP Tech Valley is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. KIPP Tech Valley has a rigorous academic curriculum and an assessment system that leaders and teachers use to drive instruction. The school has an organizational structure and fiscal resources that enable it to carry out its mission and meet its Accountability Plan goals.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from KIPP Tech Valley's 2018-19 Family Survey. The school distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 39% of families who received the survey responded. The vast majority of respondents (90%) indicated satisfaction with the school's academic program. The response rate is not high enough to frame the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and

parents of ELLs. The seven families in attendance expressed high levels of satisfaction with the school's program particularly with regard to individualized supports for students. Families appreciate that teachers and school leaders communicate consistently about student behavior and grades. Families discussed a desire for a high school option for their children in the future.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 88% of KIPP Tech Valley students returned from the previous year, a substantial increase from the prior two years. Part of this increase may be attributable to the board's decisions to not retain as many students in grade based on state test scores opting instead to have the school take a broader look at a student's record of progress across subjects and grades before making a retention decision. Student persistence data from previous years of the charter term is available in Appendix A.

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

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

SUNY RENEWAL BENCHMARK 2C

The school organization effectively supports the delivery of the educational program. New leadership at the middle school and a growing elementary program demonstrate school leaders are thoughtful about the school's growth trajectory and how it impacts school culture and the academic program. School leaders work with the board to establish a strategic plan that drives schoolwide decision making.

- KIPP Tech Valley has an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. The executive director oversees the elementary and middle school principals. The school has robust leadership and operations teams at each school level. The operations team provides finance and operations support to each school.

- KIPP Tech Valley's organization has clear lines of accountability and leaders with defined roles and responsibilities. The school's leadership team has a strong plan to continue to support teachers as the elementary level reaches full enrollment and as the new middle school leadership team establishes itself. Teachers know whom to go to for coaching, performance evaluation, and resources. Parents know who to contact for various types of support.

- KIPP Tech Valley leaders regularly monitor and evaluate the school's program and make changes as necessary. The school used student retention and parent satisfaction data to determine changes necessary for the middle school level, such as promotion criteria for the next grade and discipline policies. In 2017-18, 65% of students eligible to return from the previous year enrolled; however, in 2018-19, 88% of students returned, indicating successful implementation of these changes. Academic data and a reflection of how the school meets its KIPP Foundation core values resulted in the school adopting the Wheatley curriculum for the middle school program and making changes to staff and student culture. School leaders and the board are thoughtful about making changes that align with the overall vision for the school and the strategic plan.

- The school has a clear student discipline system in place, but leaders recognize a need to improve teacher support and skill to ensure consistent implementation across the school. At the elementary level, the director of student support services oversees student discipline. In the middle school grades, a dean of students and a dean of culture work together to oversee a clear discipline system with rewards and consequences. The principals and coaches provide teachers with additional coaching and feedback on classroom management where necessary in addition to schoolwide professional development sessions on de-escalation and calming strategies for students.   With the new practices in place, the school reduced the number of out-of-school suspensions by two thirds in the middle school from the previous year and implemented in-school suspension to allow students to reflect on their behavior under the guidance of school staff and minimize lost instructional time. However, at the time of the renewal visit, staff members indicated they were not seeing large-scale changes in student behavior from the previous year and reflected that the school needs to continue to prioritize increasing teacher capacity around behavior management.

- The school retains quality staff members. At the start of the 2019-20 school year, 94% of teachers returned, and the majority of school leaders returned. Given the school's longer term plan to implement changes to teacher development, coaching, and school culture, school leaders are thoughtful about gradually making these changes and considering teachers' needs. The school also provides a pathway for teacher leadership such as grade team leader or opportunities to become dean or assistant principal.

- KIPP Tech Valley allocates sufficient resources to achieve its goals. Staff members have all necessary resources for their roles. The school also employs a KIPP Through College director who follows KIPP Tech Valley's 8th grade graduates through high school and into college. Through the KIPP Through College program the school supports alumni

by connecting them to microscholarship funds starting in 9th grade and providing college counseling in 11th and 12th grade. In recent years the school strategically funded renovations of the elementary building and has ensured it has ample space to accommodate fully growing to a Kindergarten – 4th grade program.

- KIPP Tech Valley maintains enrollment to meet budgetary needs. At the time of the Institute's visit, KIPP Tech Valley enrolled 737 students within the collar of its chartered enrollment. The school also maintains a waitlist. At the start of the 2019-20 school year, 84% of students returned for the start of the year. The school engagement specialist oversees student recruitment efforts and monitors progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. This year, the school plans to provide more targeted outreach by directly recruiting students with disabilities and ELLs from a community organization that serves these populations.

SUNY RENEWAL BENCHMARK 2D

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

KIPP Tech Valley's board works effectively to achieve the school's Accountability Plan goals. During this charter term, the board brought on new leaders to support the development of the school. The board effectively monitors the school's operations and academic program and gauges the impact of the school leaders.

- The KIPP Tech Valley board has multiple skills with which to govern and has structures in place to provide school oversight. The board chair is the founder of the school. Board members' professional skills include experience in finance, law, K-12 education, community engagement, not-for-profits, management, and governance. The education corporation also adds board members with deep ties to the community and parents to add voice at the governance level. The board is interested in new members in the future particularly with expertise in real estate, human resources, and development.

- The board requests and receives information that allows it to provide rigorous oversight of the school's program and finances. The school's executive director, principals, and KIPP Through College director provide updates about the program at each board meeting. The board also reviews specific quantitative data regarding enrollment, finances, student achievement, and discipline.

- KIPP Tech Valley's board establishes clear priorities and long range plans based on systematic reviews of data. With the hiring of the new executive director, the board prioritized establishing key changes including conducting a nationwide search for a new middle school principal. Based on previous high levels of out-of-school suspensions and students not moving to the next grade, the board charged leaders with reviewing the school's discipline policy and promotion criteria to better support students. With these goals accomplished, the board is looking to increase fundraising and strengthen KIPP Tech Valley's regional identity to ensure families see KIPP Tech Valley as an education option for students. The board is also looking into understanding the necessary requirements for opening a high school in a future charter term.

- The board successfully hires and retains key personnel including the school's executive director and principals. KIPP Tech Valley's board conducts an annual evaluation of the executive director and identifies clear areas for development. For example, for the 2019-20 school year, the executive director is focused on strengthening KIPP Tech Valley's presence within the Albany community. The board adjusted the school's compensation packages for teachers in order to retain staff and better support their needs.

- The board conducted a self evaluation this year to help determine the strengths and areas for improvement in its oversight of the board. Based on the evaluation, the board determined it needed to improve its fundraising skills. The board is working more closely with the KIPP Foundation to replicate fundraising practices used at other KIPP Foundation partner schools across the country. The board recently hired a director of development to support these efforts. The board is also working with an external service to support with processes and governance.

- The board communicates regularly with the school community. Board members regularly attend school events and visit the school during the academic day. Board members regularly walk through the school to see learning and teaching and gauge how well the academic program is progressing.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

SUNY RENEWAL BENCHMARK 2E

The KIPP Tech Valley board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board, which includes both founding and long term members, demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness, and maximizing its license agreement with the KIPP Foundation.

- The board receives regular reports from the executive director, director of operations, and principals regarding relevant academic, fiscal, and operational information.

- The board uses an effective committee structure including executive, finance, and audit committees. Each committee reports out to the full board at a subsequent board meeting.

- The board has materially and substantially avoided conflicts of interest and followed the provisions of its by-laws and code of ethics.

- During the charter term, the board negotiated and secured bank financing of $3 million to construct a 9000 sq. ft., two story expansion to its Dudley Heights building.

- The board successfully completed a Kindergarten – 4th grade expansion. The expansion required bond financing for the building at 321 Norther Blvd. and an enrollment revision that first reduced and then increased enrollment to match available space and grade configuration.

- The board retained various competent legal counsel to assist the education corporation with bond financing and other legal issues including human resources issues.

SUNY RENEWAL BENCHMARK 2F

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

With the minor exceptions noted below, the education corporation generally and substantially complies with applicable laws, rules and regulations, and provisions of its charter. For any area of non-compliance, the Institute will work with the education corporation to meet applicable requirements.

- **Complaints.** The Institute received no formal complaints regarding the school during the charter term.

- **Violations.** The Institute issued no violation letters or corrective actions during the charter term.

- **By-laws.** At the time of the renewal review, the board's bylaws were in need of review based largely on amendments to the N.Y. Not-for-Profit Corporation Law effective July 2014. The board subsequently took steps to update the by-laws.

- **Code of Ethics/Conflict of Interest Policy.** This combined policy needs amendment largely to incorporate provisions of the N.Y. General Municipal Law. The board subsequently took steps to update the policy.

- **Discipline Policy.** The policy in the student manuals does not include the provisions of the Gun Free Schools Act. The policy also contains a provision for a potential modified student schedule that does not comply with the state's compulsory education law or due process. The policy also does not provide for alternative instruction for suspended students after one day, instead providing it only after five days in violation of compulsory education.

- **Minutes.** While the Institute receives all board minutes, the board sometimes exceeds the time limit in the charter agreement's Monitoring Plan.

- **504 Plan Policy.** The school's well written and detailed section 504 Plan policy needs to contain an appeals process for parents, and provide the name of the 504 coordinator in compliance with 34 CFR § 104.7.

- **Litigation.** The education corporation is not involved in any current litigation but received a notice regarding a January 2018 student injury related to bus service that would be subrogated by its insurance carrier if filed as a lawsuit.

- **Teacher Certification.** While the school employs less than the Act's limit of uncertified teachers, a very few did not have the requisite number of years of teaching experience.

- **Website.** The school did not post its most recent annual report or audit in compliance with the Act. While the school provides the required Freedom of Information Law notice, it does not have a subject matter list of records or the required link to the Committee on Open Government.

FISCAL PERFORMANCE

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

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, KIPP Tech Valley is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.[10]

Through a trademark licensing agreement, KIPP Tech Valley affiliates with the KIPP Foundation, a network of nationally recognized charter schools. The KIPP Foundation provides support and member services to the school to assist the school in fulfilling its mission of preparing all students for future opportunities. This agreement gives KIPP Tech Valley the right to use all licenses and trademarks of the KIPP Foundation while also giving the school the opportunity to attend meetings with other KIPP Foundation partner school leaders and implement a standard of high performance.

KIPP Tech Valley now operates both elementary and middle school programs in two private facilities held with long term debt. The completion of the second facility, during the summer of 2019, has increased the cash on hand and solidified the facility needs for the foreseeable future. The two facilities provide ample space to meet all educational needs for the duration of the next charter term.

KIPP Tech Valley received a New York State Comptroller's audit report dated May 2019. This audit started with a very broad scope and narrowed to focus on residential tuition billing processes. The audit found that the school maintained adequate proof of residency records, accurately billed resident districts, and ensured that year-end reconciliations were reasonable and supported. The audit had no recommendations for improvements.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

SUNY RENEWAL BENCHMARK 3A

KIPP Tech Valley has adequate financial resources to ensure stable operations. KIPP Tech Valley has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members, as well as deep experience of certain trustees, to a bottom-up analysis and approach to determine the required resources needed for achieving the school's educational goals and outcomes.

- The school leaders, business manager, and board finance committee coordinate to develop annual budgets. The board reviews and approves the annual operating budget and votes on any amendments to the budget as needed. The KIPP Tech Valley board uses monthly financial reports to compare actual revenues and expenses to budgeted numbers and provides explanation on any large variances.

- The projected five-year renewal budgets project 2.0% increases per year to per pupil revenue.

- KIPP Tech Valley currently serves Kindergarten – 3rd grade and 5th – 8th grade in two privately owned and operated facilities. Beginning in the next charter term, KIPP Tech Valley plans to grow to serve Kindergarten – 8th grade for the next charter term. The two facilities provide ample space to meet the educational programming needs of KIPP Tech Valley.

SUNY RENEWAL BENCHMARK 3B

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

KIPP Tech Valley has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.

- The most recent KIPP Tech Valley audit report for June 30, 2019 had no material findings or deficiencies.

- KIPP Tech Valley received a New York State Comptroller's audit report dated May 2019. The audit resulted in no findings and contained no recommendations for improvements for the school.

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

KIPP Tech Valley complies with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, completes and following generally accepted accounting principles (GAAP).

- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.

- The school has generally filed key reports with the Institute in a timely and accurate manner including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment figures.

- The Institute received the June 30, 2019 annual audit by the due date of November 1, 2019 and reported fiscally needs monitoring as a typical result of three facility financings.

SUNY RENEWAL BENCHMARK 3D

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

KIPP Tech Valley maintains adequate financial resources to ensure stable operations.

- Since the school opened in 2005-06, the education corporation has reported operating surpluses as well as deficits which were offset against the surpluses.

- Due to facility financing, the school has showed a decrease in net assets in the last two years. However, for the year ended June 30, 2019, the school reported operating surpluses for the third consecutive year signaling improved fiscal health.

- KIPP Tech Valley's fiscal dashboard in Appendix D reflects the school as fiscally needs monitoring, as a result of long term debt financing from the school's facility financings. The school has met loan covenants associated with financing. The school maintained 24 days of cash on hand to pay liabilities due shortly.

- KIPP Tech Valley had total net assets of approximately ($575,673) as of June 30, 2019. Debt financing for the new facility and past facility financing are the cause of the debt. The school's financial statements reported a loss on interest rate swap agreements totaling $871,014. Interest rate swap agreements are a financial mechanism used to hedge interest rate exposure. The swap agreement stabilizes the school's financing interest rate at 1.62% for the duration of the agreement. This agreement mitigates any risk of variable interest rates since gains and losses due to change in the fair value of the agreement are directly offset by changes in fair value of the underlying debt. With the growth in chartered grades the revenue stream will improve as will the financial indicators.

- As a requirement of charter agreements, KIPP Tech Valley has established the separate dissolution reserve fund account of $75,000.

FUTURE PLANS

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

As KIPP Tech Valley is an academic success, its plans for the future are reasonable, feasible, and achievable. The school will continue to grow to serve students in Kindergarten — 8th grade.

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

Plans for the Educational Program. In a subsequent charter term, KIPP Tech Valley will continue to develop the elementary and middle school academic programs as the school grows to serve students in Kindergarten – 8th grade in the next charter term. The school's leadership will continue to drive the improvements realized during the current charter term in order to continue meeting its Accountability Plan goals for all students. At the time of the renewal visit, the board had submitted a request to the Institute for a merger with the Albany Community Charter School to start in the next charter term if renewed. The Institute is handling the request separately from the renewal recommendation.

Plans for Board Oversight & Governance. Board members expressed interest in remaining on the board. The board recognizes a need to add more members with fundraising, human resources, and real estate expertise in the next charter term. The board will also look to merge its membership with the Albany Community Charter School education corporation board if the merger is approved.

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

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	693	845
Grade Span	K-3, 5-8	K-8
Teaching Staff	54	60
Days of Instruction	192	192
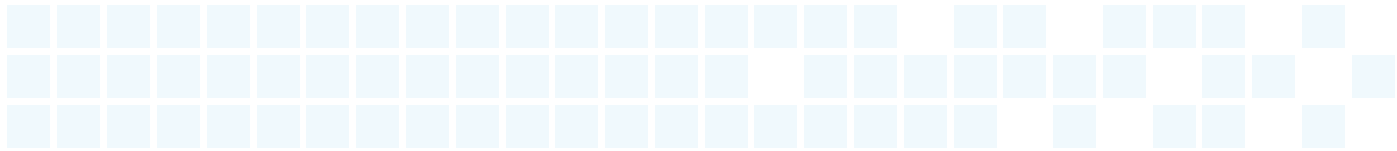
KIPP Tech Valley plans to continue operations in its two current sites throughout the next charter term, and together the facilities have the capacity to support the growth to a full Kindergarten – 8th grade program.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

KIPP Tech Valley

Ax

APPENDICES

PAGES Ax 1-12

APPENDIX A: School Overview

KIPP TECH VALLEY CHARTER SCHOOL BOARD OF TRUSTEES

SCHOOL LEADERS

EXECUTIVE DIRECTOR

Stephanie Valle, Executive Director (January 2018 to present)

ELEMENTARY PRINCIPAL

Maya Tucci, (2016-17 to present)

MIDDLE SCHOOL PRINCIPAL

Halim Genus, (2019-20 to present)
Dustin Mitchell, (2010-11 to 2017-18)
Dan Caesar, (2005-06 to 2009-10)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	310	299	96%	5-8	5-8
2016-17	411	389	95%	K-1, 5-8	K, 5-8
2017-18	511	496	97%	K-2, 5-8	K-1, 5-8
2018-19	603	594	98%	K-3, 5-8	K-2, 5-8
2019-20	693	752	109%	K-8	K-3, 5-8

APPENDIX A: School Overview

KIPP Tech Valley Charter School

Albany City School District

Student Demographics: Special Populations
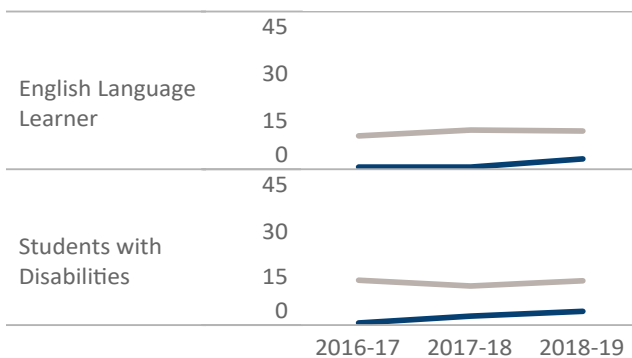
		2016-17	2017-18	2018-19
English Language Learner	District	10.1	12.0	11.7
	School	0.0	0.0	2.6
Students with Disabilities	District	14.0	12.1	13.8
	School	0.0	2.2	3.8

Student Demographics: Free/Reduced Lunch
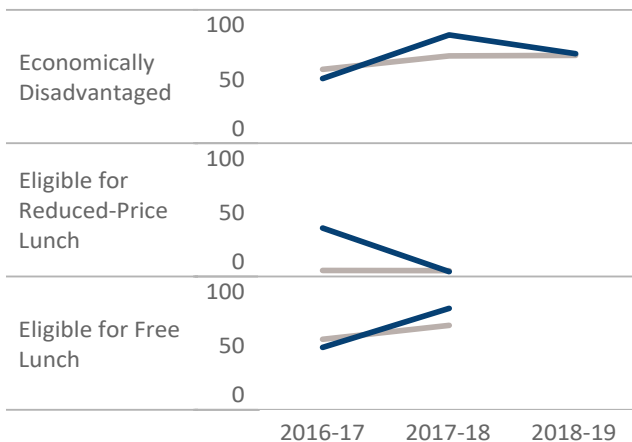
		2016-17	2017-18	2018-19
Economically Disadvantaged	District	59.5	71.1	71.6
	School	51.6	89.2	73.0
Eligible for Reduced-Price Lunch	District	1.0	0.8	
	School	37.6	0.0	
Eligible for Free Lunch	District	56.6	68.6	
	School	49.6	83.3	

Student Demographics: Race/Ethnicity
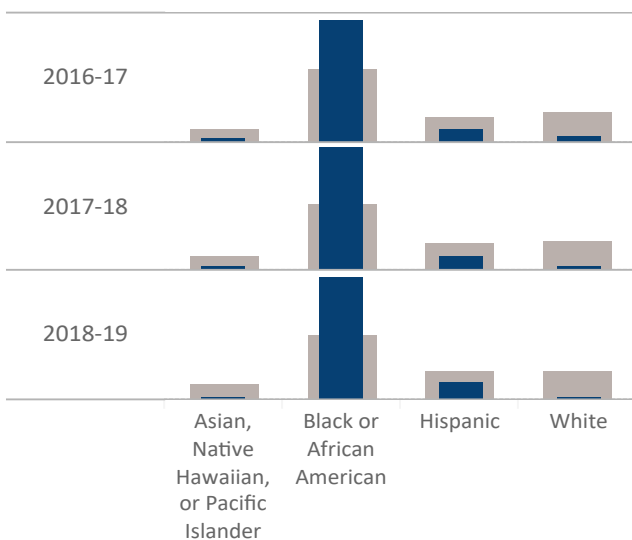
		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2016-17	District	8.3	49.7	16.6	19.8
	School	1.9	82.9	8.9	3.9
2017-18	District	9.4	45.4	18.1	20.0
	School	2.2	83.9	8.8	2.9
2018-19	District	9.6	44.0	19.6	19.3
	School	1.2	82.9	10.9	1.5

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department.

KIPP Tech Valley Charter School

Albany City School District
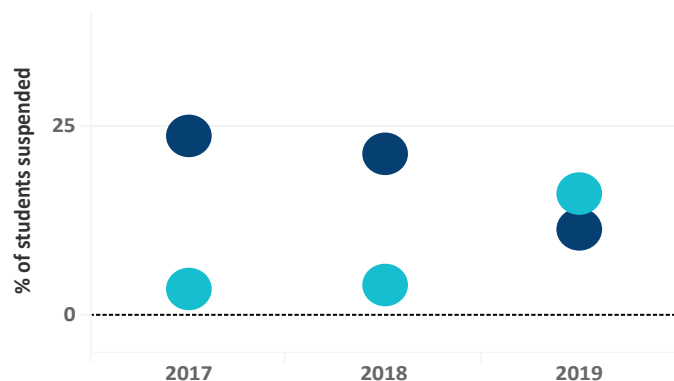
	School ISS Rate	School OSS Rate
2017	3.4	23.8
2018	4.0	21.3
2019	16.2	11.3

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

	2016-17	63.3
2017-18	65.0
2018-19	87.7

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

2017	2018	2019
0	**0**	**0**

KIPP Tech Valley Charter School's Enrollment and Retention Status: 2018-19

			District Target	School
Enrollment	economically disadvantaged		74.8	73.0
	English language learners		7.4	5.4
	students with disabilities		12.6	3.8
Retention	economically disadvantaged		93.4	87.0
	English language learners		94.8	85.7
	students with disabilities		91.6	84.6

Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	COMMUNICATION	SAFETY
39%	90%	91%	89%

TIMELINE OF CHARTER SCHOOL RENEWAL

KIPP Tech Valley's opening — 2005

KIPP Tech Valley's initial full-term renewal — 2010

KIPP Tech Valley's subsequent full-term renewal — 2015

KIPP Tech Valley's subsequent full-term renewal recommendation — 2020
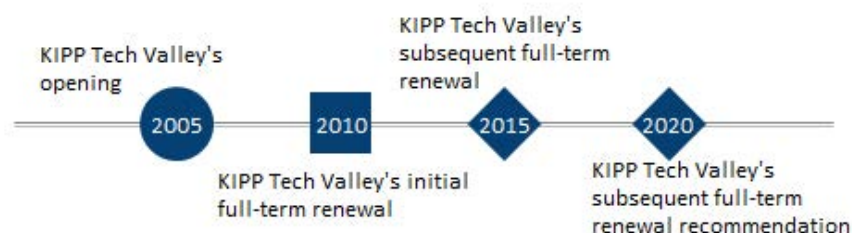
SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2005-06	First Year Visit	March 23, 2006
2006-07	Evaluation Visit	March 1, 2007
2007-08	Evaluation Visit	April 29-30, 2008
2009-10	Initial Renewal Visit	December 1-3, 2009
2011-12	Evaluation Visit	October 21, 2011
2013-14	Evaluation Visit	September 23-24, 2013
2014-15	Subsequent Renewal Visit	December 9, 2014
2019-20	Subsequent Renewal Visit	December 10-11, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
December 10-11, 2019	Katherine Malitzky	School Evaluation Analyst
	Kerri Martin Rizzolo	Senior Analyst
	Maureen Foley	Director for New Charters
	Keegan Prue	Director of Leadership Team Operations
	Jennifer David-Lang	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Five KIPP Pillars: High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results;	✚
An extended school day and year with additional enrichment experiences on select Saturdays;	✚
Extended instructional time in English Language Arts and mathematics;	✚
Daily enrichment periods in which students have an option of various activities, offset by mandatory physical education blocks every other day;	✚
Mandatory three-week summer school program;	✚
An electronic scoring system to track each student's progress toward mastering each individual KIPP and New York State learning standard with monthly reports for parents, teachers, and administrators; and,	✚
A focus on the core values of "Choose, Improve, Respect and Support."	✚

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

KIPP Tech Valley Charter School

Absolute Measure

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.

	2016-17 (Grades Served K, 5-8)				2017-18 (Grades Served K-1, 5-8)				2018-19 (Grades Served K-2, 5-8)			
Grades	All % (N)	2+ Years % (N)	MET		All % (N)	2+ Years % (N)	MET		All % (N)	2+ Years % (N)	MET	
3	(0)	(0)			(0)	(0)			(0)	(0)		
4	(0)	(0)			(0)	(0)			(0)	(0)		
5	34.1(82)	26.7(15)			19.8(81)	10.0(20)			29.7(91)	20.0(10)		
6	40.2(97)	43.9(66)			57.3(96)	64.8(54)			61.3(93)	66.7(48)		
7	61.4(57)	61.1(54)			59.7(62)	59.7(62)			57.4(68)	57.1(63)		
8	56.5(46)	56.5(46)			82.9(35)	82.9(35)			86.0(43)	86.0(43)		
All	45.4(282)	50.8(181)	NO		50.0(274)	60.2(171)	NO		54.2(295)	65.2(164)	NO	

2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.

Grades	PI	AMO/MIP	MET		PI	MIP	MET		PI	MIP	MET
5-8	129	111 (AMO)	YES		139	101 (MIP)	YES		143	105 (MIP)	YES

Comparative Measure

3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be grater than that of students in the same grades in the local district.

Comparison: Albany City School District

Grades	School	District	MET		School	District	MET		School	District	MET
6-8	50.8	19.0	YES		60.2	23.0	YES		65.2	21.2	YES

4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.

Comparison: Albany City School District

Grade	%ED	Actual	Predicted	ES		%ED	Actual	Predicted	ES		%ED	Actual	Predicted	ES
3														
4														
5	83.5	34.1	24.2	0.65		93.9	19.8	22.8	-0.21		75.3	593.0	596.4	-0.44
6	81.8	40.2	21.4	1.26		90.8	57.3	34.3	1.43		69.1	603.0	595.8	0.87
7	71.7	61.4	34.3	1.44		90.6	59.7	26.4	2.17		71.2	608.0	597.3	1.25
8	68.1	56.5	40.0	0.94		87.5	82.9	37.0	2.38		72.9	612.0	597.3	1.74
All	78.0	45.4	27.8	1.07 (YES)		91.3	50.0	29.5	1.23 (YES)		72.0	602.4	596.5	0.68 (YES)

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

Grades	School	State		School	State		School	State
4	0.0			0.0			0.0	
5	59.8			44.6			32.7	
6	48.0			51.2			68.1	
7	52.4			53.8			59.9	
8	44.2			53.0			56.0	
All	51.1	50.0 (YES)		50.5	50.0 (YES)		54.2	50.0 (YES)

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

KIPP Tech Valley Charter School

Absolute Measure

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

	2016-17 Grades Served K, 5-8				2017-18 Grades Served K-1, 5-8				2018-19 Grades Served K-2, 5-8			
Grades	All %(N)	2+ Years %(N)	MET		All %(N)	2+ Years %(N)	MET		All %(N)	2+ Years %(N)	MET	
3	(0)	(0)			(0)	(0)			(0)	(0)		
4	(0)	(0)			(0)	(0)			(0)	(0)		
5	29.3 (82)	6.7 (15)			18.8 (80)	4.8 (21)			37.2 (94)	8.3 (12)		
6	26.8 (97)	28.8 (66)			43.6 (94)	53.8 (52)			40.9 (93)	44.0 (50)		
7	44.8 (58)	42.9 (56)			52.5 (59)	52.5 (59)			53.6 (69)	55.6 (63)		
8	63.0 (46)	63.0 (46)			94.1 (34)	94.1 (34)			88.6 (44)	88.6 (44)		
All	37.1 (283)	39.9 (183)	NO		44.6 (267)	55.4 (166)	NO		49.7 (300)	57.4 (169)	NO

2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.

	2016-17				2017-18				2018-19		
Grades	PI	AMO	MET		PI	MIP	MET		PI	MIP	MET
5-8	118	109	YES		128	103	YES		137	107	YES

Comparative Measure

3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.

Comparison: Albany City School District

	2016-17				2017-18				2018-19		
Grades	School	District	ES		School	District	ES		School	District	ES
6-8	39.9	10.3	0.60		55.4	12.1	0.98		57.4	13.8	

4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.

Comparison: Albany City School District

	2016-17					2017-18					2018-19			
Grade	% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES
3														
4														
5	83.5	28.9	29.3	-0.02		93.9	18.8	26.2	-0.43		75.3	594.0	596.7	-0.27
6	81.8	26.8	25.7	0.06		90.8	43.6	27.1	0.90		69.1	602.0	598.1	0.45
7	71.7	44.8	28.1	0.82		90.6	52.5	23.8	1.55		71.2	606.0	597.9	0.86
8	68.1	63.0	16.3	2.61		87.5	94.1	21.4	3.40		72.9	617.0	596.8	1.78
All	78.0	37.0	25.7	0.60		91.3	44.6	25.4	0.98		72.1	602.6	597.4	0.51
MET				YES					YES					YES

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

	2016-17				2017-18				2018-19		
Grades	School	State			School	State			School	State	
4	0.0				0.0				0.0		
5	55.0				60.3				54.5		
6	40.5				49.4				69.7		
7	58.9				56.7				59.2		
8	74.0				80.4				69.3		
All	54.8	50.0	YES		58.5	50.0	YES		62.8	50.0	YES

NO COMMENTS RECEIVED

KIPP TECH VALLEY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET   **Opened 2005-06**
Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	407,060	80,270	450,088	1,754,442	675,691
Grants and Contracts Receivable	22,925	114,044	455,348	425,653	100,998
Accounts Receivable	163,449	202,591	349,353	1,094,872	660,006
Prepaid Expenses	10,216	135,277	59,452	102,945	82,853
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	603,650	532,182	1,314,241	3,377,912	1,519,548
Property, Building and Equipment, net	7,010,043	6,852,440	12,942,887	12,733,343	16,273,142
Other Assets	1,587,428	1,203,288	189,598	543,629	146,309
Total Assets - GRAPH 1	9,201,121	8,587,910	14,446,726	16,654,884	17,938,999

Liabilities and Net Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Current Liabilities					
Accounts Payable and Accrued Expenses	191,059	311,598	157,875	402,726	777,179
Accrued Payroll and Benefits	138,710	159,938	102,137	133,732	305,716
Deferred Revenue	44,441	574	-	1,274,362	-
Current Maturities of Long-Term Debt	150,000	160,000	-	406,362	559,504
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	524,210	632,110	260,012	2,217,182	1,642,399
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	7,975,000	7,815,000	15,212,502	14,826,312	16,852,212
Total Liabilities - GRAPH 1	8,499,210	8,447,110	15,472,514	17,043,494	18,494,611

Net Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Unrestricted	701,911	140,800	(1,025,788)	(388,610)	(1,121,757)
Temporarily restricted	-	-	-	-	546,084
Total Net Assets	701,911	140,800	(1,025,788)	(388,610)	(575,673)
Total Liabilities and Net Assets	9,201,121	8,587,910	14,446,726	16,654,884	17,918,938

ACTIVITIES
Operating Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Resident Student Enrollment	4,054,907	4,273,466	5,757,622	7,126,439	9,134,963
Students with Disabilities	66,571	48,848	67,440	45,086	57,353
Grants and Contracts					
State and local	5,863	7,000	185,318	213,069	13,600
Federal - Title and IDEA	133,457	143,269	167,564	260,520	915,313
Federal - Other	269,329	137,783	220,463	443,506	-
Other	-	-	-	-	212,033
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	238,586	285,810	378,461	445,587	-
Total Operating Revenue	4,768,713	4,896,176	6,776,868	8,534,207	10,333,262

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Education	2,584,636	2,666,850	3,309,777	3,765,349	4,119,361
SPED	178,454	173,840	167,712	280,465	501,297
Other	608,896	578,064	1,003,317	1,409,987	1,613,880
Total Program Services	3,371,986	3,418,754	4,480,806	5,455,801	6,234,538
Management and General	1,525,680	1,641,250	2,063,837	2,744,720	3,414,773
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	4,897,666	5,060,004	6,544,643	8,200,521	9,649,311
Surplus / (Deficit) From School Operations	(128,953)	(163,828)	232,225	333,686	683,951

Support and Other Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Contributions	78,868	60,602	338,000	6,250	-
Fundraising	-	-	9,785	8,125	-
Miscellaneous Income	2,047	(457,885)	(1,746,598)	288,847	(871,014)
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	80,915	(397,283)	(1,398,813)	303,222	(871,014)
Total Unrestricted Revenue	4,849,628	4,498,893	5,378,055	8,837,429	9,462,248
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	4,849,628	4,498,893	5,378,055	8,837,429	9,462,248
Change in Net Assets	(48,038)	(561,111)	(1,166,588)	636,908	(187,063)
Net Assets - Beginning of Year - GRAPH 2	749,949	701,911	140,800	(1,025,788)	(388,610)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	701,911	140,800	(1,025,788)	(388,880)	(575,673)

APPENDIX D: Fiscal Dashboard

KIPP TECH VALLEY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	551,781	551,487	540,932	875,348	1,262,530
Instructional Personnel	1,486,085	1,554,368	2,106,988	2,459,174	3,009,279
Non-Instructional Personnel	416,726	441,217	547,148	792,954	734,310
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,454,592	2,547,072	3,195,068	4,127,476	5,006,119
Fringe Benefits & Payroll Taxes	627,445	497,197	658,883	915,668	1,105,824
Retirement	-	99,065	113,201	142,895	212,593
Management Company Fees	54,342	36,435	87,170	87,098	-
Building and Land Rent / Lease	541,050	532,175	620,648	585,131	663,093
Staff Development	3,479	3,780	20,041	20,406	48,546
Professional Fees, Consultant & Purchased Services	77,088	80,151	122,067	165,831	218,524
Marketing / Recruitment	4,236	6,524	11,724	10,261	60,741
Student Supplies, Materials & Services	444,735	418,807	673,483	988,395	745,308
Depreciation	185,238	189,231	282,143	303,208	301,124
Other	505,461	649,567	760,215	854,152	1,287,439
Total Expenses	4,897,666	5,060,004	6,544,643	8,200,521	9,649,311

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	300	310	471	543	608
Final Chartered Enrollment (includes any revisions)	300	310	411	511	603
Actual Enrollment - **GRAPH 4**	305	299	389	496	594
Chartered Grades	5-8	5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8
Final Chartered Grades (includes any revisions)	-	-	K, 5-8	K-1, 5-8	K-2, 5-8

Primary School District: ALBANY CITY SD

	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Funding (Weighted Avg of All Districts)	14,182	14,182	14,383	14,869	15,019
Increase over prior year	0.8%	0.0%	1.4%	3.3%	1.0%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	15,635	16,375	17,421	17,211	17,398
Other Revenue and Support	265	(1,329)	(3,596)	612	(1,467)
TOTAL - GRAPH 3	15,900	15,046	13,825	17,823	15,932

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	11,056	11,434	11,519	11,003	10,497
Management and General, Fundraising	5,002	5,489	5,305	5,535	5,749
TOTAL - GRAPH 3	16,058	16,923	16,824	16,538	16,246
% of Program Services	68.8%	67.6%	68.5%	66.5%	64.6%
% of Management and Other	31.2%	32.4%	31.5%	33.5%	35.4%
% of Revenue Exceeding Expenses - **GRAPH 5**	-1.0%	-11.1%	-17.8%	7.8%	-1.9%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
	12.2	12.0	10.5	10.8	11.6

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
	3.6	3.6	4.6	4.2	3.6

Financial Responsibility Composite Scores - GRAPH 6

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.9	(0.1)	(0.8)	0.4	(0.2)
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	79,440	(99,928)	1,054,229	1,160,730	(122,851)
As % of Unrestricted Revenue	1.6%	-2.2%	19.6%	13.1%	-1.3%
Working Capital (Current) Ratio Score	1.2	0.8	5.1	1.5	0.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	LOW	MEDIUM	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Excellent	Good	Poor

Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	1.1	0.6	4.8	1.5	0.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	HIGH	LOW	MEDIUM	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Poor	Excellent	Good	Poor

Debt to Asset Ratio - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.9	1.0	1.1	1.0	1.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	HIGH	HIGH	HIGH	HIGH
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Poor	Poor	Poor	Poor

Months of Cash - GRAPH 8

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	1.0	0.2	0.8	2.6	0.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	HIGH	HIGH	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Poor	Poor	Good	Poor

APPENDIX D: Fiscal Dashboard

KIPP TECH VALLEY CHARTER SCHOOL

GRAPH 1

Cash, Assets and Liabilities
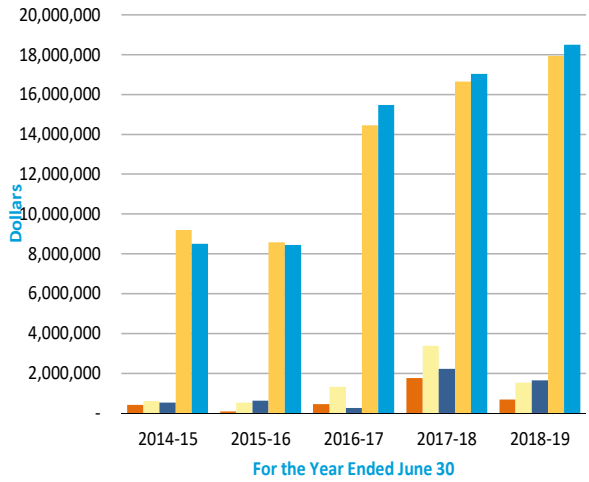
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

Revenue, Expenses and Net Assets
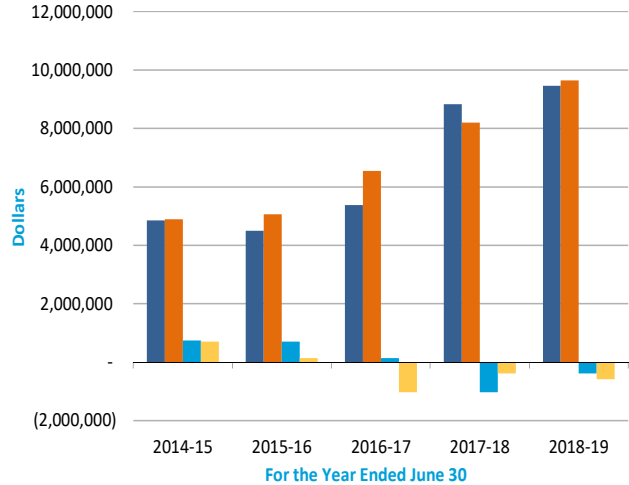
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

Revenue & Expenses Per Pupil
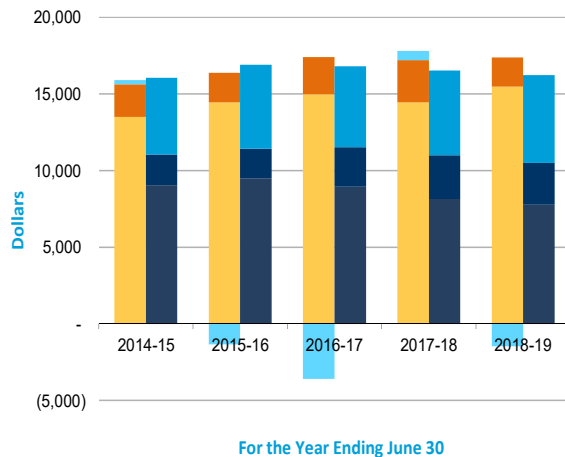
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses
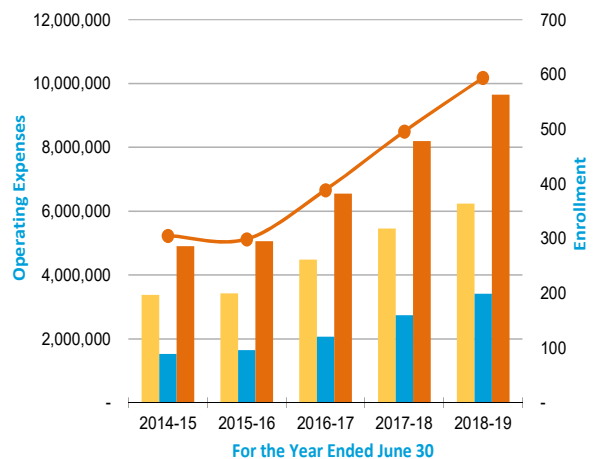
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

KIPP TECH VALLEY CHARTER SCHOOL

Comparable School, Region or Network: -
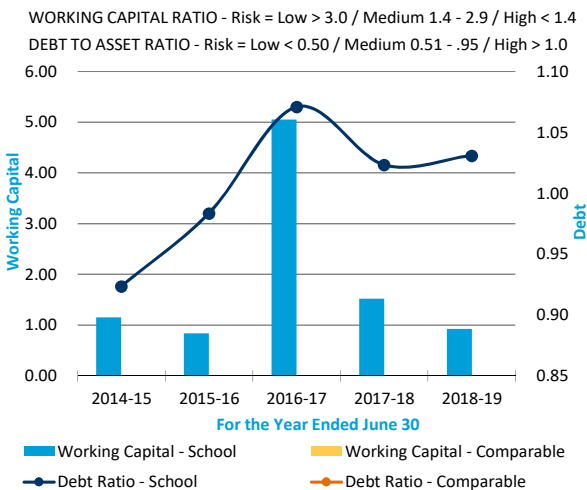
GRAPH 5 — % Breakdown of Expenses
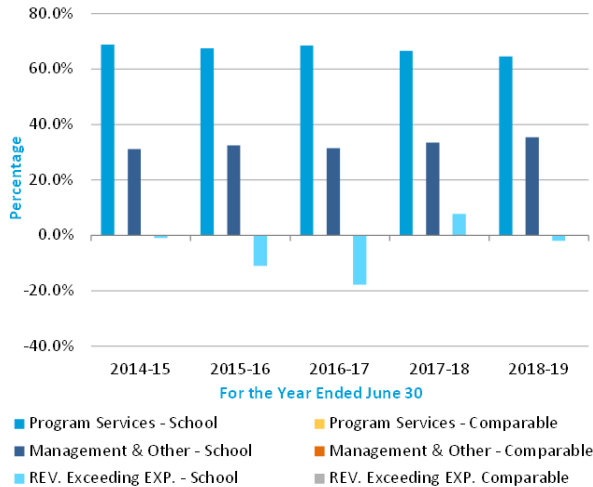
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 — Composite Score

Fiscally: Strong = 1.5 - 3.0 / Adequate = 1.0 - 1.4 / Needs Monitoring < 1.0
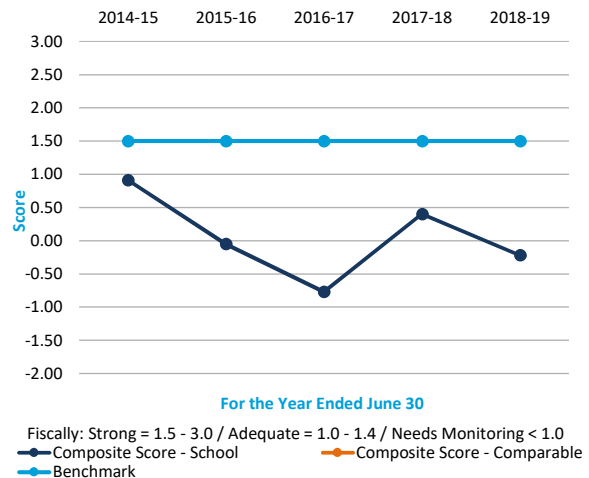
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 — Working Capital & Debt to Asset Ratios

WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0

This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 — Months of Cash
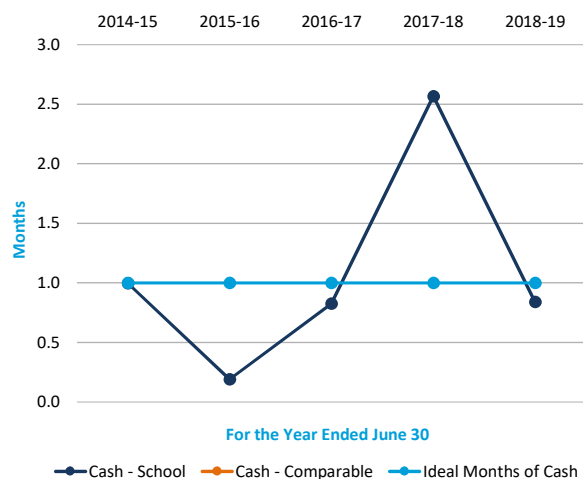
This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.