



KIPP Academy Boston Charter School

FY2013-2014 Annual Accountability Report to Massachusetts

Department of Elementary & Secondary Education (8/1/14)

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Introduction to the School

KIPP Academy Boston Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	384 Warren Street, Boston MA, 02119
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2012	Year(s) Renewed (if applicable)	N/A
Maximum Enrollment	588	Current Enrollment	144
Chartered Grade Span	K-8	Current Grade Span	5-6
# of Instructional Days during the 2012-2013 school year	185	Students on Waitlist	211
School Hours	Middle School: 7:30am-4:30pm* <i>*Friday dismissal is at 12:30pm to accommodate staff professional development</i>	Age of School	2 years
Mission Statement The mission of KIPP Academy Boston Charter School Charter School (KABCS) is to empower all of its students with the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond.			

Faithfulness to Charter

Accountability Plan Measures and Objectives

	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective 1: KIPP Academy Boston Charter School students' academic performance will annually meet or exceed national standards on non-MCAS assessments used by KIPP National and will demonstrate growth each year in college-readiness progress compared to similar populations of low-income students.		
Measure 1a: Student cohorts will annually meet or exceed average academic growth targets on the nationally-normed assessment NWEA MAP: Measures of Academic Progress.	Not Met	<ul style="list-style-type: none"> The following percentages of students in each grade level met or exceeded the average growth target on the MAP Mathematics assessment for the 2013-14SY: 5th grade: 79% 6th grade: 88% The following percentages of students in each grade level met or exceeded the average growth target on the MAP Reading assessment for the 2013-14SY: 5th grade: 76% 6th grade: 84%
Measure 1b: According to MAP correlations that predict college-readiness, more than 50% of students in grades 3-8 will be on track annually to graduate from a four-year college once of college age (compared to ~8% national graduation rate in low-income communities).	Not Met	<p>In Mathematics, MAP correlations predict that 20% of students in grades 5-6 are on track to graduate from a four year college once of college age.</p> <p>In Reading, MAP correlations predict that 15% of students in grade 5-6 are on track to graduate from a four year college once of college age.</p>
Objective 2: Beginning in kindergarten, KIPP Academy Boston Charter School will explicitly teach and practice research-based character strengths and behaviors (grit, zest, self-control, optimism, gratitude, social intelligence, curiosity) that will enable our students to persist to and through college and become productive citizens who lead a life of choice.		
Measure 2a: 100% of teachers will annually set performances goals, be observed regularly, and be given feedback on and held accountable to demonstration and development of competencies specifically related to character development in the KIPP Framework for Excellent Teaching rubric.	Met	During the 2013-14SY, 100% of teachers set performances goals, were observed regularly, received feedback on and were held accountable to demonstrating and developing competencies specifically related to character development in the KIPP Framework for Excellent Teaching Rubric. Please see Appendix A: KIPP Framework for Excellent Teaching.
Measure 2b: Weekly, 100% of students will analyze their own character data from the KIPP behavior tracking system (Paychecks) and develop weekly action plans for character development. Teachers will review these plans with students on a weekly basis. Long-term trends will be assessed annually by instructional leaders to inform curriculum, programming, and other planning.	Met	<p>During the 2013-14SY, 100% of students, on a weekly basis, analyzed their own character data from the KIPP behavior tracking system (paychecks) and developed weekly action plans for character development. Teachers reviewed these plans with students on a weekly basis.</p> <p>Students began each week of the 2013-14SY with a \$40 paycheck. Students could cause their paycheck amount to increase or decrease based on performing specific behaviors and actions linked to KABCS' 5 character values (Grit, Self-Awareness, Bravery, Zest, Pride).</p> <p>In advisory groups, on a weekly basis, students used existing paycheck data to identify behaviors and</p>

		actions they wanted to improve and developed plans to bring about improvements. Long-term trends across the student body were examined and informed the character education that students received in “Pride Time”, reserved time during which teachers provided instruction on specific values.
Objective 3: KIPP Academy Boston Charter School partners with parents and families to support students achieving college graduation and life outcomes goals, demonstrated by tracking and achieving strong parental engagement and attitudes towards KIPP and towards college and future success.		
Measure 3a: As part of feedback on the KIPP National Healthy Schools Survey, 80% or more of responding parents of KIPP Academy Boston Charter School students annually will say they are “satisfied” or “very satisfied” with the school. KIPP Academy Boston Charter School’s response rate goal for the survey will be at least 75% of all parents and families who have a child enrolled at the school.	Met (but survey response rate not met)	On this year’s KIPP National Healthy Schools Survey, 94% of responding KIPP Academy Boston Charter School parents stated that they are “satisfied” or “very satisfied” with the school. However, the school failed to meet the response goal; 94 of 172 families, or 55%, of all parents and families who have a child enrolled at the school participated in the survey.
Measure 3b: The average score for questions related to To & Through College topics on the KIPP National Healthy Schools Survey (attainment; college placement and support) will be 3.75 or higher out of 5.00.	Not Met	The average score for from KIPP Academy Boston Charter School parents and families on the four questions related to To & Through College topics on the KIPP National Healthy Schools Survey was 3.74.
Measure 3c: 80% or more of parents will attend four or more school-sponsored events through the course of each year. Examples of these events include: report card conferences, college savings program seminars, heritage celebration nights, and grade-level potluck dinners.	Not Met	This year, 65% of KIPP Academy Boston Charter School parents attended four or more school-sponsored events.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

The mission of all of KIPP Massachusetts’ school is to create an environment where students develop the academic skills, character strengths, and intellectual habits necessary to maximize their potential in high school, in college, and in life. Our program is based on: a longer school day and year, academic and character development, a relentless focus on student outcomes and college graduation, intensive professional development and continuous coaching for teachers and staff, and a system of support for students in grades K-12 and KIPP Through College support. Other key design elements include:

High Expectations

KIPP schools have clearly defined and measurable high expectations for academic achievement and strong character that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice & Commitment

Students, their parents, and the teachers of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time

KIPP leaders, students, and families know that there are no shortcuts when it comes to success in academics and life. With more hours in the school day, more days in the year, and more years in the lives of our students (K-12 and

KIPP support through college), students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges and other post-secondary paths, as well as more opportunities to engage in diverse enrichment activities and experiences.

Power to Lead

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel with accountability to student outcomes. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best colleges and other post-secondary paths.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
02/13/2014	Minor Amendment for KABCS Schedule Change	Yes

Access and Equity: Recruitment and Retention Plan

Recruitment Plan 2014 – 2015

School Name: KIPP Academy Boston Charter School

Date: 6/17/2014

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

KIPP Academy Boston Charter School strives to recruit students who come from a diverse set of backgrounds. We hold a non-biased lottery that resulted in a student body that continues to have 21.3% (14.5%) SPED students, 85.8% (69.3%) Low-income, and 17.7% (15.1%) ELL students. When examined against the comparison indexes noted in parentheses, KIPP Academy Boston Charter School exceeds the comparison group in each category.

We hope to continue this trend by creating all recruitment materials in English, Spanish, Haitian Creole, Portuguese, and Chinese. Also, we are continuing to develop our adult education programs to facilitate recruitment throughout Boston.

We also make clear to all families through recruitment materials that KIPP Academy Boston Charter School is a free, open-enrollment school to dispel parents' misconceptions around entrance exams or tuition fees for entrance into charter schools.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities:

To recruit this year's class of 5th graders, KIPP Academy Boston Charter School sent out a comprehensive mailing about KIPP Academy Boston Charter School along with necessary lottery information to all families with 4th grade students located in Boston Public Schools. These mailings were sent via a DESE-approved third party mail house and were sent to all Boston Public School 4th graders, regardless of past MCAS achievement levels and SPED and ELL status.

KABCS also conducted three information sessions for interested families prior to the lottery. Additionally, KABCS' staff posted flyers at different community centers and partners with several organizations in the community in order to ensure the recruitment of a wide variety of students.

Each year KABCS staff attends the Massachusetts Charter School Fair. KABCS also empowers its families to recruit from within their neighborhoods to families that might not otherwise receive information about the school. Additionally, KABCS posts information in local papers such as the Mattapan and Dorchester Reporters.

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<p>This past year, 21.3% of our students qualify for Special Education services. We have been successful in recruiting SPED students and plan to continue using strategies that we've used in the past. To begin, we clearly state in the cover letter sent to all families with 4th graders currently enrolled in the Boston Public School District that every student is encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.</p> <p>Briefly explain in information materials support services provided to students.</p> <p>Provide parents with contact information of founding Principal and Special Education teacher (once hired) for any questions on the school's Special Education program.</p>
Limited English-proficient students	<p>This year, our LEP student population exceeded that of the comparison index. As a result, we will continue with the strategies used in KABCS' first two years of existence. To begin, we obtain information for all BPS 4th graders eligible for KIPP Academy Boston Charter School enrollment lottery and send an informational mailing to all families in six different languages as indicated in their demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, and Portuguese.</p> <p>Make all recruitment materials and informational materials available in the above five languages other than English, and provide contact information for an individual who can answer their questions about KIPP Academy Boston Charter School in their home language.</p> <p>Reach out to families of current KIPP Academy Boston Charter School students who speak a language other than English at home and inquire if they may know families of Boston 4th graders who also speak a language other than English at home.</p> <p>Identify community centers and cultural organizations that are able to disseminate school choice information and that serve communities that are predominantly made up of immigrant families, refugee families, and families for whom English is not the home language.</p> <p>Provide enrollment information and applications at places of worship that offer services in languages other than English.</p>

Students eligible for free or reduced lunch	<p>This year, 85.8% of our student body qualified for free or reduced price lunch. We hope to maintain this number as the year's progress. To assist with this KABCS will do the following:</p> <p>Reach out to after school programs that serve students eligible for free or reduced price lunch.</p> <p>Reach out to community centers, cultural organizations, and after school programs in neighborhoods where the schools have high percentages of students eligible for free or reduced-price lunch.</p> <p>Recruit on-the-ground in communities with high percentages of students eligible for free or reduced-price lunch in their current schools by posting and providing information at health centers.</p>
Students who are sub-proficient	<p>Include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS.</p> <p>Reach out to parents of students at KIPP Academy Boston Charter School who many know students currently struggling academically in Boston Public Schools.</p>
Students at risk of dropping out of school	<p>Include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS.</p> <p>Reach out to parents of students at KIPP Academy Boston Charter School who many know students currently struggling academically in Boston Public Schools.</p>
Students who have dropped out of school	<p>This does not apply to KIPP Academy Boston Charter School as it does not currently serve grades of students who can be eligible to drop out.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>We will recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent, and highest dropout rate in the district in comparison to other racial/ethnic groups (Uriarte, Chen & Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.</p>

Retention Plan

2014 – 2015

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

In our first year of operation we saw a 6.9% rate of attrition. Our goal for the year was 4% which we did not achieve. As a result, we will implement a number of academic and social structures to support our students. Each student at KIPP Academy Boston Charter School is assigned to an advisor who serves as the families' primary point of contact. Each advisory group consists of approximately 8-10 students of the same gender. It is in this forum that students check their homework and share "highs and lows" of their weekend. This gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors contact families on a weekly basis to check in.

KIPP Academy Boston Charter School also conducts monthly family nights where students have the opportunity to showcase their work and connect their family with the school. Family nights also have themes, for example "Enrolling in summer programs" or "How to start saving for college." KABCS is also starting a Family Advisory Board which will hold the school accountable to its mission and goals.

Each summer, the teachers and staff will conduct home visits in order to build strong relationships with families. KABCS believes that these early bonds will lead to lower student attrition numbers. In this meeting, teachers make clear what families can expect from them throughout the year. Additionally, teachers communicate to students and families what the year will be like and what will be expected of them.

Overall Student Retention Goal

Annual goal for student retention (percentage):

96% student retention. Students who start at KIPP Academy Boston Charter School Chart School will remain at the school through their 8th grade year, and only transfer in the case of family relocation.

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Demographic Group	Strategies
Special education students	<p>KIPP Academy Boston Charter School is developing strategies to meet the needs of its severe need special education students. For example, we have hired a licensed social worker to provide social and emotional support to students with behavioral IEPs. Similarly, for those students who require OT or PT, we have contracted with outside providers to deliver these services.</p> <p>The school will engage parents in understanding their student's IEP and advocating on their behalf. IEP meetings will be held on a yearly basis. Depending on a student's level of need in each academic area, they will either push-in to general classes or be pulled out.</p>
Limited English-proficient students	<p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Boston Charter School. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p>
Students eligible for free or reduced lunch	<p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p>

Students who are sub-proficient	Teachers and staff will have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families.
Students at risk of dropping out of school	Teachers and staff conduct home visits in order to invest students at risk of dropping out. Also, any time a student is absent their family is called the day of. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.
Students who have dropped out of school	This does not apply to KIPP Academy Boston Charter School as it does not currently serve grades of students who can be eligible to drop out.
Other subgroups of students who should be targeted to eliminate the achievement gap	The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.

Dissemination Efforts

As outlined in its original charter, KIPP Academy Boston Charter School is committed to sharing best practices with charter schools across the state, and most especially with the citizens of Boston.

KABCS hosted many visitors in FY14, including representatives from other Massachusetts charter schools; other national, state, and local K-12 educators, professionals, and researchers; and staff from other KIPP schools and regions from around the country. In addition, KABCS hosted visits from numerous private donors, and corporate champions who absorb KIPP strategies and share with other education organizations with which they are involved.

Also in FY14, KABCS was regularly visited by representatives from the KIPP Foundation, which captures best practices from such visits and shares with other KIPP schools and regions from around the national KIPP network.

KIPP regular participates in Massachusetts charter school list-serves and email groups to share both questions and best practices.

As part of the KIPP national network, KABCS participates in “KIPP Share,” a web-based knowledge management and knowledge-sharing system through which KIPP schools and regions from around the country disseminate locate knowledge on both educational and business operations aspects of their charter schools.

Academic Program Success

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

KIPP Academy Boston Charter School's report card link:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04630000&orgtypecode=5&>

Provide clear and concise information, in the aggregate, about 2013-2014 student performance on internal or external assessments (other than MCAS) that the school would like the Department to consider as evidence of academic progress.

Each year all KIPP schools take the MAP (Measures of Academic Progress) test from NWEA. These nationally normed tests help us compare our performance to other KIPP schools and provide a correlation to projected ACT performance which is incredibly useful for analyzing the year-to-year impact on projected college graduation. On the MAP assessment, over 66% of KIPP Academy Boston's students achieved their tiered target growth (1.25-2 years of academic growth) from fall to spring.

Program Delivery

In all grades and subjects KIPP Academy Boston Charter School out-performed their sending schools. However we know that the trajectory of their academic progress must continue to improve if we are going to achieve our long-term outcomes of college graduation. The most positive student achievement trends were in 6th grade Reading where after two consecutive years of strong progress the class of 2020 has progressed from 18% proficiency to 66% proficiency. Our Science growth and achievement projects to be strong as well.

While our students are making above average growth in 5th and 6th grade Mathematics and 5th grade Reading we have not seen as strong of growth and progress as we want. As a result, we are taking the following action:

- Partnering with many other schools across the KIPP network and implementing a more rigorous Common Core aligned curriculum from Eureka Math.
- We added a Dean of Students role and two instructional coaches to provide support for all teachers in discipline and instruction.
- On the day to day execution level we are focused on providing PD and coaching support so all teachers can consistently implement checks for understanding so student confusion and remediated faster and thoroughly.

Last, KIPP Academy Boston Charter School is proud to serve a higher percentage of Special Education students than the traditional district. While there was no clear trend in their academic performance we are continuing to improve our delivery of services to these students. We are adding a school based Special Education Coordinator. Similarly we are adding a part-time instructional coach focused on ELL support.

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Complaints

No official complaints were received by the KALCS Board of Trustees.

Budget and Finance

Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Boston FY 2014 Preliminary Income Statement Preliminary as of 7/31/14 (audited financial statements not available until October 2014)	
	July 2013 - June 2014
Revenue	
Public Revenue	
Total Public Revenue	2,776,156
Student Fundraising	
Total Student Fundraising	7,148
Other Revenue	
Total Other Revenue	144,589
Internal Contribution	
Total Internal Contribution	<u>39,022</u>
Total Revenue	<u>2,966,915</u>
Expense	
Personnel Salaries	
Total Personnel Salaries	1,291,866
Personnel Other	
Total Personnel Other	370,231
Direct Student Expenses	
Total Direct Student Expenses	404,386
Administration	
Total Administration	148,519
Facilities	
Total Facilities	<u>491,141</u>
Total Expense	<u>2,706,143</u>
Total Surplus / Deficit	<u><u>260,771</u></u>

Statement of net assets for FY 14(balance sheet)

KIPP Academy Boston FY 2014 Preliminary Balance Sheet Updated as of 7/31/14 (audited financial statements not available until October 2014)		
	6/30/2014	
Assets		
Current Assets		
Cash & Cash Equivalents		
Total Cash & Cash Equivalents	(45,989)	
Accounts Receivable		
Total Accounts Receivable	765,337	
Prepaid Expenses		
Total Prepaid Expenses	56,523	
Other Current Assets		
Total Other Current Assets	36,432	
Total Current Assets	812,302	
Long-term Assets		
Property & Equipment	611,758	
Total Property & Equipment	611,758	
Total Long-term Assets	611,758	
Total Assets	1,424,060	
Liabilities		
Short-term Liabilities		
Accounts Payable		
Total Accounts Payable	34,712	
Other Short-term Liabilities		
Total Other Short-term Liabilities	31,000	
Total Short-term Liabilities	65,712	
Long-term Liabilities		
Other Long-term Liabilities		
Loan Payable Walton Foundation KAB	200,000	
Boston Community Capital Loan for Blue Hill Predevelopment	303,821	
Total Other Long-term Liabilities	503,821	
Total Long-term Liabilities	503,821	
Total Liabilities	569,533	
Net Assets		
Beginning Net Assets		
Net Assets	593,756	
Current YTD Net Income		
Total Current YTD Net Income	260,771	
Total Net Assets	854,527	
Total Liabilities and Net Assets	1,424,060	

KIPPMA - FY15 Budget - Final	
KIPP Academy Boston Operating (cash basis)	
Board Approved 6/12/14	
	FY15 KIPP Boston Total Budget
REVENUE	
Public - Tuition Revenue	4,413,024
Public - Other State Revenue	94,586
Public - Local Revenue	-
Public - Federal Revenue	637,898
Private Revenue Total	901,511
Other Income	12,518
TOTAL REVENUE	6,059,537
EXPENSES	
Personnel - Salaries	2,889,595
Personnel - Other	542,570
Direct Student Expenses	658,193
Administration	423,739
Facilities	639,984
Total School Based Expenses	5,154,080
Contribution for Regional Office Services	618,490
TOTAL EXPENSES w/Reg. Office Contribution	5,772,570
TOTAL OPERATING SURPLUS/DEFICIT	286,967

Capital Plan for FY15

In Boston during FY13, KIPP completed a purchase and sale agreement to acquire a 1.7 acre property on Blue Hill Avenue in Mattapan to house the future permanent home of KIPP Academy Boston's elementary and middle school grades. During FY14, KIPP worked on site planning, due diligence, architectural design, and public selection process for an owner's project manager and architect. KIPP closed a \$400K Pre-Development Loan with Boston Community Capital and is in the process of applying for permanent financing with a number of potential lenders. Sources of funding will include loan debt, subordinated debt, new market tax credit equity, and some private fundraising equity. The project will be a new three-story building of approximately 50,000 square feet and an estimated total cost (hard and soft cost) of \$22.5M. Construction will commence in late FY15, with the school scheduled to open for FY17. In FY14, KIPP leased a temporary facility for KIPP Academy Boston on Warren St in Lower Roxbury. This lease continues into FY15 and will house the new Kindergarten class in addition to middle school grades.

Organizational Structure of the School

One major change to the organizational structure of KIPP Academy Boston Charter School during the 2013-2014 school year was the planned addition of 6th grade to the school. In accordance with the school's charter and approved amendments, we will open KIPP Academy Boston Charter School Elementary School in August, beginning with Kindergarten, and also expand the middle school to serve 7th grade students.

Additionally, the Regional Office, which serves as a support services hub for all KIPP schools in Massachusetts, has, and is still undergoing certain improvements. These are in the form of refinements to the operational tasks and responsibilities of certain sub-sections of the office along with an increase in staffing. These changes reflect a growing need for certain centralized support services as we add additional grades to our existing charters based on approved expansion amendments and our desire to serve more students in the near future. These changes are represented in Appendix B which contains KIPP MA organization charts for this past year as well as for FY15.

Network Structure

KIPP Massachusetts – Network Structure:

Please reference Appendix B: KIPP MA Regional Office Organizational Chart FY14 and FY15

Structure – Two Districts, Two Charters, One Network: The Board and staff of KIPP Lynn and KIPP Boston created and are implementing a comprehensive business plan to fulfill our charters and grow with quality and sustainability during the FY12-FY20 period. Our primary goal is to establish an aligned K-12 system of elementary, middle, and high schools in each district where we operate (as charter seats allow) and provide alumni services, all to support our mission of increasing the numbers of students who graduate from college. Our plan includes a detailed model that demonstrates a sustainable financial path for both the existing charters and for further proposed growth. To ensure separation of public funds for compliance and audit purposes, KIPPMMA must manage cash separately for its two legal public entities, KIPP Academy Lynn (which as "flagship" includes Regional Office) and KIPP Academy Boston Charter School. Within each charter, KIPP internally differentiates multiple "schools," each for example with its own grade levels, principal, staff team, budget, and curriculum. Under the KIPP Lynn charter currently authorized for grades 5-12, we operate a Middle School with grades 5-8 (KIPP Academy Lynn Middle School) and a High School with grades 9-12 (KIPP Academy Lynn Collegiate High School). In Boston, we are authorized to grow to grades K-8, internally operating an Elementary School grades K-4 (KIPP Academy Boston Charter School Elementary School; opening

with grade K in FY15) and Middle School grades 5-8 (KIPP Academy Boston Charter School Middle School). Internally, each “school” pays a fee to the Regional Office for a range of network support services. The Board of KIPP Lynn and Boston and the staff of the Regional Office support the growth and performance of the network.

Network Management Capacity: In recent years, KIPP has invested substantially in strengthening its capacity to manage network growth. This gives us confidence that we can manage the full scope of our upcoming proposed expansion to add elementary grades in Lynn, grow the size of middle and high school grades in Lynn, and continue to grow Boston middle and elementary grades. These capacity investments stem from:

- a) **Strengthened Regional Office Capacities:** Investment in “KIPP Massachusetts” Regional Office talent (staff and Board), systems, compliance, and other resources to support schools in start up, growth, and steady state phases.
- b) **Growth Experience:** Expertise gained from successfully opening two new ventures, KIPP Lynn’s high school grades and KIPP Academy Boston Charter School, including staff based in those schools.
- c) **School Leadership Pipeline:** Demonstrated pipeline for developing school leaders to found new schools and grades.
- d) **National KIPP Network Resources:** Increased capacity of the national KIPP Foundation and peer KIPP regions from around the country to provide supports and share best practices.

Board: Our network’s highly effective and engaged Board of Trustees governs both KIPP Academy Lynn and KIPP Academy Boston Charter School. The Board will continue to govern the network using the same performance management and oversight practices it has used to ensure successful expansion of schools and grades over the past several years in Lynn and Boston. The board’s main roles are: Fiduciary & Charter Accountability Oversight, Executive Performance Management & Development, Vision & Strategy, Financial Resourcing, External Champions, Board Self-Management. In support, the Board has utilized committees and advisory task forces including Finance, Facilities, Governance, Compensation, Development, Teaching & Learning, Advocacy, and Strategic Planning. The Board approves expansion plans and regularly evaluates the performance of our organization and schools ensure faithfulness to our charter and successful, sustainable growth. Progress on starting up new schools and grades is reported and discussed at every Board meeting and frequently through committees. The Board meets at least 6 times per year and at each meeting evaluates performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance. At year-end, the Board conducts a full review of the school’s academic, operational, and organizational progress. This review includes a 360’ review of the school leadership, analysis of test results, a review of budget-to-actual reports, as well as systematic internal review of each aspect of our schools by the relevant Board committee. The results of reviews are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regular meets with the Board Chair and other members to discuss progress. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

Link to KIPP Academy Boston Charter School's student demographic information:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04630000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	101	70%
Asian	0	0%
Hispanic	42	29%
Native American	0	0%
White	0	0%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	1	.006%
Special education	31	21.3%
Limited English proficient	25	17.7%
Low income	123	85.8%

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Dolan, Executive Director	Overall leadership of all aspects of KIPP Academy Boston Charter School & KIPP Academy Lynn Charter Schools	FY12	N/A
John Kalafatas, Chief Operating Officer	Business operations management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY11	N/A
Jenn Parkos, Chief Development Officer	Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY10	N/A
Jen Jewell, Director of Finance	Overall financial management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY11	N/A
Christine Barford, School Leader	Instructional Leadership of KIPP Academy Boston Charter School	FY12	N/A

Trevor Wissink-Adams	Manager of school operations for KIPP Academy Boston Charter School	FY13	N/A
Katie Monroe, Assistant Principal	Discipline & Student/Family Relations for KIPP Academy Boston Charter School	FY13	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	20	1	3	Voluntary
Other Staff	2	0	2	Voluntary

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Skip Besthoff	Secretary	Finance; Facilities	1	June 2011 – June 2014
Doug Borchard	Pending (submitted to DESE for approval in Jan 2014)	Strategic Planning; Teaching & Learning	0	June 2014 – Present
John Connors	Trustee	Development	0	February 2012 – Present
Amanda Fernandez	Trustee	Advocacy; Development	0	January 2014 – Present
Mike Kendall	Chair	Compensation; Governance; Advocacy (Chair)	1	June 2009 – June 2012 July 2012 – Present
Jim Peyser	Trustee	Advocacy (chair); Strategic Planning	0	October 2012 – Present
Scott Sarazen	Trustee	Facilities (Chair); Governance	2	March 2007– March 2010 April 2010 – April 2013
Amanda Seider	Trustee	Teaching & Learning (Chair); Governance; Advocacy	1	June 2011 – June 2014
Caleb Dolan	Executive Director (Ex-officio member)	Teaching & Learning; Governance; Advocacy	1	2011

Additional Required Information

A number of changes at a charter school may not require an amendment request but do require that the school inform the Department in a timely fashion. Please remember to provide the following information to keep the Office of Charter Schools and School Redesign up-to-date regarding changes in leadership and/or facilities. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at ldelorenzo@doe.mass.edu or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	N/A

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details:

<http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
384 Warren Street, Boston MA 02119	08/01/2013 - PRESENT

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2015-2016 school year?

Action	Date(s)
Student Application Deadline	03/06/15
Lottery	03/10/15

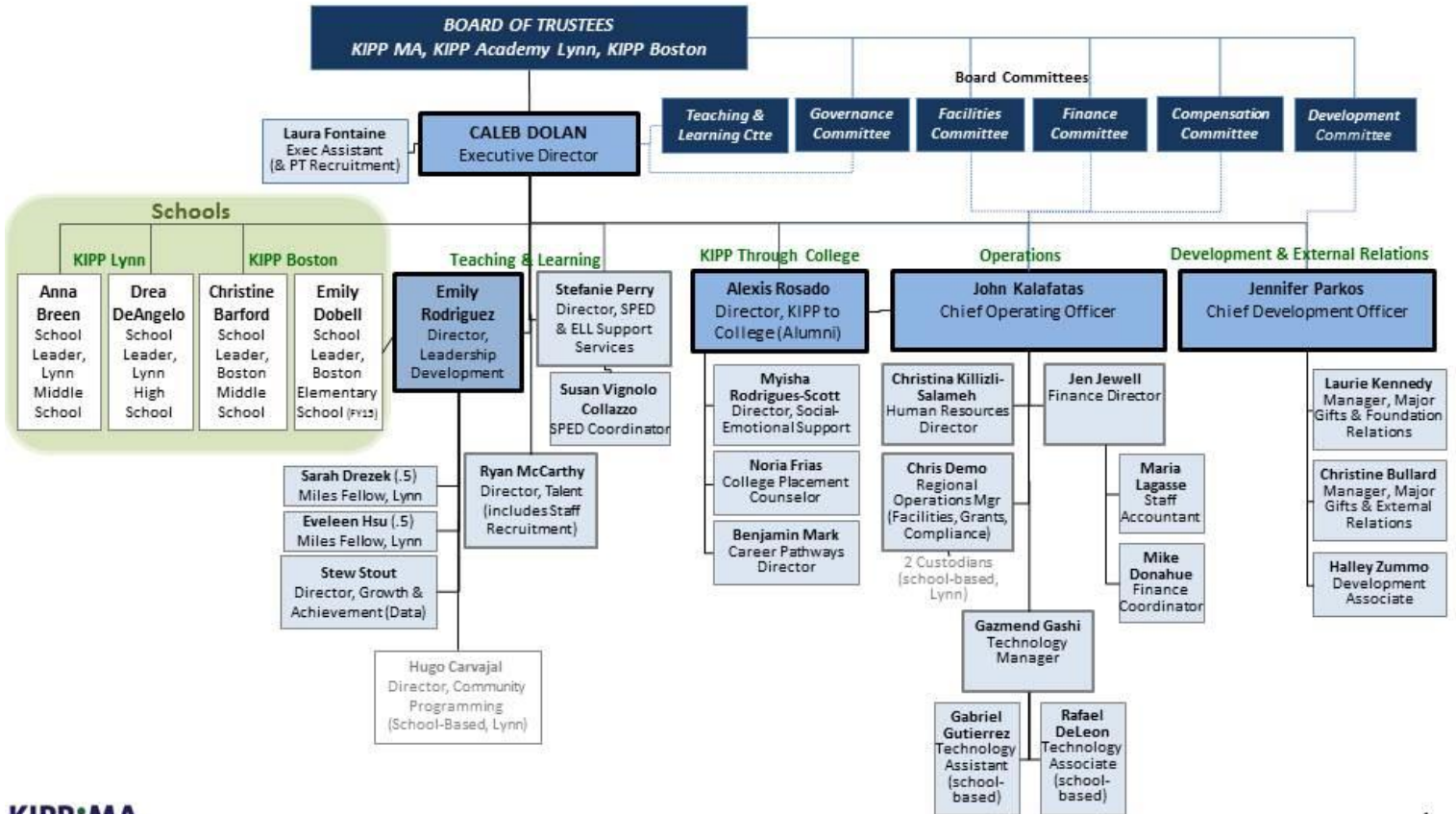
Appendix A: KIPP Framework for Excellent Teaching

This Appendix was placed in the Charter School File Exchange Drop Box.

APPENDIX B: KIPP MA Regional Office Organizational Chart FY14 and FY15

KIPPMA Regional FY14 Org Chart (network)

KIPPMA continues to develop its Regional Office staffing structure and organizational chart required to deliver its FY12-20 growth plan and support its network of schools in Lynn and Boston. This chart shows the FY14 Regional Office org chart. Any staff not shown here are based at school level. Legally, the Regional Office is housed in the KIPP Academy Lynn public entity.



KIPPMA Regional FY15 Org Chart (network)

KIPPMA continues to develop its Regional Office staffing structure and organizational chart required to deliver its FY12-20 growth plan and support its network of schools in Lynn and Boston. This chart shows the FY15 Regional Office org chart. Any staff not shown here are based at school level. Legally, the Regional Office is housed in the KIPP Academy Lynn public entity.

