



# KIPP Academy Boston Charter School

SY2014-2015 Annual Accountability Report to the Massachusetts

Department of Elementary & Secondary Education

Report Date: July 31, 2015

**Address:** 384 Warren Street, Boston MA, 02119

**Website:** [www.kippma.org](http://www.kippma.org)

**Phone:** 617-238-7300

**Fax:** 617-652-7461

**Contacts:**

**Caleb Dolan**, Executive Director  
[cdolan@kippma.org](mailto:cdolan@kippma.org)

**Christine Barford**, Principal Grades 5-7  
[cbarford@kippma.org](mailto:cbarford@kippma.org)

**Emily DoBell**, Principal, Grade K  
[edobell@kippma.org](mailto:edobell@kippma.org)

**Jacqueline Hayes**, General Counsel,  
Compliance  
& Accountability Manager  
[jhayes@kippma.org](mailto:jhayes@kippma.org)

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## Introduction to Our School

<b>KIPP Academy Boston Charter School (“KABCS”)</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	384 Warren Street, Boston, MA, 02119
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2012	<b>Year(s) in which the Charter was Renewed</b>	N/A
<b>Maximum Enrollment</b>	588	<b>Current Enrollment</b>	288
<b>Charter Grade Span</b>	K-8	<b>Current Grade Span</b>	K & 5-7
<b># of Instructional Days per school year</b>	185	<b>Student on Waitlist</b>	203
<b>School Hours</b>	Monday-Thursday: 7:30 a.m. 4:30 p.m.  Friday: 7:30a.m. - 12:30p.m.	<b>Age of School</b>	4 years
<p><b>Mission Statement:</b></p> <p>The mission of KIPP Academy Boston 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.</p>			

# School Performance and Program Implementation

## Faithfulness to the Charter

### Mission and Key Design Elements

The mission of all of KIPP Massachusetts schools 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, as well as through college. Other key design elements include:

#### High Expectations

KIPP schools have clearly defined and measurable high expectations for academic achievement and strong character. 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.

KABCS's mission and key design elements are the building blocks for all program and organizational elements at our schools. KABCS ensures that all stakeholders share a common understanding of the school's mission by introducing the mission and discussing what it means in concrete terms from the first day teachers, staffs, students, and families walk in the doors of our school. For example, students, staff, and teachers are all asked to regularly identify examples of the character traits KABCS seeks to teach and to "shout out" others in the community who have exemplified those traits in their recent work. KABCS's board, teachers, and staff ground their work and are asked to explicitly connect their work to students successfully matriculating and persisting through college.

KABCS mission is also evident throughout its facilities. College posters are placed throughout the building, classrooms are named after teachers' alma maters, and character and life lesson quotes are on the walls of the classrooms and hallways. Our students have the opportunity to attend college visits. This past year, our school focused on developing "grit," but we are also working to develop self-awareness, pride, bravery, and zest in our community.

We have continued to focus on using data to evaluate and drive instruction. KABCS employs a Director of Student Achievement to help KABCS collect, verify, analyze, and report out data that helps inform program evaluation and interventions for student.

This year, the Charter School Office (CSO) conducted a full day site review at KABCS. We are very pleased to report that KABCS earned a rating of "meets" or "exceeds" expectations on the mission and key design elements portion of the charter school performance criteria.

### **Amendment to the Charter**

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved?</b>
7/31/15	Amendment Seeking to Expand Enrollment and Grades Served	Pending

## Dissemination Efforts

All KIPP Massachusetts schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We have hosted several hundred visitors this year across our Boston and Lynn campuses from local traditional and charter public schools. Our teachers, leaders, and regional team have led professional development for organizations such as Teach for America, the Match Teacher Residency, and Building Excellent Schools. In particular, we have led dissemination of KIPP:MA's practices for character education and student engagement. We have shared curriculum and school design resources to all who request them believing that this will improve all schools.

We offer the opportunity for district leaders to participate in the KIPP School Design Fellowship. Leaders from Boston and Salem Public Schools have participated to learn about KIPP's human capital and leadership development strategies. The satisfaction rate with district leaders is 97%.

We are also founding members of the Boston Charter Research Collaborative. The BCRC is a multi-year partnership between six Boston-area charter management organizations, CEPR and MIT researchers, and the National Center on Time and Learning's Transforming Education program. The project will engage in rapid-cycle experimentation to develop scalable measures of and interventions to improve students' fluid intelligence and social-emotional capacities. The collaborative will serve as a model for similar partnerships between practitioners and researchers that efficiently address the education sector's most pressing needs of practice.

## Academic Program Success

### Student Performance

#### A. Publically Available Data

KABCS's most recent, publically available MCAS data can be found by following this link to our school report card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=37&orgcode=04630205&fycode=2014&orgtypecode=6>

#### B. Non-MCAS Data

This year, KABCS enrolled its first class of Kindergarten students. Our Kindergarteners are tested using the STEP literacy assessment. At year end, 48.6% of our students were above target, 44.4% of our students were on target, and 6.9% of our students were below target on the literacy assessment.

On the Insight survey, our scores have increased in seven of the eight areas of instructional culture measured for the past year. This was also true for the Insight Index, which measures

responses to a smaller portfolio of questions and is associated with higher teacher retention and student outcomes.

Three new domain areas were added to the survey, bringing the total number of areas to eleven. As a result of the aforementioned growth and efforts to improve in the areas added this year, our school's Insight scores are higher than the Boston charter average in nine of eleven areas of instructional culture as well as the Insight Index

### **Program Delivery**

In the 2014-2015 school year, KIPP Academy Boston made some significant changes to increase student achievement. First, we enrolled our first class of Kindergarten students. At year end, 93.1% of our Kindergarteners were on or above target for literacy development on the STEP assessment.

Second, KIPP Academy Boston also implemented a new math curriculum, Eureka Math, which is aligned to the Massachusetts Common Core Standards and includes assessments that closely align to the level of rigor present on the PARCC assessment.

Third, KIPP:MA, including instructional leaders at KAB, developed a clear academic vision and a shared definition of rigor. This helped set a high bar for teaching and learning across all classrooms and grade levels. Leaders observed together across our schools and at high performing charter schools in MA, and conducted extensive research in order to continuously set a high bar for instruction and our students.

Fourth, KIPP:MA used released PARCC items to create interim assessments in ELA and math. These assessments were given at both our middle schools and were used to benchmark student learning throughout the year as well as drive planning and instruction in our classrooms.

Fifth, the school developed systems in order to improve the quality of inclusive services. ELL and Learning Specialists were departmentalized--meaning that they co-taught in only one content area. This also allowed for a model in which content teachers and specialists were coached by the same staff person, which provided consistency in the expectations for co-teaching. Specialists additionally received support via the Special Education Director and Coordinator.

## Organizational Viability

### Organizational Structure of the School

This year, KABCS added its first 7<sup>th</sup> grade and Kindergarten classes. Next year, KABCS will enroll its first 8<sup>th</sup> grade and 1<sup>st</sup> grade classes. At the school level, we have added a new principal, Emily DoBell, who is leading the growth of our new elementary grades. To support the elementary grades, we also added new teachers, aids, and operational staff.

We have also added the Managing Director of Schools (“MDS”) role to oversee all school leaders in one district. We have one MDS in Lynn and one MDS in Boston. The MDS role is able to provide more focused professional development and support to our school leaders and is driving a refocusing on horizontally and vertically aligned K-12 school curriculums. This year, we have also implemented co-teaching in our schools to help provide additional support for diverse learners in the classroom. Finally, we have added content area instructional coaches to provide more focused professional development for our teachers.

At the regional office level, which serves as a support services hub for KIPP Academy Boston Charter School and KIPP Academy Lynn Charter School, we have also made some adjustments. These improvements are focusing on organizing the regional office to be poised to best support our schools at scale. Certain roles and responsibilities have been divided up or combined, while some new roles have been added.

For example, our human resources and recruitment departments have been combined under one Chief People Person who will focus on continuing to improve the entire employee experience from the first application through years of successful teaching. Our compliance & accountability role has been restructured. Prior to this year, one person oversaw compliance & accountability, as well as facilities in Lynn. The compliance & accountability role is now staffed by our general counsel and no longer retains responsibility for facility management. This change has allowed our compliance & accountability role to have a closer relationship with our schools and to develop more specialized knowledge of state and federal compliance and accountability requirements.

Please see Appendix G for our organizational chart.

### Network Structure

#### **Structure – Two Districts, Two Charters, One Network:**

The Board and staff of KIPP Lynn and KIPP Boston, collectively (“KIPPMA”) 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 K1-12 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, KIPPMA must manage cash separately for its two legal public entities, KIPP Academy Lynn Charter School (which as “flagship” includes the regional office) and KIPP Academy Boston Charter School. Within each charter, KIPP internally differentiates multiple “schools” that represent elementary, middle, and high school grade spans. Each school has its own grade levels, principal, staff team, and budget.

Under the KIPP Academy Lynn charter currently authorized for grades K-12, we operate a middle school with grades 5-8 (KIPP Academy Lynn) and a High School with grades 9-12 (KIPP Academy Lynn Collegiate). In SY15-16, we will begin operating an elementary school, starting with grade K (KIPP Academy Lynn Elementary). In subsequent years, we will continue to grow the elementary school, one grade per year in accordance with our growth plan. In Boston, we are authorized to grow to grades K-8, internally operating an Elementary School grades K-4 (KIPP Academy Boston Elementary) and a Middle School, grades 5-8 (KIPP Academy Boston). Internally, each “school” pays a fee to the regional office for a range of network support services. The Board of KIPP Lynn and KIPP Boston and the staff of the regional office support the growth and performance of the network.

#### **Network Management Capacity:**

In recent years, KIPPMA 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. We also recently submitted an amendment to expand enrollment and grades served in Boston to include grades K1 and 9-12.

Our 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 Charter School 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 & Compliance, 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 starting up new schools and grades is reported on 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.

### **Teacher Evaluation**

KABCS utilizes a system developed specifically for KIPP:MA to evaluate our teachers. Our teachers' performance is evaluated at two times during the year: mid-year and year-end. KIPP Academy Boston and KIPP Academy Lynn utilize different formats for their evaluations. KIPP Academy Lynn has a goals-based evaluation form, and KIPP Academy Boston rates teachers against the KIPP Framework for Effective Teaching (KFET). Both districts' forms refer to the KFET.

KFET consist of four evaluation categories: Self and Others / Leadership, Classroom Culture, The Teaching Cycle, and Knowledge. Additionally, it ranks teachers within four levels: Unsatisfactory, Needs Improvement, Proficient, and Exemplary. The two types of evaluation forms include a self-evaluation as well as a manager/coach evaluation.

## Budget and Finance

### A. Unaudited FY15 statement of revenues, expenses, and changes in net assets (income statement)

#### **Unaudited FY15 statement of revenue, expenses, and changes in net assets (income statement)**

**KIPP Academy Boston and affiliated Foundation  
FY 2015 Preliminary Income Statement  
Preliminary as of 7/28/15 (audited financial statements not available until November 2015)**

July 2014 - June 2015

Public	
Total Public	4,935,853
Private	
Total Private	274,400
Fees & Other	
Total Fees & Other	18,705
 Total Revenue	 <u>5,228,958</u>
 Personnel - Salaries	
Total Personnel - Salaries	2,753,083
Personnel - Other	
Total Personnel - Other	587,321
Direct Student Expenses	
Total Direct Student Expenses	559,006
Administration	
Total Administration	812,152
Facilities	
Total Facilities	604,867
School Contribution to Regional Office	
Total School Contribution to Regional Office	618,480
 Total Expenses	 <u>5,934,910</u>
 Total Surplus (Deficit)	 <u>(705,952)</u>

\*\* Note, year-end entries have not yet been recorded as of this preliminary report. This includes final entries related to FY15 private revenue, and the allocation of that revenue from the KIPP:MA Foundation to KIPP Academy Boston. These entries will be reflected in the audited financials, available in November 2015.

## B. Statement of net assets for FY15 (balance sheet)

### KIPP Academy Boston and affiliated Foundation

#### FY 2015 Preliminary Balance Sheet

Preliminary as of 7/28/15 (audited financial statements not available until November 2015)

June 30, 2015

Assets	
Boston Private FOKA Construction * 0724	2,964,409.19
Boston Private KIPP Bos Fnd Ops *1076	68.71
Boston Private KAB Operating *4679	1,528.54
Citizens Bank KAB *5828	590,589.53
37-45 Babson St Construction *8637	(964,378.91)
KABF Reserve *7925	104,152.29
Boston Fund *8645	383,648.67
Petty Cash KAB	250.00
Petty Cash KABE Elementary School	250.00
Grants Receivable	18,546.27
Due From Employees - Advance	389.96
Due to/from KIPPMA Inc 70 / Boston Charter 40	(52,500.00)
Due to / from KIPP Lynn Fund 80 / KIPP Boston Fund 84	161,168.00
Due to / from Boston Fund 84 / Boston Charter 40	193,850.00
Due to / from Lynn Charter / Boston Charter	(618,479.75)
Prepaid Expenses	1,050.02
Deposits	35,833.33
Leasehold Improvements	65,937.04
Furniture Capitalized	190,812.99
Equipment	44,530.00
Technology Capitalized	232,075.51
Financing Fees Capitalized	2,211.96
Soft Costs - Design and Engineering	1,245,250.23
Soft Costs - Legal and Insurance	126,134.49
Soft Costs - Project Supervision	13,261.95
Soft Costs - Testing and Inspections	159,798.00
Soft Costs - Zoning and Permitting	9,500.00
Soft Costs - Other	16,795.52
Accum Dep - Leasehold Improvements	(26,087.60)
Accum Dep - Furniture	(60,140.40)
Accum Dep - Equipment	(26,214.80)
Accum Dep - Computers and Tech	(117,896.72)
Total Assets	<u>4,696,344.02</u>
Liabilities	
Accounts Payable	88,014.57
403b Payable	(12.50)
FSA Payable	(2,212.70)
Accrued Expenses	44,283.00
Accrued Payroll	15.55
Loan Payable Walton Foundation KAB	200,000.00
Boston Community Capital Loan for Blue Hill Predevelopment	2,741,084.52
Citizens Bank Line of Credit	<u>150,000.00</u>
Total Liabilities	<u>3,221,172.44</u>
Net Assets	
Total Net Assets	<u>1,475,171.58</u>

### C. Approved School Budget for FY16

#### PRO FORMA FINANCIALS – KIPP Academy Boston

Board Approved on 6/11/15

REVENUE	
Public - Tuition Revenue	6,527,406
Public - Other State Revenue	146,207
Public - Federal Revenue Total	691,120
Private Revenue Total	357,200
Other Income	23,000
<b>TOTAL REVENUE</b>	<b>7,744,933</b>
EXPENSES	
Personnel - Salaries	3,673,137
Personnel - Other	908,181
Direct Student Expenses	807,927
Administration	258,062
Facilities	937,840
School Contribution to Regional Office	799,698
<b>TOTAL EXPENSES</b>	<b>7,384,845</b>
<b>CHANGE IN NET POSITION</b>	<b>360,088</b>

### D. Capital Plan for FY16

In Boston during FY13, KIPP:MA 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:MA worked on site planning, due diligence, architectural design, public selection process for an owner's project manager and architect, and closing of a \$400K Pre-Development Loan with Boston Community Capital. In FY15, KIPP:MA carried out the community process, completed the public selection process for a general contractor, gained required permitting, finalized the project budget, closed permanent financing, and began construction. Sources of capital include loan debt (Citizens Bank), subordinated debt (Boston Community Loan Fund), and private fundraising equity. The project will result in a new three-story building of approximately 54,000

square feet. Total hard and soft costs for the project amount to a \$24.5M final budget, which includes capital reserve/contingency funded at \$1.1M. The facility is scheduled to open for FY17 in August 2016 to house all KIPP Boston grades K-8 at scale. (In FY15, KIPP Boston leased a temporary facility on Warren St in Lower Roxbury. This lease continues into FY16 for grades 5-8. In FY16, grades K-1 will be housed in a temporary lease building on MATCH charter schools' Poydras Street campus in Hyde Park.)

## Additional Information/Appendix

### A. Accountability Plan Performance for 2014-2015

2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
<p><b>Objective 1:</b> 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.</p>	
<p><b>Measure 1a:</b> Student cohorts will annually meet or exceed average academic growth targets on the nationally-normed assessment NWEA MAP: Measures of Academic Progress.</p>	<p><b>Not Met</b></p> <ul style="list-style-type: none"> <li>The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Mathematics assessment for the 2014-15SY:               <ul style="list-style-type: none"> <li>K: 79%</li> <li>5th: 31%</li> <li>6th: 55%</li> <li>7th: 32%</li> </ul> </li> <li>The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Reading assessment for the 2014-15SY:               <ul style="list-style-type: none"> <li>K: 73%</li> <li>5th: 51%</li> <li>6th: 62%</li> <li>7th: 49%</li> </ul> </li> </ul>
<p><b>Measure 1b:</b> 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).</p>	<p><b>Not Met</b></p> <p>In Mathematics, MAP correlations predict that 13% of students in grades K and 5-7 are on track to graduate from a four year college once of college age.</p> <p>In Reading, MAP correlations predict that 16% of students in grade K and 5-7 are on track to graduate from a four year college once of college age.</p>
<p><b>Objective 1 Note:</b> *After consultation with the Charter School Office, KABCS is going to rewrite this accountability plan objective and the measures moving forward. The objective and measures are not well drafted and are based on a test that is no longer well aligned to our curriculum, which has been more closely aligned to Common Core and PARCC.</p>	

<p><b>Objective 2:</b> Beginning in kindergarten, KIPP Academy Boston 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.</p>		
<p><b>Measure 2a:</b> 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.</p>	<p><b>Met</b></p>	<p>During the 2014-2015SY, 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.</p>
<p><b>Measure 2b:</b> 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.</p>	<p><b>Met</b></p>	<p>During the 2014-2015SY, 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 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.</p>
<p><b>Objective 3:</b> KIPP Academy Boston 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.</p>		
<p><b>Measure 3a:</b> As part of feedback on the KIPP National Healthy Schools Survey, 80% or more of responding parents of KIPP Academy Boston students annually will say they are "satisfied"</p>		<p>93% of families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school.</p>

or “very satisfied” with the school. KIPP Academy Boston’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.	<b>Partially Met</b>	The school did not meet its survey response goal. 50% of families responded to the survey.
<b>Measure 3b:</b> 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.	<b>Met</b>	On the five questions related to To & Through College on the KIPP National Health Schools Survey, the average score was 3.76.
<b>Measure 3c:</b> 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.	<b>Not Met</b>	Overall attendance rate for KABCS was 57% in school year 2014-2015.  For our Kindergarten class, 83% of families attended four or more events.

## B. Recruitment and Retention Plan

<b>School Name:</b> KIPP Academy Boston Charter School
<b>Date:</b> July 31, 2015

<b>Implementation Summary on Recruitment Activities</b>
<p>At KIPP:MA, we strive to demographically mirror the communities we serve and we are intent on recruiting a student population rich in English Language Learners and high needs students. Because of this focus, KIPP Boston’s student body reflects the demographics of its home city. For this year, we enrolled through our lottery, which resulted in a student body comprised of 20.8% students with special needs, 86.8% low-income students (56.6% economically disadvantaged students), and 29.5% English language learner students for the 2014-2015 school year. When examined against state averages, KIPP Academy Boston exceeds the comparison group for English language learned, students with special needs, and economically disadvantaged students. KABCS is comparable to Boston Public Schools (BPS).</p> <p>We hope to continue this trend by translating all recruitment materials in English, Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese. We are continuing to develop our adult education programs to facilitate recruitment throughout Boston. This year, we have continuously hosted an adult ESL class since October.</p> <p>We also make clear to all families through recruitment materials that KIPP Academy Boston is a free, open-enrollment school to dispel parents’ misconceptions around entrance exams or tuition fees for entrance into charter schools.</p>



### General Recruitment Activities

Due to extensive outreach and adult educational programming geared towards both KIPP parents and non-KIPP parents alike, KIPP has built positive relationships with the greater Boston community, in addition to the relationships with KIPP students and their families. KIPP has targeted its recruitment efforts to families with school-aged children in Boston’s low income communities as well as to families with students who may have special needs or for whom English is not the primary language spoken at home. Through our current families sharing their experiences, KIPP Boston is also developing a reputation in the communities it serves as a place that welcomes and supports diverse learners.

To aid our enrollment with school-aged children in Boston, we have formed partnerships with youth-serving organizations such as YMCA, Jubilee Church, and Springboard. KIPP has also begun a partnership with Mattapan United, which is a "multi-year community engagement initiative for residents and allies pulling together to improve quality of life, unity & community pride in Mattapan." Lastly, to reach families who speak a language other than English at home, KIPP’s recruitment strategies have included printing flyers and applications in multiple languages and sending these materials to all eligible Kindergarten and 5th grade students at the beginning of every school year.

These partnerships and positive relationships have led to a large pool of applicants for the past several years. KIPP:MA staff employ several strategies to inform as many families in Boston as possible about the opportunity to attend a KABCS, including but not limited to:

- Attending and participating in community events;
- Dropping information packets and applications at local businesses, community organizations, and places of worship serving the targeted populations that KIPP aims to serve in an effort to closely mirror the demographics of the Boston Public Schools;
- Attending high school fairs in Boston; and,
- Encouraging parents of current K-8 students to enroll their children at our school and to spread the word about KIPP to friends with high school-aged children.

Recruitment Plan – Strategies	
Demographic Group	Strategies
Special Education Students	<p>Thus far 20.8% of our students qualify as special education, KABCS has been successful in recruiting students with special needs and plans to continue using strategies that we have successfully used in the past, as outlined below.</p> <p>We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.</p>

	<p>During our school tours, flyering, and the charter school fair, KABCS staff explained to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction.</p> <p>We also provide potential parents with the opportunity to speak with the SPED learning specialists for the relevant grade(s). The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.</p>
<p>Limited English-proficient students</p>	<p>This year, our LEP student population exceeded that of Massachusetts state and was comparable to BPS. As a result, we will continue with the strategies used in our first three years. To begin, we obtain information for all Boston Public School K1 and 4<sup>th</sup> grade students eligible for KIPP Academy Boston enrollment lottery and send an informational mailing to all families in six different languages as indicated in Boston Public School’s demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, and Portuguese.</p> <p>Our application is also available in the six previously listed languages. We have staff members who speak Spanish, French, and Haitian Creole to discuss any questions or concerns potential parents may have.</p> <p>We also 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. This year, we disseminated information about our lottery through Mattapan United, which is housed in the Mattapan ABCD Center and has connections with hundreds of Mattapan residents, businesses, churches, and non-profit agencies.</p>
<p>Students eligible for free or reduced lunch/Economically Disadvantaged</p>	<p>This year, 86.8% (56.6% economically disadvantaged students) of our student body qualified for free or reduced price lunch. We hope to maintain or exceed this number in the future. We are aware that the metric used to calculate free or reduced price lunch will no longer be in use in the future. Many of our families would not be captured in the new metrics due to reluctance to utilize</p>

	<p>services captured by direct certification, despite qualifying for those services.</p> <p>This year, we reached out the Roxbury YMCA to hand out applications to their members. The YMCA hosts a summer camp that accepts government vouchers, and disseminated information about us this past summer and again this Spring.</p> <p>We also volunteered our time at the Gallivan Community Center this past summer to forge a relationship with the members of this organization and expand the community’s knowledge of our organization.</p> <p>We flyered the Mattapan Community Health Center, which is the only Health Center in Hyde Park or Mattapan, and serves as a major community hub within the community. This health center offers WIC services as well as several Public Health programs. We also flyered other organizations across four different neighborhoods in Boston.</p> <p>Finally, we also use our proximity to the Teen Empowerment and WIC office in Roxbury to recruit students. Our applications are available in their offices, and we offer tours and answer questions for people referred to us from the Teen Empowerment/WIC office.</p>
Students who are sub-proficient	<p>We 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>We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools.</p>
Students at risk for dropping 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>
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	<p>We will continue to recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent,</p>

students who should be targeted to eliminate the achievement gap	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.
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**Implementation Summary on Retention Activities**

KIPP will remain committed to retaining its students, as we believe a pre-k to12 KIPP education will provide students the best possible opportunity to enroll in and graduate from college. Our retention strategy involves fostering meaningful relationships with our kids and families. Each student is assigned an advisor who serves as the family’s point of contact. The small group advisory is an opportunity for peer engagement in a small setting and 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, and KIPP conducts quarterly family nights where students have the opportunity to showcase their work and connect their families with the school. Each summer, teachers and staff conduct home visits to form strong relationships with new-to-KIPP students and families and build the foundation of family engagement that has, year after year, contributed to a student retention rate of 95% or higher. Retaining students at KIPP for the duration of their academic careers from kindergarten through high school will have an everlasting impact on their life outcomes. KABCS systematically builds strong relationships with families, creates a joyful school culture alongside high expectations for academics and character, and provides all students the supports they need to be successful at KIPP, in college, and in life.

Furthermore, our KIPP Through College Team has begun meeting with every seventh grader to begin planning for high school and college match.

2015-2016 Student Retention Goal
92%

Retention Plan – Strategies	
Demographic Group	Strategies
Special Education Students	KIPP Academy Boston Charter School is continuing to develop 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 occupational therapy or physical therapy, we have contracted with outside providers to

	<p>deliver these services. This past year, we hired a full-time speech therapist to work with students who have IEPs that call for speech therapy.</p> <p>The school will continue to 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	Teachers have been taking the necessary SEI and ELL MTEs, as well as courses necessary to fully support the students at KABCs. The school will continue to proactively involve parents/guardians 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 eligible for free or reduced lunch/Economically Disadvantaged	The school will continue to 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 are sub-proficient	Teachers and staff will continue to 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 for dropping out of school	Teachers and staff will continue to 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.
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**C. Appendix C: School and Student Data**

<b>STUDENT DEMONGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of student	% of entire student body
African-American	194	67.7
Asian	0	0.0
Hispanic	89	30.6
Native American	0	0.0
White	3	1.0
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	2	0.7
Special Education	56	20.8
Limited English proficient	84	29.5
Economically Disadvantaged	163	56.6
Free or reduced lunch	238	82.6

<b>ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the
Caleb Dolan, Executive Director	Overall leadership of all aspects of KIPP Academy Boston Charter School & KIPP Academy Lynn Charter Schools	FY12	N/A
Christine Barford, School Leader Middle	Instructional Leadership of KIPP Academy Boston Middle School	FY12	N/A
Emily DoBell, School Leader Elementary	Instructional Leadership of KIPP Academy Boston Elementary School	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
Emily Rodriguez Managing Director of Schools	Oversee principals at KIPP Academy Boston, provide professional development	FY13	N/A
Jen Jewell, Director of Finance	Overall financial management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY11	January 31, 2015
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	N/A
Kevin Taylor Senior Director of Finance & Regional Operations	Overall financial management for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY15	N/A
Christina Killizli-Salameh, Senior Director of HR and Operations	Oversee the HR department and compliance department	FY14	March 20,2015
Teresa Rita Chief People Officer	Director of Human Resources and Recruitment department	FY15	N/A
Alexandria Mauristhene HR Coordinator	Provide HR support	FY15	N/A
Rhonda Barnes, Assistant Principal Middle	Discipline & Student/Family Relations for KIPP Academy Boston	FY13	N/A

Stefanie Perry Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Stewart Stout Director of Student Achievement	Oversee collection, validation, and interpretation of student achievement data	FY14	N/A
Jacqueline Hayes, General Counsel, Compliance & Accountability Mgr.	Oversee legal, compliance & accountability	FY15	N/A
Victor Woodroffe Director of Technology	Oversee technology implementation	FY15	N/A
Christophe Manno, Technology Associate	Provide technology support	FY15	N/A
Myisha Rodrigues-Scott, Director of Counseling	Oversee counseling department	FY12	N/A
Hugo Carvajal Director of Community Programs	Oversee community programs and relations	FY06	N/A
Hans Klinger Finance Analyst, Finance & Operations	Prepare financial and operations analysis reports	FY15	N/A
Trevor Wissink-Adams, School Operations, Middle Manager	Manager of school operations for KIPP Academy Boston Middle School	FY13	June 30, 2015
Emily Hepler, School Operations, Elementary	Manager of school operations for KIPP Academy Boston Elementary School	FY14	N/A
Laura Malley Teaching Fellows Manager	Oversee development and supervision of teaching fellows	FY13	N/A
Laurie Kennedy Deputy Directory of Development	Oversee major development activity	FY13	N/A
Susan Vignolo-Collazzo Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY13	N/A
Lilliam Rivera Executive Assistant	Assistant to the executive director	FY15	N/A
Michael Donahue Finance Coordinator	Process invoices, reimbursements, etc.	FY14	May 29, 2015



<b>TEACHER AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2014-2015 school year</b>	<b>Departures during the 2014-2015 school year</b>	<b>Departures at the end of the school</b>	<b>Reason(s) for Departure</b>
Teachers	33	2	6	<b>1 involuntary</b> *1 Offer Letter Not Renewed  <b>7 voluntary</b> *2 Personal Reasons *2 Moved Out of State *1 Graduate School *1 Took a position with another non-profit *1 Reason Unknown
Other Staff	50	10	5	<b>2 involuntary</b> *2 Team Restructured  <b>13 Voluntary</b> *3 Took a position at a non-profit *2 Took a position closer to where she lives *2 Took a position at another charter school *1 Took a position at a for-profit *1 Took a position at a parochial school *1 Transitioned to a Per Diem Role *1 Went to Graduate School *1 Moved out of the state *1 Moved out of the country

<b>BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR</b>				
<b>Last Name</b>	<b>Position on the Board</b>	<b>Committee Affiliations</b>	<b>Number of Terms Served</b>	<b>Length of each term</b> (including date of election and expiration)
<b>Michael Kendall</b>	Board Chair	Governance Committee Chair, Strategic Task Force Member, Compensation Committee Chair	Two	06/2012 - 06/2015
<b>Skip Besthoff</b>	Treasurer	Finance Committee Chair	Two	06/2014 - 06/2017
<b>Douglas Borchard</b>		Governance Committee Member, Strategic Task Force Member	One	05/2014 - 05/2017
<b>John Connors</b>		Advocacy Task Force Member	One	02/2012 - 02/2015
<b>Scott Sarazen</b>		Facilities Committee Chair, Governance Committee Member	Three	03/2007 - 03/2016
<b>Amanda Fernandez</b>		Teaching & Learning Committee member, Advocacy Task Force Member, Development Task Force Member	One	01/2014 - 01/2017
<b>Amanda Seider</b>	Secretary	Teaching & Learning Committee Chair, Governance Committee Member	Two	06/2014 - 06/2017
<b>Tom Beecher</b>			One	04/2015 - 04/2018
<b>Eric Svenson</b>			One	04/2015 - 04/2018
<b>Joal Abramson</b>			One	04/2015 - 04/2018
<b>Jennifer Davis</b>			One	06/2015 – 06/2018
<b>Caleb Dolan</b>	Executive Director	All Committees and Task Forces	Serves on board as executive director	08/2011 -

#### D. Appendix D: Additional Required Information

##### Key Leadership Changes

Position	Name
MCAS Test Coordinator	Stewart Stout
SIMS Coordinator	Jacqueline Hayes

##### Facilities

Location	Dates of Occupancy
Rented additional facility space for our elementary grades.  50 Poydras Street, Boston, MA	August 15, 2015, one year term

##### Enrollment

Action	Date(s)
Student Application Deadline	On or about March 3, 2015
Lottery	The week of March 7-11, 2016

#### E. Appendix E: Conditions

Not Applicable

#### F. Appendix F: Complaints

No complaints were received in SY14-15.

## G. Appendix G: Regional Office Organizational



