



KIPP Academy Boston Charter School

SY2016-2017 Annual Accountability Report to the Massachusetts

Department of Elementary & Secondary Education

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Introduction to Our School

KIPP Academy Boston Charter Public School (“KABCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	37 Babson Street Mattapan, MA, 02126
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2012	Year(s) in which the Charter was Renewed	2017
Maximum Enrollment	588	Current Enrollment	504
Charter Grade Span	K-8	Current Grade Span	K-2 & 5-8
# of Instructional Days per school year	185	Student on Waitlist	2190 as of March 15, 2017
School Hours	Monday-Thursday: 7:30 a.m. 4:30 p.m. Friday: 7:30a.m. - 12:30p.m.	Age of School	5 years
Mission Statement: 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.			

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, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond. Our program is based on:

- ❖ A focus on high-quality instruction supported by rigorous professional development to ensure that our students develop the academic skills necessary to maximize their potential.
- ❖ A high regard for character development to ensure that our students develop the character traits, such as grit to persevere through challenges and zest for learning, necessary to maximize their potential.
- ❖ An emphasis on family engagement, because we believe that our students are most likely to be able to maximize their potential when we work in partnership with our students and their families.
- ❖ A focus on college readiness for all students.

High Quality Instruction

We believe that high quality instruction is the cornerstone of enabling our students to maximize their academic potential. To support the development of high quality instruction, our teachers participate in rigorous professional development, most of which is practice-based. For at least a week both before the school year begins and after it ends, our teachers are engaged in high-impact professional development. We build on this work with weekly professional development throughout the school year. Our teachers have access to coaches and mentors on a weekly basis who have observed them teach and can give real-time actionable feedback to improve their practice and hone their craft.

Our teachers also have access to network wide professional development, meeting at least twice per year as a network, as well as KIPP national professional development opportunities. Beginning in school year 2016-17 new teachers from both Boston and Lynn were together for three days of summer PD followed by one day of region-wide PD and four days of school-level PD for all staff members. We are continuing to seek opportunities for cross regional professional development throughout the school year.

To help our teachers have a clear path to developing their practice, we adopted and began using the High Impact Instructional Practices (HIIP) Rubric in SY2014. This rubric is designed to comprehensively explain what we believe are the skills that support excellent instruction and

bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Our teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, we track our progress toward developing high quality instruction using the HIIP rubric at both the individual and the network level. We also use The New Teacher Project (TNP) Insight survey to assess our professional culture and our progress toward our goals.

Character Development

Character development is one of the hallmarks of our organization and it permeates the work of every student, teacher, and staff member. We explicitly teach character development and seek to develop traits of agency, curiosity, community, compassion and identity, in our students, staff, and faculty. Beginning with the physical environment of our schools, a visitor would observe displays of the character traits throughout our buildings. Before students arrive for the new school year, we have home visits to begin orienting students to, among other things, our character curriculum. When new-to-KIPP students arrive, they participate in an orientation to help learn expected character traits. While students are at KIPP, they are explicitly taught about the desired character traits, and we constantly strive to identify examples of those character traits in action. Those examples are posted throughout our schools and discussed in our classrooms. Our faculty and staff also participate in identifying examples of the character traits in action in their own work.

Family Engagement

We believe that we need to be in a close partnership with our families, for we view families as key stakeholders in a student's success, especially maximizing their potential to and through college. We begin setting up a partnership with our families through our commitment to excellence and a discussion during home visits about what they can expect from KABCs and what the school should expect from them in terms of support for our students' learning.

Furthermore, we seek to eliminate barriers to free communication among our students, families, and teachers/leaders/staff. Each of our teachers, staff, and leaders are given a KIPP cellphone so that our families and students can reach them outside of school hours. Our school leaders have an open door policy and regularly meet with our families and students.

Our teachers and leaders regularly communicate with our families, sending home regular feedback on their students' progress and invite parents to campus at various intervals for celebrations, parent- teacher conferences and other events. Families are also invited to observe their students' classroom and to schedule more formal follow-ups with teachers and school leaders as needed.

College Readiness For All Students

We work with our students from day one to help them become familiar with how to master their path to succeed to and through college. Our classrooms and hallways are filled with college pennants and our classrooms are named for our teachers' alma maters. Our students participate in college campus visits and are surrounded with the expectation of college. We

engage with our students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

Taking college readiness a step further, our KIPP Through College (KTC) program was created to ensure that all KIPP alumni, regardless of whether the alum graduated from a KIPP high school, have the tools and support needed to earn a college degree. The KTC full time staff provide students with: college matching and placement services so students can identify the colleges that are right for them, counseling and social/emotional support, SAT prep classes, and financial aid counseling for students and families. We also partner with local organizations to offer internships and summer programs for students to gain an understanding of the career opportunities available to them after college and begin to build a network of contacts to enable them to reach their career goals.

Amendment to the Charter

Date	Amendment Requested	Approved?
8/1/16	Amendment Seeking to Expand Enrollment	Denied
8/1/16	Amendment Seeking To Renew the Charter	Approved
February 2017	Enrollment Amendment	Approved
July 1, 2017	Bylaws Amendment	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 each year of our charter term across our Boston and Lynn campuses from local traditional and charter 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.

During our charter term, our operations and network staff have also engaged in opportunities to disseminate best practices, hosting visitors from other charter school and responding to requests for information about areas such as compliance and student assessments. At least two times per year in each grade span at both of our charters, we host school reviews. During reviews, we invite a team of educational leaders from both the academic and operational sides of the team to review our schools. Through this process, we are able to receive critical feedback that helps us improve, but also are able to share best practices with our reviewers.

Beginning in school year 2016-2017, we began partnering with the Broad Residency and hosting Broad fellows. We currently have three residents at KIPP:MA. Through the program, the residents participate in intense professional development and share best practices from their respective districts with other residents in the program. This has increase our opportunities to collaborate and share non-instructional best practices with traditional public school districts in Massachusetts as well as nationally.

During school year 2016-2017, we had the opportunity to share about our college match process through a dissemination fair hosted by the Charter School Office and hope to have similar opportunities in the future.

Through our special education department, we have had the opportunity to participate in increasingly robust communities of practice focusing on problem solving to serve our highest needs students. Through this process, we have been able to both learn and share best practices in special education.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional practices	Open classroom and school observations	All positions	Instruction	We regularly host one hundred+ visitors each year. Visitors come from our home district and from surrounding districts, as well as from other MA and	No grant funding was sought for this work.
Instructional practices, Academic curriculum, Character development curriculum	KIPP:Share, an online database	All positions	Curriculum	KIPP National Foundation and other KIPP Charter Schools throughout the country	Teachers and school leaders contributed to the body of knowledge available on the KIPP:Share databased where KIPP teachers and administrator can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Character development	Surveys, student performance data, student demographic data	Directors of School Operations, Regional Director of Operations, Manager of Data Analytics	Mission and Key Design Elements	Pending, will be disseminated publicly once complete	Boston Charter Research Collaborative with Harvard and MIT. This research project is rapid cycle research on student engagement at KIPP. The project is ongoing. The school did receive grants funding. No grant was written.

Administration/Operations Best Practices	Broad Residency Participation	Regional Director of Operations	Operations	Traditional Public Schools, Charters, State Agencies	<p>Partnered with the Broad Residency in Urban Education. Through program, we employ a fellow who works at our schools for two years. The fellow gains knowledge of our program, shares best practices with the Board fellowship program and other fellows, and learns best practices to bring back to KIPP:MA.</p> <p>The school receives funding from the program for a portion of the fellows salary. No grant was written.</p>
Teaching and Learning and Operations	School Reviews	All areas	All areas	Charter schools, charter management organizations, principals, teachers	At least two times per year in each of our elementary and middle school grades, we invite a team of outside reviewers to evaluate our school. The process is ultimately both constructive for us and a sharing of best practices both to and from the reviewers. The school did receive grants funding. No grant was written.
Curriculum & School Design Resources	Electronic documents and paper documents	All positions	Curriculum	Anyone who requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
SPED best practices	Collaborate of Boston Charters	Director of Student Support Services	Supports for Diverse Learners	Boston Charters	We participate in a collaborative of Boston Charter Schools. No grants were sought for this work.
Operations best practices	List serve		Finance	MA Charter Schools	No grants were sought to support this work.

Academic Program Success

Student Performance

A. Publicly Available Data

KABPCPS's most recent, publicly available test data can be found by following this link to our school report card:

Complete Report Card

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04630205&fycode=2016&orgtypecode=6>

Program Delivery

In 2016-2017, we added our first second grade class. KIPP:MA, including instructional leaders at KABCS, continued to refine our academic vision and a shared definition of rigor. This focus continued to be supported by weekly professional development.

While we strive for inclusion, we recognize that there are situations where students are unable to find success in a fully inclusive setting. This year, in addition to our substantially separate program for students with social-emotional needs that require support outside of the general education classroom, we added a substantially separate classroom for our student with cognitive needs that require support outside of the general education classroom.

KIPP Academy Boston Charter School is aware of the revised Mathematics and ELA standards. We will approach any curricular revisions necessitated by the standards through our regional office teaching and learning team. The team will work with our school based teachers and staff to ensure the standards will be incorporated during the 2017-2018 school year.

Social, Emotional, and Health Needs

At KIPP:MA, there is a region-wide belief that the success of the individual and the success of the community are tied together in what Dr. Martin Luther King Jr. referred to as “the fabric of inescapable mutuality.” All students, including our youngest KIPPsters learn about helping themselves and others through academic group and partner work and teacher-created culture lessons with anchor texts to emphasize our values. Our school has robust and detailed systems to ensure that our students are immersed in a safe learning environment with a positive tone and culture.

To support students' emotional and social health, there are four full-time counselors (1 elementary and three middle school) available to provide direct support to students and communicate strategies with families and teachers. The counselors help design key opportunities for building social skills as part of our curriculum. For example, our counselors

may identify specific ways we can structure recess that will help build problem solving skills. We employ nurses at all of our facilities who provide support and care for any students with health needs. In our middle school, we have advisories that provide students time and space to build relationships with each other and with a staff member.

We have a full-time nurse and a part time nurse on site who provide first-aid, administers medications, and communicates with students and families about any health related concerns. Our nurse also works with our Director of School Operations to ensure our students have the necessary health related screenings and exams.

As we get to know our students, we modify certain aspects of our design to best support students in all areas of development. For example, if we have several students who would benefit from support with social skills, we may consider providing more social skills groups during the school day. We may also modify some of our activities during class, such as center work, to explicitly teach these skills through academic work and structured play. Overall, through our Response to Intervention process and our behavior systems, we analyze trends in students' needs in order to provide the most strategic, targeted support and interventions.

Organizational Viability

Organizational Structure of the School

This year, KABCS added its first second grade class. Next year, it will expand to third grade. At the school level, we transitioned to a new leader for our elementary school grades, Tommy Blain. The previous school leader, Emily Dobell, has transitioned to a regional role as a Fisher Fellow to prepare to establish a second elementary campus under our Lynn charter.

To support the expansion of our middle school and elementary school grades, we have continued adding additional teachers, aids, and operational staff.

Please see Appendix G for our organizational chart.

Network Structure

At the network level, during school year 2015-2016, KIPP:MA partnered with Bain Consulting to develop a new strategic plan and to reimagine how the network can best serve both of KIPP:MA's districts. Part of our work with Bain further clarified which work was best accomplished at the network or school level and clarified ownership and communication lines between the school and the network.

In school year 2016-2017, we began to implement changes identified from our work with Bain. For example, we hired a Chief of Staff who sits on our leadership team and a Regional Director of Operations to help coordinate operations efforts across the region.

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to 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 six 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

We made no substantial changes to our teacher evaluation system this year.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Boston

Preliminary as of 7/31/17 (audited financial statements not available until November 2017)

July 2016 - June 2017

Public	
Total Public	<u>9,334,385</u>
Private	
Total Private	<u>0</u>
Fees & Other	
Total Fees & Other	<u>797,200</u>
Total Revenue	<u>10,131,585</u>
Personnel - Salaries	
Total Personnel - Salaries	<u>4,417,225</u>
Personnel - Other	
Total Personnel - Other	<u>949,507</u>
Direct Student Expenses	
Total Direct Student Expenses	<u>907,341</u>
Administration	
Total Administration	<u>430,463</u>
Facilities	
Total Facilities	<u>787,397</u>
School Contribution to Regional Office	
Total School Contribution to Regional Office	<u>1,058,639</u>
Total Expenses	<u>8,550,572</u>
Total Surplus (Deficit)	<u>1,581,013</u>

B. Statement of net assets for FY18 (balance sheet)

Unaudited FY17 Preliminary Balance Sheet

KIPP Academy Boston and affiliated Foundation

Preliminary as of 7/31/17 (audited financial statements not available until November 2017)

June 30, 2017

Assets

Citizens Bank KAB *5828	2,215,042
37-45 Babson St Construction *8637	836,125
KABF Reserve *7925	803,414
Boston Fund *8645	1,060,603
Petty Cash KAB	250
Petty Cash KABE Elementary School	250
Accounts Receivable	(797)
Grants Receivable	419,961
Due to / from KIPP MA Inc 70 / KIPP Boston Fund 84	(349,239)
Due to / from Lynn Charter / Boston Charter	(60,096)
Prepaid Expenses	2,762
Deposits	67,767
Land	2,110,848
Building	20,496,269
Leasehold Improvements	78,914
Furniture Capitalized	186,092
Equipment (Capitalized)	44,530
Technology (Capitalized)	236,688
Hard Cost - Construction	4,820
Soft Costs - Loan Interest Expense	162,679
Accum Dep - Leasehold Improvements	(39,131)
Accum Dep - Furniture	(101,933)
Accum Dep - Equipment	(35,121)
Accum Dep - Computers and Tech	(191,671)
Loan Payable - KABF	(1,500,000)
Total Assets	<u>26,449,026</u>

Liabilities

Accounts Payable	379,099
Employee PR Withholding	3,731
403b Payable	443
FSA Payable	(2,213)
Accrued Expenses	60,000
Accrued Payroll	120,113

Accrued Expense - Interest	43,945
Loan Payable Walton Foundation KAB	200,000
Boston Community Capital Loan for Blue Hill Predevelopment	2,500,000
Citizens Tax Exempt Bond	<u>18,492,800</u>
Total Liabilities	<u>21,797,920</u>
Net Assets	4,651,106
Total Liabilities & Net Assets	26,449,026

C. Approved School Budget for FY18

PRO FORMA FINANCIALS - KIPP Academy Lynn Board Approved June 2017

REVENUE	
Public - Tuition Revenue	9,211,511
Public - Other State Revenue	27,578
Public - Federal Revenue Total	1,289,608
Private Revenue Total	151,111
Other Income	480,504
TOTAL REVENUE	11,160,311
EXPENSES	
Personnel - Salaries	4,645,895
Personnel - Other	1,308,395
Direct Student Expenses	1,048,000
Administration	427,662
Facilities	2,018,548
School Contribution to Regional Office	1,105,381
TOTAL EXPENSES	10,553,880
CHANGE IN NET POSITION	606,430

D. Capital Plan for FY18

On August 1, 2016, all KIPP Boston grades moved into a newly constructed facility located at 37 Babson Street in Mattapan, MA. Currently, we do not have any plans to further expand or renovate the facility. We plan to purchase additional furniture as necessary to accommodate our approved student growth plan.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2016-2017

2016-2017 Performance (Met/Partially 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.	Met	<p>The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Mathematics assessment for SY2016-17:</p> <p>K: 87%</p> <p>1: 54%</p> <p>2: 68%</p> <p>5th: 67%</p> <p>6th: 85%</p> <p>7th: 69%</p> <p>8th: 62%</p> <p>The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Reading assessment for the SY2016-17:</p> <p>K: 65%</p> <p>1: 48%</p> <p>2: 77%</p> <p>5th: 62%</p> <p>6th: 75%</p> <p>7th: 77%</p> <p>8th: 77%</p>
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 math, 14% of students in grades 5-8 are on track to graduate from a four-year college once of college age.</p> <p>In reading, 17% of students in grades 5-8 are on track to graduate from a four-year college once of college age.</p>
Objective 1 Note: This objective and these measures are not well drafted and are based on a test that is no longer well aligned to our curriculum. We look forward to reporting on a new accountability plan for school year 2017-2018.		

Objective 2: 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.		
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 SY2016-2017, 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.
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	During the SY2016-2017, 100% of students, on a weekly basis, analyzed their own character data and developed weekly action plans for character development. Teachers reviewed these plans with students on a weekly basis.
Objective 3: 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.		
Measure 3a: 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” 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.	Met	96.7% of elementary families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school. 88.1% of middle school families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school.
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.	Met	94.4% of elementary families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school. 97.9% of middle school families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school.

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	KABCS did not meet its attendance goal for this year in the middle school grades. For our elementary grades, 59% of families attended four or more events.
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B. Appendix B: Recruitment and Retention Plan

Recruitment Plan 2017-2018

School Name: KIPP Academy Boston Charter School

2016-2017 Implementation Summary:

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 19.2% (BPS 19.5%) students with special needs, 62.4.6% (BPS 19.5%) economically disadvantaged students, 31.3% (BPS 31.2%) English language learner students, and 80.8% (BPS 74.4%) student with high needs. These rates are comparable to or exceed Boston Public Schools, exceed the comparison index, and exceed the state average.

We hope to continue this trend by continuing to translate 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.

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. This past year, we offered our first substantially separate classroom to accommodate student with a greater variety of disabilities.

The biggest challenge in recruitment this year was implementation of the new online application process, however, we believe that the process will become more familiar and easier to navigate overtime.

While we currently believe our incoming class will be demographically similar to our existing student population, if it does not, then we would like to consult with the Charter School Office after the October SIMS report.

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

General Recruitment Activities for 2017-2018:

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; 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	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 19.2%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 14.3%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>This year we held steady at 19.2% of our students qualify for special education services. 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> <ul style="list-style-type: none"> 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. 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. 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. This school year we expanded our substantially separate classroom offerings and hope to continue doing so next year.
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 31.3%</p> <p>GNT percentage: 19.6%</p> <p>CI percentage: 22.5%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>This year, our student population included 31.3 % students who were English language learners, which is a significant increase over the previous school year.</p> <ul style="list-style-type: none"> We will continue with the strategies used in our previous year. To begin, we obtain information for all Boston Public School K1 and 4th 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. 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.

	<ul style="list-style-type: none"> We 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. Spanish is the most prevalent language spoken by our non-English speaking families. We will continue our strategy to have a Spanish speaker present for all recruitment events. We are also seeking to have a Haitian Creole speaker present at recruitment events. <p>(c) 2017-2018 Additional Strategy(ies), if needed <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 62.4%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 49.0%</p> <p>The school is above CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed This year, 62.4% of our student qualified as economically disadvantaged. While this number exceeds that of Boston Public Schools, the comparison index, the state average, and is an increase from last year, we continue to believe this number underrepresents the number of students are our school who would have qualified as low income under the previous measure used to calculate free and reduced lunch. We hope to maintain or exceed this number in the future.</p> <ul style="list-style-type: none"> This year, we continued reaching 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. 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. 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>(c) 2017-2018 Additional Strategy(ies), if needed <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community</p>

	organization on these strategies-
<u>Students who are sub-proficient</u>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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/PARCC. • We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools.
<u>Students at risk of dropping out of school</u>	<p>(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • While students at KIPP Academy Boston Charter Public School are typically not included in the demographic at risk for dropping out, we have strategies in place to identify at risk students and to work with the students and their families to engage them in school. This work is done through the relationships we seek to build with our students and families and through our KIPP Through College (KTC) program. The KTC team works with students to help advise them on their long term academic goals. This creates an opportunity to identify students at risk for dropping out so that additional supports can be implemented to help mitigate that risk. • Our response to intervention team also identifies students who are struggling academically or socially, even when that student does not qualify for special education services, and puts additional support structures in place to help the student succeed.
<u>Students who have dropped out of school</u>	<p>(f) 2016-2017 Strategies</p> <p>This does not apply to KIPP Academy Boston Charter Public School as it does not currently serve grades of students who can be eligible to drop out.</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2016-2017 Strategies</p> <p>We will continue to 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 2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

KIPP will remain committed to retaining its students, as we believe a 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 94% 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 meets with every seventh grader to begin planning for high school and college match.

Overall Student Retention Goal

Annual goal for student retention (percentage):

92%

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 8%
Third Quartile: 18.2%

(b) 2016-2017 Strategies

- ☒ Below third quartile: no enhanced/additional strategies needed
- 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

<p>The school is below third quartile percentages.</p>	<p>IEPs. Similarly, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a second full-time speech therapist to work with students who have IEPs that call for speech therapy.</p> <ul style="list-style-type: none"> • 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. • This past year we expanded our substantially separate classroom program to help meet the needs of students with disabilities that could not be accommodated through inclusion services for both social-emotional and cognitive needs. <p>(c) 2017-2018 Additional Strategy(ies), if needed <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Limited English-proficient students/English learners</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 2.8%</p> <p>Third Quartile: 19.0%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • Spanish is the most prevalent language spoken by our families other than English. This year we continued proactively ensuring that a Spanish speaking teacher or staff member is present at all family events. We are also trying to have a Haitian Creole speaker present at all family events. • For school 2016-2017, we hired a new full time ELL Director to work under our Director of Student Support Services. <p>(c) 2017-2018 Additional Strategy(ies), if needed <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No</p>

	retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.1%</p> <p>Third Quartile: 19.6%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> 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. We currently believe that the new economically disadvantaged metric will result in lowering the number of student who are eligible for free and reduced lunch at our schools because many of students, while they would qualify based on income, do not participate in programs such as TANF or SNAP. Our homelessness liaison will work with families experiencing homelessness to developed plans to keep their children enrolled at our school.
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> 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.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> 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.

<u>Students who have dropped out of school</u>	(f) 2016-2017 Strategies <ul style="list-style-type: none"> 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.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2016-2017 Strategies <ul style="list-style-type: none"> 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.

C. Appendix C: School and Student Data

KIPP Academy Boston Charter School's student demographic enrollment data may be found here: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04630000&orgtypecode=5&leftNavId=300> &

STUDENT DEMONGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of student	% of entire student body
African-American	344	68.1
Asian	2	0.4
Hispanic	150	29.7
Native American	0	0.0
White	2	0.4
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	7	1.4
Special Education	97	19.2
Limited English proficient	158	31.3
Economically Disadvantaged	315	62.4

ADMINISTRATIVE ROSTER FOR THE 2016-2017 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 both Boston and Lynn districts	FY12	N/A
Emily Rodriguez Managing Director of Schools	Oversee principals at KIPP Academy Boston, provide professional development	FY13	N/A
Rhonda Barnes, School Leader Middle	Instructional Leadership of KIPP Academy Boston Middle School	FY13	N/A
Emily DoBell, Fisher Fellow	Year-long fellowship to prepare to hopefully open a second elementary campus under our Lynn charter in SY18-19	FY12	N/A
Tommy Blain School Leader Elementary	Instructional Leadership of KIPP Academy Boston Elementary School	FY12	N/A
Kevin Taylor Chief Operating Officer	Business operations management for both Boston and Lynn districts	FY15	N/A
Mekka Smith Chief of Staff	Oversee board activities and critical organizational projects	FY16	N/A
Laurie Kennedy Directory of Development	Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY13	N/A
Matthew Cameron Director of Finance	Overall financial management for both Lynn and Boston districts	FY16	4/25/17
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	N/A
Tia Lites Counselor, High School Placement	KIPP Through College Academic Advising, high school placement	FY16	N/A
Jelissa Carias HR Generalist	Oversees all HR functions	FY16	6/30/17
Lovette Curry Director of HR	Oversee all HR functions	FY17	N/A
Julia McPhillips Director of Recruitment	Oversees all recruitment functions	FY15	N/A
Tanya Jones Recruiter	Recruits for all open positions	FY15	N/A
Stefanie Perry Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Katie Hagan Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY16	8/24/16
Dominique Cunningham Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY17	N/A
Jacqueline Hayes, General Counsel, Dir. Of Compl & Accountability	Oversee legal, compliance & accountability	FY15	N/A
Esther Addo Regional Director of Operations	Manage all school based operations	FY16	N/A

Rafael DeLeon Director of Technology	Oversee technology implementation	FY10	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
Adanma Ude Coordinator of Community Programs	Coordinate community programs	FY17	N/A
Joe Adams Financial Analyst	Prepare financial and operations analysis reports	FY17	N/A
Betsaida Yambo Garcia Financial Analyst	Finance department	FY17	N/A
Barbara Orsino Financial Analyst	Finance department	FY18	N/A
Emily Hepler, Director of School Operations	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
Susan Vignolo-Collazzo Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY13	8/31/16
Allie Whitfield Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A
Lilliam Rivera Boston Special Projects Coordinator	Boston school based operations team	FY15	N/A
Yvon Biselele Executive assistant	Executive assistant to the leadership team	FY16	3/24/17
Jordan Pina Executive assistant	Executive assistant to the leadership team	FY17	N/A
Michael Giuliano Finance Manager & Accounting	Process invoices, reimbursements, and all accounting	FY16	6/30/17
Kate Reynolds Marketing and Communications Mgr	Oversee marketing and communications	FY16	N/A

TEACHER AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR					
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school	Move to Lynn Charter for SY17-18	Reason(s) for Departure
Teachers	77	11	8	2	Mid-year departures were early in the school year related to fit. End of year departures were largely for personal reasons.
Staff	41	3	3		*Return to school *Personal *Shorten commute *Move out of state for family *Fit *Move to for-profit

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Last Name	Position on the Board	Committee Affiliations	Number of Terms Served	Length of each term (including date of election and expiration)
Michael Kendall	Board Chair	Governance Committee Chair, Strategic Task Force Member, Compensation Committee Chair	Two	06/2012 - 06/2018
Skip Besthoff	Treasurer	Finance Committee Chair	Two	06/2011 - 11/2017
Douglas Borchard		Governance Committee Member, Strategic Task Force Member	One	06/2014 - 06/2017
Amanda Fernandez		Teaching & Learning Committee member, Advocacy Task Force Member, Development Task Force Member	One	01/2014 - 03/2017
Amanda Seider	Vice Chair	Teaching & Learning Committee Chair, Governance Committee Member	Two	06/2011 - 11/2017

Tom Beecher			One	04/2014 - 05/2018
Eric Svenson			One	04/2014 - 04/2018
Joel Abramson	Secretary		One	04/2014 - 04/2018
Jennifer Davis			One	08/2015 – 06/2018
Trinidad Flores			One	11/2015-10/2018
Caleb Dolan	Executive Director	All Committees and Task Forces	Executive Director	08/2011 -

D. Appendix D: Additional Required Information

Key Leadership Changes

Position	Name
Principal, elementary	Tommy Blain

Enrollment

Action	Date(s)
Student Application Deadline	On or about March 2, 2018
Lottery	The week of March 5-9, 2018

E. Appendix E: Conditions

Not Applicable

F. Appendix F: Complaints

No complaints were received in SY16-17

G. Appendix G: Regional Office Organizational

