

KIPP Academy Lynn Charter School

FY2011-2012 DESE Annual Report



Annual Accountability Report to Massachusetts Department of Elementary & Secondary Education (8/1/12)

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OVERVIEW

This Annual Report includes only information required for accountability of public charter schools by the Massachusetts Department of Elementary & Secondary Education (DESE). It reports progress on both KIPP Academy Lynn's Accountability Plan Objectives filed with the DESE, as well as on Common Performance Criteria the DESE sets for all charter schools. For policies on DESE's accountability and annual report requirements, visit www.doe.mass.edu/charter/acct.html. For more information than is included in this report about KIPP Massachusetts, KIPP Academy Lynn, or KIPP Academy Boston, please visit www.kippma.org or call (781)598-1609.

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1. Introductory Description of KIPP Academy Lynn

KIPP Massachusetts is a network of free, open-enrollment public charter schools headquartered in Lynn, MA. There are two KIPP charters in Massachusetts, KIPP Academy Lynn and KIPP Academy Boston. We are part of a national network of 109 Knowledge Is Power Program (KIPP) schools with a history of success in underserved communities. Our mission 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, so they may ultimately achieve better life outcomes and live lives of choice. Our program places a laser focus on academic readiness, more learning time, character development, college knowledge and social skills, and a K-16 continuum of support for our students – *all the way to and through college*.

Now serving 469 students at two schools in Lynn, KIPP Academy Lynn has demonstrated the ability to start two high quality schools (under one charter) and bring the first to scale. KIPP Academy Lynn (KAL) Middle School was founded in 2004 and added one grade per year until it reached its full 5th – 8th grade capacity. Today, KAL Middle School serves over 370 students per year. Our second school, KIPP Academy Lynn Collegiate High School, opened successfully in fall 2011 with its first 9th grade class, and will grow by one grade per year until it reaches full 9th – 12th grade capacity. Our academic results, college acceptance rates, and student retention rates show that not only have we successfully started two schools and fully scaled one, but that we have done so with significantly positive results and high satisfaction among our students and families.

In August 2012, our KIPP Academy Lynn Middle School and High School will relocate to our new 68,000 square foot campus on High Rock Street in the center of Lynn. The new campus will provide the classrooms, science labs, gymnasium, break out rooms and counseling facilities to serve 850 students in grades 5-12 and their families as well as support the over 200 KAL alumni.

KIPP also holds a KIPP Academy Boston charter to open with 72 5th graders in FY2012 and is currently chartered to grow to 588 K-8 students in Boston.

2. Letter from the Chair of the Board of Trustees

July 25, 2012

Dear Friends:

On behalf of the Board, our staff, and the kids and families we serve I am pleased to present the FY12 Friends of KIPP Academy Lynn Charter School Annual Report.

FY12 was a very busy year for our Board, staff, kids and families and one in which we set out to reach many challenging goals. With our founding class of 2012 KIPPsters receiving the college acceptance letters, our new KIPP Academy Lynn Collegiate high school opening, and our new building at High Rock slated to open in August 2012 it was imperative that we maintain a laser focus on our most important goal: ensuring our students develop the tools, skills, and character traits they need to climb the mountain to and through college and live a life of choice. At KIPP we evaluate our schools by answering six essential questions:

1. **Are our students progressing and achieving academically?**
2. **Are our students staying with us?**
3. **Are we serving the students who need us?**
4. **Are our students climbing the mountain to and through college?**
5. **Are we building a sustainable people model?**
6. **Are we building a sustainable financial model?**

In this annual report we will examine our progress against the goals we set in each of these measures. Collectively the answers illustrate our health as a 5-12 school.

1. **Are our students progressing and achieving academically?**

We continue to use raw standardized test data in both schools this year along with comparative growth percentages, and qualitative observational data to ensure our students are where they need to be academically. Structured interim testing was administered throughout the year to enable us to make any programmatic adjustments our students may need. Our middle school interims were aligned to the Massachusetts state standards. Our high school interims were aligned to the ACT in order to provide regular data about the college readiness of our students.

2. **Are we serving the kids who need us?**

At each of our schools, we aim to serve a student population with the same demographic breakdown of high-risk students as the corresponding public school district. In FY12, 84% of our students are African American/Latino; 84% qualify for free/reduced meals; 13% receive Special Education Services, and 40% come from homes where English is not the primary language.

3. **Are our kids staying with us?**

We remain actively engaged with our students & families throughout the year, fostering long term relationships that keep our kids with us year to year. In FY12, we were pleased that we maintained an extremely low attrition rate of 3% - still the lowest in the KIPP national network, and well below the typical 10-15% of most charter schools. We anticipated higher attrition in our high school grades and were thrilled when only three students moved during the course of the year.

4. **Are our kids climbing the mountain to and through college?**

In fall 2012, the members of our founding 5th grade class at KIPP Academy Lynn will matriculate to college. We are pleased to report that 89% of eligible students have been accepted to a 2 or 4 year college & plan to matriculate this fall. Comparatively, 41% of their low-income peers nationwide matriculate to college. We know our work is not done and we will continue to provide support for our college going students with our KIPP Through College team.

5. Are we building a sustainable people model?

Our teachers & staff are our greatest asset. In order to cultivate, support, and ultimately retain them from year to year, we maintained a strong emphasis on professional development, coaching, and leadership training. We implemented a new performance management system in FY12 that ensured we set individual performance and professional development goals for all our staff and a mid-year review to check on progress. We are thrilled that we retained 96% of staff going into FY13 and were fully hired in our new grades.

6. Are we building a sustainable financial model?

As we grow, we must be able to effectively build new schools while also ensuring that we do not sacrifice quality or sustainability for raw growth. We substantially improved our accounting systems and upgraded the talent on our operations team to ensure teachers and leaders had the resources, especially the time, to devote to teaching and learning. We continue to meet our private philanthropy goals while moving toward a scale where 95% of our model is sustained with public funding.

We are pleased with our results in FY12 and as we look to the future we recognize we will have many more challenging goals to reach and mountains to climb with our kids. We are grateful for the support of our friends, investors, and the local and national KIPP team and family as we look to fulfilling our promise to the 2100 kids and families we will serve in the next five years in KIPP Massachusetts.

Sincerely,

Michael Kendall
Chair, Board of Trustees, KIPP Academy Lynn

3. School Mission Statement

The mission of KIPP Academy Lynn is to create an environment where the students of Lynn, MA will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.

4. Performance & Plans

4.a. FAITHFULNESS TO CHARTER

- Accountability Plan Objectives & Measures Relating to Faithfulness to Charter
- Common School Performance Criteria – Faithfulness to Charter

Objectives (from KIPPMA Accountability Plan)	Measures (from Accountability Plan)	FY12 Results
<p>Objective #1: KIPP Academy Lynn will create an environment where the students of Lynn will develop the <i>academic skills, intellectual habits, and character traits</i> necessary to maximize their potential in high school, college, and the world beyond.</p>	<p><u>Paycheck Measures:</u></p> <ul style="list-style-type: none"> At least 60 percent of the grade-level cohort will earn the end-of-year trip. 	<p>Achieved for 2 of 4 Grades</p> <p>The paycheck system was continued in FY12 for grades 5-8. The following percentages of students in each grade earned end of year trips:</p> <ul style="list-style-type: none"> 5th grade: 72% earned (72 of 100) 6th grade: 52% earned (52 of 100) 7th grade: 48% earned (44 of 92) 8th grade: 60% earned (47 of 79)
<p>Objective #2 KIPP Academy Lynn teachers will be recognized as professional educators committed to continuous learning and professional development.</p>	<p><u>Qualification Measures:</u></p> <ul style="list-style-type: none"> 100% of KIPP Academy Lynn teachers will be deemed highly qualified. 	<p>Achieved</p> <ul style="list-style-type: none"> In response to KAL's FY12 EPIMS submittal of teacher qualifications, the MA DESE reported that 100% of KAL core staff are highly qualified.
<p>Objective #3 Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the path to college.</p>	<p><u>College-Focused Measures:</u></p> <ul style="list-style-type: none"> Every student, at least once per year, will participate in a school-organized college visit. At least once per year, every student will participate in a school-organized college preparatory high school visit. 	<p>Achieved: All students in good standing participated in at least one school-organized college visit during end of year trips or day visits.</p> <p>Achieved/No Longer Applicable: Now that KIPP Academy Lynn has opened its own college preparatory high school with very high percentages of 8th graders choosing to go on to KAL high school, KAL no longer conducts high school visits for all middle school students. Those students who choose to apply to independent or private schools are assisted with visits to those schools.</p>

Common School Performance Criteria (Faithfulness to Charter) (from DESE)	FY12 Progress Report
Implementation of mission, vision, and educational philosophy: Describe and	KIPP Academy Lynn has grown and evolved from a single group of 80 fifth grades into 473 students and over 200 alumni including our first

<p>provide evidence of how the school is faithful to the mission, vision, and educational philosophy defined in the charter application and any subsequent approved amendment(s).</p>	<p>class in college. The best evidence of our faithfulness to the mission, vision, and philosophy is our continued work on better serving our kids to and through college. Some examples of this include:</p> <ul style="list-style-type: none"> • Adding high school grades to help our kids continue forward in a KIPP setting • Developing interim assessments to ensure kids make regular academic progress that can be monitored by teachers and instructional leaders. • Expanding our alumni support to provide college counseling and social emotional counseling. • Beefing up our operations team to improve the sustainability of the organization. • Retaining 90% of our teachers
<p>Implementation of the governance/leadership structure: Describe and provide evidence of how the board of trustees implemented the governance and leadership structure as defined in the charter application of subsequent approved amendment(s), if applicable.</p>	<p>Covered in KIPPMA Accountability Plan Objective #11 “KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound governance.” See report below.</p>

4.b. ACADEMIC PROGRAM SUCCESS
 - Accountability Plan Objectives & Measures Relating to Academic Program Success
 - Common School Performance Criteria – Academic Program Success

Objectives (from KIPPMA Accountability Plan)	Measures (from Accountability Plan)	FY12 Results
<p>Objective #4 All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in <i>reading and writing</i>.</p>	<p><u>Criterion-Referenced Measures:</u></p> <ul style="list-style-type: none"> • The school will make AYP in English Language Arts. <p><u>Value-Added Measures:</u></p> <ul style="list-style-type: none"> • NWEA's (Northwest Evaluation System) "MAP" (Measures of Academic Progress) testing. 	<p>Not Achieved: In 2010-2011, KAL did not make AYP in ELA. See Common Performance Criteria section below for specific results and discussion. (Note: Per DESE instructions, KAL is not reporting here on FY12 MCAS results because FY12 MCAS results are not yet publicly available.)</p> <p>Comments on MAP Testing: As part of the KIPP national network we participate in MAP testing in grades 5-8. This nationally norm referenced adaptive test provides comparison to KIPP schools across the country and creates individualized growth targets for each student. This year we are not reporting MAP data because of a two transitions in our testing procedure. We moved from a longer to a shorter version of the test that did not provide comparable growth targets and we</p>

		<p>are moving to a web based version of map to make testing more efficient. We will be able to report this data in the coming fall and spring once transitions have been completed.</p>
<p>Objective #5 All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in mathematics.</p>	<p><u>Criterion-Referenced Measures:</u></p> <ul style="list-style-type: none"> The school will make AYP in Mathematics. <p><u>Value-Added Measures:</u></p> <ul style="list-style-type: none"> NWEA's (Northwest Evaluation System) "MAP" (Measures of Academic Progress) testing. 	<p>Not Achieved: In 2010-2011 KAL did not make AYP in ELA. See Common Performance Criteria section below for specific results and discussion. (Note: Per DESE instructions, KAL is not reporting here on FY12 MCAS results because FY12 MCAS results are not yet publicly available.)</p> <p>Comments on MAP Testing: As part of the KIPP national network we participate in MAP testing in grades 5-8. This nationally norm referenced adaptive test provides comparison to KIPP schools across the country and creates individualized growth targets for each student. This year we are not reporting MAP data because of a two transitions in our testing procedure. We moved from a longer to a shorter version of the test that did not provide comparable growth targets and we are moving to a web based version of map to make testing more efficient. We will be able to report this data in the coming fall and spring once transitions have been completed.</p>
<p>Objective #6 All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in science.</p>	<ul style="list-style-type: none"> On the fifth-grade Science MCAS Exam, 50 percent of the students at KIPP Academy Lynn will achieve the performance standard of "Proficient" or above. On the eighth-grade Science MCAS Exam, 60 percent of the students at KIPP Academy Lynn who have been enrolled for at least two years will achieve the performance standard of "Proficient" or above. <p><u>Value-Added Measures:</u></p> <ul style="list-style-type: none"> NWEA's (Northwest Evaluation System) "MAP" (Measures of Academic Progress) testing. 	<p>Not Achieved (5th Grade): Our 2010-2011 MCAS results did not achieve this outcome. 40% of our students achieved proficient or advanced. See Common Performance Criteria section below for specific results. (Note: Per DESE instructions, KAL is not reporting here on FY12 MCAS results because FY12 MCAS results are not yet publicly available.)</p> <p>Not Achieved (8th Grade): Our 2010-2011 MCAS results did not achieve this outcome. 39% of our students achieved proficient or advanced.</p> <p>Comments on MAP Testing: As part of the KIPP national network we participate in MAP testing in grades</p>

		5-8. This nationally norm referenced adaptive test provides comparison to KIPP schools across the country and creates individualized growth targets for each student. This year we are not reporting MAP data because of a two transitions in our testing procedure. We moved from a longer to a shorter version of the test that did not provide comparable growth targets and we are moving to a web based version of map to make testing more efficient. We will be able to report this data in the coming fall and spring once transitions have been completed.
Objective #7 KAL students will attend college preparatory high schools.	<ul style="list-style-type: none"> 90% of KIPP Academy Lynn eighth grade graduates will attend college preparatory high school where at least 80% of the students matriculate to 2-year and/or 4-year colleges and universities. 	Achieved: 95% of our 8 th graders matriculated to a college preparatory high school.
Objective #8 KAL students will complete college or pursue other post-secondary educational programs that prepare them for careers in which they can achieve self-sufficiency.	<ul style="list-style-type: none"> 90% of alumni will earn a high school diploma within five years of finishing 8th grade. 80% of alumni that graduate from KAL will enroll in a college that grants an Associate's degree or a Bachelor's degree within seven years of finishing middle school. (This allows five years for the completion of high school and two years for transition to college.) 90% of alumni that graduate from KAL will earn a bachelor's degree, an Associate's degree or complete programs that prepare them for careers through which they can achieve self-sufficiency within eight years of graduating from high school. 	<p>Achieved: 92% of our alumni earned a high school degree in four years.</p> <p>Achieved: 80% of KAL graduates are enrolled in a college or university and several others are tracking towards enrollment in the next 1-2 years.</p> <p>TBD: KIPP Lynn's alumni are not yet old enough to have graduated from college. We are closely tracking our alumni progress and supporting them in their post-high school education and career work.</p>

Common School Performance Criteria (Academic Program Success) (from DESE)	FY12 Progress Report
<p>Massachusetts Comprehensive Assessment System (MCAS): Provide accurate data for the most recent year available. Do not include estimates of school performance based on preliminary MCAS results.</p> <p>(i) Provide evidence that students at the school have demonstrated proficiency, or demonstrated progress towards meeting proficiency targets on state standards as measured by the MCAS</p>	<p>KIPP students have demonstrated significant progress towards proficiency on the MCAS over their four years at KIPP Lynn in Reading and Mathematics. Our fifth grade cohort demonstrated extremely low proficiency in their first year at KIPP. By eighth grade over 80% of our students are achieving proficiency in reading and mathematics. We see major opportunities for improvement in the future through improved use of assessment data to remediate and re-teach. We also see a chance to move more proficient students to advanced performance by increasing the amount of reading they do at their instructional rather than comfort level.</p>

exams in all subject areas and at all grade levels tested for accountability purposes.

(ii) Provide evidence of the school’s median student growth percentile (SGP) in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.

(iii) Provide evidence of the school’s progress towards making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Provide information on whether the school is identified for accountability purposes (designated as Needs Improvement, Corrective Action, or Restructuring status).

Science achievement is considerably lower than we hope. We made several changes to the department in the 2011-2012 school year that we believe will lead to better outcomes for our young scientists. These changes include rewriting the curriculum and long term plans of each grade to better align to the Massachusetts standards and to the rigor of state assessments. We also added regular cumulative review practices to each science class to ensure students practice with previous material. Our science teachers increased the amount of writing their students did in response to students’ struggles on the open response questions on MCAS. Finally we developed stronger interim assessments and action plans to ensure that our students receive the re-teaching and remediation they need.

% Advanced & Proficient, School Year 2010-2011			
Grade	English	Math	Science
8	86.50%	83.30%	37%
7	84.60%	71.70%	NA
6	60.80%	60.80%	NA
5	36.00%	33.00%	40%

Our median student growth percentile in aggregate as 50th in Mathematics and 51st in Reading. This aggregate reflects uneven progress across the grades and classrooms. We have individual teachers who led their students to median SGPs in the high sixties and seventies and several classrooms that produced minimal student growth on MCAS. In analyzing sub-groups there are two outliers. The overall SGP of our white students in Reading and SPED students in math suggest we need to develop stronger specialized interventions.

(Per DESE instructions, KAL is not reporting here on FY12 MCAS results because FY12 MCAS results are not yet publicly available.)

Other achievement, improvement, or assessment measures: Provide clear and concise information, in the aggregate, about 2011-12 student performance on internal or external assessments (other than MCAS) that has not already been provided in reporting on the school’s accountability plan performance.

Explore Assessments: 2011-2012 was our first year with high school students. We were excited to welcome 26 new students into our ninth grade who did not attend the KIPP middle school. With four short years remaining until our students matriculate to college we sought out the best measures of college readiness we could find. We used the nationally normed Explore tests which align to the ACT and are a strong early indicator of college readiness. We then obtained a set of ACT and Explore aligned interims from the Noble Network of Charter Schools. The results were promising:

On the nationally normed Explore test KIPP Academy Lynn’s high school students made exceptional progress.

- 75% of our students are scoring in the top two quartiles of the ACT vastly outperforming other students in their income quartile.
- In Reading students made 3 points of growth in a single year. This is equivalent to two years of progress in a single academic year.
- The median national percentile in math was 67th with almost a quarter of our students in the top 10% of math scores nationally.
- 89% of our students were college ready in English according to ACT scores.

The Reading and English results reflect an intentional use of more

	<p>time, targeted curriculum, and data-driven instruction to help improve student performance. Recognizing the needs of our students, many who are English Language Learners or whose home language is not English; our high school curriculum includes both a Reading class and a Speech & Composition class.</p> <p>In addition to academic achievement measures, 100% of our IEP students are on track to graduate after earning five or more credits during their freshman year. 95% of our entire class earned six credits and is on track to graduate in four years.</p>
<p>Curriculum: Describe the school's curriculum, as documented and implemented during the 2011-12 school year, including a description of all curricular elements. Provide evidence that the curriculum addressed skills and concepts outlined in Massachusetts state standards and was aligned vertically and horizontally. Identify and briefly describe any major curriculum changes made by the school during the 2011-12 school year. Describe school progress in aligning curriculum to the Common Core standards.</p>	<p>The KIPP Academy Lynn curriculum progresses from large amounts of remedial content in fifth grade for the 70% of our students who enter below grade level according to state assessments to Advanced Placement opportunities for all students starting in 10th grade. The curriculum was aligned vertically in department meetings where teachers compared long term plans and looked at student work to ensure the curriculum was vertically aligned in both content and rigor. Horizontal alignment occurs in weekly grade level meetings where teachers share their weekly plans and identify connections they can make across the disciplines. Our middle school devoted professional development and time in grade level meetings to finding culturally relevant connections between the students' lives, communities, and the curriculum. Other major changes in the school's curriculum in the 2011-2012 school year include the realignment of the science curriculum addressed above and the creation of our 9th grade curriculum. This work is documented on our internal servers as well as KIPP's national web-based platform for teachers and leaders. A few important features of the 9th grade curriculum include a Speech & Composition class in addition to regular English to ensure our students develop into successful college writers.</p> <p>In addition to core academic content KIPP Lynn's mission is to develop the character strengths of our students. We believe that a rich arts, athletics, and social skills curriculum will help maximize our students' chances for success. At the middle school level students meet in advisories twice a week and as a grade level once a week to learn the social skills and college knowledge curriculum. They also have daily physical education and electives in arts or sports. In high school the advisory curriculum is delivered daily, all students take Visual Arts or Band as a core class, and students participate in a more focused elective block designed to foster passions they can continue to explore in college. Examples of KIPP Block elective classes include fitness, competitive sports, and dance.</p> <p>We have done preliminary work to align to Common Core and have added staff to the regional office to coordinate this effort in the 2012-2013 school year.</p>
<p>Instruction: Describe the schoolwide instructional practice implemented during the 2011-12 school year, how it aligned with the school design, and curriculum. Describe how instruction was delivered and how expectations were conveyed to teachers and students.</p>	<p>KIPP Academy Lynn aligns classroom instruction through regular classroom observation and feedback for teachers and extensive professional development. In addition to three-five weeks of training for new teachers, all KIPP Academy Lynn teachers participate in weekly professional development sessions. In the 2011-2012 year we created a professional development track for instructional coaches in our schools. The coaches co-observed and</p>

	<p>debriefed in order to ensure that feedback teachers receive is consistent. We believe that building our capacity for instructional coaching will improve the quality and consistency of teaching and learning. The average teacher received 10+ observations and debriefs throughout the year as well as quarterly data meetings and planning sessions.</p>
<p>Classroom and school environment: Describe the policies and structures that were in place during the 2011-12 school year that ensured an orderly classroom and school environment and supported the goal of student understanding and mastery of skills. Describe how these policies were consistent with the school's mission. This section of the report may include a discussion of any schoolwide behavior management systems or structures, and may also include a summary describing the general reasons for disciplinary actions (in-school suspensions, out-of-school suspensions, and expulsions).</p>	<p>One lesson learned from the KIPP high schools across the country as well as our own experience in Lynn is that a strong high school culture may not look identical to the middle school but it just as essential.</p> <p>The key tenets of our KIPP culture, "There are no shortcuts...there are no excuses...work hard...be nice...all of us will learn," continued through our high school with age appropriate adjustments. Artifacts of our school culture like the weekly paycheck will change significantly, but expectations for contributing to our community will remain the same.</p> <p>At KIPP Academy Lynn's high school the paycheck system that works well with middle school students is replaced by a merit/demerit system that is more developmentally aligned to high school students. The middle school's Friday songfest celebration evolves into monthly community service projects and regular performances by high school students and pep rallies for high school athletics. Professional development at the high school includes regular norming of expectations. The staff reviewed merit/demerit data to identify any inconsistencies that may weaken the culture.</p> <p>The heart of the high school culture is advisory. This daily small group meeting is planned with the same intentionality as a classroom lesson. The advisory curriculum includes a mix of work on academic habits, social skills, and college knowledge.</p>
<p>Diverse learners: Describe and provide evidence of how, in 2011-12, the school provided services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law.</p>	<p>We ensured the progress of our diverse learned in a number of ways. We have a learning specialist at each grade level and aides where necessitated by IEPs. We also hired a full time school psychologist and Special Education Director to ensure our Special Education staff received regular training in new tools and techniques such as Kurzweill. We also hired a Special Education Secretary to manage the documentation of the program and allow teachers to focus more time and energy on creating learning plans for their students. We are particularly proud that all of our 9th grade students with IEPs are on track towards high school graduation. In order to respond to the needs of our English Language Learners we have ELL teachers doing push in and pull out with those students throughout our extended day program.</p>
<p>Professional climate: (i) Describe the process(es) by which school leaders provided teachers with formal and informal feedback and guidance, including the process for formal evaluation of teachers, the</p>	<p>Each teacher was assigned a manager who provided coaching and evaluation through the year. This process of performance management began with setting performance goals aligned to the organizational and school goals. Each teacher then set individual development goals as well. Each teacher then met with his or her manager every one-two weeks throughout the year to report</p>

<p>standards that were used for evaluation purposes, and how the school made use of evaluation results.</p> <p>(ii) Describe the major professional development activities undertaken by the school during the 2011-12 school year, why those activities were chosen, any outcomes from the professional development activities, and how effectiveness of those activities was evaluated.</p> <p>(iii) Describe how teachers were provided with structures for collaboration.</p> <p>(iv) Describe how the school established an appropriate professional climate that resulted in a purposeful learning environment and reasonable rates of retention for school administrators, teachers, and staff.</p>	<p>progress against goals and receive feedback on lessons, planning, and other aspects of teaching and learning. Each teacher received a mid-year evaluation using one of the attached forms. Teachers then completed an end of year self-reflection followed by a performance review with their manager. These reviews were used for goal-setting for next year. These reviews could be used for purposes of dismissal but no teaching performance related dismissals occurred this year. In the coming year we will improve on our performance management progress by introducing the KIPP Framework for Excellent Teaching to provide a common language for teachers and coaches.</p> <p>There were three major strands of professional development at KIPP Academy Lynn last year. The instructional coaches engaged in monthly sessions designed to increase their capacity for giving useful feedback and facilitating teacher improvement. The teaching staff had weekly professional development sessions led by the school leader or other teachers. The middle school staff engaged in year long work on cultural relevancy in lesson planning as well as regular work on norming school culture and management practices. The high school staff focused on planning effective lessons and assessments. The effectiveness of the professional development was assessed through direct input during the session (we love real time feedback), surveys of the staff, and observations following professional development to record which practices were implemented.</p> <p>There were three consistent structures for collaboration at KIPP Academy Lynn in the 2011-2012 school year. Teachers has weekly grade level meetings to connect and share challenges and opportunities across the content areas. Departments met vertically once a month to collaborate on curriculum development and assessment. The entire region came together a few times throughout the year to develop common goals around college readiness.</p> <p>We created a purposeful learning environment and dramatically improved teacher retention by providing regular coaching and feedback. We also regularly assessed workplace satisfaction using the Q12 survey created by Gallup. These indicators allowed the leadership to share practices that improved the school environment for teachers and staff.</p>
<p>Assessment and instructional decision-making: Describe the school's use of formative and/or benchmark assessments during the 2011-12 school year. Describe how qualitative and quantitative data was used by teachers and school leaders to inform, guide, and improve instructional planning and practice.</p>	<p>We piloted the use of interim assessment cycles this year to drive improved outcomes for students. The interim assessments were designed by teachers with support from the instructional leadership. Before each interim assessment the teachers and coaches went through a regular cycle.</p> <ol style="list-style-type: none"> a. Predict student performance based on formative classroom assessments. b. Administer the assessment. c. The regional team prepared data reports that provided item and cohort analysis.

	<p>d. The teacher and coach would compare actual to predicted performance in order to sharpen the effectiveness of formative and qualitative assessment.</p> <p>e. The teacher and coach would then perform deep analysis to identify the standards in need of re-teaching and the students in need of remediation or challenge.</p> <p>f. The teacher and coach would work to create an action plan for re-teaching, remediation, and challenge including timelines for implementation.</p> <p>The teacher would assess the effectiveness of the re-teaching and remediation through classroom assessments.</p> <p>This cycle showed a great deal of promise. The teachers who implemented it with fidelity delivered strong results for their students. We will continue this work next year.</p>
<p>Program evaluation: Describe and provide evidence of the systems and structures that were in place during the 2011-12 school year to review the academic program for quality and effectiveness. Describe any modifications made to programs to ensure improvement.</p>	<p>The Executive Director conducted weekly meetings with the school leaders to review instructional leadership, academic performance, and school culture. These meetings focused on observations and data. The school leaders would identify action steps and implement those on a regular basis. Additionally we created a dashboard of progress on goals that was reported on quarterly to the entire staff and board. We also started a Teaching and Learning Committee at the board level. Finally we benefited from school reviews by KIPP National staff. In the coming year we will refine the school dashboards, increase accountability for leaders and coaches to implement action plans, and we will add internal school reviews.</p>

4.c. ORGANIZATIONAL VIABILITY

- Accountability Plan Objectives & Measures Relating to Organizational Viability
- Common School Performance Criteria – Organizational Viability

Objectives (from KIPPMA Accountability Plan)	Measures (from Accountability Plan)	FY12 Results
<p>Objective #9 KIPP Academy Lynn will maintain sound organizational viability by maintaining <i>strong parental support and commitment</i> to the school.</p>	<p><u>Communication Measures:</u></p> <ul style="list-style-type: none"> • 95% of parents will read, sign and return their child’s weekly paycheck. • 100% of parents will participate in at least one conference at the school. <p><u>Attendance Measures:</u></p> <ul style="list-style-type: none"> • Each year the average daily attendance rate at KIPP Academy Lynn will meet or 	<p>Achieved: Parents were held accountable for their role in ensuring their child is behaving properly and ready to learn. All parents signed their child’s paycheck. Each quarter parents came to the school to sign for their child’s report card and meet with teachers to discuss their child’s personal situation, successes, and challenges. Every child has had a parent or guardian come to at least one conference.</p> <p>Achieved: In FY12, student average daily attendance exceeded 93%.</p>

	<p>exceed 93%.</p> <p><u>Parent Survey Measures:</u></p> <ul style="list-style-type: none"> 70% of KIPP Academy Lynn parents will return an annual parent survey, in which over 80% of responding parents will grade school's effectiveness in communicating with parents, and teacher effectiveness at a 4 (satisfied) or higher on a scale of 5 (very satisfied) to 1 (very unsatisfied). <p><u>Student Enrollment Measures:</u></p> <ul style="list-style-type: none"> Each year the school will demonstrate community support by filling 100% percent of available seats prior to the start of the academic year. <p><u>Student Attrition Measures:</u></p> <ul style="list-style-type: none"> The school's annual student attrition rate will be equal to or less than 10%. <p><u>Parent Involvement Measures:</u></p> <ul style="list-style-type: none"> 80% of KIPP Academy Lynn families or guardians will attend a school-sponsored event over the course of each year. 	<p>Achieved: In FY12, 85% of parents completed surveys and rated KAL's effectiveness in communicating with parents and teacher effectiveness both above a 4.5 out of 5.</p> <p>Achieved: KIPP began the year with 100% of seats filled and 151 students on the waiting list.</p> <p>Achieved: In FY12, KAL's student attrition rate was 2.95%.</p> <p>Achieved: Over 80% of families attended at least one school-sponsored event during FY12.</p>
<p>Objective #10 KIPP Academy Lynn will maintain sound organizational viability by demonstrating <i>sound fiscal and administrative practices.</i></p>	<p><u>Balance Sheet Measures:</u></p> <ul style="list-style-type: none"> Annual balance sheets will show the school is fiscally sound and maintains adequate cash reserves equal to two months of operating expenses, plus a line of credit equal to one and one half months operating expenses. <p><u>Audit Measures:</u></p> <ul style="list-style-type: none"> The completion of an annual financial audit with an unqualified opinion. The completion of the annual audit with no reported significant deficiency findings or material weaknesses. 	<p>Achieved: KAL's cash operating budget in FY12 was \$6,672,104 (middle school, high school, and shared services combined). Throughout FY12, KAL held a \$1,000,000 line of credit with Boston Private Bank, equivalent to 1.8 months of expenses. Due to the need to finance a new facility, KAL did not have cash reserves equal to two months throughout the year, but was able to manage cash flow in a fiscally sound manner and generate a year end surplus.</p> <p>Achieved: KIPP Academy Lynn's financial audit for FY11, conducted by the accounting firm Alexander, Aronson, Finning & Co., demonstrated the school's strong financial position, resulting in a clean, unqualified audit with no significant deficiencies or material weaknesses. KAL is on track for a similar audit of FY12.</p>
<p>Objective #11 KIPP Academy Lynn will maintain sound organizational viability by demonstrating <i>sound governance.</i></p>	<p>KIPP Academy Lynn will have 100% Board of Trustees' participation in the planning, fundraising, and governance of the school.</p> <ul style="list-style-type: none"> Each board member will contribute to the organization financially and/or by making in-kind donations. Each board member will attend at least 75% of board meetings. Each board member will participate in 	<p>Achieved: 100% of KAL board members contributed financially in FY12.</p> <p>Achieved: Each KAL board member attended at least 75% of board meetings.</p> <p>Achieved: All board members attended at</p>

	at least one school event during the year.	least one school event during FY12.
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Common School Performance Criteria (Organizational Viability) (from DESE)	FY12 Progress Report
<p>Policy decisions: Describe any major policy decisions made by the school’s board of trustees during the 2011-12 school year. Describe the systems and structures for board of trustees’ decision-making and communication that have been established by the school.</p>	<p>Major FY12 decisions made by the board about KIPP Academy Lynn including approving:</p> <ul style="list-style-type: none"> • FY12 Final Budget • FY12-20 Business Plan • FY12 Audit • Executive Director Transition Plan from Josh Zoia to Caleb Dolan • Executive Director Compensation • Board Chair Transition from Thomas Fredell to Michael Kendall • One new board member and several term renewals • FY13 Budget • Increasing Line of Credit from \$1M up to \$2M for FY13 • Board Development & Governance Plan, including launch of Teaching & Learning committee <p>In Fall 2011, the Governance Committee launched a formal Board Development Project for the board to approve in Dec 2011 and fully implement beginning Jan 2012. A detailed board development plan was produced and approved. KIPP Lynn benefits from an effective, highly engaged, and strategic board. The board will maintain these strengths, and – like the organization – evolve new capacities to successfully lead, govern, and resource the organization’s business plan and next phase of growth. To support growth and sustainability, the board will continue its already strong engagement on strategy and governance, strengthen its oversight of program quality, and make a major increase in its role in fundraising and securing resources. The Board is <u>NOT</u> becoming an exclusively “fundraising board.” Rather, it is adding increased fundraising to a range of other roles and expertise.</p>
<p>Amendments to the charter: Describe any major or minor amendments to the charter proposed by the board of trustees and approved by the Commissioner or Board of Elementary and Secondary Education during the 2011-12 school year.</p>	<p>During FY12, the KIPP Academy Lynn board of trustees did not propose any amendments to the charter for KIPP Academy Lynn.</p>
<p>Complaints: Describe any official complaints (written) received by the board of trustees pursuant to the state’s charter school regulations, 603 CMR 1.10. This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved.</p>	<p>During FY12, the KIPP Academy Lynn board of trustees did not receive any complaints.</p>
<p>Oversight: Describe how the board of trustees assessed the performance of</p>	<p>Board oversight and governance results are covered in KIPPMA Accountability Plan Objective #11 above. See reports in that section</p>

<p>the school and school leader(s) during the 2011-12 school year. Include information about which constituent groups in the school were involved in the evaluation process.</p>	<p>above.</p>
<p>Board planning: Describe any relevant planning efforts undertaken by the board of trustees, the results of those efforts, and the current status of any initiatives launched as a result of this planning. Describe any relevant goals established by the board of trustees during the 2011-12 school year outside of the school's accountability plan. Describe the tools for measuring progress toward meeting those goals, and how progress is reported to the board of trustees.</p>	<p>During FY12, the Board of Trustees and management team of KIPP Academy Lynn and KIPP Academy Boston developed and approved a business plan for the growth of the KIPP Massachusetts region during FY12-FY20. KIPPMA will grow over 8 years -- from 1 charter and 1 school in Lynn serving 370 students in FY11 to two charters and 5-6 schools in Lynn (3-4, K-12) and Boston (2, K-8) serving approximately 2,160 students by FY20. Some of KIPP's proposed charters are in place and approved by DESE and some will require application and approval. KIPP's Lynn Middle School was founded in FY05, and Lynn High School opened FY12 when the charter was expanded. Three more schools will open by Fall 2015: Boston Middle School (FY13), Boston Elementary (FY15), and Lynn Elementary (FY16). Charters are approved for Lynn MS and HS, and for Boston ES and MS. Lynn ES charter is still required. Each school adds one grade per year and take 4-5 years to reach full scale and sustainability – all by FY20. In addition, KIPP is applying for amendments to its K-8 Boston charter to increase the size of its ES and MS, and add a High School. The business plan covers all areas of the organization, including Mission, Track Record, Market Analysis, Growth Strategy, School Design, Alumni Support Programs, Regional Structure, Talent Plan, Board & Governance, Facilities, and Financial Plan & Sustainability.</p> <p>In addition, the management team recommends and the Board approves Annual Organizational Goals for KIPP Academy Lynn and KIPP Academy Boston, and reviews a dashboard report of progress against those priorities at 4-6 board meetings per year, with back up data on academic results, financials, and other areas.</p>
<p>Family engagement: Describe how the school measured whether families were satisfied with the school's program. Include the results of any student, staff, and/or family surveys conducted during the 2011-12 school year. Include the number of students/families who participated in such surveys. Describe how the school involved families as partners in the education of their children during the 2011-12 school year.</p>	<p>This question is answered under Accountability Plan Objective #9 above, <i>KIPP Academy Lynn will maintain sound organizational viability by maintaining strong parental support and commitment to the school.</i></p>
<p>Safety: Describe how the school established and maintained a physically safe environment and one free of harassment and discrimination for students and staff during the 2011-12 school year. Describe how the school addressed the social, emotional, and health needs of its students during the prior school year.</p>	<p>KIPP Academy Lynn maintained a physically safe environment through regular walkthroughs by the operations team and hiring of an additional janitor to maintain cleanliness.</p> <p>We completed bullying and civil rights training for staff and held regular conversations and lessons with our students about how to avoid becoming a bully and how to stop bullying.</p> <p>We had a full time nurse to address the health needs of our students</p>

	and two full time counselors to address social and emotional issues. Additionally our advisory system provided regular small group opportunities to develop character strengths and address concerns. It also enabled every student to develop a strong relationship with an adult in the building.
Employee qualifications: Describe how the school ensured that all employees met all applicable state (pass the MTEL within first year of employment) and federal standards (Highly Qualified) during the 2011-12 school year.	We provided support to teachers with test prep and information about how access necessary courses to meet all state and federal standards.
Financial oversight: Describe how the school developed a budget for FY 2012. Include information on the budget planning process and the process for making decisions and setting priorities.	From January to June 2011, KIPP Academy Lynn’s management team and staff developed the FY12 budget. Staff included the Executive Director, COO, Finance Director, Principal, School Operations Director, and various instructional leaders. The process including reviewing prior year budget to actual financials and other school data. The FY12 budget was set in alignment with KIPP’s long-range business plan. The Board’s Finance Committee reviews priorities and drafts of the budget to advise on critical issues and typically recommends two versions of the budget to go to the full Board (1) Draft Provisional Budget in April and a (2) a Final Board-Approved Budget in June.

5. Recruitment & Retention Plans

Please refer to Data Section appendices for:

- 2011-12 Recruitment & Retention Plan: Implementation Report
- 2012-13 Recruitment & Retention Plan

6. Dissemination

As outline in KAL’s original charter, KIPP Academy Lynn is committed to sharing best practices with charter schools across the state, and most especially with the citizens of Lynn.

KIPP Lynn hosted many visitors in FY12, including representatives from other Massachusetts charter schools; other national, state, and local K-12 educators, professionals, and researchers; and staff from other KIPP schools and regions from around the country. In addition, KIPP hosted visits from numerous elected officials, policy makers, private donors, and corporate champions who absorb KIPP strategies and share with other education organizations with which they are involved.

KIPP Lynn in FY12 was regularly visited by representatives from the KIPP Foundation, which captures best practices from such visits and shares with other KIPP schools and regions from around the national KIPP network.

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

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

7. Financial Reports

- a. FY 2012 statement of revenues, expenses, and changes in net assets (income statement)
- b. FY 2012 statement of net assets (balance sheet)
- c. FY 2013 approved school budget
- d. Capital plan

FY12 KIPP:MA & KIPP Academy Lynn

KAL, KAB and FOKAL (excluding 90 High Rock QUALICB)

FY 2012 Preliminary Income Statement

Preliminary as of 8/1/12 (audited financial statements not available until October 2012)

Jul 2011 - Jun 2012

Income	
Per Pupil Tuition	5,338,300
Total Federal and State Entitlements	1,064,216
Total Private Grants & Contributions	3,177,340
Total Lunch Reimbursements	218,340
Total Transportation Reimbursement - Lynn	32,400
Total Other Income	<u>64,103</u>
Total Income	<u>9,894,700</u>
Expense	
Personnel Expenses	
Total Base Salaries	4,148,265
Salary- Other	125,390
Professional Development Staff	93,758
Total Staff Benefits	442,437
Total Payroll Taxes	<u>236,949</u>
Total Personnel Expenses	5,046,799
Total Direct Student Services	825,312
Total Nutrition Program Expense	308,669
Total Transportation Expense	166,851
Total Facility Expense	527,957
Total General and Administrative Expense	778,031
Total Other Expense - Alumni Program	<u>288,337</u>
Total Expense	<u>7,941,957</u>
Net Income	<u>1,952,743</u>

Approximately \$440,000 of
Net Income related to KIPP
Boston Planning and Startup

FY12 KIPP:MA & KIPP Academy Lynn

KAL, KAB, and FOKAL (excluding 90 High Rock QUALICB)

Balance Sheet 6/30/12 Preliminary

Updated as of 8/1/12 (audited financial statements not available until October 2012)

6/30/2012

ASSETS	Current Assets		
		Total Cash Accounts	3,541,165
			Approximately \$1.6 million restricted for 90 High Rock Capital Project
		Total Receivables	2,377,526
			Approximately \$930,000 in Capital Campaign Pledges
		Total Other Current Assets	-552,538
	Total Current Assets		5,366,152
	Fixed Assets		
		Total Fixed Assets	57,693
	Other Assets		
		Total Other Assets	20,615,547
			Investment in 90 High Rock Capital Project
TOTAL ASSETS			26,039,392
LIABILITIES & EQUITY			
	Liabilities		
		Total Current Liabilities	-479,501
		Total Long Term Liabilities	18,175,000
		Total Liabilities	17,695,499
	Equity		
		Retained Earnings	6,391,150
			Approximately \$440,000 of Net Income related to KIPP
		Net Income	1,952,743
		Total Equity	8,343,893
TOTAL LIABILITIES & EQUITY			26,039,392

KIPP Academy Lynn - FY13 Operating Budget

Updated 6/7/12
 (Cash Basis, Excludes KIPP Boston and KIPPMA Regional Office services not provided to KIPP Academy Lynn)

KIPP Academy Lynn FY13 Operating Budget

REVENUE	
Public Tuition Revenue (State/Local)	6,959,890
Other State Formula Revenue	129,650
Federal Formula Revenue	547,589
Public Special Grants & Start Up Funds	264,000
Private Revenue	902,709
Other Income	38,235
TOTAL REVENUE	8,842,073
EXPENSES	
Personnel - Base Salaries - School-Based Staff	3,893,959
Personnel - Other	904,335
Direct Student Expenses	1,618,055
Administration	304,287
Facilities	847,061
Regional Support Services & Programs	975,000
TOTAL OPERATING EXPENSES	8,542,697
TOTAL SURPLUS/DEFICIT	299,377

FY13 Capital plan:

- In FY12 and July 2012, KIPP Academy Lynn completed its new construction, 68,000 square foot High Rock facility to co-locate its Middle and High Schools at 90 High Rock Street, Lynn MA, 01902.
- No new capital projects are currently planned.

8. Data Section

- Instructional Time
- Student Enrollment Information
- Student Demographic & Subgroup Information
- Administrative Roster & Organizational Chart
- Teacher & Staff Attrition
- Members of Board of Trustees
- 2011-12 Recruitment & Retention Plan Reflection Template
- 2012-13 Recruitment & Retention Plan Template

INSTRUCTIONAL TIME:	
Total number of instructional days established in the school's charter or subsequent amendments	180+
Total number of instructional days for the 2011-12 school year	185
First and last day of the 2011-12 school year	8/17/11 – 6/21/12
Length of school day (please note if schedule varies throughout the week or the year)	7:20-5:00 Mon.-Thurs. 7:20-2:30 Friday

STUDENT ENROLLMENT INFORMATION:	
# of students who completed 2010-11 school year but did not reenroll for 2011-12 school year (excluding graduates)	12
Total # of students enrolled as of October 1, 2011	467
Total # of students who enrolled during 2011-12 school year after October 1, 2011	2
Total # of students who left during the 2011-12 school year after Oct 1, 2011	14
Total # of students enrolled as of the June 30, 2012 SIMS submission	465
# of students who graduated at the end of the 2011-12 school year	12
# of students on the waitlist as of June 30, 2012	151 (FY12)

In addition to completing table above, please provide a summary of reasons for all student departures (excluding graduation). Include students who did not return for 2011-12 school year (excluding graduates) as well as students who left school during 2011-12 school year.

- 22 KAL students left between last day of school (6/20/2011) and 10/1/2011)
- 14 KAL students left after 10/1/12, not including any that finished last day of school for FY12 but not returning.

Reason for Departure (6/20/11 – 10/1/12)	Number of Students
Moved Out of Area	12
Attended Another High School Other than KIPP High School	5
Insufficient Services	2
Incarcerated	1
KIPP Program Too Difficult / Hours Too Long	2
No Reason Given	14

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2012 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	122	26%
Asian	16	3%
Hispanic	256	70%
Native American	0	0%
White	54	12%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	17	4%
Special education	61	13%
Limited English proficient	36	8%
Low income	388	83%

ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR

Title	Brief Job Description	Start date (in position)	End date
Executive Director	Overall leadership of all aspects of KIPP Academy Lynn (& KIPP Boston)	FY12	N/A
2 School Leaders (Principals)	Instructional Leadership of Middle School and High School	FY05 FY11	N/A
3 Assistant Principals	Instructional Leadership, Coaching of Teachers, Teaching Courses	FY11, FY11, FY12	N/A
Dean	Discipline & Student/Family Relations, Electives/Sports	FY05	N/A
Chief Operating Officer	Business Operations Management (KIPP Academy Lynn & Boston)	FY11	N/A
Chief Development Officer	Private Fundraising (KIPP Academy Lynn & Boston)	FY10	N/A

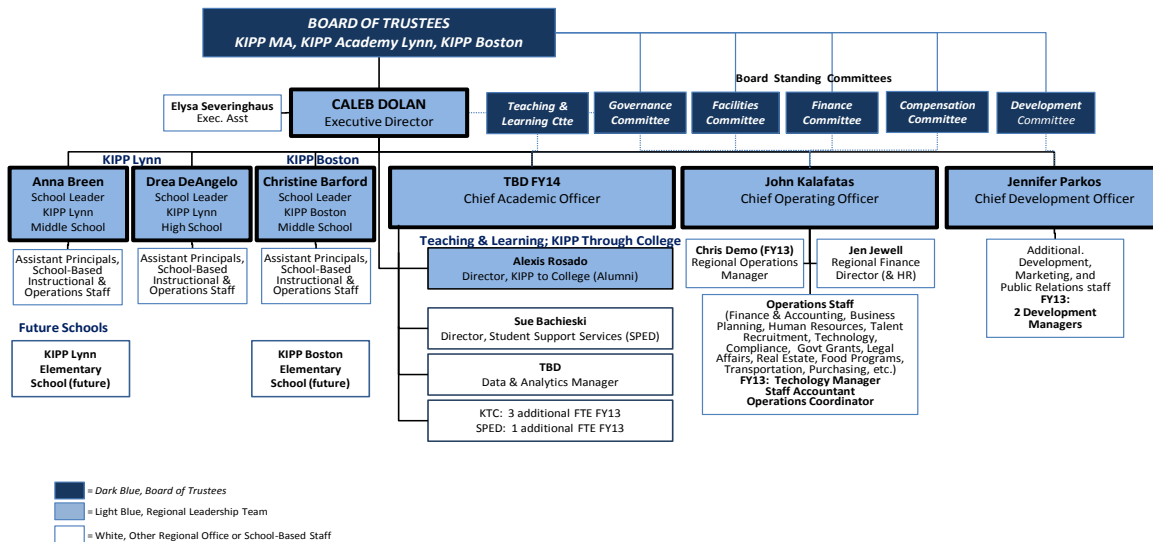
Provide an organizational chart including administrators' names and titles.

Regional Structure

FY13 Regional Org Chart: Management

DRAFT 3/30/12

KIPPMA is currently developing its regional management structure and organizational chart required to deliver its FY12-20 growth plan. The draft below outlines the FY13 management structure of the Regional Leadership Team (Regional Office senior managers + School Leaders), but additional management positions and alternative structures are still being considered.



TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR			
	Number as of the last day of the 2011-12 school year	Departures during the 2011-12 school year	Departures at the end of the school year
Teachers	40	3	3
Other Staff*	25	1	4

* Other Staff includes: Exec Director, Principal, Asst Principals, Dean, Nurse, Counselors, School Psychologist, Secretary, Cafeteria Aide, Custodian, Operations Staff, Development Staff, etc. including portion of "Regional Office" shared services allocated to Lynn (vs. Boston) Charter.

Please provide a summary of the reasons for teacher and staff departures (during and after year).

- KIPP Reasons for Teacher Departures: 2 Relocations, 1 Health Reasons, 2 Performance Reasons, 1 Other
- KIPP Reasons for Staff Departures: 1 Performance Reasons, 2 Retirement, 1 Career Change

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise or additional role at school (parent, staff member, etc.)	- # of terms served - Length of each term, including date of election and expiration
Skip Besthoff	Member	Finance, Facilities	N/A	Serving 1 st 2011-2014
Danielle Boudreau	Secretary	Governance, Development	N/A	Serving 2 nd 2011-2014
John Connors	Member	Development	N/A	Serving 1 st 2012-2014
Jennifer Davis	Vice Chair	Teaching & Learning, Compensation	N/A	Serving 3 rd 2011-2014
Thomas Fredell	Member	Compensation	N/A	Serving 2 nd 2009-2012
Barbara Goldman	Member	Facilities, Development	N/A	Serving 2 nd 2011-2014
Amanda Seider	Member	Teaching & Learning	N/A	Serving 1 st 2011-2014
Mike Kendall	Chair	Compensation	N/A	Serving 1 st 2009-2012
Frances McLaughlin	Member	Teaching & Learning,	N/A	Serving 1 st 2010-2013

		Compensation		
Nathan Sanders	Treasurer	Finance, Teaching & Learning	N/A	Serving 1 2010-2013
Scott Sarazan	Member	Facilities, Governance	N/A	Serving 2 2010-2013
Caleb Dolan	Member	N/A	Exec Director	Serving 1 2012-2014

KIPP Academy Lynn Charter School
Recruitment & Retention Plan: *Implementation Report*
School Year 2011-2012



Charter School Regulations, 603 CRM 1.09, require all charter schools to include the following in the Annual Report: a report on the school's implementation of its recruitment and retention plan and an updated recruitment and retention plan for the upcoming school year. As outlined by Charter School Statute and Regulations, the extent to which a charter school has adhered to and enhanced its recruitment and retention plan will be taken into account by the Board of Elementary and Secondary Education when making renewal determinations for a school's charter.

Please use the template below to provide detailed evidence of the implementation of the charter school's 2011-12 recruitment and retention plan and to describe the proposed changes, as necessary, to enhance the plan for the upcoming school year. The proposed changes should be included in the school's 2012-13 recruitment and retention plan as well.

The actual enrollment outcomes of the school's 2011-12 recruitment and retention efforts will not be available until the October 2012 SIMs data is released, so please describe plan implementation without reflecting on the potential results of the 2011-12 recruitment and retention plan.

Please see the template below for some examples of how to report on the recruitment and retention plan. When filling out this section for the annual report, please delete the samples and only refer to strategies included in the submission of your school's 2011-12 recruitment and retention plan.

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
Demographic Group: A. Special education students	<ul style="list-style-type: none"> Encourage all students to apply Special Education Director and Teachers available at information meetings for questions and discussions. Highlight our commitment and outcomes for special education students (MIT study) in promotional materials 	<ul style="list-style-type: none"> Encouraged all students to apply (including recruitment events at YMCA, Boys and Girls Club, Girls Inc, Gregg House) We held a Parent Advisory Meeting with the Director of Special Ed on November 8th, as well as at least one other family event per month Had Kate Riley, our Learning Specialist, on hand at parent nights. 	Have multiple learning specialists on hand at information nights (e.g. Kate Riley, Josh DoBell, Chris Bobby, and Kiley Malloch), and

<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<ul style="list-style-type: none"> • Encourage all students to apply. • All materials available in English and Spanish. • Highlight our commitment and outcomes for LEP students (MIT study) in promotional materials • Adult Ed program specifically designed for “KIPP family,” which includes ESL classes, circulates and explains recruitment material. • Recruitment materials posted at local stores. • Translators available at all meetings. 	<ul style="list-style-type: none"> • See above A. • All materials, applications, and family communications are in English and Spanish • Held adult ed classes as described here • Spanish translation was available at all meetings • Adult Ed program offered ESL classes 	<p>At high school level, prioritized growing ESL teacher team; now both Nathan Chud and Lindsey Ryan teach ESL.</p>
<p>Demographic Group: C.</p> <p>Students eligible for free lunch</p>	<ul style="list-style-type: none"> • All students’ families are required to fill out the “Lunch Application.” • One on one student family registration appointments • Neighborhood/home visits by staff. • Community service in low income neighborhoods 	<ul style="list-style-type: none"> • All families filled out the lunch application regarding qualifications for free or reduced price lunch • Held one on one family registration appointments • Staff conducted home visits, at least one per month per grade level. • All incoming students have home visits scheduled, with at least two staff members attending, before the start of the formal school year. • All families filled out the lunch application. • All teachers and students serve 35 hours of community service per year in the Lynn community. 	<p>No Changes</p>
<p>Demographic Group: D.</p> <p>Students eligible for reduced price lunch</p>	<ul style="list-style-type: none"> • All students are required to fill out the “Lunch Application.” • One on one student family registration appointments • Neighborhood/home visits by staff. • Community service in low income neighborhoods 	<ul style="list-style-type: none"> • All families filled out the lunch application regarding qualifications for free or reduced price lunch • Held one on one family registration appointments • Staff conducted home visits, at least one per month per grade level. • All incoming students have home visits scheduled, with at least two staff members attending, before the start of the formal school year. • All families filled out the lunch application. • All teachers and students serve 35 hours of community service per year in the Lynn community. 	<p>No Changes</p>

<p>Demographic Group: E. Students who are sub-proficient</p>	<ul style="list-style-type: none"> • All students are encouraged to apply. • Highlight the progress of KAL’s students in our materials. Have formerly sub-proficient students tell their stories at recruitment and community events. • The application packet, available at lottery night, includes forms, in English and Spanish, asking parents and families about their concerns for their child’s academic progress. • Reading and ELL testing is done as soon as possible after lottery night, so that tutoring can begin during the summer prior to school starting. 	<ul style="list-style-type: none"> • All students are encouraged to apply. • Current students were on hand at parent and student information nights to share their story (students that attended the MS and new to KIPP HS students) • Application packet included form about academic progress, and at High School level a school counselor met with every incoming student in the spring of 8th grade to set goals, reflect on struggles they may encounter, and proactively set up support systems. • At Middle School level, administered the QRI reading assessment to all new students starting right after the lottery so that ELL services and reading intervention can begin during summer school • At High School level, incoming students take the EXPLORE test aligned with the ACT as an extra data point in placing students in reading and math support classes. They also take a Spanish placement test. All students that need reading support are tested during 9th grade orientation. 	<p>We will have more concrete data to share regarding our students that came in struggling the most this coming year, now that we have completed a year. We will likely add this data to our recruitment materials.</p>
<p>Demographic Group: F. Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • The KAL “Alumni Coach/Director” keeps track of all KIPP alum, providing tutoring and support to students as they work their way through high school via the CHAMPS program. • For students at risk of dropping out (h) for the HS: <ul style="list-style-type: none"> -daily advisory meetings within a small, consistent group -(at least) quarterly check-ins with the school counselor -additional tutoring time for students failing courses • For part 2, we could also list offering a variety of electives for students as a strategy. 	<ul style="list-style-type: none"> • All students were matched with an advisor and an advisory group of no more than 10 students. Advisories met regularly (every day at High School level), focusing on goal setting, one on one check ins, team building, and college knowledge. Advisors called home every 2-3 weeks to give families an update on their students. • Grade level counselor met with students regularly, at least once a quarter at High School level. • Every two weeks, progress reports were sent home. If students were failing, they received an additional 4.5 hours of tutoring per week to get back on track. • At High School level, students had the choice of 24 electives in the arts, academics, and athletics over the course of the year. • All ninth graders participate in health classes over the course of the year to push healthy decision- making. 	<p>In addition strategies at the left, we will be matching 9th and 10th grade advisories together for team building.</p>

<p>Demographic Group: G. Students who have dropped out of school</p>	<ul style="list-style-type: none"> • n/a 	<p>n/a</p>	
<p>Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> • Encourage all students to apply. Have stated High Expectations • Cultural relevancy professional development focus for staff to increase staff competencies in enhancing curriculum and instruction for all under-achieving sub-groups as outlined. 	<ul style="list-style-type: none"> • Encouraged all students to apply. • Cultural relevancy professional development was provided over 4 sessions throughout the year and in coaching sessions, and staff worked to make our curriculum culturally relevant • At High School, Literature and Speech and Composition curriculums were created in alignment with our students diverse backgrounds, culturally and socio-economically. • College knowledge sessions were run throughout the year to target the knowledge gap many of our students had. • All ninth graders participate in health classes over the course of the year to push healthy decision- making. • Culturally relevant speakers met with students on multiple occasions this year. 	<p>Continue to bulk up our college knowledge curriculum, offering sessions during advisories, seminars during year, and 10th grade technology course focused on building knowledge base. Continue to invite in speakers representing our students' cultures in order to build perspective of future opportunities.</p>

Student Retention Goal			
Goal for student retention (during SY2011-12) (%)		Actual student retention SY2011-12¹	
Our Accountability Plan states equal to or less than 10%; the attrition rate goal for 2011-2012 is under 5%.		<ul style="list-style-type: none"> • 93.05% Actual Retention Rate in FY12 • This year we 14 of 473 students left KIPP Lynn for an attrition rate of 2.95%. 	
Group	Goal/Strategy	Strategy Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
ALL GROUPS Minimize student attrition; maximize student retention.	Provide support for success in every area: <ol style="list-style-type: none"> 1. Academic tutoring 2. Advisory 3. Counseling 4. Phone calls and meetings with parents and family 5. Appropriate incentives and rewards 6. H.S. offering a variety of electives for students 	<p>All 6 strategies to the left were implemented for all demographic groups at Middle School and High School. At the High School level for example:</p> <ul style="list-style-type: none"> • All students were matched with an advisor and an advisory group of no more than 10 students. Advisories met every day, focusing on goal setting, one on one check -ns, team building, and college knowledge. Advisors called home every 2-3 weeks to give families an update on their students. • The grade level counselor met with students at least once a quarter. • Every two weeks, progress reports were sent home. If students were failing, they received an additional 4.5 hours of tutoring per week to get back on track. • Additional support was offered weekly with an afterschool Math Club for students needing extra support. In 4th quarter, a Biology Club was created for similar reasons. • Students had the choice of 24 electives in the arts, academics, and athletics over the course of the year. Nine sports teams were launched as a part of our electives. • Students attended four academic trips over the course of the year, and had the opportunity to earn an additional four trips based on passing all classes and having minimal detentions. Students also spent four days in the community working on community service projects with advisories. • Additional opportunities, such as competing in the State Science Fair, 	At the High School level, we are adding an additional sports team, Girls Soccer, and continuing to grow our electives program as we have more students and more available teachers.

¹ The *stability rate* measures how many students remain in a district or school throughout the school year. According to DESE guidelines, the stability rate for any school year is: the number of students who remain in the school for the entire year divided by the total number of students enrolled as of October SIMS.

		having an animal dissection day on a Saturday morning for students passionate about anatomy, and multiple summer opportunities were provided to students as well.	
A. Special Education	See above	See above	See above
B. Limited English-proficient students	See above	See above	See above
C & D. Students eligible for free or reduced lunch	See above	See above	See above
E. Students who are sub-proficient	See above	See above	See above
F. Students at risk of dropping out	See above	See above	See above
G. Students who have dropped out of school	See above	See above	See above
H. Other subgroups of students who should be targeted to eliminate the achievement gap	See above	See above	See above

**KIPP Academy Lynn Charter School
Recruitment & Retention Plan
School Year 2012-2013**



I. Recruitment Plan

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

<p>General Recruitment Activities List recruitment activities undertaken each year which apply to all students.</p>
<p>Distribute and Publicize Student Application Availability – distributed in English and Spanish</p>
<p>Information Meetings – including high school parent and family meetings</p>

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

<p>Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for <u>each</u> demographic group.</p>	
<p>Demographic Group: A. Special education students</p>	<ul style="list-style-type: none"> • Make clear statement in cover letter sent to families that all students grade-eligible students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs. • Briefly explain in information materials support services provided to students. Highlight our commitment and outcomes for special education students (MIT study) in promotional materials. • Provide parents with contact information of founding Principal and Special Education teacher (once hired) for any questions on the school’s Special Education program.

<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<ul style="list-style-type: none"> • Encourage all students to apply, including those for whom English is a second language and/or who also speak a language other than English at home. • All materials available in English and Spanish. • Highlight our commitment and outcomes for LEP students (MIT study) in promotional materials • Adult Ed program specifically designed for “KIPP family,” which includes ESL classes, circulates and explains recruitment material. • Recruitment materials posted at local stores. • Translators available at all meetings.
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<ul style="list-style-type: none"> • Encourage all students to apply, regardless of income status. • All students’ families are required to fill out the “Lunch Application” indicating income information to qualify for free or reduced price lunch. • One on one student family registration appointments to ensure low-income families correctly complete qualifying information • Neighborhood/home visits by staff. • Community service/outreach in low income neighborhoods
<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<ul style="list-style-type: none"> • Encourage all students to apply, regardless of income status. • All students’ families are required to fill out the “Lunch Application” indicating income information to qualify for free or reduced price lunch. • One on one student family registration appointments to ensure low-income families correctly complete qualifying information • Neighborhood/home visits by staff. • Community service/outreach in low income neighborhoods
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<ul style="list-style-type: none"> • All students are encouraged to apply. • Include in recruitment materials the success of KIPP Academy Lynn in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS. Have formerly sub-proficient students tell their stories at recruitment and community events. • Reach out to parents of students at KIPP Academy Lynn who many know students currently struggling academically in Lynn Public Schools. • The application packet, available at lottery night, includes forms, in English and Spanish, asking parents and families about their concerns for their child’s academic progress. • Reading and ELL testing is done as soon as possible after lottery night, so that tutoring can begin during the summer prior to school starting. At the high school level, Spanish placement testing and the EXPLORE test (aligned to the ACT) are given in order to best place students entering 9th grade. • At the high school, the school counselor meets with all incoming students in the spring of their 8th grade year to set goals, reflect on potential obstacles, and proactively plan support systems.

<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • Provide additional socio-emotional and academic counseling to current KIPP students at risk of dropping out of KIPP. • Include in recruitment materials the success of KIPP Academy Lynn in helping students who have been sub-proficient in past years or otherwise demonstrate indicators of drop out risk reach proficient and advanced levels as measured by the MCAS. Have formerly sub-proficient students tell their stories at recruitment and community events. • Reach out to parents of students at KIPP Academy Lynn who may know students currently struggling academically in Lynn Public Schools. • The KAL “Alumni Coach/Director” keeps track of all KIPP alum, providing tutoring and support to students as they work their way through high school via the CHAMPS program. • For students at risk of dropping out for the HS: <ul style="list-style-type: none"> -daily advisory meetings within a small, consistent group -(at least) quarterly check-ins with the school counselor -additional tutoring time for students failing courses -calls home to families with student updates every 2-3 weeks • Literature and Speech and Composition curriculums were created in alignment with our students diverse backgrounds, culturally and socio-economically. • College knowledge sessions were run throughout the year to target the knowledge gap many of our students had. • All ninth graders participate in health classes over the course of the year to push healthy decision- making.
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>n/a</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> • Encourage all students to apply. Have stated High Expectations, • Cultural relevancy professional development focus for staff to increase staff competencies in enhancing curriculum and instruction for all under-achieving sub-groups as outlined.

II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
Annual goal for	

student retention (percentage):	≥95% Student Retention Goal (Our Accountability Plan states equal to or less than 10%; the attrition rate goal for 2012-2013 is 5% or less.)
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
Student Retention Plan	
Retention Activity 1: Parent Involvement	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.
Retention Activity 2: Socio-emotional Support & Advisories	The school will provide behavioral and socio-emotional support to its students as stipulated by students' IEPs and as needed for students not on IEPs. Counseling from an outside provider will be available until enrollment reaches a point where having a full-time socio-emotional counselor is an effective use of the school's resources. In addition, all students are assigned to small advisory groups lead by faculty advisors who provide additional academic counseling and socio-emotional support through small group and individual activities.
Retention Activity 3: Tutoring and Academic Support	KIPP will provide tutoring to all students throughout their KIPP career as needed and as requested by students and parents. The school will provide additional tutoring and homework support to students who enter below grade level in basic academic skills. In addition to support actively provided by the schools, all students will be provided with their teachers', specialists' and administrators' contact information for additional help. All students and families will be aware that teachers, specialists and administrators can be contacted outside schools hours if needed.
Retention Activity 4: Mission and Mottos	The school will instill in our students the school's mission, <i>The mission of KIPP Academy Lynn is to create an environment where the students of Lynn, MA will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college, and the world beyond.</i> mottos, <i>Work Hard, Be Nice.</i> <i>There are no shortcuts.</i> <i>Everything is Earned.</i> and community-based message: <i>If there is a problem, we look for a solution.</i> <i>If there is a better way, we find it.</i> <i>If a teammate needs help, we give.</i> <i>If we need help, we ask.</i>
Retention Activity 5: Incentives and Rewards for Students	The school will provide daily, weekly, quarterly and yearly incentives and rewards to students who remain in good standing in terms of academic

	<p>effort and professional behavior. Good standing will be determined by a student's weekly 'paycheck', a report by a student's teachers on homework quality and completion, class participation, behavior in and out of the classroom at school, and participation in extra credit opportunities. Some of the incentives and rewards include participation in daily electives, end-of-week community meetings, and quarterly and yearly field trips. At the high school level, students earn trips based on being in good standing: passing all classes and earning no more than five detentions per quarter.</p>
<p>Retention Activity 6: Home visits</p>	<p>After enrollment for each new student, teachers will conduct a home visit with the new student and his/her family. During this time they will review what to expect from the school for the student and parents as well as provide additional information and build relationships so that students and families know staff members prior to the first day of school.</p>

DESE Guidelines:

- As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department of Elementary and Secondary Education for a Recruitment and Retention Plan which is updated annually. "The student recruitment and retention plan shall be updated annually and shall include annual goals for: (i) recruitment activities; (ii) student retention activities; and (iii) student retention" (Chapter 71, § 89(f)).
- The plan must list deliberate, specific strategies the school will use to attract, enroll, and retain a student population that, when compared to students in similar grades in schools from which the charter school enrolls students, contains a comparable demographic profile, including limited English proficient, special education, free lunch, and reduced-price lunch students, as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (Chapter 71, § 89(i)).
- The Charter School Office (CSO) will provide schools with demographic data for categories collected in SIMS that are also covered by recruitment and retention plans. The CSO will provide demographic data for the charter school and the cohort schools in the sending district(s) with overlapping grades for students who are limited English proficient, special education, eligible for free lunch, eligible for reduced price lunch, and, for purposes of developing retention goals, the student stability rate. These data will allow schools to develop a plan to attract, enroll, and retain a student population that is comparable to the sending district(s).
- In developing the recruitment and retention plan, please review the regulations governing charter school enrollment and student recruitment, found at [603 CMR 1.06](#).

9. Attachments

NONE