



Accountability Plan and Results

Summary of Goals

Hand in hand with the freedom granted to charter schools comes a great deal of accountability. Our proposed goals are unique to the mission and culture of KIPP Academy Lynn and are represented in the formal Accountability Plan submitted to the Massachusetts Department of Education August 1, 2006. These goals are listed on the following pages in greater detail, along with specific measurement tools and results for the 2005-2006 school year.

1. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *reading and writing*.
2. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *mathematics*.
3. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *social studies*.
4. All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *science*.
5. KIPP Academy Lynn will create an environment where the students of Lynn will develop the *academic skills, intellectual habits, and character traits* necessary to maximize their potential in high school, college, and the world beyond.
6. KIPP Academy Lynn will provide *more time* for students to be engaged in their learning.
7. KIPP Academy Lynn teachers will be recognized as *professional* educators committed to continuous learning and professional development.
8. Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the *path to college*.
9. KIPP Academy Lynn will maintain sound organizational viability by maintaining strong *parental support* and commitment to the school.
10. KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound *fiscal and administrative practices*.
11. KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound *governance*.
- 12.

Is the School an Academic Success?

Goal 1: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *reading and writing*.

Criterion-Referenced Measures:

- On the seventh grade English Language Arts (ELA) MCAS Exam, 75 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.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Value-Added Measures:

- Each year all grade-level cohorts will demonstrate, on average, an improvement of at least three National Curve Equivalent points (NCEs) on the annually administered Stanford 10 Reading Test until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.

2005-2006 Performance:

<i>Grade Level</i>	<i>Benchmark</i>	<i>May 2006</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>43.0 NCEs</i>	<i>56.6 NCEs</i>	<i>13.6 NCEs</i>
<i>6th Grade</i>	<i>54.7 NCEs</i>	<i>58.1 NCEs</i>	<i>3.4 NCEs</i>

Benchmark exams were taken in September of 2005 by fifth grade students and again in May 2006. Sixth grade students were tested in August 2004, March 2005 and again in May 2006. Fifth grade improvement on the Stanford 10 Reading Comprehension Exam exceeded expectations by 10 NCEs.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve the performance standard of “Proficient” or above on the seventh grade ELA MCAS Exam when compared with their peers in *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 2: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in *mathematics*.

Criterion-Referenced Measures:

- On the sixth grade Mathematics MCAS Exam, 45 percent of the students at KIPP Academy Lynn who have been enrolled for two years will achieve the performance standard of “Proficient” or above.

2005-2006 Performance: MCAS results will not be available until fall 2006.

- On the eighth grade Mathematics MCAS Exam, 50 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.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Value-Added Measures:

- Each year, all grade-level cohorts will demonstrate, on average, an improvement of at least three National Curve Equivalent points on the annually administered Stanford 10 Mathematics Test until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.

2005-2006 Performance:

<i>Grade Level</i>	<i>Benchmark</i>	<i>May 2005</i>	<i>Improvement</i>
<i>5th Grade</i>	<i>48.0 NCEs</i>	<i>61.0 NCEs</i>	<i>13.0 NCEs</i>
<i>6th Grade</i>	<i>63.9 NCEs</i>	<i>75.8 NCEs</i>	<i>11.9 NCEs</i>

Benchmark exams were taken in September of 2005 by fifth grade students and again in May of 2006. Sixth grade students were tested in August 2004, March 2006 and again in May 2006. Fifth grade improvement on the Stanford 10 Mathematics Exam exceeded expectations by 10 NCEs.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on both the sixth grade and eighth grade Mathematics MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 3: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in social studies.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on Social Studies MCAS Exams when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: MCAS results will not be available until fall 2006.

Goal 4: All students at KIPP Academy Lynn will make strong annual progress toward proficiency and excellence in science.

Criterion-Referenced Measures:

- 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.

2005-2006 Performance: Forty-five percent of KIPP Academy Lynn students scored “Proficient” or higher on the fifth grade Science & Technology MCAS Exam.

We believe that after being enrolled in the school for at least two years and receiving 60 minutes of daily science instruction our students will achieve the goal set forth 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.

2005-2006 Performance: Not yet applicable.

Comparative Measures:

- A greater percentage of KIPP Academy Lynn students will achieve at the performance standard of “Proficient” or above on the fifth-grade Science MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: Forty-five percent of KIPP Academy Lynn students scored “Proficient” or higher on the fifth grade Science & Technology MCAS Exam. Comparatively, 29 percent of Lynn Public Schools’ students and 51 percent of Massachusetts’ students scored similarly on the same MCAS exam.

- A greater percentage of KIPP Academy Lynn students who have been enrolled in the school for at least two years will achieve at the performance standard of “Proficient” or above on both the

eighth grade Science MCAS Exam when compared with their peers at *Lynn Public Schools* and the *Massachusetts* state average for their peers.

2005-2006 Performance: Not yet applicable.

Is the School Faithful to the Terms of its Charter?

Goal 5: KIPP Academy Lynn will create an environment where the students of Lynn will develop the *academic skills, intellectual habits, and character traits* necessary to maximize their potential in high school, college, and the world beyond.

School Culture Measures:

- Behavior expectations will be clearly articulated through the use of SLANTing (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the speaker) and signage in every classroom.

2005-2006 Performance: All classrooms displayed signage on the walls to remind students of the primary cultural tenets of KAL, including “No Shortcuts. No Excuses.” and “All of us WILL Learn.” Students were held accountable for SLANTing, learning to be active listeners and participants in the classroom. Students also were taught the work ethic of going beyond basic expectations with the addition of “Ganas” on most assignments. Ganas is an opportunity for students who understand the basic concepts to go beyond expectations with a more difficult application of the concept. Teachers used Ganas to challenge students at their own levels.

- Weekly Songfests will celebrate *academic skills, intellectual habits, and strong character traits*.

2005-2006 Performance: At the end of every Friday afternoon, students dressed in business attire shared songs celebrating the topics they had covered in classes and the culture of KIPP. Song lyrics designed by KIPP teachers and brought in from other KIPP schools included topics such as multiplication tables, geometry, reading, map types, the equator, and oceans of the world. Songfest concluded with “shout outs” to thank teammates for helpful actions throughout the week. These positive emotions closed out our school week.

- In order to better understand the goal-setting process and the feeling of successful goal achievement, students will work with advisors to set goals that will be reviewed and evaluated at least twice per year.

2005-2006 Performance: In weekly advisory meetings students met with approximately ten other classmates and a staff member to discuss specific goals for the week and review the results of the prior week’s goals. Students used their paychecks as feedback on where to focus their efforts in the classroom.

- 100 percent of parents/guardians and students will sign the Commitment to Excellence contract, setting the standard for behavior and expectations for parents and students at KIPP Academy Lynn.

2005-2006 Performance: All of KAL parents and students signed the Commitment to Excellence contract. As necessary, the contract was used to remind parents and students about their agreement and responsibilities, realigning all parties to the expectations of KIPP Academy Lynn.

Paycheck Measures:

- 60 percent of students who have been at KIPP Academy Lynn for two academic quarters or more will earn an average of 35 KIPP dollars (out of 50) or more on their weekly paychecks.

2005-2006 Performance: After being at the school for two academic quarters and understanding school expectations fully, 67 percent of our students earned an average of 35 KIPP dollars or more on their weekly paychecks.

- 60 percent of students who have been at KIPP Academy Lynn for two academic quarters or more will earn the opportunity to participate in the field lessons and trips.

2005-2006 Performance: Over the course of the year, we took more than twenty five trips. Some fieldtrips served as rewards for strong classroom behavior, and others were academic in nature. All students participated in academic field trips, while quarterly incentive trips were earned as a reward for a paycheck average greater than 35 KIPP dollars. Incentive trips included, but were not limited to: Six Flags Amusement Park, Show Case Cinema, Russell's Orchard, Roller World, area beaches, and parties for Halloween and Valentine's Day. Our average attendance at each of these reward trips was 65 percent. Academic field lessons have included visits to Project Adventure, Plymouth Plantation, and Boston Museum of Science. Serving as the ultimate reward for hard work and good behavior, most of the Class of 2013 (fifth graders) spent a week in Washington D.C visiting over fourteen museums and monuments. Similarly, sixth grade students spent 10 days in Utah, camping, hiking, rock climbing, whitewater rafting, exploring the national parks, and challenging themselves.

- At least 60 percent of the grade-level cohort will earn the end-of-year trip.

2005-2006 Performance: Forty (49) of the fifth grade students earned the end-of-the-year trip and traveled to Washington, D.C. for six days visiting monuments, museums, and Georgetown University. The parents of four students chose not to send their child to Washington, D.C. because of age. Forty-one (51 percent) of the fifth grade students did not earn the end-of-the-year trip.

Thirty-three (47 percent) of the sixth grade students earned the end-of-year trip and traveled to Utah for ten days. The parents of three students chose not to send their child to Utah. Thirty-seven (53 percent) of the sixth grade students did not earn the end-of-year trip.

We have established a task force to examine the paycheck measures and determine if we have established expectations and rewards that are attainable for our students. We are investigating paycheck measures used by other KIPP schools nationwide in order to devise a system that continues to hold our students to high behavioral and academic expectations while allowing them to earn the enriching and rewarding end-of-year trips that are an important component of the overall KIPP Academy Lynn experience.

Goal 6: KIPP Academy Lynn will provide more time for students to be engaged in their learning.

Schedule Measures:

- The regular (non-summer) school day will be from 7:25 a.m. to 5:00 p.m. Monday through Thursday and 7:30 a.m. to 4:00 p.m. on Friday.

2005-2006 Performance: School hours were adhered to strictly.

- Saturday school will take place an average of twice per month during the regular school year.

2005-2006 Performance: Students attended 16 Saturday school days, during which they participated in tutoring sessions, art classes, sports games, and step dance sessions.

- Attendance at the annual mandatory summer school will be 90 percent or better for all students.

2005-2006 Performance: Summer school ran from July 11 to July 29th. All students are required to attend summer school. Our attendance rate was 96%.

Goal 7: KIPP Academy Lynn teachers will be recognized as professional educators committed to continuous learning and professional development.

Professionalism Measures:

- Teachers will be reviewed and evaluated semi-annually.

2005-2006 Performance: Teachers received both mid-year and end-of-year evaluations providing feedback on their instruction, management, and discipline methods.

- Goal-setting meetings will be conducted with teachers on a semi-annual basis.

2005-2006 Performance: At the beginning of the year all teachers sat down with Principal, Josh Zoia to establish specific goals for their professional growth. These goals were then formally discussed and reviewed at the end-of-year meetings between Mr. Zoia and the teacher.

- 100 percent of teachers will write detailed, standards-based lesson plans daily.

2005-2006 Performance: The value of thorough, well-developed lesson plans was a theme in much of the professional development for teachers. Teachers focused on continuously improving their lessons, teaching to multiple learning styles and levels, and providing exciting, fun lessons every day.

Continuous Learning and Professional Development Measures:

- 100 percent of the faculty at KIPP Academy Lynn will participate in a minimum of 100 total hours of internal and external professional development.

2005-2006 Performance: Internal KIPP professional development (PD) was attended by the entire staff and includes 30 hours at KIPP Summit in Nevada (national professional development for all KIPP staff nationwide), 80 hours of summer professional development at KAL, 40 hours of PD during the year, and 16 hours at a KIPP conference, for a total of 166 internal PD hours. Our staff also sought outside professional development; for example, teachers attended a Special Education conference in Denver, Colorado and an English Language Arts conference at the University of Virginia. In addition our staff visited other KIPP schools in D.C. and New York.

- An annual staff retreat will be held to foster teamwork and school culture.

2005-2006 Performance: This year's retreat was held over two days in early August for new and veteran staff members. Staff reviewed the school culture and focused on planning for year 2. Planning for year 2 was also conducted at the annual KIPP Summit held in Las Vegas.

- 100 percent of KIPP Academy Lynn teachers will be deemed highly qualified.

2005-2006 Performance: All eight of our academic instructors have taken and passed the MTEL exams in their field.

Goal 8: Students at KIPP Academy Lynn will be consistently reminded and encouraged that they are on the path to college.

College-Focused Measures:

- Every student, at least once per year, will participate in a school-organized college visit.

2005-2006 Performance: Students visited Boston University, Georgetown University, and Harvard University.

- At least once per year, every student will participate in a school-organized college preparatory high school visit.

2005-2006 Performance: Fifth grade students visited Governor Dummer Academy and sixth grade students visited Phillips Andover Academy.

- Student homerooms will be identified by the college name of a staff member and the year that they will commence college.

2005-2006 Performance: The homerooms this year included University of Pennsylvania, Berkeley, Virginia Tech, Baylor University, Purdue, and Notre Dame. Fifth grade students are identified as the Class of 2013 in conversation and on their t-shirts, as 2013 is the year they will go to college. Similarly, sixth grade students are known as the Class of 2012.

Is the School a Viable Organization?

Goal 9: KIPP Academy Lynn will maintain sound organizational viability by maintaining strong parental support and commitment to the school.

Communication Measures:

- 95 percent of parents will read, sign, and return their child's weekly paycheck.

2005-2006 Performance: Parents were also held accountable for their role in ensuring that their child is behaving properly and ready to learn in classes. All parents signed their child's paycheck, and in the rare situations that this was not possible, children called their teachers to let them know the situation and when it would be signed.

- 100 percent of parents will participate in at least one conference at the school.

2005-2006 Performance: Each quarter parents came to the school to sign for their child's report card and meet with the teachers to discuss their child's personal situation, successes, and challenges.

Attendance Measures:

- Each year the average daily attendance rate at KIPP Academy Lynn will meet or exceed 90 percent.

2005-2006 Performance: Average daily attendance for 2005 was 98 percent. Twenty-four students (16 percent of the student body) had 100% attendance.

Parent Survey Measures:

- 70 percent of KIPP Academy Lynn parents will return an annual parent survey, in which over 80 percent of responding parents will grade the 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).

2005-2006 Performance: 90 percent of the parents responded to our annual survey at the end of the year. The responses were positive and reinforced that KIPP Academy Lynn is on the right track.

Overall KIPP Program

- 96% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the overall quality of education their child is receiving.

- 95% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with overall classroom instruction.

Communication

- 95% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with teacher communication with the family.
- 89% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with office communication with the family.
- 77% of parents communicate with their child’s teachers about their performance “sometimes” or “often.”
- 76% of parents feel very welcomed or slightly welcomed when visiting the school.
- 55% of parents attended 3-4 parent-teacher conferences last year, while 25.4% attended 1-2.

Progress and Feedback

- 90% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the quality of homework assignments given to their child.
- 58% of parents feel that their child spends the “right amount” of time on homework; whereas 35% of them feel the homework is “too much.”
- 93% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with their child’s progress at KIPP.
- 86% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the quality of feedback on their child’s performance.

Principal’s Leadership

- 92% of parents surveyed are somewhat satisfied, satisfied, or very satisfied with the principal’s leadership.

Family Involvement

- 89% of parents “sometimes” or “often” listen to their child read aloud or read aloud with their child
- KIPP Academy Lynn parents are interested in the following programs:
 - Family Reading Program: 18%
 - GED Program: 17%
 - Parenting Classes: 16%
 - English Language Learner Classes: 25%
 - Computer Training: 47%
 - Health Services: 21%
 - Budgeting and Money Saving Classes: 33%
- Parents were also interested in volunteering at the school in various ways, including:
 - Office help: 24%
 - Volunteer Coordinator: 12%
 - School Repairs: 17%
 - Painting/Artwork: 14%
 - Fundraising: 27%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know
18. My child likes KIPP.	47%	35%	8%	3%	7%
19. My child is not bullied or harassed at school.	42%	34%	10%	5%	9%
20. The school staff explains how I can help my child at home.	43%	39%	10%	3%	5%
21. The school staff encourages my child to work hard and be nice.	68%	29%	1%	1%	1%

22. The school staff treats my child fairly.	44%	35%	9%	3%	9%
23. When I come to the school people are friendly and helpful.	58%	35%	5%	1%	1%

Comparatively

- 88% of parents feel that their child is somewhat challenged, challenged, or very challenged at KIPP Academy Lynn when compared to their child’s prior school.
- 93% of parents feel that KIPP Academy Lynn is better or much better, in terms of overall quality of education for their child, than their child’s last school.

89% of parents would recommend KIPP Academy Lynn to another family.

Enrollment Measures:

- Each year the school will demonstrate community support by filling at least 95 percent of available seats prior to the start of the academic year.

2005-2006 Performance: The academic school year began at 98 percent capacity, with 78 of our 80 available seats filled. Within the first week, we were at 100 percent capacity.

Parent Involvement Measures:

- 80 percent of KIPP Academy Lynn families or guardians will attend a school-sponsored event over the course of each year.

2005-2006 Performance: On report card evenings, all but five families came to the school to talk to teachers and Principal, Josh Zoia resulting in over 97 percent attendance. For our special Holiday Party and End-of-Year Celebration and Performance, we had over 200 attendees.

Goal 10: KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound fiscal and administrative practices.

Budget Measures:

- Both actual and proposed budgets for each school year will show effective allocation of resources to ensure valuable school program development.

2005-2006 Performance: In collaboration with the Board of Directors, KIPP Academy Lynn’s leadership team designed a formal working budget, aligning its educational priorities with the practical financial constraints of operating the school. While making appropriate allowances for normal school expenses such as teacher salaries, rent, and instructional materials, KAL’s team also made allowances for “more time” expenses such as field trips and extra programming during 16 days of Summer School and 20 days of Saturday School. KIPP Academy Lynn’s team projected a balanced budget and met its annual financial targets.

- A balanced budget will be approved annually and reviewed by the Board of Directors on a monthly basis.

2005-2006 Performance: KIPP Academy Lynn’s board approved a balanced annual budget and reviewed the comparison of the actual and projected financials monthly to ensure KAL’s adherence to its financial plan. For the year, KIPP Academy Lynn spent less than its budget allowances and exceeded its revenue targets.

Balance Sheet Measures:

- Annual balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.

2005-2006 Performance: KIPP Academy Lynn's year end balance sheet demonstrates a sound financial position with more than \$660,000 of cash reserves.

Audit Measures:

- Annual submission of audited financial statements will demonstrate that the school is prudent with public resources.

2005-2006 Performance: KIPP Academy Lynn's financial audit, conducted by the accounting firm Alexander, Aronson, Finning & Co., demonstrated the school's strong financial position, resulting in a clean audit.

Goal 11: KIPP Academy Lynn will maintain sound organizational viability by demonstrating sound governance.

Board Participation Measures:

- 100 percent of KIPP Academy Lynn Board of Directors members will contribute to the organization annually, through financial and/or in-kind donations.

2005-2006 Performance: All of the members of our Board of Directors have donated their time, energy, experience, and/or money to support KIPP Academy Lynn.

- The Board of Directors will hold an annual retreat for the purpose of reviewing organizational strategy.

2005-2006 Performance: The retreat held on October 29, 2005 focused on long-term goal setting for board governance, community development, fundraising, and facilities plan. The board also spent time finalizing board rules and responsibilities.

Board Meeting Measures:

- At least 90 percent of KIPP Academy Lynn Board of Directors meetings will have a quorum.

2005-2006 Performance: All of our Board of Directors' meetings to date have had a quorum.

- KIPP Academy Lynn Board will comply with board-approved bylaws and maintain written minutes for all meetings.

2005-2006 Performance: The Board of Directors has both developed and followed its bylaws. Thorough minutes have been kept at each of the meetings.