



KIPP Academy Boston Charter School

SY 2018-2019 Annual Report

Department of Elementary and Secondary Education

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Introduction to Our School

KIPP Academy Boston Charter Public School (“KABCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	37 Babson Street Mattapan, MA 02126
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2012	Year(s) the Charter was Renewed	2017
Maximum Enrollment	588	Enrollment	595 As of March 1, 2019
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year	185	Students on Waitlist	2461 As of March 1, 2019
School Hours	Monday-Thursday 7:30-4:30 Friday 7:30-12:30	Age of School as of 2018-2019 School Year	6 years
Mission Statement:			
The mission of KIPP Academy Boston Charter School (KABCS) is to empower all of its students with the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college, and the world beyond.			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

The mission of KIPP Massachusetts (KIPP MA) schools is to create an environment where students develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond. Our program is based on:

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

High Quality Instruction

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

Our teachers also have access to network-wide professional development, meeting at least twice per year as a network, as well as KIPP national professional development opportunities.

Beginning in school year 2016-2017, new teachers from both Boston and Lynn were together for three days of summer PD followed by one day of region-wide PD and four days of school-level PD for all staff members. We continue to seek opportunities for cross regional professional development throughout the school year.

To help our teachers have a clear path to develop their practice, we adopted and began using the High Impact Instructional Practices (HIIP) Rubric in school year 2014. This rubric is designed to comprehensively explain what we believe are the skills that support excellent instruction and bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Our teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, we track our progress toward developing high quality instruction using the HIIP rubric at both the individual and the network level. We also use The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

Character Development

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

Family Engagement

We believe that close partnership with our families is essential for our students' academic and emotional well-being, for we view families as the primary stakeholders in a student's success. We begin setting up a partnership with our families through our commitment to excellence and a discussion during home visits about what they can expect from KALCS and what the school should expect from them in terms of support for our students' learning.

Furthermore, we seek to eliminate barriers to allow for transparent communication among our students, families, and teachers/leaders/staff. Our school leaders have an open-door policy and regularly meet with our families and students.

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

College Readiness for All Students

We work with our students from day one to help them become familiar with how to master their path to succeed to and through college or post-secondary education to realize an adult life of independence and impact. We study and learn from the experiences of our KIPP alumni to inform and improve our program so that it better prepares students to thrive after they leave our schools. We engage with our students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

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

Amendments to the Charter

Not applicable

Access and Equity: Discipline Data

KIPP Academy Lynn Charter School is actively working to identify and implement strategies to help reduce our in-school and out-of-school suspension rates. All school and network members review a monthly suspension report, which includes subgroup numbers so we can comprehensively track trends in suspension data. In school year 2016-2017, we began developing and implementing a restorative practices approach in the high school grades that became more robust in the following school year.

At the start of the 2017-2018 school year, all staff members were trained in an aligned approach to developing strong classroom and school culture and received ongoing support from the school leadership team. Staff and leaders also trained on consistent responses to discipline scenarios and created shared decision-making structures that limit the use of exclusion. In many instances, we have seen the 2017-2018 suspension data cut to half of the 2017 rates due to more stringent tracking and usage of these aligned practices. We are committed to continue working on improving suspension rates for all students.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	578	67	0.7	10.7	1.4
EL	178	14	1.1	5.6	1.7
Economically Disadvantaged	412	48	0.2	11.2	1.5
Students with Disabilities	127	25	1.6	18.1	5.5
High Needs	502	61	0.6	11.4	1.6
Female	270	27	0.4	9.3	1.9
Male	308	40	1.0	12.0	1.0
American Indian or Alaska Native	0				
Asian	2				
African American/Black	399	44	0.8	10.0	1.8
Hispanic/Latino	167	22	0.6	12.6	0.6
Multi-race, Non-Hispanic/Latino	8	1			
Native Hawaiian or Pacific Islander	0				
White	2				

Dissemination Efforts

All KIPP MA, schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We host several hundred visitors each year of our charter term across our Boston and Lynn campuses from local district and charter schools. Our teachers, leaders, and regional team have led professional development for organizations such as Teach for America, the Match Teacher Residency, and Building Excellent Schools. In particular, we have led dissemination of KIPP MA's practices for character

education and student engagement. We have shared curriculum and school design resources to all who request them believing that this will improve all schools.

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

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

During our charter term, our operations and network staff have also engaged in opportunities to disseminate best practices, hosting visitors from other charter school and responding to requests for information about areas such as compliance and student assessments.

Beginning in school year 2017-2018, we began partnering with the Broad Residency and hosting Broad fellows. In school year 2018-2019, we had one resident at KIPP MA. Through the program, the resident participates in intense professional development and shares best practices from KIPP MA with other residents in the program who are placed in schools across the country. This positively impacts our ability to collaborate and share non-instructional best practices with traditional public school districts in Massachusetts as well as nationally.

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

In 2018-2019, we hosted Chinese visitors from Elite K12 Schools and they in turn invited three of our leaders to travel and lead professional development sessions for their staff in Shanghai, Beijing, and Ningbo in March 2019. Our Executive Director and Managing Director of Secondary Schools joined one of our principals to share KIPP MA's approach to lesson internalization, coaching teachers, and creating aligned school culture. The collaboration was well-received and KIPP MA is in talks with Elite K12 to host Chinese educators in the future.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classroom and school observations	All positions	We regularly host 100+ visitors each year. Visitors come from our home district and from surrounding districts, as well as from other MA and out of state charters. We have also hosted international visitors.	No grant funding was sought for this work.
Instructional practices, Academic curriculum, Character development	KIPP Share, an online database	All positions	KIPP National Foundation and other KIPP Charter Schools throughout the country	Teachers and school leaders contributed to the body of knowledge available on the KIPP Share database where KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Administration/ Operations Best Practices	Broad Residency Participation	Managing Director of Human Resources and Operations	Traditional Public Schools, Charters, State Agencies	Partnered with the Broad Residency in Urban Education. Through program, we employ a fellow who works at our schools for two years. The fellow gains knowledge of our program, shares best practices with the Broad fellowship program and other fellows, and learn best practices to bring back to KIPP MA. The school receives funding from the program for a portion of the fellow's salary. No grant was written.
Teaching and Learning Operations	School Walkthroughs	All areas	Charter schools, charter management organizations, principals, teachers	At least two times per year in each of our elementary, middle, and high school grades, we invite a team of outside educational leaders to tour our schools and give feedback. The process is ultimately both constructive

				for us and a sharing of best practices both to and from the reviewers. The school did not receive grants funding. No grant was written
Curriculum and School Design Resources	Electronic documents and paper documents	All positions	Anyone who requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
Socio-Emotional Learning and Academic Success	The Boston Ed Talks, hosted by The Boston Foundation	KIPP Through College and Career Director	The Boston Foundation	2019 Boston EdTalks No grants were sought to support this work
Instructional Practices	Professional development	Executive Director, Managing Director of Secondary Schools	Elite K12 Schools	No grants were sought to support this work

Academic Program Success

Student Performance

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

Complete Report Card

<http://profiles.doe.mass.edu/accountability/report/district.aspx?orgtypecode=5&linkid=30&fycode=2018&orgcode=04630000>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Meeting targets	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx [fill in #] Percentile	Meeting 80 percent of Improvement targets

Program Delivery

ELA/Writing/Humanities

In the elementary school, we continue to implement a Balanced Literacy approach including Reader's and Writer's Workshops, Guided Reading, Word Study, Interactive Read Aloud and Shared Reading. We've found success in having our ELA Achievement Leader (curriculum director) provide scripted daily plans for Reader's Workshop and plan to do the same for Writer's Workshop in 2019-2020. We also have set guidelines around the number of minutes students should be reading independently per day in order to ensure we are building reading stamina. In addition to our core ELA blocks, we also have an intervention block where students receive targeted small group instruction based on a specific area of need, including but not limited to LLI instruction from Fountas and Pinnell. We continue to assess using the Fountas and Pinnell and STEP assessments in addition to spelling inventories and on-demand writing assessments.

The KIPP MA middle schools have chosen to maintain much of the ELA/Writing practices from the prior year, including the use of the Wheatley curriculum, which is created by the KIPP Foundation. Based upon student achievement and growth data, we have observed a positive effect upon student mastery. Every year, the KIPP Foundation has revised the curriculum to strengthen alignment to the rigor of the Common Core State Standards.

In SY18-19, the KIPP Foundation made two improvements: the alignment of assessment to lessons and clarifying the teacher facing lesson plan. The goal in simplifying and clarifying the lesson plan was to improve teacher preparation and digestion of the lesson, ultimately improving the quality of instruction. Through these revisions, we've found that the curriculum sufficiently supports student growth in reading skills and content. As a region, we utilized SY17-18 data to determine that additional tweaks needed to be made to the Wheatley writing curriculum to support greater student growth and achievement in writing. We based this decision upon data that revealed a gap between student skill in selected response questions versus student skill in open response questions. Therefore, under the guidance of the ELA Achievement Leader, we supplemented and revised the writing curriculum. Within KIPP MA, we increased the number of on-demand writing prompts. The Wheatley curriculum provides on-demand writing assessment per unit. As a region, KIPP MA has created an aligned on-demand writing prompt to be administered mid-unit. This additional assessment allows teachers to progress monitor student writing skills.

Science

In the elementary school, the Elementary Achievement Leader, in coordination with the KIPP Foundation and content experts in other KIPP regions, spearheaded the adoption and implementation of a new, high-quality, NGSS-aligned Science curriculum called Amplify Science. In addition, the elementary schools piloted high quality computer science and engineering curriculum from Project Lead the Way, using a grant from MassSTEMHub, with the eventual goal of giving all students high-quality Computer Science and Engineering experiences and skills in every grade level, K-12.

In middle school, science teachers continue to use Amplify Science as their primary curriculum. This highly-rated, inquiry-driven program has led to increased student engagement and deeper student comprehension of the material. Led by our Secondary Science Achievement leader, we took steps to bridge the gap between the Next Generation Science Standards (to which Amplify is aligned) and the Massachusetts STE standards. This involved supplementing Amplify lessons with additional materials, as well as creating additional aligned assessments to better monitor student progress.

In addition to science, our schools completed their second year of Project Lead The Way engineering. Each year, one unit of each 5-8 course was dedicated to a different engineering project. All engineering projects were rigorous and related to real-world problems. The goal was to develop students' problem-solving skills and engage them in the practice of working in teams, refining an idea, and sharing it with others. Many students at our schools had opportunities to present their projects to experts in their fields, including our 8th graders, who presented their designs to engineers and doctors at our first regional engineering fair.

Math

The KIPP MA elementary schools have chosen to maintain much of the math practices and structures from the prior year. Based upon student achievement and growth data, we observed a positive effect upon student mastery. We continue to implement a constructivist approach to math within our five distinct math blocks: math workshop, cognitively guided instruction, jar, routines, and fluency. In addition to our core math blocks, we also have an intervention block where students receive targeted small group instruction based on a specific area of need. We found success in having our Math Achievement Leader provide scripted daily plans for our math workshop block and plan to do the same with our fluency block in SY 19-20, as well as provide additional resources and guidance for the intervention block. We continue to assess our progress using the MAP assessment in addition to in-house cumulative math benchmarks, MCAS practice tests, and jar assessments and as a region, we utilized SY17-18 data to determine any additional adjustments that needed to be made to our math curriculum to

support greater student growth and achievement in math. We will continue to do the same with SY18-19 data.

In middle school, we made the shift to a common set of unit and interim assessments, a common scope and sequence, as well as one primary curriculum this year. Based upon student achievement and growth data, we started the process of shifting to a more aligned middle school mathematics program. In SY 18-19, this involved creating a common scope and sequence that outlined the standards that would be addressed in each unit in order to ensure that all of the key content for each grade was covered before the end of the school year. Another shift that was made in SY 18-19 was shifting to one primary curriculum that was used across the region. The primary curriculum that was used is the curriculum created by the Achievement First Network. This curriculum is based on the Eureka Math curriculum and provides for thorough and in-depth math instruction at the middle school level. In order to ensure teachers had tools to monitor progress throughout the year, the Math Achievement Leader provided standard aligned Unit Tests and Cumulative Interim Assessments that were aligned to the scope and sequence. We will use the data collected from these assessments, in addition to the MAP assessment, and the MCAS assessment, in order to determine any additional adjustments that are necessary in order to support greater student growth and achievement in middle school math. In addition to these region wide shifts, there were also some school specific initiatives that were also intended to drive student growth and achievement based on specific need.

Our Lynn middle school piloted a Cumulative Review block that was intended to provide students with the opportunity to get additional practice with spiraled content throughout the year in an effort to improve student retention of content and help students improve their ability to solve problems that pulled from multiple standards/concepts. Based on data collected on our cumulative interim assessments, there was a positive impact on student retention of prior content, and as a result we plan to roll out this content region-wide in SY19-20. Based on SY17-18 data, which revealed a gap between student skill in selected response questions versus student skill in open response questions, our Boston middle school piloted an initiative intended to provide students with targeted feedback on open response questions in order for students to more quickly develop their mathematical writing skills. Based on data collected on our MCAS practice tests which were administered in early April, this initiative had a positive impact on student writing and ability with open response questions. As a result of this, we plan to roll out a similar initiative region wide during SY 19-20.

Organizational Viability

Organizational Structure of the School

This year, KABCS added its first fourth grade class.

Please see Appendix G for our organizational chart.

Network Structure

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

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

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to ensure faithfulness to our charter and successful, sustainable growth. Progress on starting up new grades is shared and discussed at every Board meeting and frequently through committees. The Board meets at least six times per year and, at each meeting, evaluates the performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance.

At year-end, the Board conducts a full review of the school's academic, operational, and organizational progress. This review includes review of the school leadership, analysis of assessment results, a review of budget-to-actual reports, as well as systematic internal review of each aspect of our schools by the relevant Board committee. The results are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regularly meets with the Board Chair and other members to discuss progress. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

Teacher Evaluation

During the 2018-19 school year, several of our school and regional leaders were trained by Relay Graduate School of Education in the Get Better Faster teacher coaching method. Additionally, one school piloted using Whetstone as a teacher coaching communication platform. In the 2019-20 school year, we will train all school leaders (principals, APs, coaches) in the Get Better Faster coaching method and we will use Whetstone across all five schools. We will continue to have weekly coaching sessions and middle and end of year performance reviews. Based on teacher input, we implemented a transparent, predictable, equitable, experienced based teacher salary scale that went into effect July 1, 2019.

B. Statement of Net Assets for FY19 (balance sheet)

Unaudited FY19 Preliminary Balance Sheet

KIPP Academy Lynn Charter School and KIPP MA Inc.

Preliminary as of 7/31/19 (Audited financial statements not available until November 2019)

KIPP Academy Boston Unaudited Balance Sheet as of 6/30/2019

Current Assets	
Cash and cash equivalents	\$4,667,778
Grants and accounts receivable	\$896,642
Prepaid expenses and other	\$34,150
Due (to) from	\$585,132
Total Current Assets	\$6,183,702
Noncurrent Assets	
Restricted Cash	\$806,903
Intercompany Interest Receivable (Payable)	(\$148,200)
Intercompany Note Receivable (Payable)	(\$1,500,000)
Capital Assets, net	\$20,674,800
Total Noncurrent Assets	\$19,833,504
Total Assets	\$26,017,205
Current Liabilities	
Accounts payable and accrued expenses	\$555,240
Total Current Liabilities	\$555,240
Noncurrent Liabilities	
Notes Payable	\$2,654,437
Bonds Payable	\$17,980,142
Interest Rate Swap Liability (Asset)	\$700,843
Total Noncurrent Liabilities	\$21,335,422
Total Liabilities	\$21,890,663
Total Net Assets	\$4,126,542
Total Liabilities and Net Assets	\$26,017,205

C. Approved School Budget for FY20

PRO FORMA FINANCIALS - KIPP Academy Boston
Board Approved June 2019

KIPP Massachusetts
FY20 Final Board Approved Budget

	<u>FY20 Final</u> KIPP Academy Boston
# Students	588
# Staff FTE	84
<u>REVENUE</u>	
Total Public	\$11,257,416
Total Other (Non-Tuition) State	\$65,000
Total Federal	\$1,369,896
Total Private	\$0
Total Fees & Other Revenue	\$4,000
Total Revenue	<u>\$12,696,312</u>
<u>EXPENSES</u>	
Total Personnel - Salaries	\$5,077,608
Total Personnel - Other	\$1,022,316
Total Direct Student Expenses	\$1,336,268
Total Administration	\$410,285
Total Facilities	\$1,999,100
Total Operating Expenses	<u>\$9,845,577</u>
Total Financing Expenses	\$16,000
School Contribution for Regional Office	\$1,875,000
Total Capital Expenses	\$22,000
Total Expenses	<u>\$11,758,577</u>
Total Reserves (Deficit)	\$937,735

D. Capital Plan for FY20

On August 1, 2016, all KIPP Boston grades moved into a newly constructed facility located at 37 Babson Street in Mattapan, MA. Currently, we do not have any plans to further expand or renovate the facility.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2018-2019

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective 1: To support its emphasis on high-quality instruction, KIPP Academy Boston Charter School will annually develop high-quality teaching by engaging its staff in practice based professional development. Practice based professional development will include modeling the intended practice, the teachers practicing the target skill, and time for the teacher to receive feedback and adjust accordingly.</p>		
<p>Measure 1a: KIPP Academy Boston Charter School teachers will engage in at least 50 hours per year of practice based professional development.</p>	<p>Met</p>	<p>In SY18-19, KIPP Academy Boston teachers engaged in excess of 50 hours of practiced based professional development.</p> <p>Elementary: 77 hrs. Middle: 161 hrs.</p>
<p>Measure 1b: On the annual Insight Survey, 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teaching are clearly defined at my school.”</p>	<p>Met</p>	<p>Elementary grades, response rate met. 73% agree.</p> <p>Middle school grades, response met. 92% agree.</p>
<p>Objective 2: Beginning in Kindergarten, KIPP Academy Boston Charter School will teach and practice research-based character traits necessary for students to maximize their potential in college and in life.</p>		
<p>Measure 2a: Annually beginning in 5th grade, 80% of KIPP Academy Boston Charter School students will self-evaluate character strengths and habits development using a research based survey.</p>	<p>Met</p>	<p>Over 80% of students completed the social-emotional survey administered by the Boston Charter Research Collaborative.</p>
<p>Measure 2b: On the annual Healthy Schools & Regions Survey, the average score</p>	<p>Partially Met</p>	<p>Did not meet 50% response rate.</p>

for the statement, “The school is having a positive impact on my child’s character,” will be 80% or higher, with a 50% response rate from our families.		Elementary grades response rate not met. 83.2% agree or strongly agree. Middle school grades, response rate not met. 81.7% agree or strongly agree.
Objective 3: KIPP Academy Boston Charter School will focus on broadening and deepening family engagement with our families to support student growth and development.		
Measure 3a: Annually beginning in 5 th grade, on the annual Healthy Schools & Regions Survey, the average response to the statement, “I would recommend KIPP to other families,” will be 75%, with a 50% response rate from our families.	Partially Met	Did not meet 50% response rate goal. Elementary grades response rate not met. 91.8% agree or strongly agree. Middle school grades, response rate not met. 84.9% agree or strongly agree.
Measure 3b: On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be 75% or higher, with a 50% response rate from our families. ¹	Not Met	Did not meet 50% response rate goal. Elementary grades response rate not met. 57% agree or strongly agree. Middle school grades, response rate not met. 52.4% agree or strongly agree.
Objective 4: KIPP Academy Boston Charter School graduates will develop college readiness so that they can climb the mountain to and through college.		
Measure 4a: On the annual Healthy Schools & Regional Survey, the average response to the statements, “I feel confident that my child is prepared to succeed in high school.” and “I feel supported in making a plan for my child to attend high school,” will be 75% or higher, with a 50% response rate from our families.	Not Met	These survey questions are no longer administered.
Measure 4b: On the annual Healthy Schools & Regions Survey, the average response to the statement, “My child is capable of attending college,” will be 75% or	Not Met	These survey questions are no longer administered.

¹ Questions include seeking information such as: “How comfortable do you feel talking with teachers at your child’s school?”, “How often do you meet in person with teachers at your child’s school?”, “How involved have you been with parent group(s) at your child’s school?”, “In the past year, how often have you visited your child’s school?”, “In the past year, how often have you helped out at your child’s school?”, “The school communicates with families openly and respectfully?”, “I am well informed about how my child is doing in school.”

higher, with a 50% response rate from our families.		
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Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will disseminate information about programs and best practices.		
Measure: Each year, the school will host at least 50 visitors looking to learn about our programs.	Met	KABCS hosted over 80 visitors during SY19. Visitors came to participate in classroom observations learn about sharing best practices with similar organizations.
Measure: Each year, various school staff will write 5 blog posts that contribute to education reform. These blog posts will detail work that is happening in KIPP Boston classrooms, our fellow program, our college support process, or common core related topics.	Met	Information about program delivery and core topics was disseminated via the KIPP MA Monthly Notes (Executive Director), the biannual Juntos newsletter (Development team), and the monthly Curriculum Blasts (Achievement Leaders). Audience includes KIPP MA staff, board members, and community members.

B. Appendix B: Recruitment and Retention Plan

Recruitment Plan

2019-2020

School Name: KIPP Academy Boston Charter School

2018-2019 Implementation Summary

At KIPP MA, we strive to demographically mirror the communities we serve and we are intent on recruiting a student population rich in English Language Learners and high needs students. Because of this focus, KIPP Boston's student body reflects the demographics of its home city. For this year, we enrolled through our lottery, which resulted in a student body comprised of 20.4% (BPS 20.3%) with special needs, 63.3% (BPS 56.5%) economically disadvantaged students, 27.8% (BPS 32.1%) English language learner students, and 71.2% (BPS 76.2%) students with high needs. These rates are comparable to or exceed Boston Public Schools, exceed the comparison index, and exceed the state average.

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

We also make clear to all families through recruitment materials that KIPP Academy Boston is a free, open-enrollment school to dispel parents' misconceptions around entrance exams or tuition fees for entrance into charter schools. In 2016-2017, we offered our first substantially separate classroom to accommodate students with a greater variety of disabilities.

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

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

General Recruitment Activities for 2019-2020:

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

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

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

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

Recruitment Plan – 2019-2020 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.4%</p> <p>GNT percentage:N/A</p> <p>CI percentage: 15.8%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>This year we held steady at 20.4% of our students qualify for special education services. KABCS has been successful in recruiting students with special needs and plans to continue using strategies that we have successfully used in the past, as outlined below.</p> <p>We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.</p> <p>During our school tours, flyering, and the charter school fair, KABCS staff explained to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction.</p> <p>We also provide potential parents with the opportunity to speak with the SPED learning specialists for the relevant grade(s). The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.</p> <p>Last school year we expanded our substantially separate classroom offerings and hope to continue doing so next year.</p>
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Limited English-proficient students/English learners</p>	

<p>(a) CHART data</p> <p>School percentage: 27.8%</p> <p>GNT percentage: 21.5%</p> <p>CI percentage: 24.8%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will continue with the strategies used in our previous year. To begin, we obtain information for all Boston Public School K1 students eligible for KIPP Academy Boston enrollment lottery and send an informational mailing to all families in six different languages as indicated in Boston Public School’s demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, and Portuguese.</p> <p>Our application is also available in the six previously listed languages. We have staff members who speak Spanish, French, and Haitian Creole to discuss any questions or concerns potential parents may have.</p> <p>We identify community centers and cultural organizations that are able to disseminate school choice information and that serve communities that are predominantly made up of immigrant families, refugee families, and families for whom English is not the home language. This year, we disseminated information about our lottery through Mattapan United, which is housed in the Mattapan ABCD Center and has connections with hundreds of Mattapan residents, businesses, churches, and non-profit agencies.</p> <p>Spanish is the most prevalent language spoken by our non-English speaking families. We will continue our strategy to have a Spanish speaker present for all recruitment events. We are also seeking to have a Haitian Creole speaker present at recruitment events.</p> <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	

<p>(a) CHART data</p> <p>School percentage: 63.3%</p> <p>CI percentage: 51.1%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will strive to further increase the number of low-income students at KABCS by reaching out to community centers, cultural organizations, health centers, and after-school programs in neighborhoods where the schools have high percentages of students eligible for free or reduced meals.</p> <p>In the 19-20 School Year, KABCS participates in the Community Eligibility Program to provide free breakfast, lunch, and snack to all students without charge. This will reduce the stigma of free or reduced lunches and allow students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KALCS a more attractive choice for families.</p> <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● We include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS/PARCC. ● We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>While students at KIPP Academy Boston Charter Public School are typically not included in the demographic at risk for dropping out, we have strategies in place to identify at risk students and to work with the students and their families to engage them in school. This work is done through the relationships we seek to build with our students and families and through our KIPP Through College (KTC) program. The KTC team works with students to help advise them on their long term academic goals. This creates an opportunity to identify students at risk for dropping out so that additional support can be implemented to help mitigate that risk.</p> <p>Our response to intervention team also identifies students who are struggling academically or socially, even when that student does not qualify for special education services, and puts additional support structures in place to help the student succeed.</p> <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>This does not apply to KIPP Academy Boston Charter Public School as it does not currently serve grades of students who can be eligible to drop out.</p> <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-2020 Strategies</p> <p>We will continue to recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent, and highest dropout rate in the district in comparison to other racial/ethnic groups (Uriarte, Chen & Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.</p> <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.

Retention Plan 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

KIPP will remain committed to retaining its students, as we believe a K to12 KIPP education will provide students the best possible opportunity to enroll in and graduate from college. Our retention strategy involves fostering meaningful relationships with our kids and families.

Each student is assigned an advisor who serves as the family’s point of contact. The small group advisory is an opportunity for peer engagement in a small setting and gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors contact families on a weekly basis to check in, and KIPP conducts quarterly family nights where students have the opportunity to showcase their work and connect their families with the school.

Each summer, teachers and staff conduct home visits to form strong relationships with new-to-KIPP students and families and build the foundation of family engagement that has, year after year, contributed to a student retention rate of 94% or higher. Retaining students at KIPP for the duration of their academic careers from kindergarten through high school will have an everlasting impact on their life outcomes. KABCS systematically builds strong relationships with families, creates a joyful school culture alongside high expectations for academics and character, and provides all students the supports they need to be successful at KIPP, in college, and in life.

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

Overall Student Retention Goal

Annual goal for student retention (percentage):

94%

Retention Plan –2019-2020 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 8.0%
Third Quartile: 18.2%

The school’s attrition rate is below third quartile percentages.

(b) Continued 2018-2019 Strategies

Below third quartile: no enhanced/additional strategies needed

KIPP Academy Boston Charter School is continuing to develop strategies to meet the needs of its severe need special education students. For example, we have hired a licensed social worker to provide social and emotional support to students with behavioral IEPs. Similarly, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a second full-time speech therapist to work with students who have IEPs that call for speech therapy.

The school will continue to engage parents in understanding their student’s IEP and advocating on their behalf. IEP meetings will be held on a yearly basis. Depending on a student’s level of need in each academic area, they will either push-in to general classes or be pulled out.

In 2016-2017 we expanded our substantially separate classroom program to help meet the needs of students with disabilities that could not be accommodated through inclusion services for both social-emotional and cognitive needs.

(c) 2019-2020 Additional Strategy(ies), if needed

Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Limited English-proficient students/English learners

Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 5.6%</p> <p>Third Quartile: 19.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <p>The school will continue to proactively involve parents/guardians in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p> <p>Spanish is the most prevalent language spoken by our families other than English. This year we continued proactively ensuring that a Spanish speaking teacher or staff member is present at all family events. We are also trying to have a Haitian Creole speaker present at all family events.</p> <p>In 2017-2018, we hired a full time ELL Director who works under our Director of Student Support Services.</p> <hr/> <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 10.7%</p> <p>Third Quartile: 19.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school will continue to proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p> <p>We currently believe that the new economically disadvantaged metric will result in lowering the number of students who are eligible for free and reduced lunch at our schools because many of our students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.</p> <p>Our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.</p>
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	<p>In the 19-20 School Year, KABCS participates in the Community Eligibility Program to provide free breakfast, lunch, and snack to all students without charge. This will reduce the stigma of free or reduced lunches and allow students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KALCS a more attractive choice for families.</p> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>Teachers and staff will continue to have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>Teachers and staff will continue to conduct home visits in order to invest students at risk of dropping out. Also, any time a student is absent, their family is called the day of. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>This does not apply to KIPP Academy Boston Charter School as it does not currently serve grades of students who can be eligible to drop out.</p>

OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2018-2019 Strategies The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.
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C. Appendix C: School and Student Data

KIPP Academy Boston Charter Public School’s student demographic enrollment data may be found here: <http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04630000&orgtypecode=5>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	402	67.7%
Asian	3	0.5%
Hispanic	178	30.0%
Native American	1	0.2%
White	2	0.3%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	8	1.3%
Special education	121	20.4%
Limited English proficient	165	27.8%
Economically Disadvantaged	376	63.3%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR
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Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Dolan Executive Director	Overall leadership of all both Boston and Lynn districts	FY12	N/A
Emily Rodriguez Managing Director of Schools	Oversee K-4 principals at KIPP Academy Lynn and KIPP Academy Boston, provide professional development	FY13	N/A
Rhonda "Nikki" Barnes Managing Director of Schools	Oversee 5-12 principals at KIPP Academy Lynn and KIPP Academy Boston, provide professional development	FY13	N/A
Mekka Smith Chief of Staff	Oversee board activities and critical organizational projects	FY16	N/A
Rachel Heuisler Managing Director of Talent	Manages HR and Talent teams and teaching fellows program	FY18	N/A
Stephen Pizzimenti Chief Financial Officer	Overall financial management for both Lynn and Boston districts	FY19	N/A
Zachary Meisner School Leader Middle School	Instructional Leadership of KIPP Academy Boston Middle School	FY15	N/A
Thomas Blain School Leader Elementary School	Instructional Leadership of KIPP Academy Boston	FY12	N/A

	Elementary School		
Jay Galbraith 5-12 Science Achievement Leader	Owens 5-12 Science curriculum	FY17	N/A
Margaret Slivova 5-8 Math Achievement Leader	Owens 5-8 Math curriculum	FY18	N/A
Kari Schuler 5-12 Math Achievement Leader	Owens 9-12 Math curriculum	FY17	N/A
Margaret 'Meg' Smith 5-12 ELA Achievement Leader	Owens 5-12 ELA curriculum	FY16	N/A
Sean Tamarisk K-4 Science Achievement Leader	Owens K-4 Science curriculum	FY17	N/A
Cassy Burnham K-4 Math Achievement Leader	Owens K-4 Math curriculum	FY15	N/A
Whitney Raser K-4 ELA Achievement Leader	Owens K-4 ELA curriculum	FY17	5/15/19
Laurie Kennedy Senior Director of Development	Manages Development team	FY13	N/A

Nick Babbin Development Associate	Provides administrative support to development team	FY18	N/A
Elizabeth Dignan Senior Director of Finance	Provides overall financial management for both Lynn and Boston districts	FY18	7/20/18
Majestee Baker Accounts Payable Coordinator	Provides support to finance team	FY18	N/A
Ken Bertkau Finance & Payroll Associate	Provides support to finance team	FY18	N/A
Lovette Curry Senior Director of HR and School Operations	Manages HR functions and school based operations	FY17	N/A
Anny Vann HR Coordinator	Supports HR function	FY18	N/A
Julie McPhillips Director of Recruitment	Manages recruitment functions	FY15	N/A
Chris Estrella Recruitment Associate	Recruits for all open positions	FY18	N/A
Aaron McBurnie Recruitment Coordinator	Recruits for all open positions	FY18	N/A
Lauren Adams Recruitment Associate	Recruits for all open positions	FY11	N/A

Adrianna Hernandez Director of Data	Manages collection, validation, and interpretation of student academic data	FY18	N/A
Jacqueline Hayes, General Counsel, Dir. Of Compl & Accountability	Manages legal, compliance & accountability	FY15	7/24/18
Emily Hepler Regional Director of Operations / Director of School Operations	Manages all school based operations	FY14	N/A
Rafael DeLeon Technology Manager	Provides technology support	FY11	N/A
Gabriel Gutierrez Technology Associate	Provides technology support	FY13	N/A
Sebastian Mancuso Technology Associate	Provides technology support	FY18	N/A
Emmanuel Fils-aime Technology Associate	Provides technology support	FY18	N/A
Myisha Rodrigues Dir of Counseling / Asst. Dir of KTC	Oversee counseling department	FY12	N/A
Rachel Deleveaux College Persistence Manager	Supports KIPP alumni to persist in college	FY16	N/A

Hugo Carvajal Director of Community Programs	Manages community programs and relations	FY06	N/A
Ida Peralta Director of School Operations	Manager of school operations for KIPP Academy Lynn Elementary School	FY18	4/13/19
Lilliam Rivera Special Projects Coordinator	Coordinator of school operations for KIPP Academy Boston Elementary and Middle Schools	FY17	12/20/18
Laura Malley Teaching Fellows Director	Manages development and supervision of teaching fellows	FY13	N/A
Stefanie Tucker Director of Special Education and ELL Services	Manages special education and ELL services	FY14	6/14/19
Allie Whitfield Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A
Peter Perry Friedman Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A
Nathalie Bonhomme HR Coordinator	Supports HR functions	FY19	N/A
Kate Holland Education Programs Manager	Oversees Compliance	FY19	N/A

Julia Mahr Senior Data Manager	Provides support with student academic data	FY15	N/A
Callum Nelson Data Manager	Provides support with student academic data	FY17	N/A

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	14
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	20
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Abramson, Joel	Secretary		2	9/30/2015 - 9/30/2018 9/30/2018 - 9/30/2021
Beecher, Tom	Vice Chair	Co-Chair, Governance and Compensation	2	5/18/2015 - 5/14/2018 5/14/2018 - 5/14/2021
Betancourt,	Trustee	Governance and	1	1/16/2018 - 1/16/2021

Jennifer		Compensation		
Borchard, Douglas	Trustee	Co-Chair, Governance and Compensation	2	6/23/14 - 6/22/2017 6/22/2017 - 6/22/2020
Davis, Jennifer	Trustee	Chair, Teaching and Learning	2	8/24/2015 - 8/24/2018 8/24/2018 - 8/24/2021
Dolan, Caleb	Trustee, Ex-Officio	Governance and Compensation; Finance and Facilities; Teaching and Learning	3	8/1/2011 - 8/1/2014 8/1/2014 - 8/1/2017 8/1/2017 - 8/1/2020
Fates, Matt	Treasurer	Co-Chair, Finance and Facilities	1	8/17/2017 - 8/17/2020
Foye, Dawn	Trustee	Finance and Facilities	1	8/17/2017 - 6/26/2019
Gondelles, Luis	Trustee	Finance and Facilities	1	2/26/2019 - 1/23/2022
Gonzalez, Ivelisse	Trustee	People Committee	1	5/4/2018 - 4/11/2021
Kendall, Michael	Trustee	Governance and Compensation	4	4/30/2010 - 4/30/2013 4/30/2013 - 4/30/2016 4/30/2016 - 4/30/2019 4/30/2019 - 4/30/2022
Ketterer, Paul	Trustee	Co-Chair, Finance and Facilities	1	8/17/2018 - 8/17/2021
Lim, Shenkiat	Trustee	Chair, People; Governance and Compensation	1	8/17/2017 - 8/17/2020
Seider, Amanda	Chair	Governance and Compensation	3	11/3/2011 - 11/3/2014 11/3/2014 - 11/3/2017 11/3/2017 - 11/3/2020

* Add additional rows as needed

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	43	6	9	Departures were related to fit and personal reasons.
Other Staff	26	2	0	Personal reasons: *Return to school *Move out of state *Shorten commute

D. Appendix D: Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amanda Seider	amanda.seider@gmail.com	New
Charter School Leader	Caleb Dolan	cdolan@kipppma.org	No
Assistant Charter School Leader	N/A	N/A	N/A
Special Education Director	Becky Muller	bmuller@kipppma.org	New
MCAS Test Coordinator	Zach Trotsky	ztrotsky@kipppma.org	No
SIMS Coordinator	Emily Hepler	ehepler@kipppma.org	No
English Language Learner Director	Dana Gottlieb	dgottlieb@kipppma.org	New

School Business Official	Emily Hepler	ehepler@kippma.org	No
SIMS Contact	Emily Hepler	ehepler@kippma.org	No

*Add additional rows as necessary

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 28, 2020
Lottery	March 2-6, 2020

E. Appendix E: Anticipated Board Meeting Schedule

Board of Trustees	Governance and Compensation	Finance and Facilities	Teaching and Learning	People
Fri, Sept 27 Board Retreat 9:00am-5:00pm 15 Smith Street, Dover, MA	Wed, Oct. 9 Governance and Compensation Committee 11:00am-12:30pm 100 Northern Ave Boston, MA	Thurs, Oct 24 Finance and Facilities Committee 8:30am-10:30am 2 Seaport Lane Boston, AEW Offices	Wed, Oct 30 Teaching and Learning Committee 11:00am-12:30pm 90 High Rock St., KIPP LYNN	Wed, Oct 30 People Committee 11:00am-12:30pm 90 High Rock Street, KIPP Lynn
Wed, Oct 30 Board Meeting 9:00-11:00am 90 High Rock St., KIPP LYNN	Wed, April 8 Governance and Compensation Committee 11:00am-12:30pm 37 Babson St, KIPP BOSTON	Thurs, Sept. 5 Finance and Facilities Committee 8:30-10:00am 255 State Street, Boston Ascent Venture Partners	Wed, April 8 Teaching and Learning Committee 8:00-9:00am 90 High Rock St., KIPP LYNN	Wed, Jan 22 People Committee 11:00am-12:30pm 100 Northern Ave Boston, MA
Wed, Jan 22 Board Meeting 9:00-11:00am 100 Northern Ave Boston, MA	Wed, May 13 Governance and Compensation Committee 9:00am-10:30am 100 Northern Ave Boston, MA	Thurs, Jan 16 Finance and Facilities Committee 8:30-10:30am 255 State Street, Boston Ascent Venture Partners		Wed, June 24 People Committee 11:00am-12:30pm 100 Northern Ave Boston, MA
Wed, April 8 Board Meeting 9:00-11:00am 37 Babson St, KIPP BOSTON		Thurs, April 2 Finance and Facilities Committee 8:30-10:30am 90 High Rock St., KIPP LYNN		
Wed, June 24 Board Meeting 9:00-11:00am 100 Northern Ave Boston, MA		Thurs, June 18 Finance and Facilities Committee 8:30-10:30am 2 Seaport Lane Boston, AEW Offices		

F. Appendix F: Complaints

No complaints

G. Appendix G: Regional Office Organization Chart FY2018-2019 (As of 2/2/19)

KIPP MA FY18-19 Regional Office Org Chart

