



KIPP Academy Boston Charter School

SY 2019-2020 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 (if applicable)	Not applicable
Year Opened	2012	Year(s) the Charter was Renewed (if applicable)	2017
Maximum Enrollment	588	Enrollment as of (fill in the date)	597 As of March 1, 2020
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (fill in the date)	2460 As of March 1, 2020
Final Number of Instructional Days during 2019-2020 School Year¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	127 in person days 54 remote days		
School Hours	Monday-Thursday 7:30-4:30 Friday 7:30-12:30	Age of School as of 2019-2020 School Year	7 Years

Mission Statement

Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Boston Charter School with the skills and confidence to pursue the paths they choose - college, career, and beyond- so they can lead fulfilling lives and build a more just world.

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of “in person” days and the number of “remote learning” days.

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. At the start of each school year, new teachers from both Boston and Lynn convene 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 and Career (KTCC) 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 KTCC 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

Date	Amendment Requested	Pending or Approved?
8/20/2019	Accountability Plan	Pending
2/10/2020	Mission and Vision Statement	Approved 08.05.2020

Access and Equity

KIPP Academy Boston 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 leaders 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 improving suspension rates for all students. We have changed policies and practice and expanded our sub separate programming to address the disproportionate suspension of students with disabilities.

The most recent, publicly available student discipline data can be found here:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04630000&orgtypecode=5>

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	612	26	0.3	2.8	1.6
English Learner	171	4	-	-	-
Economically Disadvantaged	440	22	0.5	3.4	1.8
Students with Disabilities	136	13	0.0	5.9	5.1
High Needs	532	25	0.4	3.0	1.9
Female	290	11	0.0	2.8	2.1
Male	322	15	0.6	2.8	1.2
American Indian or Alaska Native	1				
Asian	3				
African American/Black	414	20	0.2	3.4	1.9
Hispanic/Latino	184	6	0.5	1.6	1.1
Multi-race, Non-Hispanic/Latino	8				
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 DESE, 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 are 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 districts and charter schools 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 2019-2020, the resident continues to work past their fellowship timeline, leads our regional operations team and continues to utilize the Broad network for dissemination purposes. 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.

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?	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classrooms 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.
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 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.
Recruiting and Retaining Diverse and Talented Teachers	DESE Sharing for Success 2019 Dissemination Fair and MCPSA Community of Practice Meeting	Managing Director of Talent	Participants at the Sharing for Success Dissemination Fair and Participants of the MCPSA Meeting	No grants were sought for this work.
Data Practices	Boston School Data Network	Data Team	Network of data leaders from area schools	No grants were sought for this work
Professional Development	Arts Ambassador	Two KIPP MA Art Teachers	Other Massachusetts Arts Teachers	No grants were sought for this work

Student Performance

A. Publically available data:

KABCS most recent, publically available data if found by following this link to our school report card overview: <http://reportcards.doe.mass.edu/2019/DistrictReportcard/04630000>

Complete Report Card:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04630000&orgtypecode=5&dropDownOrgCode=2>

2019 Official Accountability Report – KIPP Academy Boston Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting or exceeding targets
Progress toward improvement targets	79% - Meeting or exceeding targets
Accountability percentile	-

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, Writer’s Workshop, Shared Reading, Interactive Read Aloud, and Word Study in order to align content across the literacy blocks and allow teachers to focus on internalization and execution. 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 on-demand writing assessments. Overall, we utilized SY18-19 data to determine any additional adjustments that needed to be made to our literacy curriculum to support greater student growth and achievement in literacy. We will continue to do the same with SY19-20 data.

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 school piloted a 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 continue to take 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 and creating region-wide science interim assessments to identify trends across the region.

In addition to science, our schools completed their third 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.

Math

The 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 continued 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 (curriculum director) continue to provide scripted daily plans for the majority of our core math blocks, as well as provide additional resources and guidance for the intervention block. We also have set guidelines around the trajectories and targets of our K-4 fluency scope and sequence in order to ensure we are building mathematical stamina. We continued to assess our progress using the MAP assessment in addition to in-house cumulative math benchmarks, MCAS practice tests, and number sense assessments and as a region, we utilized SY18-19 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 SY19-20 data.

When the elementary school shifted to remote learning in March 2020, the elementary math program narrowed focus to spiral standards that had already been introduced in school in order to deepen student understanding of key concepts at their grade-level. The Math Achievement Leader collaborated with teachers and leaders to determine the highest leverage standards, to create all student work, and to support implementation of remote learning K-4. Teachers ran small groups and 1-on-1 daily check-ins to continue to support student learning.

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 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 intended to drive student growth and achievement based on specific need.

Our middle school piloted a Cumulative Review block that was intended to provide students with the opportunity to get additional practice with spiralled 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

There were no changes in the 2019-2020 school year.

Please see appendix G for our organization chart.

Network Structure

The regional office consists of an executive director and leadership team that manages the regional office functions. The regional office works in concert with school-based staff to provide support in operations, finance, human resources, teaching and learning, talent, student supports, and family engagement, among other areas.

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.

Budget and Finance

A. Unaudited FY20 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

KIPP Academy Boston FY20 Income Statement as of 6/30/2020	
Revenue	
Total Public Tuition Revenue	\$11,459,971
Total State Grant Revenue	\$32,988
Total Federal Grant Revenue	\$1,279,168
Total Private Grant Revenue	\$23,500
Total In-Kind Revenue	\$2,568,611
Total Fees and Other Revenue	\$1,640
Total Revenue	\$15,365,877
Expenses	
Total Personnel Expenses	\$5,947,153
Total Student Expenses	\$1,229,220
Total Administration Expenses	\$403,194
Total Facilities Operating Expenses	\$529,653
Total Facilities Financing Expenses	\$1,944,145
Total School <u>Conbtribution</u> to Regional Office	\$1,886,362
Total In-Kind Expenses	\$2,568,611
Total Depreciation Expenses	\$46,084
Total Other Expenses	\$31,616
Total Expenses	\$14,586,037
Net Surplus	\$779,840

B. Statement of Net Assets for FY20 (Balance Sheet)

KIPP Academy Boston Unaudited Balance Sheet as of 6/30/2020	
Current Assets	
Cash and cash equivalents	\$4,878,448
Grants and accounts receivable	\$74,394
Prepaid expenses and other	\$30,995
Due (to) from	\$118,924
Total Current Assets	\$5,102,761
Noncurrent Assets	
Right-to-use lease assets, net	\$20,631,078
Capital assets, net	\$71,226
Total Noncurrent Assets	\$20,702,304
Total Assets	\$25,805,065
Current Liabilities	
Accounts payable and accrued expenses	\$380,511
Current portion of lease liability	\$528,699
Total Current Liabilities	\$909,210
Noncurrent Liabilities	
Notes payable, net of current portion	\$200,000
Lease liability, net of current portion	\$20,631,150
Total Noncurrent Liabilities	\$20,831,150
Total Liabilities	\$21,740,360
Net Assets	
Unrestricted - operating	\$4,522,250
Net investment in capital assets	(\$457,545)
Total Net Assets	\$4,064,705
Total Liabilities and Net Assets	\$25,805,065

C. Approved School Budget for FY21 (approved in 06.24.2020 Board Meeting)

KIPP Academy Boston	
FY21 Budget	
	KIPP Academy Boston

# Students	588
<u>REVENUE</u>	
Public Tuition Revenue	\$11,442,903
State Grant Revenue	\$25,000
Federal Entitlement Grant Revenue	\$778,402
Other Federal Grant Revenue	\$962,648
Private Grant Revenue	\$0
Fees and Other Revenue	\$500
Total Revenue	\$13,209,453
<u>EXPENSES</u>	
Personnel Expenses	\$6,524,938
Student Expenses	\$1,258,904
Administration Expenses	\$447,395
Facilities Expenses	\$2,004,331
Capital Expenses	\$100,000
Contingency	\$575,000
School Contribution to Regional Office	\$1,887,000
Total Expenses	\$12,797,568
Total Net Operating Cash Flow	\$411,885

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	588
Number of students upon which FY21 budget tuition line is based	597
Number of expected students for FY21 first day of school	588
Please explain any variances: <i>Any discrepancies are a result of our budgeted numbers being based on our charter cap, whereas the enrollment number is the total number of students attending school with us on average throughout the year.</i>	

D. Capital Plan for FY21

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.

A. Accountability Plan Performance for 2019-2020²

	2019-2020 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: 81.25 hrs. Middle: 73.25 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>Not Met</p>	<p>Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Insight Survey.</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>Not Met</p>	<p>KIPP Academy Boston Charter School students no longer complete the survey that evaluates character strengths and habits development.</p>
<p>Measure 2b: On the annual Healthy Schools & Regions Survey, the average score for the statement, “The school is having a positive impact on my child’s character,” will be 80% or</p>	<p>Not Met</p>	<p>Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.</p>

² The KIPP Academy Boston Accountability Plan is currently under review. Some measures were based on out-dated practices resulting in ratings of “Not Met”. The proposed metrics are currently pending DESE review.

higher, with a 50% response rate from our families.		
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.	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
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. ³	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
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	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.
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 higher, with a 50% response rate from our families.	Not Met	Due to programmatic shifts in the spring of 2020 in response to the global pandemic and mandatory school closures, KIPP MA did not administer the Healthy Schools & Regions Survey.

³ 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.”

Dissemination

	2019-2020 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 60 visitors during SY19-20 both in-person and virtually. Visitors came to participate in classroom observations and 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. In March, we began a bi-weekly stakeholder update email regarding our response to the pandemic.

B. Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: KIPP Academy Boston Charter School

2019-2020 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 20.1% (BPS 21.3%) students with special needs, 64.0% (BPS 58.3%) economically disadvantaged students, 20.1% (BPS 32.4%) English language learner students, and 81.8% (BPS 76.7%) student with high needs. These rates are comparable to or exceed Boston Public Schools, exceed the comparison index, and exceed the state average.

We hope to continue this trend by continuing to translate all recruitment materials in English, Spanish, Haitian Creole, Portuguese, Vietnamese, Chinese and Cape Verdean Creole. 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 – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 16.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>This year we held steady at 20.1% of our students qualifying for special education services. KABCS has been successful in recruiting students with special needs and plans to continue using strategies that we have successfully used in the past, as outlined below.</p> <ul style="list-style-type: none"> • We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs. • During our school tours, flyering, and the charter school fair, KABCS staff explained to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for therapy, and small group instruction. • We also provide potential parents with the opportunity to speak with the SPED learning specialists for the relevant grade(s). The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student. <p>Last school year we expanded our substantially separate classroom offerings and hope to continue doing so next year.</p> <p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p align="center">Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 20.1%</p> <p>GNT percentage: 21.9%</p> <p>CI percentage: 24.6%</p> <p>The school is <u>below</u> GNT and CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p align="center">(c) 2020-2021 Additional Strategy(ies), if 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 different languages as indicated in Boston Public School’s demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, Portuguese and Cape Verdean Creole.</p> <ul style="list-style-type: none"> • 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. • 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>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> <p>We will invite parent leaders and community leaders to work with us to identify additional outreach venues to increase the number of applicants from Haitian Creole and Spanish speaking families. The school has also invested in support services to provide 24 hour phone translation services to all KIPP staff members, including teachers and student recruitment coordinators.</p>
<p align="center">Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	

<p>(a) CHART data</p> <p>School percentage: 64%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 52.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</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 participated in the Community Eligibility Program to provide free breakfast, lunch, and snacks 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 align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <p>We include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS/PARCC.</p> <p>We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 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 and Career (KTCC) program. The KTCC team works with students to help advise them on their long term academic goals. This creates an opportunity to identify students at risk for dropping out so that additional supports can be implemented to help mitigate that risk. Our response to intervention team also identifies students who are struggling academically or socially, even when that student does not qualify for special education services, and puts additional support structures in place to help the student succeed.</p>
<p><u>Students who have dropped out of school *only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>This does not apply to KIPP Academy Boston Charter Public School as it does not currently serve grades of students who can be eligible to drop out.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to</u></p>	<p align="center">(g) Continued 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</p>

<u>eliminate the achievement gap</u>	primarily Spanish-speaking communities.
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Retention Plan

2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 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 and Career Team meets with every seventh grader to begin planning for high school and college matches.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 8%</p> <p>Third Quartile: 16.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>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.</p> <p>The school will continue to engage parents in understanding their student’s IEP and</p>

	<p>advocating on their behalf. IEP meetings will be held on a yearly basis. Depending on a student’s level of need in each academic area, they will either push-in to general classes or be pulled out.</p> <p>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.</p>
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p>Limited English-proficient students/English learners Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.2%</p> <p>Third Quartile: 18.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</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> <ul style="list-style-type: none"> • 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>In 2017-2018, we hired a full time ELL Director who works under our Director of Student Support Services.</p>
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 7.6%</p> <p>Third Quartile: 18.4%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</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 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> <p>In the 19-20 School Year, KABCS participates in the Community Eligibility Program to provide free breakfast, lunch, and snacks 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>(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 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) Continued 2019-2020 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> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 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>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>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,</p>

<u>eliminate the achievement gap</u>	e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.
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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/profiles/student.aspx?orgcode=04630000&orgtypecode=5&leftNavId=300&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	67.0
Asian	0.0
Hispanic	31.2
Native American	0.3
White	0.3
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	1.2
Selected Populations	% of School
First Language not English	49.9
English Language Learner	20.1
Students with Disabilities	20.1
High Needs	81.8
Economically Disadvantaged	64.0

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Dolan Executive Director	Overall leadership of all both Boston and Lynn districts	07/01/2009	N/A
Emily Rodriguez Managing Director of Elementary Schools	Manages K-4 principals at KIPP Academy Lynn and KIPP Academy Boston, provides professional development	09/04/2012	N/A
Rhonda “Nikki” Barnes Managing Director of Secondary Schools	Manages 5-12 principals at KIPP Academy Lynn and KIPP Academy Boston, provides	07/15/2013	N/A

	professional development		
Mekka Smith Chief of Staff	Manages board activities and critical organizational projects	07/01/2016	N/A
Rachel Heuisler Managing Director of Talent	Manages HR and Talent teams and teaching fellows program	08/01/2017	N/A
Stephen Pizzimenti Chief Financial Officer	Overall financial management for both Lynn and Boston districts	07/30/2012 10/17/2019 rehire date	N/A
Annabelle Feliz Executive Assistant	Provides administrative support to the Leadership Team	03/01/2016	N/A
Zachary Meisner School Leader, Middle School	Instructional Leadership of KIPP Academy Boston Middle School	7/16/2014	N/A
Tommy Blain School Leader, Elementary School	Instructional Leadership of KIPP Academy Boston Elementary School	7/7/2014	N/A
Cassy Burnham K-4 Math Achievement Leader	Owens K-4 Math curriculum	07/07/2014	N/A
Sean Tamarisk K-4 Science Achievement Leader	Owens K-4 Science curriculum	07/01/2016	N/A
Margaret Slivova 5-8 Math Achievement Leader	Owens 5-8 Math curriculum	07/09/2018	N/A
Jay Galbraith 5-12 Science Achievement Leader	Owens 5-12 Science curriculum	06/19/2017	N/A
Margaret 'Meg' Smith 5-12 ELA Achievement Leader	Owens 5-12 ELA curriculum	07/01/2015	N/A

Laurie Kennedy Senior Director of Development	Manages Development team	01/04/2012	N/A
Majestee Baker Business Manager	Provides support to finance team	03/05/2018	N/A
Ken Bertkau Finance Manager	Provides support to finance team	05/29/2018	N/A
Myisha Rodrigues Director of KIPP Through College and Career	Manages college advising, match and persistence	08/30/2011	N/A
Lovette Curry Managing Director of Operations	Manages operations employees	06/19/2017	N/A
Anny Vann HR Coordinator	Supports HR function	08/21/2017	08/02/2019
Julie McPhillips Director of Recruitment	Manages recruitment functions	08/10/2015	N/A
Aaron McBurnie Recruitment Coordinator	Recruits for all open positions	11/27/2017	12/6/2019
Lauren Adams Senior Recruitment Manager	Recruits for all open positions	04/04/2011	N/A
Adriana Hernandez Data Director	Manages collection, validation, and interpretation of student academic data	05/14/18	N/A
Emily Hepler Taylor Regional Director of Operations	Manages all school based operations	05/19/2014	N/A
Rafael DeLeon Technology Manager	Provides technology support	1/26/2010	N/A

Gabriel Gutierrez Technology Associate	Provides technology support	10/09/2012	N/A
Sebastian Mancuso Technology Associate	Provides technology support	03/05/2018	08/23/2019
Emmanuel Fils-Aime Technology Associate	Provides technology support	05/29/2018	N/A
Rachel Deleveaux College Persistence Manager	Supports KIPP alumni to persist in college	11/16/2015	09/13/2019
Hugo Carvajal Director of Family and Community Engagement	Manages community programs and relations	09/15/2015	N/A
Chris Estrella Director of School Operations	Manager of school operations for KIPP Academy Boston	07/01/2019	N/A
Laura Malley Teaching Fellows Director	Manages development and supervision of teaching fellows	07/16/2012	N/A
Allie Whitfield Student Support Services Liaison	Administrative assistant, special ed. dept.	11/14/2016	08/09/2019
Peter Perry Friedman Special Ed. Coordinator	Administrative assistant, special ed. dept.	7/1/2016	N/A
Nathalie Bonhomme HR Manager	Supports HR functions	09/17/2018	N/A
Kate Holland Education Programs Manager	Oversees Compliance	01/01/2019	N/A
Julia Mahr Senior Data Manager	Provides support with student academic data	07/16/2014	N/A

Callum Nelson Data Manager	Provides support with student academic data	07/30/2018	N/A
James Francois Director of Facilities	Manages Facilities employees	06/01/2019	N/A
Fabiola Breton Accounts Payable Associate	Supports in finance functions	6/11/2018	N/A
Victoria Maher Development Manager	Supports in Development Functions	09/30/2019	N/A
Natalya Faison Persistence Pathways Counselor	Supports college advising, match and persistence	09/09/2019	N/A
Linda Sewnarine ELA Achievement Leader	Owens ELA curriculum	07/01/2016	N/A
Norma Casado Human Resources Coordinator	Supports in HR functions	10/07/2019	N/A
Dana Gottlieb ESL Achievement Leader	Owens ESL curriculum	07/01/2015	N/A
Yara Figuero Support Services Coordinator	Supports in special edu functions	04/13/2020	N/A
Daniel Liu Data Analyst	Supports in Data functions	04/21/2020	N/A
Lawrence Hall Technology Associate	Provides technology support	10/08/2019	N/A
Kate Lobel Director of Human Resources	Manages Human Resources Employees	07/29/2019	N/A
Chelsie Hinckley	Supports college advising, match and persistence	10/29/2019	N/A

Persistence Pathway Manager			
Allen Harris Recruitment Associate	Recruit all open positions	07/01/2019	N/A
Courtney Fisk Recruitment Manager	Recruit all open positions	12/02/2019	03/02/2020

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	28	1	13	14 Resigned
Other Staff	29	2	4	5 Resigned 1 Contract End

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	12
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	20

BOARD MEMBERS FOR THE 2019-2020 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	Advisor, Lynn Community Engagement	2	9/30/2015 - 9/30/2018 9/30/2018 - 9/30/2021
Beecher, Tom	Trustee	Governance and Compensation	2	5/18/2015 - 5/14/2018 5/14/2018 - 5/14/2021
Betancourt, Jennifer	Trustee	Governance and Compensation	1	1/16/2018 - 9/20/19

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	Vice Chair	Co-Chair, Governance and Compensation	1	8/17/2017 - 8/17/2020
Gondelles, Luis	Trustee	Advisor, Development	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
Oliveras, Stephanie	Trustee	Chair, Finance and Facilities	1	8/21/2019 - 6/1/2022

D. Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amanda Seider	amanda.seider@gmail.com	No
Charter School Leader	Caleb Dolan	cdolan@kippma.org	No
Assistant Charter School Leader	Mekka Smith	mekkasmith@kippma.org	No
Special Education Director	N/A	N/A	N/A
MCAS Test Coordinator	Emily Hepler	ehepler@kippma.org	No
SIMS Coordinator	Emily Hepler	ehepler@kippma.org	No
English Language Learner Director	Dana Gottlieb	dgottlieb@kippma.org	No
School Business Official	Emily Hepler	ehepler@kippma.org	No
SIMS Contact	Emily Hepler	ehepler@kippma.org	No

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 28, 2021
Lottery	March 1-5, 2021

E. Anticipated Board Meeting Schedule for 2020-2021

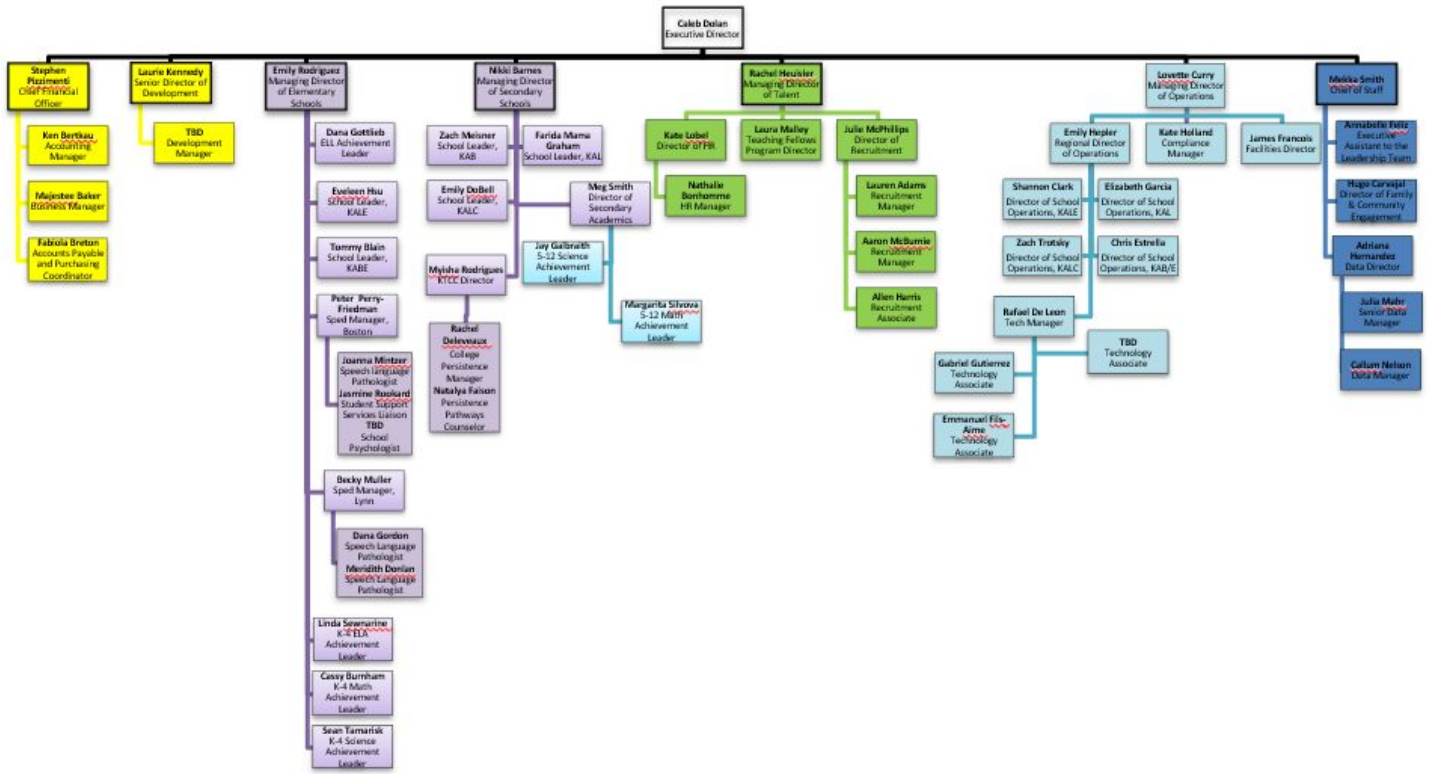
BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
July 29, 2020 9:00 am	Zoom (until instructed otherwise by state)
August 26, 2020 9:00 am	Zoom (until instructed otherwise by state)
September 23, 2020 9:00 am	Zoom (until instructed otherwise by state)
October 28, 2020 9:00 am	Zoom (until instructed otherwise by state)
January 20, 2021 9:00 am	Zoom (until instructed otherwise by state)
April 7, 2021 9:00 am	Zoom (until instructed otherwise by state)
June 23, 2021 9:00 am	Zoom (until instructed otherwise by state)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance and Compensation	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	October 14, 2020 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	April 7, 2021 11:00 am	Zoom (until instructed otherwise by state)
Governance and Compensation	May 12, 2021 11:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	October 21, 2020 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	January 13, 2021 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	March 31, 2021 9:00 am	Zoom (until instructed otherwise by state)
Finance and Facilities	June 16, 2021 9:00 am	Zoom (until instructed otherwise by state)
Teaching and Learning	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
Teaching and Learning	April 7, 2020 11:00 am	Zoom (until instructed otherwise by state)
People	September 23, 2020 11:00 am	Zoom (until instructed otherwise by state)
People	October 28, 2020 11:00 am	Zoom (until instructed otherwise by state)
People	January 20, 2021 11:00 am	Zoom (until instructed otherwise by state)
People	June 23, 2021 11:00 am	Zoom (until instructed otherwise by state)

F. Attachments

Regional Office Organizational Chart FY 2019-2020 (as of 2020.08.19)

KIPP MA FY19-20 Regional Office Org Chart



Family and Community Engagement/ Data	Teaching and Learning	Finance/Development	Operations and Tech	Talent Team
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