



KIPP Academy Lynn Charter School

SY2015-2016 Annual Accountability Report to the Massachusetts

Department of Elementary & Secondary Education

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Table of Contents

| | |
|--|----|
| Introduction to Our School | 3 |
| School Performance and Program Implementation | 4 |
| Faithfulness to the Charter | 4 |
| Mission and Key Design Elements | 4 |
| Amendment to the Charter | 6 |
| Dissemination Efforts..... | 6 |
| Academic Program Success..... | 7 |
| Student Performance..... | 7 |
| Program Delivery | 7 |
| Organizational Viability | 8 |
| Organizational Structure of the School..... | 8 |
| Network Structure | 8 |
| Teacher Evaluation..... | 9 |
| Budget and Finance | 10 |
| A. Unaudited FY16 statement of revenues, expenses & changes in net assets (income statement) | |
| 10 | |
| B. Statement of net assets for FY16 (balance sheet) | 11 |
| C. Approved School Budget for FY17 | 12 |
| D. Capital Plan for FY17 | 12 |
| Additional Information/Appendix..... | 13 |
| A. Appendix A: Accountability Plan Performance for 2014-2015 | 13 |
| B. Appendix B: Recruitment and Retention Plan | 15 |
| C. Appendix C: School and Student Data | 23 |
| D. Appendix D: Additional Required Information | 27 |
| E. Appendix E: Conditions | 27 |
| F. Appendix F: Complaints | 27 |
| G. Appendix G: Regional Office Organizational Charts | 27 |

Introduction to Our School

| KIPP Academy Lynn Charter Public School ("KALCPS") | | | |
|---|--|---|---|
| Type of Charter (Commonwealth or Horace Mann) | Commonwealth | Location | 90 High Rock Street, Lynn, MA, 01902 |
| Regional or Non-Regional? | Non-Regional | Districts in Region (if applicable) | N/A |
| Year Opened | 2004 | Year(s) in which the Charter was Renewed | 2008 & 2013 |
| Maximum Enrollment | 1586 | Current Enrollment | 1007 |
| Charter Grade Span | K-12 | Current Grade Span | K, 5-12 |
| # of Instructional Days per school year | 185 | Student on Waitlist | 966 |
| School Hours | Monday-Thursday: 7:30 a.m. 4:30 p.m. Friday: 7:30a.m. - 12:30p.m. | Age of School | 12 years |
| Mission Statement: The mission of KIPP Academy Lynn Charter Public School (KALCPS) is to empower all of its students with the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond. | | | |

School Performance and Program Implementation

Faithfulness to the Charter

Mission and Key Design Elements

The mission of all of KIPP Massachusetts schools is to create an environment where students develop the academic skills, character strengths, and intellectual habits necessary to maximize their potential in high school, in college, and in life. Our program is based on: a longer school day and year; academic and character development; a relentless focus on student outcomes and college graduation; intensive professional development and continuous coaching for teachers and staff; and a system of support for students in grades K-12, as well as through college. Other key design elements include:

High Quality Instruction

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

To help our teachers have a clear path to developing their practice, we adopted and began using the High Impact Instructional Practices (HIIP) Rubric in SY2014-2015. 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 accessed 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. In SY2015-2016, we focused the majority of our professional development on implementing three goals from the HIIP rubric.

Character Development

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

Family Engagement

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

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

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

College Readiness For All Students

We work with our students from Day One to help them become familiar with how to master their path to succeed to and through college. Our classrooms and hallways are filled with college pennants and our classrooms are named for our teachers' Alma Maters. Our students participate in college campus visits and are surrounded with the expectation of college. We engage with our students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

Taking college readiness a step further, our KIPP Through College (KTC) program was created to ensure that all KIPP alumni, regardless of whether the alum graduated from a KIPP high school, have the tools and support needed to earn a college degree. The KTC full time staff provide students with: college matching and placement services so students can identify the

colleges that are right for them, counseling and social/emotional support, SAT prep classes, and financial aid counseling for students and families. We also partner with local organizations to offer internships and summer programs for students to gain an understanding of the career opportunities available to them after college and begin to build a network of contacts to enable them to reach their career goals.

Amendment to the Charter

| Date | Amendment Requested | Approved? |
|------------|----------------------|-----------|
| 11/3/2015 | Expulsion Amendment | Yes |
| 12/18/2015 | Enrollment Amendment | Yes |
| 8/1/16 | Schedule Amendment | Pending |

Dissemination Efforts

All KIPP Massachusetts schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We have hosted several hundred visitors this year across our Boston and Lynn campuses from local traditional and charter public 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 are also founding members of the Boston Charter Research Collaborative. The BCRC is a multi-year partnership between six Boston-area charter management organizations, CEPR and MIT researchers, and the National Center on Time and Learning's Transforming Education program. The project will engage in rapid-cycle experimentation to develop scalable measures of and interventions to improve students' fluid intelligence and social-emotional capacities. The collaborative will serve as a model for similar partnerships between practitioners and researchers that efficiently address the education sector's most pressing needs of practice.

Finally, we share our school and regional operations best practices. This past year, we hosted visitors from other charter organizations to share our charter school operations experience at the school and regional level. Our administrators also participated in one-on-one interviews to share best practices in their particular areas of expertise with anyone who inquired.

Academic Program Success

Student Performance

A. Publicly Available Data

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

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=38&orgcode=04290000&fycode=2015&orgtypecode=12&>

Program Delivery

Our mission is to empower all of our students with the academic skills, intellectual habits, and character traits necessary to maximize their potential in high school, college and the world beyond. At the beginning of this school year, we began implementation of KIPP's High Impact Instructional Practices rubric across all of our grades increase to ensure that our teachers are delivering instruction that results in our students developing the academic skills and intellectual habits necessary to maximize their potential to and through college. This year, we have delivered professional development at the campus, grade, and departmental levels on three particular areas: designing high-quality tasks, questioning, and lifting. In practice, our goal is for our students to be engaged in tasks composed of a least a few high-quality prompts (academic skills), students independently or collaboratively doing the "lifting" or thinking work (intellectual habits), and teachers asking questions to facilitate and deepen student understanding (intellectual habits).

While fully mastering these three areas is a work in progress, we have seen significant growth among our instructional staff this year.

This year, we implemented a new approach to behavior development for our high school grades. We have refocused on helping our students become ready for the freedom and choices that they will face when they go to college. Our goal is for our students to become increasingly intrinsically motivated to engage in positive behavior. In practice, this means that our students are given a little more flexibility to explore and, sometimes, make mistakes. We support them by setting clear expectations and holding our student accountability to those expectations.

Finally, this year we began offering special education programming for students who had graduated from our school, but were still eligible for special education services.

Organizational Viability

Organizational Structure of the School

This year, KALCS enroll its first Kindergarten class. We are looking forward to growing our elementary school to first grade in this coming year. This has also been a transitional year for the school leaders in our middle school. Anna Breen led the middle school for the first half of the year, while Robert McCarthy led the school for the second half of the year. Melissa Savage will take up the middle school leadership role this coming fall.

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 clarifying ownership and communication lines between the school and the network.

During most of its charter term, KIPP:MA has had approximately 30 network staff members who serve in leadership or support roles in instruction, data, operations, student enrollment, staff recruitment, finance, compliance, legal, technology, and human resources, among others.

Moving forward, KIPP:MA regional staff will continue to serve these functions, but will also focus more closely on leveraging the efficiencies of scale available to a network of its size. This has included considering which decisions and processes are best made or managed at either the school or district level. For example, when KIPP:MA engaged in the aforementioned work with Bain, school-based administrators and teachers were critical members of the team researching, rethinking, and deciding how KABCPS and KIPP:MA would be structured in the future. After a year-long research, reflection, and decision process, in which teachers, families, students, and both network and school based staff participated, KIPP:MA and KABCPS are beginning to implement the recommendations from the new plan.

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to ensure faithfulness to our charter and successful, sustainable growth. Progress starting up new schools and grades is reported on and discussed at every Board meeting and frequently through committees. The Board meets at least 6 times per year and, at each meeting, evaluates performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance. At year-end, the Board conducts a full review of the school's academic, operational, and organizational progress. This review includes a 360' review of the school leadership, analysis of test results, a review of budget-to-actual reports, as

well as systematic internal review of each aspect of our schools by the relevant Board committee. The results of reviews are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regular meets with the Board Chair and other members to discuss progress. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

Teacher Evaluation

KALCS utilizes a system developed specifically for KIPP:MA to evaluate our teachers. Our teachers' performance is evaluated at two times during the year: mid-year and year-end. KIPP Academy Boston and KIPP Academy Lynn utilize different formats for their evaluations. KIPP Academy Lynn has a goals-based evaluation form, and KIPP Academy Boston rates teachers against the KIPP Framework for Effective Teaching (KFET). Both districts' forms refer to the KFET.

KFET consist of four evaluation categories: Self and Others / Leadership, Classroom Culture, The Teaching Cycle, and Knowledge. Additionally, it ranks teachers within four levels: Unsatisfactory, Needs Improvement, Proficient, and Exemplary. The two types of evaluation forms include a self-evaluation as well as a manager/coach evaluation.

Budget and Finance

A. Unaudited FY16 statement of revenues, expenses & changes in net assets (income statement)

| KIPP Academy Lynn and affiliated Foundation FY 2016 Preliminary Income Statement Preliminary as of 7/29/2016 (audited financial statements not available until November 2016) | |
|--|-------------------|
| <u>July 2015 - June 2016</u> | |
| Public | |
| Total Public | 15,078,390 |
| Private | |
| Total Private | 26,975 |
| Fees & Other | |
| Total Fees & Other | 1,097,994 |
| Total Revenue | <u>16,203,359</u> |
| Personnel - Salaries | |
| Total Personnel - Salaries | 10,008,523 |
| Personnel - Other | |
| Total Personnel - Other | 1,868,978 |
| Direct Student Expenses | |
| Total Direct Student Expenses | 1,866,430 |
| Administration | |
| Total Administration | 1,682,716 |
| Facilities | |
| Total Facilities | 1,855,746 |
| School Contribution to Regional Office | |
| Total School Contribution to Regional Office | (799,698) |
| Total Expenses | <u>16,482,695</u> |
| Total Surplus (Deficit) | <u>(279,336)</u> |

B. Statement of net assets for FY16 (balance sheet)

| KIPP Academy Lynn and affiliated Foundation FY 2016 Preliminary Balance Sheet Preliminary as of 7/29/16 (audited financial statements not available until November 2016) | | <u>June 30, 2016</u> |
|---|-------------------|----------------------|
| Assets | | |
| Boston Private Operating *8842 | 400 | |
| Citizens Bank KAL *0730 | 1,446,818 | |
| JP Morgan Chase 90 HR Reserve *5281 | 6 | |
| Lynn Fund *8831 | 1,108,686 | |
| Petty Cash KAL Middle School | 250 | |
| Petty Cash KAL High School | 250 | |
| Accounts Receivable | 3,751 | |
| Grants Receivable | 238,209 | |
| Pledges Receivable | 401,400 | |
| Notes Receivable - Bonds | 19,243,342 | |
| Accounts Receivable - Interest | 43,945 | |
| Due From Employees - Advance | 38,676 | |
| Due to / from Lynn Charter / Boston Charter | 25,129 | |
| Prepaid Expenses | 328,474 | |
| Deposits | 23,709 | |
| Leasehold Improvements | 35,541 | |
| Furniture Capitalized | 121,244 | |
| Equipment (Capitalized) | 110,243 | |
| Technology (Capitalized) | 1,226,741 | |
| Financing Fees Capitalized | 423 | |
| Soft Costs - FFE | 21,738 | |
| Soft Costs - Transaction - Legal and Insurance | 4,888 | |
| Investment in 90 HR | 631,579 | |
| Accum Dep - Leasehold Improvements | (100) | |
| Accum Dep - Furniture | (21,494) | |
| Accum Dep - Equipment | (64,660) | |
| Accum Dep - Computers and Tech | (711,119) | |
| Loan Receivable - KALF | 1,500,000 | |
| Total Assets | <u>25,758,070</u> | |
| Liabilities | | |
| Accounts Payable | 128,731 | |
| 403b Payable | 8,696 | |
| FSA Payable | 3,556 | |
| Accrued Expenses | 60,000 | |
| Accrued Payroll | 86,983 | |
| Citizens Tax Exempt Bond | 17,350,778 | |
| Citizens Taxable Bond | 1,205,572 | |
| Total Liabilities | <u>18,844,315</u> | |
| Net Assets | <u>6,913,754</u> | |
| Total Liabilities & Net Assets | <u>25,758,070</u> | |

C. Approved School Budget for FY17

PRO FORMA FINANCIALS - KIPP Academy Lynn
Board Approved on 6/11/16

| REVENUE | |
|---|-------------------|
| Public - Tuition Revenue | 14,860,093 |
| Public - Other State Revenue | 52,781 |
| Public - Local Revenue | 35,000 |
| Public - Federal Revenue Total | 1,603,952 |
| Private Revenue Total | 348,275 |
| Other Income | 223,996 |
| School Contribution to Regional Office | 1,432,431 |
| TOTAL REVENUE | 18,556,529 |
| EXPENSES | |
| Personnel - Salaries | 11,587,890 |
| Personnel - Other | 1,968,486 |
| Direct Student Expenses | 1,936,334 |
| Administration | 1,842,873 |
| Facilities | 2,077,543 |
| School Contribution to Regional Office | (971,437) |
| TOTAL EXPENSES | 18,441,689 |
| CHANGE IN NET POSITION | 114,841 |

D. Capital Plan for FY17

During FY17, KIPP plans to expand our 90 High Rock Facility to accommodate additional students and to begin the search for additional land to construct another permanent facility in Lynn to accommodate our growing student body. In FY17, we have also leased additional space at 20 Wheeler Street, Lynn to accommodate our growing elementary school. Our regional office, previously housed on the third floor of 20 Wheeler Street, has now moved to the first floor of the building. KIPP:MA is redistributing its regional office staff across our new space at Wheeler street and our facility in Mattapan at 37 Babson Street.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2014-2015

| 2014-2015 Performance (Met/Partially Met/Not Met) | Evidence | |
|--|---------------|--|
| Objective 1: To support its emphasis on high-quality instruction, KIPP Academy Lynn 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. | | |
| Measure 1a: KIPP Academy Lynn Public Charter School teachers will engage in at least 50 hours per year of practice based professional development. | Met | In SY15-15, KIPP Academy Lynn teachers engaged in excess of 50 hours of practiced based professional development. |
| 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 teacher are clearly defined at my school.” | Partially Met | We achieved a response rate of 98%. 67% of our teachers agreed with the statement that “The expectations for effective teacher are clearly defined at my school.” This is an improvement from 47% agreeing in SY14-15. |
| Objective 2: Beginning in Kindergarten, KIPP Academy Lynn Public Charter School will teach and practice research-based character traits necessary for student to maximize their potential in college and in life. | | |
| Measure 2a: Annually beginning in 5 th grade ¹ , 70% of KIPP Academy Lynn Public Charter School students will self-evaluate character strengths and habits development using a research based survey. | Met | In SY15-16, our average participation rate by students in grades 5-12 on a research based survey exceed 85%. The survey self-evaluated character strengths and habits. |
| 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 3.75 or higher out of 5.00, with a 50% response rate | Partially Met | In SY15-16, we achieved a response rate of 45%. The average response was 4.44 out of 5.00. |

¹ In year one of this charter term, KIPP Academy Lynn Public Charter School was approved to expand to include grades Kindergarten through 4. KIPP Academy Lynn will begin its Kindergarten class in year two of its charter term and continue building one grade per year thereafter, until it reaches full enrollment, which would not occur until after this charter term ends.

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| from our families. | | |
| Objective 3: KIPP Academy Lynn Public Charter School will focus on broadening and deepening family engagement with our families to support student growth and development. | | |
| Measure 3a: On the annual Healthy Schools & Regions Survey, the average response to the statement, "I would recommend KIPP to other families," will be 3.75 or higher out of 5.00, with a 50% response rate from our families. | Partially Met | In SY15-16, we achieved a response rate of 45%.. Of those responses, the average was 4.46 out of 5.00. |
| Measure 3b: On the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be 3.75 or higher out of 5.00, with a 50% response rate from our families. | Partially Met | In SY15-16, we achieved a response rate of 45%. Of those responses, the average was 4.66 out of 5.00. |
| Objective 4: KIPP Academy Lynn Public Charter School's graduates will develop college readiness so that they can climb the mountain to and through college. | | |
| Measure 4a: Each year, 90% of graduating seniors will matriculate to a two or four year college by January 1st of the year following their graduation from KIPP Academy Lynn Public Charter School. | Met | We graduated our first class in SY14-15. As of February 2016, 94% of our graduating seniors have matriculated at a two or four year college. |
| Measure 4b: The average score for questions related to college placement and support on the annual KIPP Healthy Schools & Regions Survey will be 3.75 or higher out of 5.00 with a 50% response rate from our families. | Partially Met | In SY15-16, we achieved a response rate of 45%. The average response was 4.44 out of 5.00 |
| Objective 5: KIPP Academy Lynn will partner with leading educational institutions to participate in rapid cycle research and share those findings publicly with the broader education community both in Massachusetts and nationally. | | |
| Measure 5a: Each year, KIPP Academy Lynn will participate in at least one research project to move the larger body of knowledge on effective schools forward. | Met | In SY15-16, KIPP Academy Lynn participated in research through BCRC. |
| Measure 5b: Findings from the research projects will be disseminated to Lynn Public Schools and Boston Public Schools at least one time per year, resulting in the sharing of KIPP Academy Lynn Public Charter School's best practices. | n/a | While KIPP Academy Lynn participated in research in SY15-16, the research has not yet resulted in published findings. |

B. Appendix B: Recruitment and Retention Plan

School Name: KIPP Academy Lynn Charter School

Date: July 31, 2015

Implementation Summary on Recruitment Activities

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 Lynn'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 12.1% students with special needs, 43.7% economically disadvantaged students, 23.8% English language learner students, and 66.3% student with high needs. These rates are comparable to Lynn Public Schools and, except for students with disabilities, exceed the comparison index.

We hope to continue this trend by translating all recruitment materials in English and Spanish. We are continuing to develop our adult education programs to facilitate recruitment throughout Lynn.

We also make clear to all families through recruitment materials that KIPP Academy Lynn is a free, open-enrollment school to dispel parents' misconceptions around entrance exams or tuition fees for entrance into charter schools. This past year, we began offering post high school programming for students with special needs who still qualify for special education services.

General Recruitment Activities

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 Lynn 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 Lynn's low income communities as well as to families with students who may have special needs or for whom English is not the primary language spoken at home. Through our current families sharing their experiences, KIPP Lynn is also developing a reputation in Lynn as a place that welcomes and supports diverse learners.

We publish lottery advertisements in English and Spanish, in the Daily Item of Lynn, and on our website. We hold open houses that are open to the public where parents and prospective students can learn more about the school and where they can fill out applications. Finally, we do outreach at local places of worship and youth centers such as the YMCA and Boys and Girls Club.

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 Lynn as possible about the opportunity to attend KALCS, 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 Lynn Public Schools; and
- Encouraging parents of current K, and 5-12 students to enroll their children at our school and to spread the word about KIPP to friends with children.

| Recruitment Plan – Strategies | |
|-------------------------------|--|
| Demographic Group | Strategies |
| Special Education Students | <p>In FY16, 12.1% of our students were classified as having disabilities. This represents an increase from FY15 and is just slightly below the comparison index.</p> <p>During the lottery process, we will continue to make a concerted effort to inform parents that all students, regardless of ability, are encouraged to apply, including students who have IEPs, 504 plans, or are currently being evaluated.</p> <p>We will 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, KALCS staff explains 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 Director of Special Education and 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>In SY15-16, KALCS and its sister organization, KIPP Academy Boston Public Charter School, began offering special education services to students with more demanding disabilities. Our hope is that, over time, this will made us a more attractive option for future students with special needs by continuing to demonstrate our commitment to offering services to all students, regardless of special need status and encourage more students with special needs to consider applying to KALCS. We are continuing to try to leverage a growing number of</p> |

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| | program offerings to attract more applicants with special needs. |
| Limited English-proficient students | <p>In FY16, 23.8% of our students were identified as English language learners. This rate exceeds the comparison index and Lynn public school.</p> <p>Our current strategies to attract applicants who are English language learners are successful. We will continue those strategies in SY16-17. We will make our recruitment and lottery materials available in English, Spanish, and Arabic. We will continue to identify persons in our KALCS community who can assist us at events, such as open houses, by providing translation for prospective families.</p> <p>We will continue to identify community centers and cultural organizations that are able to disseminate information about KALCS 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 will include identifying organizations predominantly serving both the Spanish speaking and the Arabic speaking communities.</p> <p>We will continue to work with our Director of Community Outreach to identify new and existing organizations and establish communication with them, including through our adult education programs. For example, we will reach out to the New American Center in Lynn to increase our outreach to families who have recently immigrated to the United States.</p> <p>Additionally, we will invite parent leaders and community leaders to work with us to identify additional outreach venues to increase the number of applicants from Arabic and Spanish speaking families.</p> |
| Students eligible for free or reduced lunch/Economically Disadvantaged | <p>This year, 43.7% of our students were identified as economically disadvantaged students. This number exceeds the comparison index. We believe this number is artificially low and does not accurately reflect the economic realities our students and their families face. Regardless, we hope to maintain or exceed this number in the future.</p> <p>We will strive to further increase the number of low income students at KALCS 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> |

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|---|---|
| Students who are sub-proficient | <p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school programs and credit recovery plans.</p> |
| Students at risk for dropping out of school | <p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS/PARCC.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school programs and credit recovery plans.</p> |
| Students who have dropped out of school | We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn. |
| Other subgroups of students who should be targeted to eliminate the achievement gap | We will 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. |

2016-2017 Student Retention Goal

92%

Implementation Summary on Retention Activities

We achieve high retention rates by maintaining a close and constant relationship between teachers, student, and parents. Our current retention rate is 95.4%.

Each student at KIPP Academy Lynn Charter School is assigned to an advisor with a group of 8

to 11 other students. Advisories meet on a daily basis for 30 minutes to touch base on the student's academic progress and general well-being. Advisors make weekly contact with parents to give them updates on their children's progress. Incoming students receive a home visit from their advisors in the days previous to the beginning of school. During this home visit, the advisor explains the structure of the year, the student's schedules, and expectations for not only students but for parents and teachers too.

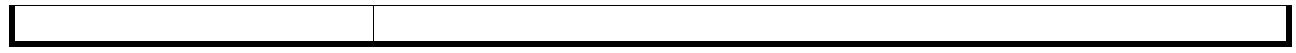
KALCS has grade-level events numerous times over the year where parents can check in with teachers (e.g. report cards) or accomplish a goal, such as registering students for financial aid for college. These events are held in both English and Spanish and we offer translators for other languages if requested.

Finally, students are offered the opportunity to recover credit via summer school and/or online credit recovery to minimize the risk of students dropping out. 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. KALCS 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.

| Retention Plan – Strategies | |
|-----------------------------|---|
| Demographic Group | Strategies |
| Special Education Students | <p>KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</p> <p>The school will continue to engage parents in understanding the specifics of their students' IEPs and how to advocate 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 receive inclusion services or separate settings.</p> <p>We will offer summer school for credit recover and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We recently founded a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p> <p>KIPP Academy Lynn Charter School is continuing to develop strategies to meet the needs of its severe need special education students. For example, 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 full-time speech therapist to work with students who have IEPs that call</p> |

| | |
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| | <p>for speech therapy.</p> <p>In SY15-16, KALCS and its sister organization, KIPP Academy Lynn collegiate, will have the opportunity to offer services to students with more demanding disabilities. This will make us a more attractive option for future students with special needs by continuing to demonstrate our commitment to offering services to all students, regardless of special need status and encourage more students with special needs to consider applying to KALCS.</p> <p>In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us.</p> |
| Limited English-proficient students | <p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTELs and courses necessary to fully support the students at KIPP Academy Lynn Charter School. 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 on a quarterly basis.</p> |
| Students eligible for free or reduced lunch/Economically Disadvantaged | <p>The Food Services Director will ensure that as many students as possible are certified to receive free meals through the direct certification method. The Director will contact the families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year. The Director will perform a direct certification at least two more times during the school year to ensure that any students receiving benefits such as TANF or SNAP are also receiving free meals at school.</p> <p>The Food Services Director will work with the Director of Community Programs to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP.</p> <p>We currently believe that the new economically disadvantaged metric will result in lowering the number of student who are eligible for free and reduced lunch at our schools because many of students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.</p> <p>Furthermore, our homelessness liaison will work with families experiencing homelessness to developed plans to keep their children enrolled at our school.</p> |

| | |
|---|--|
| Students who are sub-proficient | <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 through quarterly (middle school) and bi-weekly (high school) progress reports.</p> <p>We will offer summer school for credit recovery and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p> |
| Students at risk for dropping out of school | <p>Students who absent are reported to their parents before 9:00am of the same day in an effort to reduce skipping and increase parental engagement.</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, e-mail and mail, opportunities to participate in school events, distribution of progress reports, and parent conferences on a quarterly basis.</p> <p>Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families.</p> <p>The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP).</p> <p>Our school counselors, advisors, and KIPP Through College Team will work to identify students at risk for dropping out and work with those students to develop a plan to graduate.</p> |
| Students who have dropped out of school | <p>Our school counselors and KIPP Through College Team work to reengage students who have dropped out. The team works with these students, encouraging them to return to school, or working with them to find alternative paths to graduate.</p> |
| Other subgroups of students who should be targeted to eliminate the achievement gap | <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, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p> |



C. Appendix C: School and Student Data

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|--|--------------|--------------------------|
| Race/Ethnicity | # of student | % of entire student body |
| African-American | 254 | 25 |
| Asian | 25 | 0.2 |
| Hispanic | 631 | 66 |
| Native American | 0 | 0 |
| White | 70 | 0.07 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 27 | 0.03 |
| Special Education | 124 | 12.3 |
| Limited English proficient | 253 | 25 |
| Economically disadvantaged | 440 | 43.7 |
| Low-income | 852 | 84.6 |

| ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR | | | |
|---|--|------------|---|
| Name, Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| Caleb Dolan, Executive Director | Overall leadership of all both Boston and Lynn districts | FY12 | N/A |
| Sarah Drezek Managing Director of Schools | Oversee principals at KIPP Academy Lynn, provide professional development | FY14 | N/A |
| Anna Breen, School Leader Middle School | Instructional Leadership of KIPP Academy Lynn Middle School | FY05 | FY16 |
| Robert McCarty, School Leader Middle | Instructional Leadership of KIPP Academy Lynn Middle School | FY15 | FY15 |
| Melissa Savage School Leader Middle | Instructional Leadership of KIPP Academy Lynn Middle School | FY11 | N/A |
| Eveleen Hsu, School Leader Elementary | Instructional Leadership of KIPP Academy Lynn Elementary School | FY15 | N/A |
| John Kalafatas, Chief Operating Officer | Business operations management for both Boston and Lynn districts | FY11 | FY15 |
| Kevin Taylor Chief Operating Officer | Business operations management for both Boston and Lynn districts | FY15 | N/A |
| Mekka Smith Chief of Staff | Oversee board activities and critical organizational projects | FY16 | N/A |
| Jenn Parkos, Chief Development Officer | Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn | FY10 | FY15 |
| Laurie Kennedy Director of Development | Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn | FY13 | N/A |
| Matthew Cameron Director of Finance | Overall financial management for both Lynn and Boston districts | FY16 | N/A |
| Alexis Rosado Director of KIPP Through College | Oversee college advising, match and persistence | FY08 | N/A |
| Teresa Rita Chief People Officer | Director of Human Resources and Recruitment department | FY15 | FY16 |
| Alexandria Mauristhene HR Coordinator | Provide HR support | FY15 | FY16 |
| Jelissa Carias HR Generalist | Oversees all HR functions | FY16 | N/A |
| Julia McPhillips Director of Recruitment | Oversees all recruitment functions | FY15 | N/A |
| Stefanie Perry Director of Special Education and ELL | Oversee special education and ELL services | FY14 | N/A |
| Stewart Stout Director of Student Achievement | Oversee collection, validation, and interpretation of student achievement data | FY14 | FY16 |
| Katie Hagan Manager of Data Analytics | Oversee collection, validation, and interpretation of student academic data | FY16 | N/A |

| | | | |
|--|---|------|------|
| Jacqueline Hayes, General Counsel, Dir. Of Compl & Accountability | Oversee legal, compliance & accountability | FY15 | N/A |
| Esther Addo Regional Director of Operations | Manage all school based operations | FY16 | N/A |
| Victor Woodroffe Director of Technology | Oversee technology implementation | FY15 | FY16 |
| Rafael DeLeon, Technology Associate | Provide technology support | FY11 | N/A |
| Gabriel Gutierrez, Technology Associate | Provide technology support | FY13 | N/A |
| Myisha Rodrigues-Scott, Director of Counseling | Oversee counseling department | FY12 | N/A |
| Hugo Carvajal Director of Community Programs | Oversee community programs and relations | FY06 | N/A |
| Adanma Ude Coordinator of Community Programs | Coordinate community programs | FY17 | N/A |
| Hans Klinger, Finance Analyst, Finance & Operations | Prepare financial and operations analysis reports | FY15 | FY16 |
| Joe Adams Financial Analyst | Prepare financial and operations analysis reports | FY17 | N/A |
| Donato Gray Visco School Operations, Middle School | Manager of school operations for KIPP Academy Lynn Middle School | FY15 | FY16 |
| Jennifer Startek, School Operations, High School | Manager of school operations for KIPP Academy Lynn High School | FY07 | N/A |
| Emi Okuda School Operations, Elementary | Manager of school operations for KIPP Academy Lynn Elementary | FY15 | FY15 |
| Laura Malley Teaching Fellows Manager | Oversee development and supervision of teaching fellows | FY13 | N/A |
| Susan Vignolo-Collazzo Special Ed. Coorinator | Administrative assistant, special ed. dept. | FY13 | N/A |
| Yvon Biselele Executive assistant | Executive assistant to the leadership team | FY16 | N/A |
| Michael Giuliano Finance Manager & Accounting | Process invoices, reimbursements, and all accounting | FY16 | N/A |
| Kate Reynolds Marketing and Communications Mgr | Oversee marketing and communications | FY16 | N/A |

| TEACHER AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|--|---|-------------------------------------|---|
| | Number as of the last day of the 2014-2015 school year | Departures during the 2014-2015 school year | Departures at the end of the school | Reason(s) for Departure |
| Teachers | 111 | 9 | 30 | Mid-year departures were early in the school year related to fit. End of year departures were largely for personal reasons. |
| Other Staff | 39 | 12 | 4 | 8 Involuntary 8 Voluntary *1 Took a position at the KIPP Foundation *1 Took a position at a not-for profit *2 Returned to school *2 Returned to teaching at another charter *2 Moved out of state *2 Personal |

| BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR | | | | |
|---|-----------------------|---|------------------------|---|
| Last Name | Position on the Board | Committee Affiliations | Number of Terms Served | Length of each term (including date of election and expiration) |
| Michael Kendall | Board Chair | Governance Committee Chair, Strategic Task Force Member, Compensation Committee Chair | Two | 06/2012 - 06/2018 |
| Skip Besthoff | Treasurer | Finance Committee Chair | Two | 06/2014 - 11/2017 |
| Douglas Borchard | | Governance Committee Member, Strategic Task Force Member | One | 05/2014 - 06/2017 |
| Amanda Fernandez | | Teaching & Learning Committee member, Advocacy Task Force Member, Development Task Force Member | One | 01/2014 - 03/2017 |
| Amanda Seider | Vice Chair /Secretary | Teaching & Learning Committee Chair, Governance Committee Member | Two | 06/2014 - 11/2017 |

| | | | | |
|------------------------|--------------------|--------------------------------|--------------------|-------------------|
| Tom Beecher | | | One | 04/2015 - 05/2018 |
| Eric Svenson | | | One | 04/2015 - 04/2018 |
| Joal Abramson | | | One | 04/2015 - 04/2018 |
| Jennifer Davis | | | One | 06/2015 – 06/2018 |
| Trinidad Flores | | | One | 12/2015-10/2018 |
| Caleb Dolan | Executive Director | All Committees and Task Forces | Executive Director | 08/2011 - |

D. Appendix D: Additional Required Information

Key Leadership Changes

| Position | Name |
|----------------------|----------------|
| Middle School Leader | Melissa Savage |

Facilities

| Location | Dates of Occupancy |
|--|-------------------------------|
| Rented additional facility space for our elementary grades. 20 Wheeler Street, Lynn, MA | July 1, 2015, three year term |

Enrollment

| Action | Date(s) |
|------------------------------|------------------------------|
| Student Application Deadline | On or about March 3, 2015 |
| Lottery | The week of March 7-11, 2016 |

E. Appendix E: Conditions

Not Applicable

F. Appendix F: Complaints

We received one complaint in SY15-16. The board retained outside counsel to investigate the allegations made in the complaint. The school, administrators, regional office staff, and board were fully compliant with the investigation process. After deliberation and consideration of the investigators findings, the board concluded that KALCPS had not engaged in the misconduct alleged in the complaint.

G. Appendix G: Regional Office Organizational Charts