



KIPP Academy Lynn Charter School

SY2016-2017 Annual Accountability Report to the Massachusetts
Department of Elementary & Secondary Education
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Introduction to Our School

KIPP Academy Lynn Charter Public School (“KALCS”)			
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	1,196
Charter Grade Span	K-12	Current Grade Span	K-1, 5-12
# of Instructional Days per school year	185	Student on Waitlist	1,360 as of March 1, 2017
School Hours	Monday-Thursday: 7:30 a.m. 4:30 p.m. Friday: 7:30a.m. - 12:30p.m.	Age of School	13 years
<p>Mission Statement:</p> <p>The mission of KIPP Academy Lynn Charter Public School (KALCS) 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.</p>			

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, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond.

- ❖ 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.

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 real-time actionable feedback to improve their practice and hone their craft.

Our teachers also have access to network wide professional development, meeting at least twice per year as a network, as well as KIPP national professional development opportunities. Beginning in school year 2016-17 new teachers from both Boston and Lynn were together for three days of summer PD followed by one day of region-wide PD and four days of school-level PD for all staff members. We are continuing to seek opportunities for cross regional professional development throughout the school year.

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. 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, 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 student's 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 KAICS 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 regular feedback on their student's 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?
August 2016	Schedule Amendment	Yes
July 1, 2017	Bylaws Amendment	Pending
July 2017	Schedule Amendment	Pending
8/1/17	Expansion 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 each year of our charter term across our Boston and Lynn campuses from local traditional and charter schools. Our teachers, leaders, and regional team have led professional development for organizations such as Teach for America, the Match Teacher Residency, and Building Excellent Schools. In particular we have led dissemination of KIPP:MA's practices for character education and student engagement. We have shared curriculum and school design resources to all who request them believing that this will improve all schools.

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

We are also founding members of the Boston Charter Research Collaborative. 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.

During our charter term, our operations and network staff have also engaged in opportunities to disseminate best practices, hosting visitors from other charter school and responding to requests for information about areas such as compliance and student assessments. At least two times per year in each grade span at both of our charters, we host school reviews. During reviews, we invite a team of educational leaders from both the academic and operational sides of the team to review our schools. Through this process, we are able to receive critical feedback that helps us improve, but also are able to share best practices with our reviewers.

Beginning in school year 2016-2017, we began partnering with the Broad Residency and hosting Broad fellows. We currently have three residents at KIPP:MA. Through the program, the residents participate in intense professional development and share best practices from their respective districts with other residents in the program. This has increase our opportunities to collaborate and share non-instructional best practices with traditional public school districts in Massachusetts as well as nationally.

During school year 2016-2017, we had the opportunity to share about our college match process through a dissemination fair hosted by the Charter School Office and hope to have similar opportunities in the future.

Through our special education department, we have had 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 been able to both learn and share 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? (Title)	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional practices	Open classroom and school observations	All positions	Instruction	We regularly host one hundred+ visitors each year. Visitors come from our home district and from surrounding districts, as well as from other MA and out of state charters.	No grant funding was sought for this work.
Instructional practices, Academic curriculum, Character development curriculum	KIPP: Share, an online database	All positions	Curriculum	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 databased where KIPP teachers and administrator can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Character development	Surveys, student performance data, student demographic data	Directors of School Operations, Regional Director of Operations, Manager of Data Analytics	Mission and Key Design Elements	Pending, will be disseminated publicly once complete	Boston Charter Research Collaborative with Harvard and MIT. This research project is rapid cycle research on student engagement at KIPP. The project is ongoing. The school did receive grants funding. No grant was written.

Administration/Operations Best Practices	Broad Residency Participation	Regional Director of Operations	Operations	Traditional Public Schools, Charters, State Agencies	Partnered with the Broad Residency in Urban Education. Through program, we employ a fellow who works at our schools for two years. The fellow gains knowledge of our program, shares best practices with the Board fellowship program and other fellows, and learns best practices to bring back to KIPP:MA. The school receives funding from the program for a portion of the fellows salary. No grant was written.
Teaching and Learning and Operations	School Reviews	All areas	All areas	Charter schools, charter management organizations, principals, teachers	At least two times per year in each of our elementary, middle, and high school grades, we invite a team of outside reviewers to evaluate our school. The process is ultimately both constructive for us and a sharing of best practices both to and from the reviewers. The school did receive grants funding. No grant was written.
Curriculum & School Design Resources	Electronic documents and paper documents	All positions	Curriculum	Anyone who requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
SPED best practices	Collaborate of Regional Charters	Director of Student Support Services	Supports for Diverse Learners	Boston Charters	We participate in a collaborative of Boston Charter Schools. No grants were sought for this work.
Operations best practices	List serve		Finance	MA Charter Schools	No grants were sought to support this work.

Academic Program Success

Student Performance

A. Publicly Available Data

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

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04290010&fycode=2016&orgtypecode=6&>

Program Delivery

In 2016-2017, we added our first grade class. KIPP:MA, including instructional leaders at KALCS, continued to refine our academic vision and a shared definition of rigor. This focus continued to be supported by weekly professional development.

While we strive for inclusion, we recognize that there are situations where students are unable to find success in a fully inclusive setting. Next year, we are planning to open a substantially separate program to support students with needs that require support outside of the general education classroom.

KIPP Academy Lynn Charter School is aware of the revised Mathematics and ELA standards. We will approach any curricular revisions necessitated by the standards through our regional office teaching and learning team. The team will work with our school based teachers and staff to ensure the standards will be incorporated during the 2017-2018 school year.

Social, Emotional, and Health Needs

At KIPP:MA, there is a region-wide belief that the success of the individual and the success of the community are tied together in what Dr. Martin Luther King Jr. referred to as "the fabric of inescapable mutuality." All students, including our youngest KIPPsters learn about helping themselves and others through academic group and partner work and teacher-created culture lessons with anchor texts to emphasize our values. Our school has robust and detailed systems to ensure that our students are immersed in a safe learning environment with a positive tone and culture.

To support students' emotional and social health, we have a high ratio of counselors available to provide direct support to students and communicate strategies with families and teachers. The counselors help design key opportunities for building social skills as part of our curriculum. For example, our counselors may identify specific ways we can structure recess that will help build problem solving skills. We employ a full time speech pathologist and a full time psychologist.

We employ nurses at all of our facilities who provide support and care for any students with health needs. In our middle and high school grades, we have advisories that provide students time and space to build relationships with each other and with a staff member.

We have a full-time nurse and a part time nurse on site who provide first-aid, administers medications, and communicates with students and families about any health related concerns. Our nurse also works with our Director of School Operations to ensure our students have the necessary health related screenings and exams.

As we get to know our students, we modify certain aspects of our design to best support students in all areas of development. For example, if we have several students who would benefit from support with social skills, we may consider providing more social skills groups during the school day. We may also modify some of our activities during class, such as center work, to explicitly teach these skills through academic work and structured play. Overall, through our Response to Intervention process and our behavior systems, we analyze trends in students' needs in order to provide the most strategic, targeted support and interventions.

Organizational Viability

Organizational Structure of the School

This year, KALCS enroll its first 1st grade class. We are looking forward to growing our elementary school to second grade in this coming year.

Please see Appendix G for our organizational chart.

Network Structure

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

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

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to ensure faithfulness to our charter and successful, sustainable growth. Progress starting up new schools and grades is reported on and discussed at every Board meeting and frequently through committees. The Board meets at least six 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

We made no substantial changes to our teacher evaluation system this year.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses & changes in net assets (income statement)

Unaudited FY17 statement of revenue, expenses, and changes in net assets (income statement)

KIPP Academy Lynn

Preliminary as of 7/31/17 (audited financial statements not available until November 2017)

July 2016 - June 2017

Public	
Total Public	<u>17,055,497</u>
Private	
Total Private	<u>30,275</u>
Fees & Other	
Total Fees & Other	<u>1,194,541</u>
Total Revenue	<u>18,280,313</u>
Personnel - Salaries	
Total Personnel - Salaries	11,223,200
Personnel - Other	
Total Personnel - Other	1,985,897
Direct Student Expenses	
Total Direct Student Expenses	<u>2,287,882</u>
Administration	
Total Administration	<u>1,291,039</u>
Facilities	
Total Facilities	<u>2,016,976</u>
School Contribution to Regional Office	
Total School Contribution to Regional Office	<u>(1,058,639)</u>
Total Expenses	<u>17,746,356</u>
Total Surplus (Deficit)	<u>533,958</u>

B. Statement of net assets for FY18 (balance sheet)

Unaudited FY17 Preliminary Balance Sheet

KIPP Academy Lynn and affiliated Foundation

Preliminary as of 7/31/17 (audited financial statements not available until November 2017)

	<u>June 30, 2017</u>
Assets	
Citizens Bank KAL *0730	4,632,600
JP Morgan Chase 90 HR Reserve *5281	6
Lynn Fund *8831	(280,044)
Petty Cash KAL Middle School	250
Petty Cash KAL High School	250
Accounts Receivable	(57,002)
Grants Receivable	528,713
Pledges Receivable	300,000
Notes Receivable - Bonds	19,243,342
Accounts Receivable - Interest	43,945
Due From Employees - Advance	37,156
Due to / from Lynn Charter / Boston Charter	60,096
Prepaid Expenses	539,076
Deposits	90,086
Leasehold Improvements	113,436
Furniture Capitalized	108,217
Equipment (Capitalized)	110,243
Technology (Capitalized)	1,280,170
Hard Cost - Construction	1,984,656
Soft Costs - Design and Engineering	519,434
Soft Costs - Loan Interest Expense	42,804
Soft Costs - Transaction - Legal and Insurance	32,291
Soft Costs - Project Management & Overhead	146,448
Soft Costs - Testing and Inspections	13,712
Soft Costs - Other	32,737
Investment in 90 HR	631,579
Accum Dep - Leasehold Improvements	(300)
Accum Dep - Furniture	(41,360)
Accum Dep - Equipment	(77,209)
Accum Dep - Computers and Tech	(933,436)
Loan Receivable - KALF	<u>1,500,000</u>
Total Assets	<u>30,601,898</u>
Liabilities	
Accounts Payable	1,144,587
403b Payable	16,399

FSA Payable	3,556
Accrued Expenses	89,137
Accrued Payroll	339,955
Accrued Expense - Interest	50,067
Citizens Tax Exempt Bond	17,035,137
Citizens Taxable Bond	0
Citizens Bank Line of Credit	<u>1,250,000</u>
Total Liabilities	<u>19,928,838</u>
Net Assets	10,673,061
Total Liabilities & Net Assets	30,601,898

C. Approved School Budget for FY18

PRO FORMA FINANCIALS - KIPP Academy Lynn Board Approved June 2017

REVENUE	
Public - Tuition Revenue	17,335,849
Public - Other State Revenue	58,532
Public - Federal Revenue Total	1,815,061
Private Revenue Total	232,184
Other Income	494,886
TOTAL REVENUE	19,936,512
EXPENSES	
Personnel - Salaries	9,795,110
Personnel - Other	1,950,296
Direct Student Expenses	2,120,505
Administration	748,049
Facilities	2,307,117
School Contribution to Regional Office	2,030,572
TOTAL EXPENSES	18,951,649
CHANGE IN NET POSITION	984,863

D. Capital Plan for FY18

During FY18, KIPP plans to finalize the expansion our 90 High Rock Facility to accommodate additional students. In FY18, we are continuing to lease additional space at 20 Wheeler Street, Lynn, to accommodate our growing elementary grades. We are also seeking to purchase 20 Wheeler Street to accommodate our growing student body and as part of our plan to hopefully expand our charter in Lynn. We are currently in the due diligence phase. We anticipate the purchase to be completed by March 2018. The anticipated project will include a full gut renovation of the building. The building will be paid for through equity and debt.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2016-2017

2016-2017 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 SY16-17, 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	Elementary grades, response rate met. 90% agree. Middle school grades, response rate met. 27% agree. High school grades, response rate met. 55% agree.
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 SY16-17, 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 (equivalent to 75%), with a 50% response rate from our families.	Met	Elementary grades, response rate met. 94.2% agree or strongly agree. Middle school grades, response rate met. 79.8% agree or strongly agree. High school grades, response rate met. 89.1% agree or strongly agree.

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.

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.		
<p>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.</p> <p>(1 very unlikely, 10 very likely)</p>	Met	<p>Elementary grades, response rate met. 88.3% chose 9, or 10. 81.5% chose 10.</p> <p>Middle school grades, response rate met. 80% chose 9, or 10. 66.3% chose 10.</p> <p>High school grades, response rate met. 89.2% chose 8, 9, or 10. 72.6% chose 10.</p>
<p>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 (equivalent to 75%), with a 50% response rate from our families.</p>	Met	We exceed the response rate requirement and 75% positive responses for all questions.
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.		
<p>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.</p>	Met	As of March 2017, 93% of our graduating seniors have matriculated at a two or four year college.
<p>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.</p>	Met	We exceed the response rate requirement and 75% positive responses for all questions.
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.		
<p>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.</p>	Met	In SY16-17, KIPP Academy Lynn participated in research through BCRC.
<p>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.</p>	n/a	While KIPP Academy Lynn participated in research in SY16-17, the research has not yet resulted in published findings.

B. Appendix B: Recruitment and Retention Plan

Recruitment Plan 2017-2018

School Name: KIPP Academy Lynn Charter School

2016-2017 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 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 12.5% students with special needs, 48.1% economically disadvantaged students, 27.4% English language learner students. These rates are comparable to Lynn Public Schools.

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. We are continuing to expand our post high school programming for students with special needs who still qualify for special education services.

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 2017-2018:

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-1 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

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) 2016-2017 Strategies
<p>School percentage: 12.5%</p> <p>GNT percentage: 11.0%</p> <p>CI percentage: 11.4%</p> <p>The school is above GNT percentages and above CI</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed 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> <ul style="list-style-type: none"> • 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. • 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>percentages</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 program offerings to attract more applicants with special needs.
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 27.4%</p> <p>GNT percentage: 9.2%</p> <p>CI percentage: 16.7%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <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> <ul style="list-style-type: none"> • 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. • 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

	<p>speaking communities.</p> <ul style="list-style-type: none"> 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. 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 style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 48.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 46.0%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed 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> <ul style="list-style-type: none"> 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 style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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. • We will identify organizations that offer tutoring services and provide them with recruitment materials. • 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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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. • We will identify organizations that offer tutoring services and provide them with recruitment materials. • 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><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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.

Retention Plan
2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

We achieve high retention rates by maintaining a close and constant relationship between teachers, student, and parents. Our current retention rate is 95.6%.

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 regular 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.

Overall Student Retention Goal

Annual goal for student retention (percentage):

92%

Retention Plan –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: 1.7%</p> <p>Third Quartile: 24.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers. • 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. • 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. • 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 for speech therapy. • 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 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. • In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.4%</p> <p>Third Quartile: 17.0%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Teachers will be taking, or have already taken, the necessary SEI and ELL MTEs and courses necessary to fully support the students at KIPP Academy Lynn Charter School. • 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. <hr/> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 4.1%</p> <p>Third Quartile: 14.7%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • The Food Services Director works 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. • We currently believe that the new economically disadvantaged metric will result in lowering the number of student who are
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	<p>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> <ul style="list-style-type: none"> • Furthermore, our homelessness liaison will work with families experiencing homelessness to developed plans to keep their children enrolled at our school. <p>(c) 2017-2018 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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. • 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 are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • 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. • 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. • Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families. • 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).

	<ul style="list-style-type: none"> 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.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> 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.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> 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.

C. Appendix C: School and Student Data

KIPP Academy Lynn Charter School's student demographic enrollment data may be found here: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04290000&orgtypecode=5&>

STUDENT DEMONGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of student	% of entire student body
African-American	274	22.9
Asian	28	2.3
Hispanic	785	65.6
Native American	2	0.2
White	74	6.2
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	34	2.9
Special Education	149	12.5
Limited English proficient	328	27.4
Economically disadvantaged	575	48.1

ADMINISTRATIVE ROSTER FOR THE 2016-2017 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
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
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
Laurie Kennedy Directory 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	4/25/17
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	N/A
Jelissa Carias HR Generalist	Oversees all HR functions	FY16	6/30/17
Lovette Curry Director of HR	Oversee all HR functions	FY17	N/A
Julia McPhillips Director of Recruitment	Oversees all recruitment functions	FY15	N/A
Tanya Jones Recruiter	Recruits for all open positions	FY15	N/A
Stefanie Perry Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Katie Hagan Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY16	8/24/16
Dominique Cunningham Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY17	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
Rafael DeLeon, Director of Technology	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
Joe Adams Financial Analyst	Prepare financial and operations analysis reports	FY17	N/A
Betsaida Yambo Garcia Financial Analyst	Finance department	FY17	N/A
Barbara Orsino Financial Analyst	Finance department	FY18	N/A
Jennifer Startek, Director of School Operations, High School	Manager of school operations for KIPP Academy Lynn High School	FY07	N/A
Ashley Hutchinson, Director of School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY17	N/A
Rebecca Hazlett, School Operations, Elementary School	Manager of school operations for KIPP Academy Lynn Elementary School	FY17	N/A
Laura Malley Teaching Fellows Manager	Oversee development and supervision of teaching fellows	FY13	N/A
Susan Vignolo-Collazzo Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY13	8/31/16
Allie Whitfield Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A
Yvon Biselele Executive assistant	Executive assistant to the leadership team	FY16	3/24/17
Jordan Pina Executive assistant	Executive assistant to the leadership team	FY17	N/A
Michael Giuliano Finance Manager & Accounting	Process invoices, reimbursements, and all accounting	FY16	6/30/17
Kate Reynolds Marketing and Communications Mgr	Oversee marketing and communications	FY16	N/A

TEACHER AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR

	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school	Transition to KIPP Boston Charter	Reason(s) for Departure
Teachers	114	13	28	1	<ul style="list-style-type: none"> • Mid-year departures were early in the school year related to fit. • End of year departures were largely for personal reasons with some involuntary for reasons of fit, some returning to school, and moving to a different industry. • One teacher transitions to a position under our Boston charter.
Staff	42	3	3		<ul style="list-style-type: none"> • Involuntary • Return to school • Personal • Fit • Move to for-profit

BOARD MEMBERS FOR THE 2016-2017 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	06/2011 - 11/2017
Douglas Borchard		Governance Committee Member, Strategic Task Force Member	One	06/2014 - 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	Teaching & Learning Committee Chair, Governance Committee Member	Two	06/2011 - 11/2017
Tom Beecher			One	04/2014 - 05/2018
Eric Svenson			One	04/2014 - 04/2018
Joel Abramson	Secretary		One	04/2014 - 04/2018
Jennifer Davis			One	08/2015 – 06/2018
Trinidad Flores			One	11/2015-10/2018
Caleb Dolan	Executive Director	All Committees and Task Forces	Executive Director	08/2011 -

D. Appendix D: Additional Required Information

Enrollment

Action	Date(s)
Student Application Deadline	On or about March 2, 2018
Lottery	The week of March 5-9, 2018

E. Appendix E: Conditions

Not Applicable

F. Appendix F: Complaints

No complaints were received in SY16-17.

G. Appendix G: Regional Office Organizational Chart FY2017-2018

