



# KIPP Academy Lynn Charter School

**SY2017-2018 Annual Accountability Report to the Massachusetts  
Department of Elementary & Secondary Education  
Report Date: August 1, 2018**

**Address:** 90 High Rock Street, Lynn, MA 01902

**Website:** [www.kippma.org](http://www.kippma.org)

**Phone:** 781-598-1609

**Fax:** 781-598-1639

**Contacts:**

**Caleb Dolan**, Executive Director: [cdolan@kippma.org](mailto:cdolan@kippma.org)

**Emily DoBell**, Principal Grades: 9-12 [edobell@kippma.org](mailto:edobell@kippma.org)

**Farida M. Graham**, Principal Grades 5-8: [fmama@kippma.org](mailto:fmama@kippma.org)

**Eveleen Hsu**, Principal Grades K-2: [ehsu@kippma.org](mailto:ehsu@kippma.org)

**Mekka Smith**, Chief of Staff: [mekkasmith@kippma.org](mailto:mekkasmith@kippma.org)

## 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
Access and Equity.....	6
Dissemination Efforts.....	6
Academic Program Success.....	10
Student Performance.....	10
Program Delivery .....	10
Social, Emotional, and Health Needs .....	10
Organizational Viability.....	11
Organizational Structure of the School.....	11
Network Structure .....	11
Teacher Evaluation.....	12
Budget and Finance .....	13
A. Unaudited FY18 statement of revenues, expenses & changes in net assets (income statement) 13	
B. Statement of net assets for FY18 (balance sheet).....	14
C. Approved School Budget for FY18 .....	15
D. Capital Plan for FY18 .....	15
Additional Information/Appendix.....	15
A. Appendix A: Accountability Plan Performance for 2017-2018 .....	15
B. Appendix B: Recruitment and Retention Plan .....	17
C. Appendix C: School and Student Data .....	27
D. Appendix D: Additional Required Information .....	32
E. Appendix E: Conditions .....	33
F. Appendix F: Complaints .....	33
G. Appendix G: Regional Office Organizational Chart FY2017-2018 (as of 6/1/2018).....	34

## Introduction to Our School

<b>KIPP Academy Lynn Charter Public School (“KALCS”)</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	90 High Rock Street, Lynn, MA 01902
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2004	<b>Year(s) in which the Charter was Renewed</b>	2008 & 2013
<b>Maximum Enrollment</b>	1586	<b>Current Enrollment</b>	1,324 As of June 30, 2018
<b>Charter Grade Span</b>	K-12	<b>Current Grade Span</b>	K-2, 5-12
<b># of Instructional Days per school year</b>	185	<b>Student on Waitlist</b>	1,855 As of June 30, 2018
<b>School Hours</b>	Monday-Tuesday, Thursday-Friday: 7:30 a.m. - 4:30 p.m.  Wednesday: 7:30a.m. - 12:30p.m.	<b>Age of School</b>	14 years
<p><b>Mission Statement:</b></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 (KIPP MA) schools is to create an environment where students develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond. Our program is based on:

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

### 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 before both 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 2016-2017 new teachers from both Boston and Lynn were together for three days of summer PD followed by one day of region-wide PD and four days of school-level PD for all staff members. We 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 school year 2014. This rubric is designed to comprehensively explain what we believe are the skills that support excellent

instruction and bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Our teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, we track our progress toward developing high quality instruction using the HIIP rubric at both the individual and the network level. We also use The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

### **Character Development**

Character development is one of the hallmarks of our organization and it permeates the work of every student, teacher, and staff member. We explicitly teach character development and seek to develop traits of agency, curiosity, community, compassion and identity, in our students, 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 the primary stakeholders in a student's success. We begin setting up a partnership with our families through our commitment to excellence and a discussion during home visits about what they can expect from KALCS and what the school should expect from them in terms of support for our students' learning.

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

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

### **College Readiness for All Students**

We work with our students from day one to help them become familiar with how to master their path to succeed to and through college or post-secondary education to realize an adult life of independence and impact. We study and learn from the experiences of our KIPP alumni to inform and improve our program so that it better prepares students to thrive after they leave

our schools. We engage with our students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

Taking college readiness a step further, our KIPP Through College (KTC) program was created to ensure that all KIPP alumni, regardless of whether the alum graduated from a KIPP high school, have the tools and support needed to 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?
June 2018	Bylaws Amendment	Pending
November 2017	Enrollment Amendment	Approved
August 2017	Expansion Amendment	Denied

### Access and Equity

KIPP Academy Lynn Charter School is actively working to identify and implement strategies to help reduce our in-school and out-of-school suspension rates. All school and network members review a monthly suspension report, which includes subgroup numbers so we can better track trends in suspension data. In school year 2016-2017, we began developing and implementing a restorative practices approach in the high school grades that became more robust in school year 2017-2018.

Secondary staff members were trained in the restorative approach at the beginning of the 2017-2018 school year, and received support from the school leadership team throughout the year. The restorative approach will continue in the 2018-2019 school year and will be piloted in the middle school grades. In many instances, we have seen the 2017-2018 suspension data cut to half of the 2017 rates due to more stringent tracking and usage of restorative practices. We are committed to continue working on improving suspension rates for all students.

### 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 (BCRC). The BCRC is a multi-year partnership between six Boston-area charter management organizations, CEPR and MIT researchers, and the National Center on Time and Learning's Transforming Education program. The project 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. Beginning in school year 2018-2019, we will begin hosting school walkthroughs. During walkthroughs, we will 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 2017-2018, we began partnering with the Broad Residency and hosting Broad fellows. In school year 2017-2018, we had 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.

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.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria</b> that best aligns to the shared best practice (choose	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (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 100+ visitors each year. Visitors come from our home district and from surrounding districts, as well as from other MA and out of state charters.	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, Director of Human Resources, General Counsel	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 Walkthroughs	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 educational leaders to tour our schools and give feedback. The process is ultimately both constructive for us and a sharing of best practices both to and from the reviewers. The school did 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 most recent, publicly available test data is found by following this link to our school report card overview:

#### **Complete Report Card**

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04290010&>

### Program Delivery

In 2017-2018, we added our second 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. In 2017-2018, we opened a substantially separate program to support students with needs that require support outside of the general education classroom.

In an effort to meet and exceed the revised Mathematics and ELA standards of Massachusetts, we have approached curricular revisions necessitated by the standards through our regional office teaching and learning team. In school year 2017-2018, we added the role of Achievement Leaders, who lead curriculum creation, standardization, and compliance for KIPP Academy Lynn Charter School and KIPP Academy Boston Charter Schools. These six Achievement Leaders are separated by content area (Math, Science, and English/Language Arts) as well as by grade level, where they focus on either K-4 or 5-12.

### 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 provides 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 additional 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 strategic, targeted support and interventions.

## Organizational Viability

### Organizational Structure of the School

This year, KALCS enroll its first 2<sup>nd</sup> 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 on starting up new grades is shared and discussed at every Board meeting and frequently through committees. The Board meets at least six times per year and, at each meeting, evaluates performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance.

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

### **Teacher Evaluation**

In school year 2017-2018, we began to pilot a Teacher Career Pathway in collaboration with Hendy Avenue Consulting. This pathway is meant to create a career track for our strongest teachers to remain in the classroom, provide an evaluation structure for our teachers, and develop teachers to have the biggest impact with our students. The piloting process included monthly meetings with leaders and teachers to hear feedback about proposed evaluation tactics, rewards, and teacher impact. Based on feedback, we have decided that in school year 2018-2019, we will focus on ensuring consistent, network-wide implementation of the teacher observation and feedback framework and will reorient compensation design based on experience so that it is transparent and promotes equity across the organization.

## Budget and Finance

### A. Unaudited FY18 statement of revenues, expenses & changes in net assets (income statement)

#### Unaudited FY18 statement of revenue, expenses, and changes in net assets (income statement)

##### KIPP Academy Lynn Charter School

*Preliminary as of 7/31/18 (Audited financial statements not available until November 2018)*

July 2017 - June 2018

Public	
Total Public	<u>19,209,442</u>
Private	
Total Private	<u>1,748,889</u>
Fees & Other	
Total Fees & Other	<u>1,216,001</u>
Total Revenue	<u>22,174,331</u>
Personnel - Salaries	
Total Personnel - Salaries	13,067,190
Personnel - Other	
Total Personnel - Other	3,197,421
Direct Student Expenses	
Total Direct Student Expenses	<u>2,759,005</u>
Administration	
Total Administration	<u>1,367,849</u>
Facilities	
Total Facilities	<u>2,823,177</u>
School Contribution to Regional Office	
Total School Contribution to Regional Office	<u>(1,105,381)</u>
Miscellaneous	<u>229,000</u>
Total Expenses	<u>22,109,261</u>
Total Surplus (Deficit)	<u>65,070</u>

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

### Unaudited FY18 Preliminary Balance Sheet

KIPP Academy Lynn Charter School and KIPP MA Inc.

*Preliminary as of 7/31/18 (Audited financial statements not available until November 2018)*

	<u>June 30, 2018</u>
Assets	
1121 Citizens Bank KAL *0730	2,310,878
1210 Grants Receivable	351,442
1301 Due to/Due from KIPPMA Inc 70 / KIPP Lynn Charter 30	396,607
1310 Due to / from Lynn Charter / Boston Charter	460,366
1400 Prepaid Expenses	959,878
1520 Leasehold Improvements	169,977
1530 Furniture Capitalized	111,442
1595 Investment in 90 HR	600,000
1650 Accum Dep - Computers and Tech	(1,120,375)
Total Assets	4,240,215.41
Liabilities	
2000 Accounts Payable	977,755
2100 Accrued Expenses	143,186
2110 Accrued Payroll	374,563
Total Liabilities	1,495,504.03
Net Assets	2,744,711.38
Total Liabilities & Net Assets	4,240,215.41

### C. Approved School Budget for FY18

<b>PRO FORMA FINANCIALS - KIPP Academy Lynn</b>	
<b>Board Approved June 2018</b>	
<b>REVENUE</b>	
<b>TOTAL REVENUE</b>	<b>24,164,629</b>
<b>EXPENSES</b>	
<b>Personnel</b>	<b>18,092,283</b>
<b>Direct Student</b>	<b>2,735,631</b>
<b>Administration</b>	<b>1,193,524</b>
<b>Facilities</b>	<b>2,103,330</b>
<b>Financing</b>	<b>77,629</b>
<b>Capitalized Expenses</b>	<b>50,000</b>
<b>Contribution to Regional Office</b>	<b>(1,339,839)</b>
<b>TOTAL EXPENSES</b>	<b>22,912,559</b>
<b>NET INCOME</b>	<b>1,252,070</b>

### D. Capital Plan for FY18

In August 2018, we finalized the expansion our 90 High Rock facility to accommodate additional students and staff. This past spring, we completed the purchase of 20 Wheeler Street in Lynn to provide a permanent home for our high school grades. Throughout school year 2018-2019, we will complete a gut renovation of the Wheeler Street facilities. The Wheeler Street purchase is financed using a combination of equity and debt. Total project cost is \$29,950,000. Scheduled construction completion is August 8, 2019.

## Additional Information/Appendix

### A. Appendix A: Accountability Plan Performance for 2017-2018

<b>2017-2018 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b>
----------------------------------------------------------	-----------------

<b>Objective 1:</b> 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.		
<b>Measure 1a:</b> KIPP Academy Lynn Public Charter School teachers will engage in at least 50 hours per year of practice based professional development.	<b>Met</b>	In SY17-18, KIPP Academy Lynn teachers engaged in excess of 50 hours of practiced based professional development.
<b>Measure 1b:</b> On the annual Insight Survey, 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teachers are clearly defined at my school.”	<b>Partially Met</b>	Elementary grades, response rate met. 77% agree. Middle school grades, response rate not met. 43% agree. High school grades, response rate not met. 33% agree.
<b>Objective 2:</b> 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.		
<b>Measure 2a:</b> Annually beginning in 5 <sup>th</sup> grade <sup>1</sup> , 70% of KIPP Academy Lynn Public Charter School students will self-evaluate character strengths and habits development using a research based survey.	<b>Met</b>	In SY17-18, our average participation rate by students in grades 5-12 on a research-based survey exceed 70%. The survey self-evaluated character strengths and habits.
<b>Measure 2b:</b> 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.	<b>Met</b>	Met 50% response rate goal. Elementary grades, response rate met. 94.3% agree or strongly agree. Middle school grades, response rate met. 79.5% agree or strongly agree. High school grades, response rate met. 86.5% agree or strongly agree.
<b>Objective 3:</b> KIPP Academy Lynn Public Charter School will focus on broadening and deepening family engagement with our families to support student growth and development.		
<b>Measure 3a:</b> 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.	<b>Met</b>	Met 50% response rate goal. Elementary grades, response rate met. 98% agree or strongly agree.

<sup>1</sup> 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.



		Middle school grades, response rate met. 85% agree or strongly agree.  High school grades, response rate met. 82% agree or strongly agree.
<b>Measure 3b:</b> 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.	<b>Met</b>	We exceed the response rate requirement and 75% positive responses for all questions.
<b>Objective 4:</b> KIPP Academy Lynn Public Charter School's graduates will develop college readiness so that they can climb the mountain to and through college.		
<b>Measure 4a:</b> 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.	<b>Met</b>	As of March 2018, 94% of our graduating seniors have matriculated into a two or four year college.
<b>Measure 4b:</b> 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.	<b>Met</b>	We exceed the response rate requirement and 75% positive responses for all questions.
<b>Objective 5:</b> 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.		
<b>Measure 5a:</b> Each year, KIPP Academy Lynn will participate in at least one research project to move the larger body of knowledge on effective schools forward.	<b>Met</b>	In SY17-18, KIPP Academy Lynn participated in research through BCRC.
<b>Measure 5b:</b> 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.	<b>n/a</b>	While KIPP Academy Lynn participated in research in SY17-18, 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

### 2017-2018 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 12.9% students with special needs, 51.4% economically disadvantaged students, 27.8% 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 programing 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 educationally underserved communities as well as to families with students who may have special needs or for whom English is not the primary language spoken at home. Through our current families sharing their experiences, KIPP 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;
- Encouraging parents of current K-2 and 5-12 students to enroll their children at our school and to spread the word about KIPP to friends with children.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 12.9%</p> <p><b>GNT percentage:</b> 11.3%</p> <p><b>CI percentage:</b> 11.9%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed In FY18, 12.9% of our students were classified as having disabilities. This represents an increase from FY17 and is just slightly above the comparison index.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>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> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b> N/A</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>
<b>Limited English-proficient students/English learners</b>	
<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 27.8%</p> <p><b>GNT percentage:</b> 11.9%</p> <p><b>CI percentage:</b> 19.2%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed In FY18, 27.8% 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"> <li>• Our current strategies to attract applicants who are English language learners are successful. We will continue those strategies in SY18-19. 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b> N/A</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.
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 51.4%</p> <p><b>GNT percentage:</b> 45.7%</p> <p><b>CI percentage:</b> 53.4%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed This year, 51.4% 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"> <li>● 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.</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b> <b>N/A</b></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;"><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● We will identify organizations that offer tutoring services and provide them with recruitment materials.</li> <li>● 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.</li> </ul>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● We will identify organizations that offer tutoring services and provide them with recruitment materials.</li> <li>● 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.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>● We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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 &amp; Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.</li> </ul>

**Retention Plan**  
2017-2018

**Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.**

**2017-2018 Implementation Summary:**

We achieve high retention rates by maintaining a close and constant relationship between teachers, student, and parents. Our current retention rate is 98.2%.

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**

<b>Annual goal for student retention (percentage):</b>	94%
--------------------------------------------------------	-----

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 7.7%</p> <p><b>Third Quartile:</b> 22.7%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Since SY15-16, KALCS has been able to offer services to students with more demanding disabilities. This 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.</li> <li>• In SY15-16, we began offering postsecondary special education services. We hope this encourages our students with special needs to stay with us.</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b> <b>N/A</b></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>



<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 6.5%</p> <p><b>Third Quartile:</b> 13.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;"><b>N/A</b></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 2017-2018 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 6.0%</p> <p><b>Third Quartile:</b> 14.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Furthermore, our homelessness liaison will work with families experiencing homelessness to developed plans to keep their children enrolled at our school.</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b> <b>N/A</b></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 style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families.</li> <li>• The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might</li> </ul>

	<p>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> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

### 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	273	20.6%
Asian	43	3.2%
Hispanic	881	66.5%
Native American	3	0.2%
White	83	6.3%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	42	3.2%
Special Education	173	13.1%
Limited English proficient	370	27.9%
Economically disadvantaged	-	51.4%

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (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	10/17/17
Emily Rodriguez Managing Director of Schools	Oversee K-4 principals at KIPP Academy Lynn and KIPP Academy Boston, provide professional development	FY13	N/A
Rhonda "Nikki" Barnes Managing Director of Schools	Oversee 5-12 principals at KIPP Academy Lynn and KIPP Academy Boston, provide professional development	FY13	N/A
Kevin Taylor Chief Operating Officer	Business operations management for both Boston and Lynn districts	FY15	7/13/18
Mekka Smith Chief of Staff	Oversee board activities and critical organizational projects	FY16	N/A
Rachel Heuisler Managing Director of Talent	Oversees all HR, recruitment, school-based operations, and teaching fellows program	FY18	N/A
Jordan Pina Executive Assistant	Provide administrative support to the Leadership Team	FY18	N/A
Andrea DeAngelo School Leader High School	Instructional Leadership of KIPP Academy Lynn High School	FY12	6/30/18
Emily DoBell Fisher Fellow / Successor School Leader, High School	Instructional Leadership of KIPP Academy Lynn High School	FY12	N/A
Melissa Savage School Leader Middle School	Instructional Leadership of KIPP Academy Lynn Middle School	FY11	6/30/18
Farida M. Graham Fisher Fellow / Successor School Leader, Middle School	Instructional Leadership of KIPP Academy Lynn Middle School	FY18	N/A
Eveleen Hsu School Leader, Elementary School	Instructional Leadership of KIPP Academy Lynn Elementary School	FY15	N/A
Jay Galbraith 5-12 Science Achievement Leader	Sets 5-12 Science curriculum	FY17	N/A
Kari Schuler 5-12 Math Achievement Leader	Sets 5-12 Math curriculum	FY17	N/A
Meg Smith 5-12 ELA Achievement Leader	Sets 5-12 ELA curriculum	FY16	N/A
Sean Tamarisk K-4 Science Achievement Leader	Sets K-4 Science curriculum	FY17	N/A
Cassy Burnham K-4 Math Achievement Leader	Sets K-4 Math curriculum	FY15	N/A

Whitney Raser K-4 ELA Achievement Leader	Sets K-4 ELA curriculum	FY17	N/A
Laurie Kennedy Senior Director of Development	Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY13	N/A
Kate Reynolds Marketing and Communications Mgr	Oversee marketing and communications	FY16	6/28/18
Nick Babbin Development Associate	Provide administrative support to development team	FY18	N/A
Elizabeth Dignan Senior Director of Finance	Overall financial management for both Lynn and Boston districts	FY18	7/20/18
Joe Adams Financial Analyst	Prepare financial and operations analysis reports	FY17	3/3/18
Betsaida Yambo Garcia Financial Analyst	Finance department	FY17	4/10/18
Barbara Orsino Financial Analyst	Finance department	FY18	12/8/17
Majestee Baker Accounts Payable Coordinator	Finance department	FY18	N/A
Ken Bertkau Finance & Payroll Associate	Finance Department	FY18	N/A
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	6/30/18
Lovette Curry Senior Director of HR and School	Oversee all HR functions and school based	FY17	N/A
Anny Vann HR Coordinator	Oversees all HR functions	FY18	N/A
Julie McPhillips Director of Recruitment	Oversees all recruitment functions	FY15	N/A
Tanya Jones Recruiter	Recruits for all open positions	FY15	11/2/17
Chris Estrella Recruitment Associate	Recruits for all open positions	FY18	N/A
Aaron McBurnie Recruitment Coordinator	Recruits for all open positions	FY18	N/A
Lauren Adams Recruitment Associate	Recruits for all open positions	FY11	N/A
Dominique Cunningham Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY17	12/6/17
Adrianna Hernandez Director of Data	Oversee collection, validation, and interpretation of student academic data	FY18	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	6/30/18

Emily Hepler Regional Director of Operations	Manage all school based operations	FY14	N/A
Rafael DeLeon Technology Manager	Provide technology support	FY11	N/A
Gabriel Gutierrez Technology Associate	Provide technology support	FY13	N/A
Chris Manno Technology Associate	Provide technology support	FY16	9/22/17
Sebastian Mancuso Technology Associate	Provide technology support	FY18	N/A
Emmanuel Fils-aime Technology Associate	Provide technology support	FY18	N/A
Alexis Rosado Director of KIPP Through College (KTC)	Oversee college advising, match and persistence	FY08	6/30/18
Myisha Rodrigues Dir of Counseling / Asst. Dir of KTC	Oversee counseling department	FY12	N/A
Joseph McDaniels Alternative Pathways Coordinator	Support KIPP Academy Lynn students in choosing alternatives to a four-year college	FY16	5/15/18
Rachel Deleveaux College Persistence Manager	Support KIPP alumni to persist in college	FY16	N/A
Tia Lites High School Placement Manager	Support KIPP Academy Boston students to match with a high school	FY16	10/31/17
Hugo Carvajal Director of Community Programs	Oversee community programs and relations	FY06	N/A
Adanma Ude Coordinator of Community Programs	Coordinate community programs	FY17	3/16/18
Jennifer Startek Director of School Operations, High	Manager of school operations for KIPP Academy Lynn High School	FY07	4/30/18
Zach Trotsky Director of School Operations, High School	Manager of school operations for KIPP Academy Lynn High School	FY16	N/A
Ashley Hutchinson, Director of School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY17	8/11/17
Jessica Payton Director of School Operations, Middle School	Manager of school operations for KIPP Academy Lynn Middle School	FY18	7/31/18
Rebecca Hazlett Director of School Operations, Elementary School	Manager of school operations for KIPP Academy Lynn Elementary School	FY17	N/A
Laura Malley Teaching Fellows Director	Oversee development and supervision of teaching fellows	FY13	N/A
Stefanie Tucker Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Allie Whitfield Special Ed. Coordinator	Administrative assistant, special ed. dept.	FY17	N/A

<b>TEACHER AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2018-2018 school year</b>	<b>Transition to KIPP Boston Charter</b>	<b>Reason(s) for Departure</b>
<b>Teachers</b>	143	42	0	<ul style="list-style-type: none"> <li>• Mid-year departures were early in the school year related to fit.</li> <li>• 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.</li> <li>• One teacher transitions to a position under our Boston charter.</li> </ul>
<b>Staff</b>	113	28	0	<ul style="list-style-type: none"> <li>• Involuntary</li> <li>• Return to school</li> <li>• Personal</li> <li>• Fit</li> <li>• Move to for-profit</li> </ul>

<b>BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR</b>				
<b>Full Name</b>	<b>Position on the Board</b>	<b>Committee Affiliations</b>	<b>Number of Terms Served</b>	<b>Length of each term</b> (including date of election and expiration)
<b>Michael Kendall</b>	Board Chair	Governance Committee Member, Compensation Committee Member, Advocacy Task Force Member	Two	06/2012 - 06/2018
<b>Jennifer Betancourt</b>	Trustee	Governance Committee Member	One	12/2017-12/2020
<b>Douglas Borchard</b>	Trustee	Compensation Committee Chair, Governance Committee Member, Teaching & Learning Committee Member	Two	06/2014 - 06/2019

<b>Matt Fates</b>	Trustee	Finance Committee Chair, Facilities Committee Member	One	8/2017 – 8/2020
<b>Amanda Fernandez</b>	Trustee	Teaching & Learning Committee Member	Two	01/2014 – 09/2017 (Resigned)
<b>Dawn Foye</b>	Trustee	Finance Committee Member, Facilities Committee Member, Advocacy Task Force Member	One	8/2017 – 8/2020
<b>Ivelisse Gonzalez</b>	Trustee	People Committee Member	One	4/2018 – 4/2021
<b>Shenkiat Lim</b>	Trustee	People Committee Chair, Compensation Committee Member	One	8/2017 – 8/2020
<b>Amanda Seider</b>	Vice Chair	Governance Committee Chair, People Committee Member	Two	06/2011 - 11/2019
<b>Tom Beecher</b>	Trustee	Advocacy Task Force Chair, Governance Committee Member	Two	04/2014 - 05/2020
<b>Eric Svenson</b>	Trustee	Facilities Committee Chair, Governance Committee Member	Two	04/2014 - 04/2018 (Term Not Renewed)
<b>Joel Abramson</b>	Secretary	Advocacy Task Force Member	Two	04/2014 - 04/2020
<b>Jennifer Davis</b>	Trustee	Teaching & Learning Committee Chair, Compensation Committee Member	Two	08/2015 – 06/2020
<b>Trinidad Flores</b>	Trustee	Teaching & Learning Committee Member, People Committee Member	One	11/2015-10/2018 (Resigned)
<b>Caleb Dolan</b>	Executive Director	All Committees and Task Forces	Executive Director	08/2011 -

#### D. Appendix D: Additional Required Information

##### Key Leadership Changes

Position	Name
Managing Director of Secondary Schools	Rhonda “Nikki” Barnes
Principal, Middle	Farida Mama Graham
Principal, High	Emily DoBell

##### Enrollment

Action	Date(s)
Student Application Deadline	February 21, 2018
Lottery	The week of March 5-9, 2018



**E. Appendix E: Conditions**

Not Applicable

**F. Appendix F: Complaints**

No complaints were received in SY17-18.

G. Appendix G: Regional Office Organizational Chart FY2017-2018 (as of 6/1/2018)

