



KIPP Academy Boston Charter School

SY2015-2016 Annual Accountability Report to the Massachusetts

Department of Elementary & Secondary Education

Report Date: August 1, 2016

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Introduction to Our School

KIPP Academy Boston Charter Public School (“KABCPS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	37 Babson Street Mattapan, MA, 02126
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2012	Year(s) in which the Charter was Renewed	N/A
Maximum Enrollment	588	Current Enrollment	432
Charter Grade Span	K-8	Current Grade Span	K-1 & 5-8
# of Instructional Days per school year	185	Student on Waitlist	562
School Hours	Monday-Thursday: 7:30 a.m. 4:30 p.m. Friday: 7:30a.m. - 12:30p.m.	Age of School	4 years
<p>Mission Statement:</p> <p>The mission of KIPP Academy Boston Charter School (KABCS) is to empower all of its students with the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the world beyond.</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, character strengths, and intellectual habits necessary to maximize their potential in high school, in college, and in life. Our program is based on: a longer school day and year; academic and character development; a relentless focus on student outcomes and college graduation; intensive professional development and continuous coaching for teachers and staff; and a system of support for students in grades K-12, as well as through college. Other key design elements include:

High Quality Instruction

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

Our teachers also have access to network wide professional development, meeting at least twice per year as a network, as well as KIPP national professional development opportunities. This past year, our teachers came together three times for region-wide professional development.

To help our teachers have a clear path to developing their practice, we adopted and began using the High Impact Instructional Practices (HIIP) Rubric in SY2014-2015. This rubric is designed to comprehensively explain what we believe are the skills that support excellent instruction and bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Our teachers are all regularly 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 (TNP) Insight survey to assess our professional culture and our progress toward our goals. In SY2015-2016, we focused the majority of our professional development on implementing three goals from the HIIP rubric.

Character Development

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

Family Engagement

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

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

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

College Readiness For All Students

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

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

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

Amendment to the Charter

Date	Amendment Requested	Approved?
7/31/15	Expansion Amendment (Seats per grade and grades served)	No
11/3/2015	Expulsion Amendment	Yes
12/18/2015	Enrollment Amendment	Yes
8/1/16	Amendment Seeking to Expand Enrollment	Pending
8/1/16	Amendment Seeking To Renew the Charter	Pending

Dissemination Efforts

All KIPP Massachusetts schools make a concerted effort to share our promising practices and lessons learned with a variety of educators and organizations. We have hosted several hundred visitors this year across our Boston and Lynn campuses from local traditional and charter public schools. Our teachers, leaders, and regional team have led professional development for organizations such as Teach for America, the Match Teacher Residency, and Building Excellent Schools. In particular, we have led dissemination of KIPP:MA's practices for character education and student engagement. We have shared curriculum and school design resources to all who request them believing that this will improve all schools.

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

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

Academic Program Success

Student Performance

A. Publically Available Data

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

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04630205&fycode=2015&orgtypecode=6>

B. Non-MCAS Data

Our elementary program in Boston continued its strong start this year. Our data on the STEP (University of Chicago) assessment indicates that we were well above the national average for kindergarten reading. There was almost no discrepancy in performance of students with and without disabilities as well as English Language Learners. We have also compared our STEP scores with other KIPP regions and are very confident in our performance to date.

In our middle school program we use Fountas & Pinnell (F&P) reading assessment which is administered a maximum of three times per school year. The assessment is given to all new students at the beginning of each year, to any students who are not on grade level at a mid-way point during the year, and to all students who have not topped out of the test at the end of the year. This reading assessment provides teachers with student's independent and instructional reading levels, and is used daily by teachers for lesson and grouping decisions. The middle school reading specialist also uses the information to plan interventions and provide additional support where needed.

Students are completely invested in this measurement tool, and are excited by the growth they experience between test administrations. They share their reading levels as a point of pride. Average growth varies significantly by grade and incoming reading level, but 97% of students saw positive growth over last year's administration cycle.

Students at KIPP Academy Boston middle school take the MAP assessment up to two times per year, new students in the fall, and all students in the spring. Teachers, administrators, and regional staff use MAP data to measure growth of students from year to year. Prior data is also used by teachers for planning before the start of school. While this data is not perfectly correlated to statewide tests, it serves as a predictor of student performance on the MCAS and PARCC. MAP data is also used to compare KIPP Academy Boston to KIPP peers nationwide.

All cohorts at KIPP Academy Boston Middle School are seeing overall positive growth trajectories.

Program Delivery

In the elementary school, 2015-2016 saw the expansion from Kindergarten to first grade. We also implemented a new math curriculum in our elementary grades based on CGI Math and Counting Jar. Counting Jar is a fluency assessment. Students who reach the exemplary level on Counting Jar then move to “Money Jar” and “Array Jar.” CGI Math involves weekly quizzes for progress monitoring, and an end-of-year test to ensure students master all grade level standards. Both of these programs allow us to follow a similarly dynamic student grouping approach as to how we group students for literacy development. Students are grouped by concept, so they can maximize the impact of their instruction time.

KIPP:MA, including instructional leaders at KAB, developed a clear academic vision and a shared definition of rigor during the 2014-2015 school year. During the 2015-2016 school year, we continue the implementation of this vision. This focus was 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. This year, we began offering a substantially separate program for students with social-emotional needs that require support outside of the general education classroom. KABCPS is also working with the Massachusetts Charter Center to explore options for shared programming between Boston based charter schools for students with high need/low incidence disabilities.

Organizational Viability

Organizational Structure of the School

This year, KABCPS added its first 8th grade and 1st grade classes. Next year, KABCPS will serve its first 2nd grade class. At the school level, we transitioned to a new leader for our middle school grades, Rhonda “Nikki” Barnes. To support the expansion of our middle school and elementary school grades, we have continued adding additional teachers, aids, and operational staff.

Please see Appendix G for our organizational chart.

Network Structure

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

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

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

The Board approves expansion plans and regularly evaluates the performance of our organization and schools to ensure faithfulness to our charter and successful, sustainable growth. Progress starting up new schools and grades is reported on and discussed at every Board meeting and frequently through committees. The Board meets at least 6 times per year and, at each meeting, evaluates performance of our existing and start-up schools through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, and Compliance. At year-end, the Board conducts a full review of the school's academic, operational, and organizational progress. This review includes a 360' review of the school leadership, analysis of test results, a review of budget-to-actual reports, as well as systematic internal review of each aspect of our schools by the relevant Board committee. The results of reviews are used to create goals for the following year. Our Executive Director reports to the Board of Trustees, and regular meets with the Board Chair and other members to discuss progress. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

Teacher Evaluation

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

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

Budget and Finance

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

Unaudited FY16 statement of revenue, expenses, and changes in net assets (income statement)

**KIPP Academy Boston and affiliated Foundation
FY 2016 Preliminary Income Statement
Preliminary as of 7/29/16 (audited financial statements not available until November 2016)**

July 2015 - June 2016

Public	
Total Public	7,988,972
Private	
Total Private	0
Fees & Other	
Total Fees & Other	37,139
 Total Revenue	 <u>8,026,111</u>
 Personnel - Salaries	
Total Personnel - Salaries	3,719,370
Personnel - Other	
Total Personnel - Other	850,768
Direct Student Expenses	
Total Direct Student Expenses	894,161
Administration	
Total Administration	416,896
Facilities	
Total Facilities	886,000
School Contribution to Regional Office	
Total School Contribution to Regional Office	799,698
 Total Expenses	 <u>7,566,893</u>
 Total Surplus (Deficit)	 <u>459,218</u>

** Note, not all year-end entries have been recorded as of this preliminary report. This includes final entries related to FY16 private revenue, and the allocation of that revenue from the KIPP:MA Foundation to KIPP Academy Boston. These entries will be reflected in the audited financials, available in November 2016.

B. Statement of net assets for FY15 (balance sheet)

KIPP Academy Boston and affiliated Foundation

FY 2015 Preliminary Balance Sheet

Preliminary as of 7/28/15 (audited financial statements not available until November 2015)

Assets	June 30, 2016
Citizens Bank KAB *5828	2,015,761
37-45 Babson St Construction *8637	43,307
KABF Reserve *7925	802,079
Boston Fund *8645	165,175
Petty Cash KAB	250
Petty Cash KABE Elementary School	250
Grants Receivable	131,562
Due From Employees - Advance	8,885
Due to / from KIPP MA Inc 70 / KIPP Boston Fund 84	(349,239)
Due to / from Lynn Charter / Boston Charter	(25,129)
Prepaid Expenses	14,296
Deposits	67,767
Land	2,110,849
Hard Cost - Construction	14,425,812
Leasehold Improvements	65,219
Furniture Capitalized	186,092
Equipment (Capitalized)	44,530
Technology (Capitalized)	239,683
Soft Costs - Design and Engineering	1,136,557
Soft Costs - FFE	101,563
Soft Costs - Loan Interest Expense	310,952
Soft Costs - Transaction - Legal and Insurance	136,967
Soft Costs - Project Management & Overhead	619,340
Soft Costs - Testing and Inspections	83,713
Soft Costs - Zoning and Permitting	236,003
Soft Costs - Due Diligence	22,280
Accum Dep - Leasehold Improvements	(26,088)
Accum Dep - Furniture	(65,896)
Accum Dep - Equipment	(26,215)
Accum Dep - Computers and Tech	(131,866)
Loan Payable - KABF	(1,500,000)
Total Assets	<u>20,844,458</u>
Liabilities	
Accounts Payable	1,059,559
Employee PR Withholding	3,731
403b Payable	(1,549)
FSA Payable	(2,213)
Accrued Expenses	141,073
Accrued Expense - Interest	43,945
Accrued Payroll	34,551
Loan Payable Walton Foundation KAB	200,000
Boston Community Capital Loan for Blue Hill Predevelopment	2,500,000
Citizens Tax Exempt Bond	13,318,570
Total Liabilities	<u>17,297,667</u>
Net Assets	<u>3,546,791</u>
Total Liabilities & Net Assets	<u>20,844,458</u>

C. Approved School Budget for FY17

PRO FORMA FINANCIALS – KIPP Academy Boston

Board Approved on 6/11/16

REVENUE

Public - Tuition Revenue	7,696,562
Public - Other State Revenue	25,301
Public - Federal Revenue Total	802,912
Private Revenue Total	435,963
Other Income	214,130

TOTAL REVENUE	9,174,867
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EXPENSES

Personnel - Salaries	4,184,985
Personnel - Other	910,480
Direct Student Expenses	804,373
Administration	496,850
Facilities	1,482,452
School Contribution to Regional Office	945,496

TOTAL EXPENSES	8,824,636
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CHANGE IN NET POSITION	350,232
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D. Capital Plan for FY16

In FY17, on August 1, 2016, we will begin housing all KIPP Boston grades K-8 in a new facility we constructed over the past three years in Mattapan.

Additional Information/Appendix

A. Appendix A: Accountability Plan Performance for 2015-2016

2015-2016 Performance (Met/Partially Met/Not Met)		Evidence
Objective 1: KIPP Academy Boston Charter School students' academic performance will annually meet or exceed national standards on non-MCAS assessments used by KIPP National and will demonstrate growth each year in college-readiness progress compared to similar populations of low-income students.		
Measure 1a: Student cohorts will annually meet or exceed average academic growth targets on the nationally-normed assessment NWEA MAP: Measures of Academic Progress.	Not Met	<ul style="list-style-type: none"> The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Mathematics assessment for SY2015-16: K: 64% 1: 34% 5th: 28% 6th: 57% 7th: 59% 8th: 44% The following percentages of students in each grade level met or exceeded the typical growth target on the MAP Reading assessment for the SY2015-16: K: 55% 1: 45% 5th: 55% 6th: 66% 7th: 47% 8th: 53%
Measure 1b: According to MAP correlations that predict college-readiness, more than 50% of students in grades 3-8 will be on track annually to graduate from a four-year college once of college age (compared to ~8% national graduation rate in low-income communities).	Not Met	<p>In reading, 31% of students in grades 5-8 are on track to graduate from a four-year college once of college age.</p> <p>In math, 15% of students in grades 5-8 are on track to graduate from a four-year college once of college age.</p>
Objective 1 Note: This objective and these measures are not well drafted and are based on a test that is no longer well aligned to our curriculum.		
Objective 2: Beginning in kindergarten, KIPP Academy Boston will explicitly teach and practice research-based character strengths and behaviors (grit, zest, self-control, optimism, gratitude, social intelligence, curiosity) that will enable our students to persist to and through college and become productive citizens who lead a life of choice.		
Measure 2a: 100% of teachers will annually set performances goals, be observed regularly, and be given feedback on and held accountable	Met	During the SY2015-2016, 100% of teachers set performances goals, were observed regularly, received feedback

to demonstration and development of competencies specifically related to character development in the KIPP Framework for Excellent Teaching rubric.		on and were held accountable to demonstrating and developing competencies specifically related to character development in the KIPP Framework for Excellent Teaching Rubric.
Measure 2b: Weekly, 100% of students will analyze their own character data from the KIPP behavior tracking system (Paychecks) and develop weekly action plans for character development. Teachers will review these plans with students on a weekly basis. Long-term trends will be assessed annually by instructional leaders to inform curriculum, programming, and other planning.	Met	During the SY2015-2016, 100% of students, on a weekly basis, analyzed their own character data and developed weekly action plans for character development. Teachers reviewed these plans with students on a weekly basis.
Objective 3: KIPP Academy Boston partners with parents and families to support students achieving college graduation and life outcomes goals, demonstrated by tracking and achieving strong parental engagement and attitudes towards KIPP and towards college and future success.		
Measure 3a: As part of feedback on the KIPP National Healthy Schools Survey, 80% or more of responding parents of KIPP Academy Boston students annually will say they are “satisfied” or “very satisfied” with the school. KIPP Academy Boston’s response rate goal for the survey will be at least 75% of all parents and families who have a child enrolled at the school.	Partially Met	94.80% of families responding to the KIPP Academy Boston annual survey responded that, overall, they are satisfied with the school. The school did not meet its survey response goal. 42% of families responded to the survey. This year, the survey moved to an online administration that decreased survey response rates. We are moving the survey back to a paper based administration for SY16-17 to improve our response rate.
Measure 3b: The average score for questions related to To & Through College topics on the KIPP National Healthy Schools Survey (attainment; college placement and support) will be 3.75 or higher out of 5.00.	Not Met	On the five questions related to “To and Through College” on KIPP National Health School Surveys the average is 3.45 The school did not meet its survey response goal. 42% of families responded to the survey. This year, the survey moved to an online administration that decreased survey response rates. We are moving the survey back to a paper based administration for SY16-17 to improve our response rate.

<p>Measure 3c: 80% or more of parents will attend four or more school-sponsored events through the course of each year. Examples of these events include: report card conferences, college savings program seminars, heritage celebration nights, and grade-level potluck dinners.</p>	<p>Partially Met</p>	<p>KABCPS did not meet its attendance goal for this year in the middle school grades. For our Kindergarten and first grade classes, 89% of families attended four or more events.</p> <p>We have partnered with Union Capital Boston for the upcoming year to focus on improving attendance at family events in SY16-17.</p>
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B. Appendix B: Recruitment and Retention Plan

<p>School Name: KIPP Academy Boston Charter School</p>
<p>Date: July 31, 2015</p>

Implementation Summary on Recruitment Activities

At KIPP:MA, we strive to demographically mirror the communities we serve and we are intent on recruiting a student population rich in English Language Learners and high needs students. Because of this focus, KIPP Boston's student body reflects the demographics of its home city. For this year, we enrolled through our lottery, which resulted in a student body comprised of 19.2% students with special needs, 56.6% economically disadvantaged students, 26.6.5% English language learner students, and 78% student with high needs. These rates are comparable to or exceed Boston Public Schools, exceed the comparison index, exceed enrollment at comparable charter schools, and exceed the state average.

We hope to continue this trend by translating all recruitment materials in English, Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese. We are continuing to develop our adult education programs to facilitate recruitment throughout Boston. This year, we have continuously hosted an adult ESL class since October.

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

General Recruitment Activities

Due to extensive outreach and adult educational programming geared towards both KIPP parents and non-KIPP parents alike, KIPP has built positive relationships with the greater Boston community, in addition to the relationships with KIPP students and their families. KIPP has targeted its recruitment efforts to families with school-aged children in Boston's 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 Boston is also developing a reputation in the communities it serves as a place that welcomes and supports diverse learners.

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

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

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

Recruitment Plan – Strategies	
Demographic Group	Strategies
Special Education Students	<p>Thus far 19.2% of our students qualify for special education services. This is comparable to Boston Public Schools, and exceeds both the comparison index and comparable Boston charter schools. KABCPS has been successful in recruiting students with special needs and plans to continue using strategies that we have successfully used in the past, as outlined below.</p> <p>We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs.</p> <p>During our school tours, flyering, and the charter school fair, KABCS staff explained to potential parents the systems we have in place to guarantee their child is going to receive the full services required by their IEPs. This includes (but is not limited to) learning specialists, outside providers for occupational therapy, in house counselors for</p>

	<p>therapy, and small group instruction.</p> <p>We also provide potential parents with the opportunity to speak with the SPED learning specialists for the relevant grade(s). The SPED learning specialists write student IEPs and can provide parents a deeper understanding of how services will be provided for their student.</p> <p>For the coming school year, we are also exploring ways to work with other charter schools in the region to offered a greater variety of special education services.</p>
Limited English-proficient students	<p>This year, our student population included 26.6 % student who were English language learners. This is slightly below Boston Public Schools, but exceeds the comparison index, comparable charters, and the state average.</p> <p>As a result, we will continue with the strategies used in our previous four years. To begin, we obtain information for all Boston Public School K1 and 4th grade students eligible for KIPP Academy Boston enrollment lottery and send an informational mailing to all families in six different languages as indicated in Boston Public School's demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, and Portuguese.</p> <p>Our application is also available in the six previously listed languages. We have staff members who speak Spanish, French, and Haitian Creole to discuss any questions or concerns potential parents may have.</p> <p>We identify community centers and cultural organizations that are able to disseminate school choice information and that serve communities that are predominantly made up of immigrant families, refugee families, and families for whom English is not the home language. This year, we disseminated information about our lottery through Mattapan United, which is housed in the Mattapan ABCD Center and has connections with hundreds of Mattapan residents, businesses, churches, and non-profit agencies.</p> <p>Spanish is the most prevalent language spoken by our non-English speaking families. This year and moving forward, we have implemented a new strategy to have a Spanish speaker present for all recruitment events.</p>
	This year, 56.6% of our student qualified as economically

<p>Students eligible for free or reduced lunch/Economically Disadvantaged</p>	<p>disadvantaged. While this number exceeds that of Boston Public Schools, the comparison index, and the state average, we believe this number underrepresents the number of students are our school who would have qualified as low income under the previous measure used to calculate free and reduced lunch. We hope to maintain or exceed this number in the future.</p> <p>This year, we continued reaching out the Roxbury YMCA to hand out applications to their members. The YMCA hosts a summer camp that accepts government vouchers, and disseminated information about us this past summer and again this Spring.</p> <p>We also volunteered our time at the Gallivan Community Center this past summer to forge a relationship with the members of this organization and expand the community's knowledge of our organization.</p> <p>We flyer the Mattapan Community Health Center, which is the only Health Center in Hyde Park or Mattapan, and serves as a major community hub within the community. This health center offers WIC services as well as several Public Health programs. We also flyer other organizations across four different neighborhoods in Boston.</p> <p>Finally, we also use our proximity to the Teen Empowerment and WIC office in Roxbury to recruit students. Our applications are available in their offices, and we offer tours and answer questions for people referred to us from the Teen Empowerment/WIC office.</p>
<p>Students who are sub-proficient</p>	<p>We include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS.</p> <p>We also reach out to parents of students at KABCPS who may know students currently struggling academically in Boston Public Schools.</p>
<p>Students at risk for dropping out of school</p>	<p>While students at KIPP Academy Boston Charter Public School are typically not included in the demographic at risk for dropping out, we have strategies in place to identify at risk students and to work with the students and their families to engage them in school. This work is done through the relationships we seek to build with our students and families and through our KIPP Through College (KTC) program. The KTC team works with students to help advise them</p>

	on their long term academic goals. This creates an opportunity to identify students at risk for dropping out so that additional supports can be implements to help mitigate that risk. Our response to intervention team also identifies students who are struggling academically or socially, even when that student does not qualify for special education services, and puts additional support structures in place to help the student succeed.
Students who have dropped out of school	This does not apply to KIPP Academy Boston Charter Public School as it does not currently serve grades of students who can be eligible to drop out.
Other subgroups of students who should be targeted to eliminate the achievement gap	We will continue to recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent, and highest dropout rate in the district in comparison to other racial/ethnic groups (Uriarte, Chen & Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.

Implementation Summary on Retention Activities

KIPP will remain committed to retaining its students, as we believe a pre-k to12 KIPP education will provide students the best possible opportunity to enroll in and graduate from college. Our retention strategy involves fostering meaningful relationships with our kids and families. Each student is assigned an advisor who serves as the family's point of contact. The small group advisory is an opportunity for peer engagement in a small setting and gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors contact families on a weekly basis to check in, and KIPP conducts quarterly family nights where students have the opportunity to showcase their work and connect their families with the school. Each summer, teachers and staff conduct home visits to form strong relationships with new-to-KIPP students and families and build the foundation of family engagement that has, year after year, contributed to a student retention rate of 94% or higher. Retaining students at KIPP for the duration of their academic careers from kindergarten through high school will have an everlasting impact on their life outcomes. KABCS systematically builds strong relationships with families, creates a joyful school culture alongside high expectations for academics and character, and provides all students the supports they need to be successful at KIPP, in college, and in life.

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

2016-2017 Student Retention Goal

92%

Retention Plan – Strategies	
Demographic Group	Strategies
Special Education Students	<p>KIPP Academy Boston Charter School is continuing to develop strategies to meet the needs of its severe need special education students. For example, we have hired a licensed social worker to provide social and emotional support to students with behavioral IEPs. Similarly, for those students who require occupational therapy or physical therapy, we have contracted with outside providers to deliver these services. This past year, we hired a second full-time speech therapist to work with students who have IEPs that call for speech therapy.</p> <p>The school will continue to engage parents in understanding their student's IEP and advocating on their behalf. IEP meetings will be held on a yearly basis. Depending on a student's level of need in each academic area, they will either push-in to general classes or be pulled out.</p> <p>This past year we also began a substantially separate classroom to help meet the needs of students with disability that could not be accommodated through inclusion services.</p>
Limited English-proficient students	<p>Teachers have been taking the necessary SEI and ELL MTEs, as well as courses necessary to fully support the students at KABCPS. The school will continue to proactively involve parents/guardians in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p> <p>Spanish is the most prevalent language spoken by our families other than English. This year we began proactively ensuring that a Spanish speaking teacher or staff member is present at all family events.</p>
Students eligible for free or reduced lunch/Economically Disadvantaged	<p>The school will continue to proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p>
Students who are sub-proficient	<p>Teachers and staff will continue to have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families.</p>

Students at risk for dropping out of school	Teachers and staff will continue to conduct home visits in order to invest students at risk of dropping out. Also, any time a student is absent their family is called the day of. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.
Students who have dropped out of school	This does not apply to KIPP Academy Boston Charter School as it does not currently serve grades of students who can be eligible to drop out.
Other subgroups of students who should be targeted to eliminate the achievement gap	The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.

C. Appendix C: School and Student Data

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of student	% of entire student body
African-American	288	66.6
Asian	1	< 1
Hispanic	134	30.1
Native American	1	< 1
White	2	< 1
Native Hawaiian, Pacific Islander	1	< 1
Multi-race, non-Hispanic	4	< 1
Special Education	85	20
Limited English proficient	113	26
Low income	330	76

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Caleb Dolan, Executive Director	Overall leadership of all both Boston and Lynn districts	FY12	N/A
Emily Rodriguez Managing Director of Schools	Oversee principals at KIPP Academy Boston, provide professional development	FY13	N/A
Christine Barford, School Leader Middle	Instructional Leadership of KIPP Academy Boston Middle School	FY12	FY15
Rhonda Barnes, School Leader Middle	Instructional Leadership of KIPP Academy Boston Middle School	FY13	N/A
Emily DoBell, School Leader Elementary	Instructional Leadership of KIPP Academy Boston Elementary School	FY12	N/A
John Kalafatas, Chief Operating Officer	Business operations management for both Boston and Lynn districts	FY11	FY15
Kevin Taylor Chief Operating Officer	Business operations management for both Boston and Lynn districts	FY15	N/A
Mekka Smith Chief of Staff	Oversee board activities and critical organizational projects	FY16	N/A
Jenn Parkos, Chief Development Officer	Private Fundraising for KIPP Academy Boston Charter School & KIPP Academy Lynn	FY10	FY15
Laurie Kennedy 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	N/A
Alexis Rosado Director of KIPP Through College	Oversee college advising, match and persistence	FY08	N/A
Tia Lites Counselor, High School Placement	KIPP Through College Academic Advising, high school placement	FY16	N/A
Teresa Rita Chief People Officer	Director of Human Resources and Recruitment department	FY15	FY16
Alexandria Mauristhene HR Coordinator	Provide HR support	FY15	FY16
Jelissa Carias HR Generalist	Oversees all HR functions	FY16	N/A
Julia McPhillips Director of Recruitment	Oversees all recruitment functions	FY15	N/A
Stefanie Perry Director of Special Education and ELL	Oversee special education and ELL services	FY14	N/A
Stewart Stout Director of Student Achievement	Oversee collection, validation, and interpretation of student achievement data	FY14	FY16
Katie Hagan Manager of Data Analytics	Oversee collection, validation, and interpretation of student academic data	FY16	N/A
Jacqueline Hayes, General Counsel, Dir. Of Compl & Accountability	Oversee legal, compliance & accountability	FY15	N/A

Esther Addo Regional Director of Operations	Manage all school based operations	FY16	N/A
Victor Woodroffe Director of Technology	Oversee technology implementation	FY15	FY16
Christophe Manno, Technology Associate	Provide technology support	FY15	N/A
Myisha Rodrigues-Scott, Director of Counseling	Oversee counseling department	FY12	N/A
Hugo Carvajal Director of Community Programs	Oversee community programs and relations	FY06	N/A
Adanma Ude Coordinator of Community Programs	Coordinate community programs	FY17	N/A
Hans Klinger, Finance Analyst, Finance & Operations	Prepare financial and operations analysis reports	FY15	FY16
Joe Adams Financial Analyst	Prepare financial and operations analysis reports	FY17	N/A
Emily Hepler, School Operations, Elementary	Manager of school operations for KIPP Academy Boston Elementary School	FY14	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	N/A
Lilliam Rivera Boston Special Projects Coordinator	Boston school based operations team	FY15	N/A
Yvon Biselele Executive assistant	Executive assistant to the leadership team	FY16	N/A
Michael Giuliano Finance Manager & Accounting	Process invoices, reimbursements, and all accounting	FY16	N/A
Kate Reynolds Marketing and Communications Mgr	Oversee marketing and communications	FY16	N/A

TEACHER AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014- 2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school	Reason(s) for Departure
Teachers	65	6	10	Mid-year departures were early in the school year related to fit. End of year departures were largely for personal reasons.

Other Staff	39	11	3	6 Involuntary 8 Voluntary *1 Took a position at the KIPP Foundation *1 Took a position at a not-for profit *2 Returned to school *2 Returned to teaching at another charter *2 Personal
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BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Last Name	Position on the Board	Committee Affiliations	Number of Terms Served	Length of each term (including date of election and expiration)
Michael Kendall	Board Chair	Governance Committee Chair, Strategic Task Force Member, Compensation Committee Chair	Two	06/2012 - 06/2018
Skip Besthoff	Treasurer	Finance Committee Chair	Two	06/2014 - 11/2017
Douglas Borchard		Governance Committee Member, Strategic Task Force Member	One	05/2014 - 06/2017
Amanda Fernandez		Teaching & Learning Committee member, Advocacy Task Force Member, Development Task Force Member	One	01/2014 - 03/2017
Amanda Seider	Vice Chair /Secretary	Teaching & Learning Committee Chair, Governance Committee Member	Two	06/2014 - 11/2017
Tom Beecher			One	04/2015 - 05/2018
Eric Svenson			One	04/2015 - 04/2018
Joal Abramson			One	04/2015 - 04/2018
Jennifer Davis			One	06/2015 – 06/2018
Trinidad Flores			One	12/2015-10/2018
Caleb Dolan	Executive Director	All Committees and Task Forces	Executive Director	08/2011 -

D. Appendix D: Additional Required Information

Key Leadership Changes

Position	Name
Principal, middle school	Rhonda “Nikki” Barnes

Facilities

Location	Dates of Occupancy
Opened a new facility to house all grades at 37 Babson Street, Mattapan	August 1, 2016

Enrollment

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

E. Appendix E: Conditions

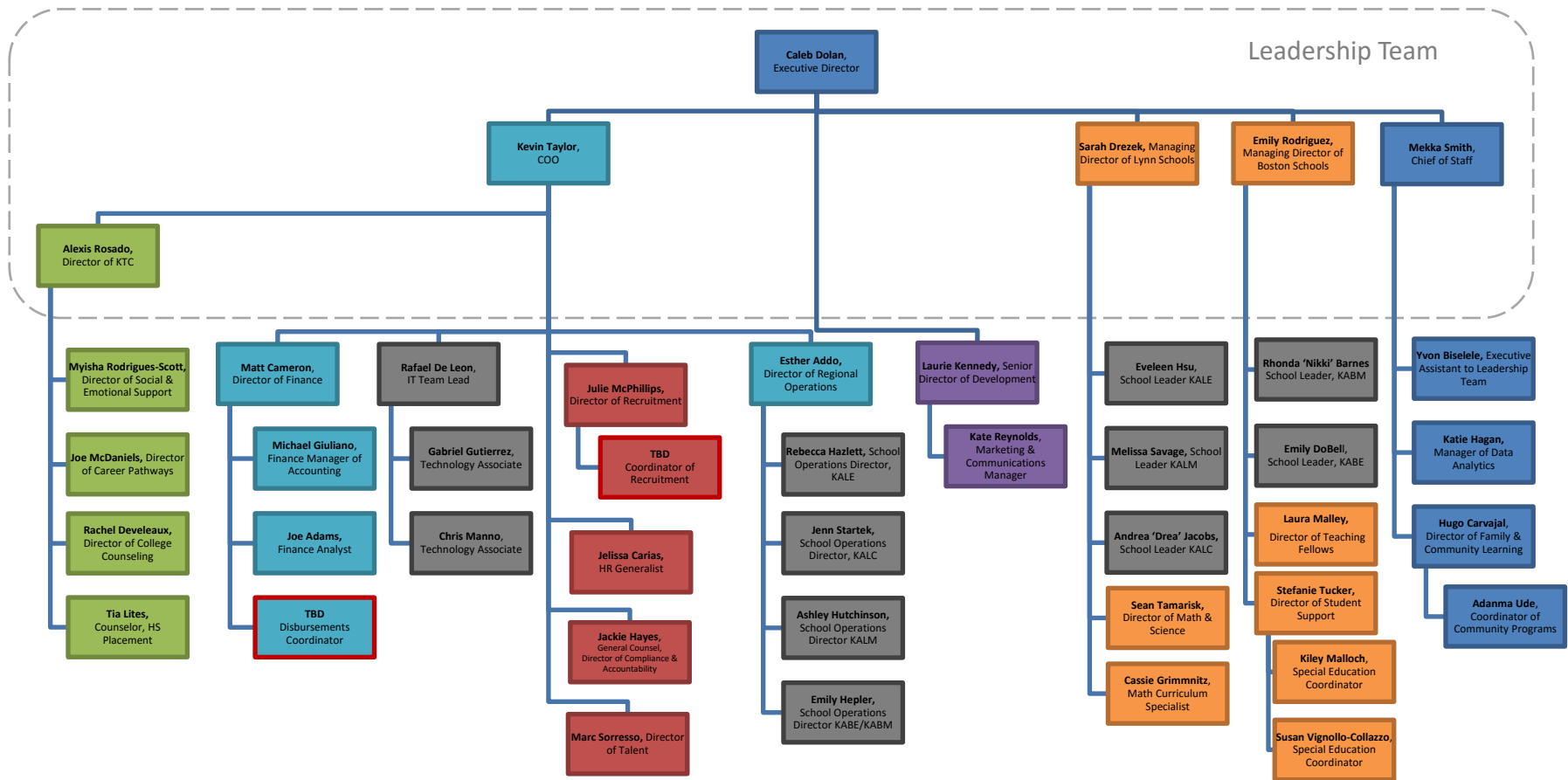
Not Applicable

F. Appendix F: Complaints

No complaints were received in SY15-16.

G. Appendix G: Regional Office Organizational

KIPP:MA: FY17 Regional Office Org Chart



KIPP Through
College

Operations &
Finance

People

Development &
External Relations

Teaching &
Learning

School-based
Positions

Open Position