



KIPP Academy Lynn Charter School

FY2013-2014 Annual Accountability Report to Massachusetts

Department of Elementary & Secondary Education (8/1/14)

Address: 90 High Rock St, Lynn, MA 01902

Website: www.kippma.org

Phone: 781-598-1609

Fax: 781-598-1639

Contacts: Caleb Dolan, Executive Director, KIPP Massachusetts
John Kalafatas, Chief Operating Officer, KIPP Massachusetts
Anna Breen, Principal, KIPP Academy Lynn Charter School (middle school)
Andrea DeAngelo, Principal, KIPP Academy Lynn Charter School (high school)
Chris Demo, Regional Operations Manager & Compliance Director, KIPP MA

cdolan@kippma.org

jkafafatas@kippma.org

abreen@kippma.org

adeangelo@kippma.org

cdemo@kippma.org

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Introduction to the School

KIPP Academy Lynn Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	90 High Rock Street, Lynn, MA 01902
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	NA
Year Opened	2004	Year(s) Renewed (if applicable)	2009
Maximum Enrollment	850	Current Enrollment	722
Chartered Grade Span	5-12	Current Grade Span	5-11
# of Instructional Days during the 2012-2013 school year	188	Students on Waitlist	509
School Hours	Middle School: 7:25am-5:00pm* <i>*Friday dismissal is at 2:30pm to accommodate staff professional development</i> High School: 8:00am-4:45pm** <i>**Wednesday and Friday dismissal occurs at 3:15pm to accommodate staff professional development</i>	Age of School	9 years
Mission Statement KIPP Academy Lynn Charter School (KALCS) will create an environment where the students of Lynn will develop the <i>academic skills, intellectual habits, and character traits</i> necessary to maximize their potential in high school, college, and the world beyond.			

Faithfulness to Charter

Accountability Plan Measures and Objectives

	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: KIPP Academy Lynn Charter School will create an environment where the students of Lynn will develop the <i>academic skills, intellectual habits, and character traits</i> necessary to maximize their potential in high school, college, and the world beyond.		
Measure: At least 60 percent of the grade-level cohort will earn the end-of-year trip.	Met for 4 of 4 grades.	The paycheck system was continued in the 2013-2014SY for grades 5-8. The following percentages of student in each grade earned end of year trips: 5th grade: 85/111 = 77% 6th grade: 72/110 = 65% 7th grade: 61/101 = 61% 8th grade: 62/98 = 62% Total: 280/420 = 67%
Objective: KIPP Academy Lynn Charter School teachers will be recognized as professional educators committed to continuous learning and professional development.		
Measure: 100% of KIPP Academy Lynn Charter School teachers will be deemed highly qualified.	Not Met	KALCS did not met this measure during the 2013-14SY but has re-prioritized its professional development program to assist all teachers to achieve “highly qualified” status as it is defined in <i>Technical Advisory 07-01: Teacher Qualifications in Massachusetts Charter School</i> . The approximately 15% of current staff who are not yet highly qualified are on individualized programs to achieve this status within the next 6 months.
Objective: Students at KIPP Academy Lynn Charter School will be consistently reminded and encouraged that they are on the path to college.		
Measure: Every student, at least once per year, will participate in a school-organized college visit.	Met	All students in good standing participated in at least one school-organized college visit during the 2013-2014SY. The colleges visited include: Mass College of Art and Design, Wentworth Institute of Technology, Emerson College, UMass Dartmouth, Gordon College, Keene State College, Colby College, Boston University, Northeastern University, UMass Boston, Lesley University, Salem State University, UMass Lowell, Dean College, and Champlain College.
Measure: At least once per year, every student will participate in a school-organized college preparatory high school visit.	No Longer Applicable	Now that KALCS has opened its own college preparatory high school, KIPP Academy Lynn Charter School Collegiate, very high percentages of 8 th graders chose to stay with KALCS for grades 9-12. Therefore, KALCS Middle School no longer conducts high school visits for all its students. Middle school students who choose to apply to independent or private high schools are assisted with visits to those schools.

Academic Program Success

	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: All students at KIPP Academy Lynn Charter School will make strong annual progress toward proficiency and excellence in reading and writing.		
Measure: The school will make AYP in English Language Arts.	No Longer Applicable	KALCS leadership understands that AYP is no longer a relevant measure for determining performance of schools within the Commonwealth and looks forward to providing an updated measure of academic program success in the new accountability plan it is currently drafting. Based on ELA MCAS data KALCS had strong SGPs everywhere but 7th grade Reading where growth was average. KALCS is pleased to report that MAP results from this year indicate above average growth in Reading for every grade in the middle school.
Measure: Performance on Northwest Evaluation System (NWEA) Measures of Academic Progress (MAP) testing.	Met	As part of the KIPP national network KALCS participates in MAP testing in grades 5-8. This nationally norm referenced adaptive test provides comparison to KIPP schools across the country and creates individualized growth targets for each student. This year KALCS's MAP scores in English Language Arts are as follows: <ul style="list-style-type: none"> • 5th grade: 82% of students hit their typical growth goal • 6th grade: 76% of students hit their typical growth goal • 7th grade: 62% of students hit their typical growth goal • 8th grade: 69% of students hit their typical growth goal
Objective: All students at KIPP Academy Lynn Charter School will make strong annual progress toward proficiency and excellence in mathematics.		
Measure: The school will make AYP in Mathematics.	No Longer Applicable	KALCS leadership understands that AYP is no longer a relevant measure for determining performance of schools within the Commonwealth and looks forward to providing an updated measure of academic program success in the new accountability plan it is currently drafting. KALCS is pleased to report that MAP results from this year indicate above average growth in Mathematics for every grade in the middle school.
Measure: Performance on Northwest Evaluation System (NWEA) Measures of Academic Progress (MAP) testing.	Met	As part of the KIPP national network KALCS participates in MAP testing in grades 5-8. This nationally norm referenced adaptive test provides comparison to KIPP schools across the country and creates individualized growth targets for each student. This year KALCS's MAP scores in Mathematics are as follows: <ul style="list-style-type: none"> • 5th grade: 91% of students hit their typical growth goal • 6th grade: 95% of students hit their typical growth goal • 7th grade: 92% of students hit their typical growth goal • 8th grade: 74% of students hit their typical growth goal

Objective: All students at KIPP Academy Lynn Charter School will make strong annual progress toward proficiency and excellence in science.		
Measure: On the fifth-grade Science MCAS Exam, 50 percent of the students at KIPP Academy Lynn Charter School will achieve the performance standard of “Proficient” or above.	Met	77% of fifth-graders achieved proficient or higher on the 2012-2013SY Science MCAS.
Measure: On the eighth-grade Science MCAS Exam, 60 percent of the students at KIPP Academy Lynn Charter School who have been enrolled for at least two years will achieve the performance standard of “Proficient” or above.	Met	62% of eighth-graders achieved proficient or higher on the 2012-2013SY Science MCAS.

Organizational Viability

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: KIPP Academy Lynn Charter School will maintain sound organizational viability by maintaining strong parental support and commitment to the school.		
Measure: <ul style="list-style-type: none"> 95% of parents will read, sign and return their child’s weekly paycheck. 100% of parents will participate in at least one conference at the school. 	Met	<ul style="list-style-type: none"> 97% of parents read, signed, and returned their child’s weekly paycheck. 100% of parents participated in at least one conference at the school.
Measure: Each year the average daily attendance rate at KIPP Academy Lynn Charter School will meet or exceed 93%.	Met	The attendance rate at KALCS for the 2013-2014SY was 96%.
Measure: 70% of KIPP Academy Lynn Charter School parents will return an annual parent survey, in which over 80% of responding parents will grade school’s effectiveness in communicating with parents, and teacher effectiveness at a 4 (satisfied) or higher on a scale of 5 (very satisfied) to 1 (very unsatisfied).	Met (but survey response rate not met)	<p>For KIPP Academy Lynn Middle School, 54% of parents returned an annual survey.</p> <ul style="list-style-type: none"> 88% of responding parents are satisfied with the school’s effectiveness in communicating with them. 80% of responding parents are satisfied with the school’s teacher effectiveness. <p>For KIPP Academy Lynn Collegiate, 56% of parents returned an annual survey.</p> <ul style="list-style-type: none"> 88% of responding parents are satisfied with the school’s effectiveness in communicating with them. 88% of responding parents are satisfied with the school’s teacher effectiveness.
Measure: Each year the school will demonstrate community support by filling 100% percent of available seats prior to the start of the academic year.	Met	KALCS filled 100% percent of available seats prior to the start of the 2013-2014 academic year.
Measure: The school's annual student attrition rate will be equal to or less than 10%.	Met	KALCS’ student attrition rate for the 2013-2014SY was 5.6%.
Measure: 80% of KIPP Academy Lynn Charter School families or guardians will attend a school-sponsored event over the course of each year.	Met	82% of KALCS families or guardians attended a school-sponsored event over the course of the 2013-2014SY.

Objective: KIPP Academy Lynn Charter School will maintain sound organizational viability by demonstrating sound fiscal and administrative practices.		
Measure: Annual balance sheets will show the school is fiscally sound and maintains adequate cash reserves equal to two months of operating expenses, plus a line of credit equal to one and one half months operating expenses.	Met	KIPP maintains adequate cash reserves and has a line of credit with Boston Private for \$2.2M, approximately 2 months operating expense coverage. At the end of FY14, KIPP's balance sheet will depict a lag of tuition and grant payments, which are managed by utilizing this line of credit.
Measure: <ul style="list-style-type: none"> The completion of an annual financial audit with an unqualified opinion. The completion of the annual audit with no reported significant deficiency findings or material weaknesses. 	Met	KIPP's FY13 audit conducted by the accounting firm Alexander, Aronson, Finning & Co was completed with an unqualified opinion and no findings of significant deficiencies or material weaknesses. The FY14 audit is in process and we expect the same result when completed in the Fall of 2014.
Objective: KIPP Academy Lynn Charter School will maintain sound organizational viability by demonstrating sound governance. KIPP Academy Lynn Charter School will have 100% Board of Trustees' participation in the planning, fundraising, and governance of the school.		
Measure: Each board member will participate in at least one school event during the year.	Met	All board members attended at least one school event during FY14.
Measure: Each board member will contribute to the organization financially and/or by making in-kind donations.	Met	100% of KALCS board members contributed financially in FY14.
Measure: Each board member will attend at least 75% of board meetings.	Met	Each KALCS board member attended at least 75% of board meetings.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

The mission of all of KIPP Massachusetts' school 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 and KIPP Through College support. Other key design elements include:

High Expectations

KIPP schools have clearly defined and measurable high expectations for academic achievement and strong character that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice & Commitment

Students, their parents, and the teachers of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time

KIPP leaders, students, and families know that there are no shortcuts when it comes to success in academics and life. With more hours in the school day, more days in the year, and more years in the lives of our students (K-12 and KIPP support through college), students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges and other post-secondary paths, as well as more opportunities to engage in diverse enrichment activities and experiences.

Power to Lead

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel with accountability to student outcomes. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best colleges and other post-secondary paths.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
02/13/2014	Minor Amendment for KALCS Schedule Change	Yes
07/23/2014	Major Amendment to Maximum Enrollment with Change in Grades Served	Recently received by OCSSR

Recruitment Plan 2014 – 2015

School Name: KIPP Academy Lynn Charter School

Date: 7/18/2014

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

KIPP Academy Lynn Charter School strives to recruit students who come from a diverse set of backgrounds and who reflect the demographics of the city of Lynn. Our lottery system of enrollment is unbiased and does not discriminate against any subgroup. KALCS exceeded the comparison index in the subgroup of low-income students but we fell behind in the categories of students with disabilities and English language learners.

KALCS will continue to advertise our lottery to low-income families, stressing that we are an open-enrollment, tuition-free school. We will strive to better educate potential families and encourage them to place English language learners and students with disabilities in our lottery, dispelling any misconceptions about entrance exams or inability of our charter school to meet the needs of these two subgroups. Finally, we will produce our lottery applications and other recruitment materials in more languages than English and Spanish such as Haitian Creole and Vietnamese.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities:

KIPP Academy Lynn Charter School begins advertising the lottery in January for the upcoming school year. The application due date and lottery date(s) are clearly advertised so that potential families are aware of deadlines (which are both in early March). We send letters and applications home with current students for siblings as well as non-siblings. 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.

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<p>In FY14, 12.6% of our students were classified as having disabilities. This number has fluctuated from a high of 14.1% in 2013 to a low of 10.5% in 2011, and although it represents a general upward trend, it is still below the comparison index of 14.9%</p> <p>During the lottery process, we will make a concerted effort to inform parents that all students, regardless of ability, are encouraged to apply, including students who have IEPs, 504 plans, or are currently being evaluated.</p> <p>Parents of prospective students are encouraged to reach out to the Director of Special Education and/or the special education teachers on staff if they have questions or concerns about how the school can best serve their children. We will have special education teachers available to speak to parents at open houses.</p> <p>We will advertise the lottery and provide information at organizations that offer tutoring services and after-school programs.</p>

Limited English-proficient students	<p>In FY14, 9.2% of our students were classified as being limited English-proficient. Although we are just below the comparison index of 9.7%, we have demonstrated a rapid increase in ELL students since FY10, when our numbers were only 1.1%. One factor limiting our ability to reach new ELL students is that we typically receive our greatest number of students in the fifth grade (and to a lesser extent in the ninth grade) and do not have “walk-in” students throughout the course of the year as we have no vacant spaces.</p> <p>We will continue to make our recruitment and lottery materials available in English and Spanish and we will create materials in languages such as Haitian Creole and Vietnamese to better serve the Lynn community. We will also identify persons in our KALCS community who can assist us in events such as open houses by providing translation for prospective families.</p> <p>We will 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. We will continue to work with our Director of Community Outreach to identify new and existing organizations and establish communications with them.</p>
Students eligible for free or reduced lunch	<p>At the time of data reporting in FY14, we identified 80.3% of our student body as being low income and eligible for free or reduced meals. This number grew to 83% by the end of the year as more families became eligible. Both of these figures best the comparison index, which was only 78.3%.</p> <p>We will strive to further increase the number of low income students at KALCS by reaching out to community centers, cultural organizations, health centers, and after-school programs in neighborhoods where the schools have high percentages of students eligible for free or reduced meals.</p>
Students who are sub-proficient	<p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school programs and credit recovery plans.</p>
Students at risk of dropping out of school	<p>We will include in recruitment materials the success of KIPP Academy Lynn Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by MCAS.</p> <p>We will identify organizations that offer tutoring services and provide them with recruitment materials.</p> <p>We will advertise our extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. We will also advertise our summer school programs and credit recovery plans.</p>
Students who have dropped out of school	<p>We will advertise our school at job application centers and HiSET locations such as North Shore Community College in Lynn.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>We will recruit Latino students, who consistently have the lowest academic achievement, highest number of days absent, and highest dropout rate in the district in comparison to other racial/ethnic groups (Uriarte, Chen & Kala, 2008), through community centers, cultural organizations, churches, after school programs, and health centers located in primarily Spanish-speaking communities.</p>

Retention Plan

2014 – 2015

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

We achieve high retention rates by maintaining a close and constant relationship between teachers, student, and parents.

Each student at KIPP Academy Lynn Charter School is assigned to an advisor with a group of 8 to 11 other students. Advisories meet on a daily basis for 30 minutes to touch base on the student's academic progress and general well-being. Advisors make weekly contact with parents to give them updates on their children's progress.

Incoming students receive a home visit from their advisors in the days previous to the beginning of school. During this home visit, the advisor explains the structure of the year, the student's schedules, and expectations for not only students but for parents and teachers too.

KALCS has grade-level events numerous times over that 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.

Overall Student Retention Goal

Annual goal for student retention (percentage):

Our retention goal for FY15 is to exceed 93.5%, which is a goal we have achieved every year with the exception of FY12, when we had 93.2% retention.

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Demographic Group	Strategies
Special education students	<p>KIPP Academy Lynn Charter School will continue to recruit highly-skilled special education teachers.</p> <p>The school will engage parents in understanding the specifics of their students' IEPs and how to advocate on their behalf. IEP meetings will be held on a yearly basis. Depending on a student's level of need in each academic area, they will either receive inclusion services or separate settings.</p> <p>We will offer summer school for credit recover and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p>
Limited English-proficient students	<p>Teachers will be taking, or have already taken, the necessary SEI and ELL MTELs and courses necessary to fully support the students at KIPP Academy Lynn Charter School. The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail, and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>
Students eligible for free or reduced lunch	<p>The Food Services Director will ensure that as many students as possible are certified to receive free meals through the direct certification method. The Director will contact the families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year. The Director will perform a direct certification at least two more times during the school year to ensure that any students receiving benefits such as TANF or SNAP are also receiving free meals at school.</p> <p>The Food Services Director will work with the Director of Community Programs to ensure that parents have access to information as to how to apply for programs such as TANF or SNAP.</p>

Students who are sub-proficient	<p>Teachers and staff will have open conversations with students and families about what grade level their student is performing at. This will shape the curriculum choices and support systems for each student so they receive the right amount of support. Additionally, student progress will be shared directly with students and families through quarterly (middle school) and bi-weekly (high school) progress reports.</p> <p>We will offer summer school for credit recover and for ACT preparation at the high school level and summer school for math and reading skills at the middle school level. We are founding a behavioral program at the middle school and scheduling substantially separate classes when necessary.</p>
Students at risk of dropping out of school	<p>Students who absent are reported to their parents before 9:00am of the same day in an effort to reduce skipping and increase parental engagement.</p> <p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, distribution of progress reports, and parent conferences on a quarterly basis.</p> <p>Teachers and staff will conduct home visits in order to invest students at risk of dropping out, as well as their families.</p> <p>The high school will provide alternate arrangements and/or schedules to accommodate the needs of students who might otherwise drop out of school (e.g. students with children or students who require transportation to school when it is not required by an IEP).</p>
Students who have dropped out of school	<p>We have not yet had any students drop out of the high school. We will continue to maintain an open line of communication with students and with parents, including home visits, to ensure the investment of all in the education of our students.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences on a quarterly basis.</p>

Dissemination Efforts

KALCS hosted many visitors in FY14, including representatives from other Massachusetts charter schools; other national, state, and local K-12 educators, professionals, and researchers; and staff from other KIPP schools and regions from around the country. In addition, KALCS hosted visits from numerous private donors, and corporate champions who absorb KIPP strategies and share with other education organizations with which they are involved.

Also in FY14, KALCS was regularly visited by representatives from the KIPP Foundation, which captures best practices from such visits and shares with other KIPP schools and regions from around the national KIPP network. KIPP regular participates in Massachusetts charter school list-serves and email groups to share both questions and best practices.

As part of the KIPP national network, KALCS participates in "KIPP Share," a web-based knowledge management and knowledge-sharing system through which KIPP schools and regions from around the country disseminate locate knowledge on both educational and business operations aspects of their charter schools.

Academic Program Success

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

KIPP Academy Lynn Charter School's report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04290010&fycode=2013&orgtypecode=6&>

Provide clear and concise information, in the aggregate, about 2013-2014 student performance on internal or external assessments (other than MCAS) that the school would like the Department to consider as evidence of academic progress.

Each year all KIPP schools take the MAP (Measures of Academic Progress) test from NWEA. These nationally normed tests help KALCS compare its performance to other KIPP schools and provide a correlation to projected ACT performance which is incredibly useful for analyzing the year-to-year impact on projected college graduation. On the MAP assessment, over 63% of KIPP Academy Lynn's students achieved their tiered target growth (1.25-2 years of academic growth) from fall to spring in Reading, and 74% achieved their tiered target growth in Mathematics.

Program Delivery

In all grades and subjects, KIPP Academy Lynn Charter School out-performed their sending schools. However, we know that the trajectory of our students' academic progress must continue to improve if we are going to achieve our long-term outcomes of college graduation. SGPs in Reading at KALCS were our strongest yet, and based on our performance on the MAP, we anticipate Math MCAS results to be strong as well. Our high school Reading results were strong and 51% of high school students who took AP courses received a passing grade. Based on data from KALCS' high school students, as well as from our research during our Common Core/PARCC transition, the number one instructional initiative next year is to increase the amount of time students at the middle school level are reading at independent, instructional, and grade level texts. We believe this will yield not only improved performance on state assessments, but will also yield long-term improvements on college entrance exams and post-secondary coursework with intensive reading loads.

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Complaints

No official complaints were received by the KALCS Board of Trustees.

Budget and Finance

Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Lynn and affiliated Foundations FY 2014 Preliminary Income Statement Preliminary as of 7/31/14 (audited financial statements not available until October 2014)	
	July 2013 - June 2014
Revenue	
Public Revenue	
Total Public Revenue	9,912,452
Private Fundraising	
Total Private Fundraising	2,377,185
Student Fundraising	
Total Student Fundraising	31,504
Other Revenue	
Total Other Revenue	919,135
Internal Contribution	
Total Internal Contribution	349,428
Total Revenue	<u>13,589,704</u>
Expense	
Personnel Salaries	
Total Personnel Salaries	6,796,365
Personnel Other	
Total Personnel Other	1,256,621
Direct Student Expenses	
Total Direct Student Expenses	1,208,112
Administration	
Total Administration	580,246
Facilities	
Total Facilities	2,103,394
KTC	
Total KTC	<u>90,934</u>
Total Expense	<u>12,035,673</u>
Total Surplus / Deficit	<u><u>1,554,031</u></u>

Statement of net assets for FY 14(balance sheet)

KIPP Academy Lynn and affiliated Foundations			
FY 2014 Preliminary Balance Sheet			
Updated as of 7/31/14 (audited financial statements not available until October 2014)			
	6/30/2014		
Assets			
Current Assets			
Cash & Cash Equivalents			
Total Cash & Cash Equivalents	4,007,286		
Accounts Receivable			
Accounts Receivable	2,068		
Grants Receivable	2,366,569		
Pledges Receivable	1,221,065		
Notes Receivable - Bonds	<u>19,243,342</u>		
Total Accounts Receivable	22,833,044		
Prepaid Expenses			
Total Prepaid Expenses	173,620		
Other Current Assets			
Total Other Current Assets	<u>358,446</u>		
Total Current Assets	27,372,395		
Long-term Assets			
Property & Equipment	826,881		
Other Long-term Assets			
Investment in 90 HR	<u>631,579</u>		
Total Other Long-term Assets	<u>631,579</u>		
Total Long-term Assets	<u>1,458,460</u>		
Total Assets	<u>28,830,855</u>		
Liabilities			
Short-term Liabilities			
Accounts Payable			
Total Accounts Payable	114,306		
Other Short-term Liabilities			
Accrued Expenses	66,049		
Accrued Payroll	5,023		
Boston Private Line of Credit	<u>1,050,000</u>		
Total Other Short-term Liabilities	<u>1,121,071</u>		
Total Short-term Liabilities	1,235,377		
Long-term Liabilities			
Notes Payable			
QLICI - A note payable	16,000,000		
QLICI - B note payable	1,500,000		
NFF Loan Payable	<u>231,500</u>		
Total Notes Payable	<u>17,731,500</u>		
Total Long-term Liabilities	<u>17,731,500</u>		
Total Liabilities	<u>18,966,877</u>		
Net Assets			
Beginning Net Assets			
Net Assets	8,309,947		
Current YTD Net Income			
	<u>1,554,031</u>		
Total Current YTD Net Income	<u>1,554,031</u>		
Total Net Assets	<u>9,863,978</u>		
Total Liabilities and Net Assets	<u>28,830,855</u>		

KIPPMA - FY15 Budget - Final KIPP Academy Lynn Operating (cash basis)	
Board Approved 6/12/14	
	FY15 KIPP Lynn Total Budget
REVENUE	
Public - Tuition Revenue	10,358,201
Public - Other State Revenue	249,536
Public - Local Revenue	35,000
Public - Federal Revenue	993,650
Private Revenue Total	2,319,659
Other Income	55,860
TOTAL REVENUE	14,011,906
EXPENSES	
Personnel - Salaries	8,341,948
Personnel - Other	1,383,067
Direct Student Expenses	1,545,914
Administration	889,685
Facilities	1,794,365
Total Expenses	13,954,979
Contribution for Regional Office Services	(618,490)
TOTAL EXPENSES w/Reg. Office Contribution	13,336,490
TOTAL OPERATING SURPLUS/DEFICIT	675,417

Capital Plan for FY15

In Lynn during FY14, KIPP began renovations of our 90 High Rock Facility to reconfigure and add 7 additional classrooms for use by middle and high school grades starting in FY15. The total renovation project will cost approximately \$650K to be funded by remainder of the building's original construction budget and private capital fundraising. In addition, KIPP has entered into a one year lease for temporary space from a local Lynn nonprofit to house our regional office staff (shared services department) in FY15. KIPP has also begun a real estate search for a facility to house new elementary school grades if our recently submitted charter amendment for KIPP Academy Lynn is approved by DESE. The facility may either be a leased facility or another new construction project to be added to the capital plan.

Organizational Structure of the School

One major change to the organizational structure of KIPP Academy Lynn Charter School during the 2013-2014 school year was the planned addition of 11th grade to the school. This August, in accordance with the school's charter and approved amendments, the school will expand to serve 12th grade students.

Additionally, the Regional Office, which serves as a support services hub for all KIPP schools in Massachusetts, has, and is still undergoing certain improvements. These are in the form of refinements to the operational tasks and responsibilities of certain sub-sections of the office along with an increase in staffing. These changes reflect a growing need for certain centralized support services as we add additional grades to our existing charters based on approved expansion amendments and our desire to serve more students in the near future. These changes are represented in Appendix B which contains KIPP MA organization charts for this past year as well as for FY15.

Network Structure

KIPP Massachusetts – Network Structure:

Please reference Appendix A: KIPP MA Regional Office Organizational Chart FY14 and FY15

Structure – Two Districts, Two Charters, One Network: The Board and staff of KIPP Lynn and KIPP Boston created and are implementing a comprehensive business plan to fulfill our charters and grow with quality and sustainability during the FY12-FY20 period. Our primary goal is to establish an aligned K-12 system of elementary, middle, and high schools in each district where we operate (as charter seats allow) and provide alumni services, all to support our mission of increasing the numbers of students who graduate from college. Our plan includes a detailed model that demonstrates a sustainable financial path for both the existing charters and for further proposed growth. To ensure separation of public funds for compliance and audit purposes, KIPPMA must manage cash separately for its two legal public entities, KIPP Academy Lynn (which as “flagship” includes Regional Office) and KIPP Academy Boston Charter School. Within each charter, KIPP internally differentiates multiple “schools,” each for example with its own grade levels, principal, staff team, budget, and curriculum. Under the KIPP Lynn charter currently authorized for grades 5-12, we operate a Middle School with grades 5-8 (KIPP Academy Lynn Middle School) and a High School with grades 9-12 (KIPP Academy Lynn Collegiate High School). In Boston, we are authorized to grow to grades K-8, internally operating an Elementary School grades K-4 (KIPP Academy Boston Charter School Elementary School; opening with grade K in FY15) and Middle School grades 5-8 (KIPP Academy Boston Charter School Middle School). Internally, each “school” pays a fee to the Regional Office for a range of network support services. The Board of KIPP Lynn and Boston and the staff of the Regional Office support the growth and performance of the network.

Network Management Capacity: In recent years, KIPP has invested substantially in strengthening its capacity to manage network growth. This gives us confidence that we can manage the full scope of our upcoming proposed expansion to add elementary grades in Lynn, grow the size of middle and high school grades in Lynn, and continue to grow Boston middle and elementary grades. These capacity investments stem from:

- a) **Strengthened Regional Office Capacities:** Investment in “KIPP Massachusetts” Regional Office talent (staff and Board), systems, compliance, and other resources to support schools in start up, growth, and steady state phases.
- b) **Growth Experience:** Expertise gained from successfully opening two new ventures, KIPP Lynn’s high school grades and KIPP Academy Boston Charter School, including staff based in those schools.
- c) **School Leadership Pipeline:** Demonstrated pipeline for developing school leaders to found new schools and grades.
- d) **National KIPP Network Resources:** Increased capacity of the national KIPP Foundation and peer KIPP regions from around the country to provide supports and share best practices.

Board: Our network’s highly effective and engaged Board of Trustees governs both KIPP Academy Lynn and KIPP Academy Boston Charter School. The Board will continue to govern the network using the same performance management and oversight practices it has used to ensure successful expansion of schools and grades over the past several years in Lynn and Boston. The board’s main roles are: Fiduciary & Charter Accountability Oversight, Executive Performance Management & Development, Vision & Strategy, Financial Resourcing, External Champions, Board Self-Management. In support, the Board has utilized committees and advisory task forces including Finance, Facilities, Governance, Compensation, Development, Teaching & Learning, Advocacy, and Strategic Planning. The Board approves expansion plans and regularly evaluates the performance of our organization and schools ensure faithfulness to our charter and successful, sustainable growth. Progress on starting up new schools and grades is reported 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.

School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

Link to KIPP Academy Lynn Charter School's student demographic information:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04290010&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	198	27.5%
Asian	19	2.6%
Hispanic	421	58.4%
Native American	0	0%
White	70	9.8%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	12	1.7%
Special education	90	12.6%
Limited English proficient	66	9.2%
Low income	598	83%

ADMINISTRATIVE ROSTER FOR THE 2013-2014 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 aspects of KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School	FY12	N/A
John Kalafatas, Chief Operating Officer	Business operations management for KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School	FY11	N/A
Jenn Parkos, Chief Development Officer	Private Fundraising for KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School	FY10	N/A
Jen Jewell, Director of Finance	Overall financial management for KIPP Academy Lynn Charter School & KIPP Academy Boston Charter School	FY11	N/A
Anna Breen, School	Instructional Leadership of	FY05	N/A

Leader	KIPP Academy Lynn Middle School		
Steve Pizzimenti	Manager of school operations for KIPP Academy Lynn Middle School	FY13	N/A
Andrea DeAngelo, School Leader	Instructional Leadership of KIPP Academy Lynn Collegiate	FY10	N/A
Jennifer Startek	Manager of school operations for KIPP Academy Lynn Collegiate	FY10	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR*				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	85	3	17	(2) Terminated for performance reasons and (18) voluntary
Other Staff	18	0	2	(2) Layoffs

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Skip Besthoff	Secretary	Finance; Facilities	1	June 2011 – June 2014
Doug Borchard	Pending (submitted to DESE for approval in Jan 2014)	Strategic Planning; Teaching & Learning	0	June 2014 – Present
John Connors	Trustee	Development	0	February 2012 – Present
Amanda Fernandez	Trustee	Advocacy; Development	0	January 2014 – Present
Mike Kendall	Chair	Compensation; Governance; Advocacy (Chair)	1	June 2009 – June 2012 July 2012 – Present
Jim Peyser	Trustee	Advocacy (chair); Strategic Planning	0	October 2012 – Present
Scott Sarazen	Trustee	Facilities (Chair); Governance	2	March 2007– March 2010 April 2010 – April 2013
Amanda Seider	Trustee	Teaching & Learning (Chair); Governance; Advocacy	1	June 2011 – June 2014

*In a prior version of the annual report, KIPP Academy Lynn inadvertently excluded some teachers from the report. In this corrected version, the number of teachers as of the last day school year 2013-2014 is increased from 74 to the corrected number 86. The number of mid-year departures over the same time frame is increased from 2 to the corrected number 3. The number of teachers reported as having left at the end of school year 2013-2014 is decreased from 26 to the corrected number 18.

Caleb Dolan	Executive Director (Ex-officio member)	Teaching & Learning; Governance; Advocacy	1	
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Additional Required Information

A number of changes at a charter school may not require an amendment request but do require that the school inform the Department in a timely fashion. Please remember to provide the following information to keep the Office of Charter Schools and School Redesign up-to-date regarding changes in leadership and/or facilities. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at ldelorenzo@doe.mass.edu or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	N/A

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details:

<http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
N/A	N/A

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2015-2016 school year?

Action	Date(s)
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Student Application Deadline	03/06/15
Lottery	03/10/15 – 03/12/15

Conditions

This year's charter renewal process resulted in three conditions being placed on KIPP Academy Lynn's charter. They are as follows:

- 1) **Provide Minor Amendment for School Schedule:** "By the close of business on May 1, 2014, KIPP Academy Lynn Charter School (KALCS) will submit to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA, 02148, a minor amendment request to modify the school's hours and annual schedule."

Status: KALCS submitted a Board-approved minor schedule amendment on February 13, 2014, and was alerted that as of March 28th, the amendment had been passed onto the Commissioner. In late April, KALCS was notified that the amendment had been approved by the BESE.

- 2) **Open Meeting Law Training for Board of Trustees:** "By August 30, 2014, all members of the Board of Trustees of KIPP Lynn will complete the series of six web trainings on the Open Meeting Law offered by the Office of the Attorney General. All board members will sign an certificate stating that they have received, read, and viewed the following materials: the Open Meeting Law, G.L. c. 30A, §§ 18-25; regulations promulgated by the Attorney General under G.L. c. 30A, § 25; and educational materials available from the Attorney General explaining the Open Meeting Law and its requirements."

Status: During KALCS' Board meeting on April 16, 2014, each board member participated in the 6 required web video trainings, re-receive the required Open Meeting Law materials, discussed the requirements as a group, and signed the certificate form confirming receipt, reading, and viewing of the material. KALCS leadership then sent copies of the certificates to the Office of Charter Schools and School Redesign.

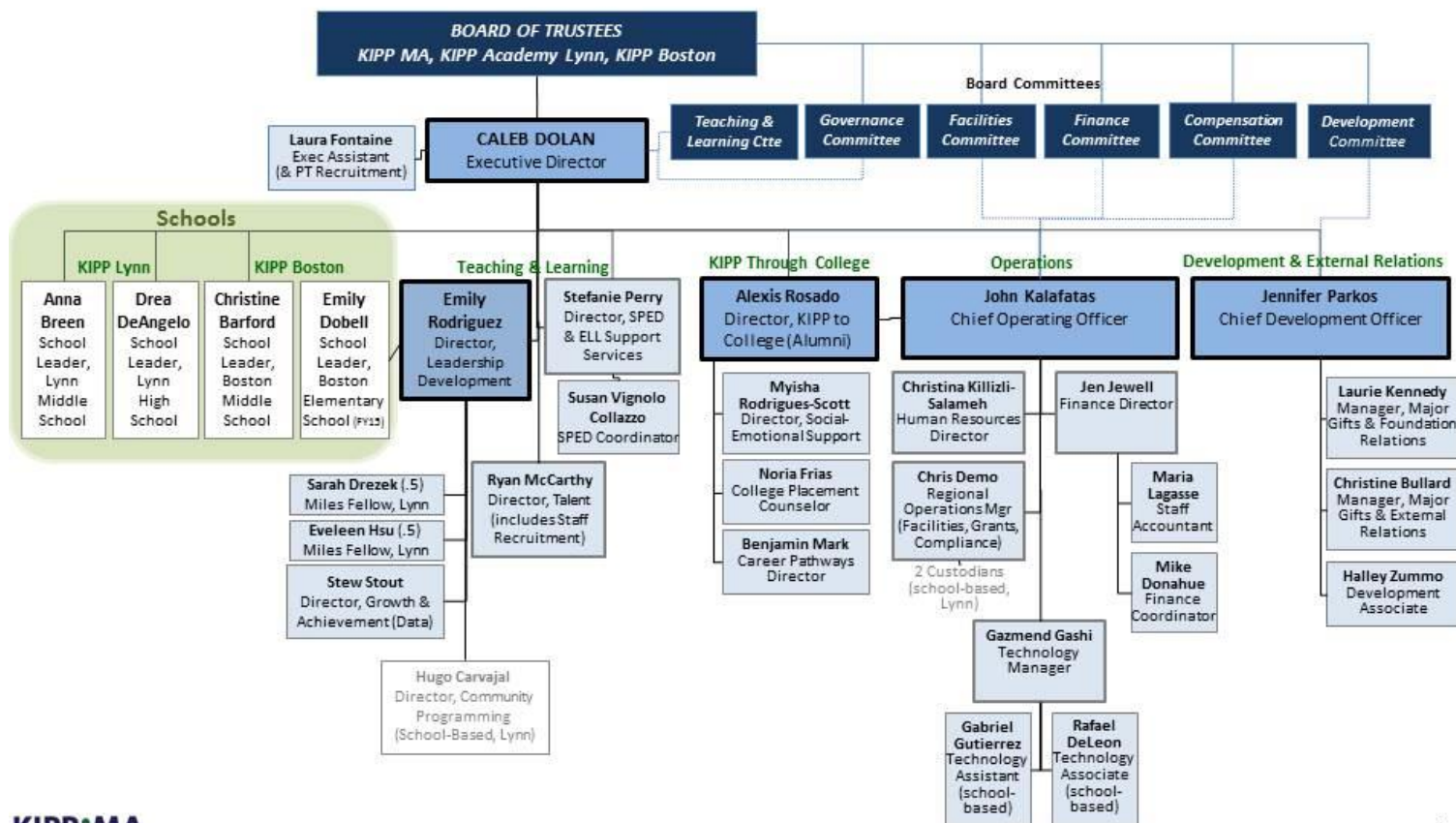
- 3) **ELL Teacher Qualifications:** "By September 15, 2014, all teachers who have responsibility for the delivery of English as a second language instruction will be licensed as required by state law."

Status: Completion of this requirement is still in progress and Executive Director Caleb Dolan has contacted the Office of Charter Schools and School Redesign and other offices within the Department of Elementary and Secondary Education to provide updates and to discuss certain nuances of our progress towards meeting this condition.

APPENDIX A: KIPP MA Regional Office Organizational Chart FY14 and FY15

KIPPMA Regional FY14 Org Chart (network)

KIPPMA continues to develop its Regional Office staffing structure and organizational chart required to deliver its FY12-20 growth plan and support its network of schools in Lynn and Boston. This chart shows the FY14 Regional Office org chart. Any staff not shown here are based at school level. Legally, the Regional Office is housed in the KIPP Academy Lynn public entity.



KIPPMA Regional FY15 Org Chart (network)

KIPPMA continues to develop its Regional Office staffing structure and organizational chart required to deliver its FY12-20 growth plan and support its network of schools in Lynn and Boston. This chart shows the FY15 Regional Office org chart. Any staff not shown here are based at school level. Legally, the Regional Office is housed in the KIPP Academy Lynn public entity.

