

Academic Program Success

Student Performance

KABCS most recent, publically available data if found by following this link to our school report card overview:
<https://reportcards.doe.mass.edu/2020/DistrictReportcard/04630000>

Complete Report Card:

2020 Official Accountability Report – KIPP Academy Boston Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting of exceeding targets
Progress toward improvement targets	79% - Meeting or exceeding targets
Accountability percentile	-

Program Delivery

Curriculum

KABCS has structures in place to regularly review and revise the curriculum. This occurs throughout the year, but most notably in the work of the Director of Academics (this role was previously titled Achievement Leader) in the Spring and Summer. The Director of Academics reflects upon student growth and achievement, solicits teacher feedback, and makes necessary adjustments to the curriculum for the upcoming school year. Through this process, the region ensures that teachers have a robust curriculum to build from. During the school year, teachers work with their instructional coaches to internalize and adjust curriculum as needed. Adjustments are made to the curriculum at the lesson level to create daily materials that meet the needs of students, as revealed by the student data. Special education staff, generally called learning specialists or interventionists, modify the curriculum to meet the needs of diverse learners. Learning specialists develop and implement modifications and accommodations in order to ensure all students can access the curriculum.

Instruction

At KABCS, there is a strong emphasis on teacher development as the means to ensuring high quality instruction for students. Key levers to ensuring high quality instruction include:

Whole Group PD - At KABCS, PD is built into the school calendar on a weekly basis. School-wide PD is scheduled to occur one day per week, often with a focus on key classroom moves, both instructional and culture-building. Teachers frequently explore the best practices to support instruction, such as methods of collecting or analyzing data. Additional school based PD topics could include: leading successful parent conferences, leading student advisory, or other cultural events. Teachers also participate in regional PD. While content teams can be school specific, in the past year and a half, KABCS transitioned to virtual content teams to allow for region-wide content collaboration.

Teacher Coaching- All teachers are assigned a coach, who is the main lever in teacher development. Teachers have at least bi-weekly coaching sessions, but may contact their coach for support at any time. In 2018, KABCS invested in training coaches on the Instructional Power Moves as defined and created by Relay Graduate School of Education, focusing on observation/feedback, lesson internalization, and the weekly data meeting. Through defining and training coaches in these instructional leadership moves, KABCS moved to improve the quality of teacher coaching.

Clarity of Expectations & Communication- KABCS refined the observation rubric to narrow and deepen the focus on four key areas. While currently reviewing and redesigning tools used before the pandemic, KABCS will continue

to provide tools to teachers and leaders that clearly define the instructional excellence at KIPP MA. In the past, KABCS used the HIIP rubric, which focuses on defining teacher actions and student impact in the areas of: Culture of Learning, Designing High Quality Work, Lifting, and Checking for and Impacting Understanding.

- Culture of Learning is the classroom culture, one of warmth, safety, and clear expectations.
- Designing High Quality Instruction includes a focus on rigorous standards aligned student facing tasks.
- Lifting is a rubric row that measures the extent to which the students are engaging with the work, ensuring scaffolding or teacher direct instruction is used only as needed.
- Checking for and Impacting Understanding is a rubric row that focuses on the means by which teachers determine student progress towards the lesson objective and respond accordingly during the class period.

The HIIP rubric is woven into coaching practices and PD. It is common for teachers and coaches to engage in more frequent analysis of teaching and discussion of growth areas using the rubric.

Principal and Assistant Principal Coaching- Principals and assistant principals receive coaching, through which they have support in norming on observations, practicing the Instructional Power Moves, and planning action steps for teachers.

Assessment

During pandemic learning, KABCS innovated ways to collect more holistic data and seek out informal, as well as, formal structures for data collection and response to data.

KABCS led the way in defining and innovating practices for reviewing and immediately responding to student data. Daily teacher practices were created through strong coaching, using the teacher coach to support gathering, tracking, and interpreting data. Teachers began to implement daily review and response to student data and began to dig into the daily achievement data of all students. Coaches, specialists and teachers analyzed the data via subgroup, utilizing the data to reteach skills and content the following day.

KABCS reduced the assessment load during pandemic learning by modifying existing assessments. Some assessments shifted in frequency from unit to interim assessments. ELA assessments were adapted to focus on reading and on-demand writing pieces. When analyzing formal data, seen in most major assessments, the data team aggregated data and created “dashboards” to support teachers in analyzing the major assessments, ensuring that all subgroups were represented in dashboards. Unsurprisingly, KABCS’ practices of using daily assessment data to progress monitor and respond to student needs resulted in significant growth on the major assessments defined below, including subgroups.

Physical Safety

Beginning in March of 2021, KABCS students and staff returned to in-person instruction on a rolling basis. KABCS followed, and continues to follow, CDC guidelines and recommendations if someone exhibits symptoms or tests positive. Campuses are cleaned and sanitized multiple times per day, all staff and students are tested weekly, and students and staff remain masked at all times, except for meals, among other safety measures. KIPP MA maintained a web page dedicated to the return to in person learning for 2020-2021 that can be found [here](#).

Accelerating Learning in 2021-2022

KABCS recruited several students and staff for robust summer programming in July 2021. Students enrolled in summer programming receive targeted ELA and/or Math instruction, COVID-19 safe socialization time, and social-emotional time.

In 2021-2022, KABCS will continue to utilize online platforms that support academic outcomes and parent access to content. Social emotional wellness PD will continue for staff and social emotional wellness will continue to be explicitly centered in all classrooms. KABCS will continue to co-author the educational experience of students along with their families.

Organizational Viability

Organizational Structure of the School

In the 2020-2021 school year, KABCS shifted its leadership structure from two Principals, K-4 and 5-8, to one Principal K-8.

Please see appendix E for the KABCS organization chart.

Network Structure

KABCS is overseen by a regional network referred to as KIPP MA, which also includes a charter district in Boston, MA. KIPP MA has approximately 50 network staff members who serve in leadership or support roles in instruction, data, operations, student enrollment, talent, finance, compliance and technology among others.

KABCS's Board meets at least six times per year and at each meeting evaluates performance of the school through review of an Organizational Goals Dashboard and detailed reports on Finance, Development, Facilities, Teaching & Learning, Advocacy, and Compliance. During the pandemic, the KABCS Board reviewed the COVID-19 response, reopening plans, and safe and strong start proposals.

Throughout the year, 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, and systematic internal review of each aspect of the school by the relevant Board committee.

KIPP MA's Executive Director reports to the Board of Trustees, and regularly meets with the Board Chair, Vice-Chair and other members to discuss progress. To execute with accountability, Regional Office senior leaders report to the Executive Director. The Executive Director and regional leaders also staff Board committees and task forces, adding to the governance-leadership structure.

Budget and Finance

A. Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Boston Income Statement	Current Period Balance
Total Revenue	\$12,107,842.65
Total Expenses	\$11,286,696.84
Total Net Income	\$821,145.81

B. Statement of net assets for FY21 (balance sheet)

KIPP Academy Boston Balance Sheet	Current Period Balance
Total Assets	\$25,963,707.25
Total Liabilities	\$21,077,854.58

Total Net Assets	\$4,885,852.67
Liabilities + Net Assets	\$25,963,707.25

C. Approved school budget for FY22

KIPP Academy Boston FY22 Budget	
# Students	588
# Staff FTE	104
REVENUE	
Public Tuition Revenue (Foundation)	\$8,985,875
Public Tuition Revenue (Above Foundation)	\$3,822,000
Public Tuition Revenue (Transportation)	\$0
Public Tuition Revenue (Facilities)	\$551,544
State Grant Revenue	\$5,000
Federal ESSER Grant Revenue	\$2,235,801
Federal Entitlement Grant Revenue	\$874,643
Other Federal Grant Revenue	\$399,239
Private Grant Revenue	\$0
Fees and Other Revenue	\$0
Intercompany Revenue	(\$97,050)
Total Revenue	\$16,777,052
EXPENSES	
Personnel Expenses	\$8,060,690
Student Expenses	\$1,304,987

Administration Expenses	\$631,557
Facilities Expenses	\$1,873,831
Capital Expenses	\$100,000
Contingency	\$2,051,787
School Contribution to Regional Office	\$2,405,000
Total Expenses	\$16,427,852
Total Net Operating Cash Flow	\$349,200
Total Net Operating Cash Flow %	2.1%

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	588
Number of students upon which FY22 budget tuition line is based	588
Number of expected students for FY22 first day of school	616
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

D. Capital plan for FY22

On August 1, 2016, all KIPP Academy Boston Charter School grades moved into a newly constructed facility located at 37 Babson Street in Mattapan, MA. Currently, there are no plans to further expand or renovate the facility.

Additional Information/Appendix

A. Accountability Plan Performance for 2020-2021²

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: To support its emphasis on high-quality instruction, KIPP Academy Boston Charter School will annually develop high-quality teaching by engaging its staff in practice based professional development. Practice based professional development will include modeling the intended practice, the teachers practicing the target skill, and time for the teacher to receive feedback and adjust accordingly. (See Key Design Element 1)		
Measure 1a: KIPP Academy Boston Charter School teachers will engage in at least 50 hours per year of practice based professional development.	Met	In SY20-21, KIPP Academy Boston teachers engaged in over 50 hours of practice based professional development.
Measure 1b: On the annual Insight Survey, at least 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teaching are clearly defined at my school.”	Not Met	Elementary: 91% agree, 71% response rate Middle: 75% agree, 80% response rate
Objective: Beginning in Kindergarten, KIPP Academy Boston Charter School will teach and practice research-based character traits necessary for students to maximize their potential in college and in life. (See Key Design Element 2)		
Measure 2a: Annually, as evidenced by KABCS’ professional development tracker, staff will participate in at least 10 sessions of practice and instruction in teaching research-based character traits	Not Met	PD in SY20-21 focused heavily on social-emotional support for students as they continued remote learning for at least the first half of the year.
Measure 2b: Each year, on the annual Healthy Schools & Regions Survey, the average score for the statement, “The school is having a positive impact on my child’s character,” will be 80% or higher, with a 50% response rate from our families.	Not Met	This question was not administered on the Fall 2020 survey. Questions were instead focused on remote learning, safety and belonging and reentry plans.
Objective: KIPP Academy Boston Charter School will focus on broadening and deepening family engagement with our families to support student growth and development. (See Key Design Element 3)		
Measure 3a: Beginning in 5th grade, on the annual Healthy Schools & Regions Survey, at least 75% of Families (50% response rate) will answer, agree or strongly agree to the statement, “I would recommend KIPP to other families.”	Not Met	This question was not administered on the Fall 2020 survey. Questions were instead focused on remote learning, safety and belonging and reentry plans.
Measure 3b: Each year, on the annual Healthy Schools & Regions Survey, the average score for the questions related to family engagement will be 75% or higher, with a 50% response rate from our families. ³	Not Met	This question was not administered on the Fall 2020 survey. Questions were instead focused on remote learning, safety and belonging and reentry plans.

² The KIPP Academy Boston Accountability Plan is currently under review. Some measures were based on out-dated practices. The proposed metrics, listed above, are provisionally approved by the Commissioner of Education.

³ Questions include seeking information such as: “How comfortable do you feel talking with teachers at your child’s school?”, “How often do you meet in person with teachers at your child’s school?”, “How involved have you been with parent group(s) at your child’s school?”, “In the past year, how often have you visited your child’s school?”, “In the past year, how often have you helped out at your child’s school?”, “The school communicates with families openly and respectfully?”, “I am well informed about how my child is doing in school.”

Objective: KIPP Academy Boston Charter School graduates will develop college and career readiness so that they can climb the mountain to and through college and career. (See Key Design Element 4)		
Measure 4a: Annually, all KABCS students will meet established bottoms up reading goals as evidenced by achievement on the Fountas & Pinell assessment.	Not Met	Only 4th grade students took the Fountas & Pinell assessment in 2020-2021 ⁴ . 74% of KABCS 4th grade students showed growth on the Fountas & Pinell assessment in 2020-2021.
Measure 4b: Annually, by the fall after graduation, 80% of former KABCS 8th graders will enroll in and attend a college preparatory high school ⁵ to maximize their chances of strong secondary options.	Met	80% of KABCS 8th grade students in 2020-2021 committed to attending a college preparatory high school.

*Add rows as necessary

Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will disseminate information about programs and best practices to public schools in Massachusetts.		
Measure: Each year, the school will host at least 50 visitors looking to learn about our programs.	Not Met	The shift to virtual learning and increased COVID-19 safety protocols have impacted our ability to host visitors in the school. KIPP MA has instead hosted virtual classroom visits and volunteer opportunities.
Measure: Each year, leaders at KIPP Academy Boston Charter School will meet with leaders and groups in Boston on a monthly basis to continue to build relationships and share best practices.	Met	Members of the KIPP MA Executive Leadership Team meet every two weeks as part of the Boston Charter Alliance. KIPP MA's Executive Director meets monthly with other charter school superintendents of color.

B. Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: KIPP Academy Boston Charter School

⁴ Fountas and Pinell was not administered in the middle school grades. Grades 1-3 took the Amira or Teacher's College assessment.

⁵ College preparatory high schools are defined as offering: AP and/or dual enrollment courses, SAT preparation and/or resources, and meetings with college counselors. This list includes, but is not limited to, Boston Latin School, Cristo Rey, John D. O'Bryant and Roxbury Prep Charter School.

2020-2021 Implementation Summary:

At KIPP Academy Boston Charter School (“KIPP”), 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. We also make clear to all families through recruitment materials that KIPP is a free, open-enrollment school to dispel parents’ misconceptions around entrance exams or tuition fees for entrance into charter schools. In 2016-2017, we offered our first substantially separate classroom in Boston to accommodate students with a greater variety of disabilities and have added an additional. In the 21-22 School Year, we will have six substantially separate classrooms across our K-8 schools.

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

In every application cycle, KIPP sees considerable sibling applications and acceptances. In the 20-21 Enrollment Cycle, the sibling applications for both years remained around 5% (similar to in the previous year). In the past two years, we have been able to offer seats to all our Kindergarten siblings.

	15-16		16-17		17-18		18-19		19-20		20-21		21-22	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
BOSTON	630	0	1252	0	3804	88	4687	161	4402	101	3930	80	1213	50

A challenge that our district experienced in the past few years is declining application numbers, which has been experienced across our charter counterparts in the Boston area. Given the pandemic, education choices for potential families became especially challenging, especially as our schools were unable to offer in person opportunities for applicants to experience our school culture.

	15-16		16-17		17-18		18-19		19-20		20-21		21-22	
	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS	TOTAL APPS	SIBLING APPS
BOSTON														
Change from Previous Year	N/A	N/A	99%		204%		23%	83%	-6%	-37%	-11%	-21%	-69%	-38%

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

General Recruitment Activities for 2021-2022:

Activity 1: School Open Houses. Annually, before each application deadline and lottery, each KIPP MA school hosts an open house for families. The goal of this event is to provide families an opportunity to see the school, visit the school, get to know the staff, tour the school, and build partnership with other potential families. During these events, we have Spanish and Haitian Creole staff and honor additional interpreter requests from families and visitors. Additionally, all promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English and Spanish. In the 20-21 School Year, schools hosted virtual “Zoom” Open Houses.

Activity 2: School Tours. On request, schools provide tours to prospective families. The goal of these tours is to provide families a touchpoint with the school while students are in session to allow them to observe school culture, systems, staff, and students. All Enrollment Coordinators speak Spanish and conduct tours. School is also able to provide additional language support, upon request.

Activity 3: Mailings. Annually, before the lottery, we will send out mailings in English, Spanish and other prevalent languages. We send a mailer to all families with prospective K-8 students in an initiative with the Boston Charter Alliance. In some cases, we will send more targeted mailings for prospective kindergarten students, as that is our entry year in both districts. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments, and they will be printed in English and Spanish.

Activity 4: Community Partnerships. In our communities, we’ve partnered with several organizations, formally and informally, to share our story & advertise our school. In Boston, we’ve partnered with Mattapan United, the YMCA, and UCB. In addition, we share our information and application materials with community organizations and ask that they share these materials with their members. In the 20-21 School Year, we shared resources with over 15 organizations in the Lynn & Boston communities.

Activity 5: Family-to-Family Outreach. We ask current families to distribute recruitment materials to friends, colleagues, and neighbors. Our families are eager to get the word out to others families, and this is an effective way to build awareness of, and interest in, the school.

Activity 6: Adult Education Community Classes. In both districts, we provide free English and citizenship classes to the community. There is no cost to the participants and they are not required to be affiliated with KIPP prior to joining the program. Classes are offered in Spanish and Haitian Creole. Community classes allow us to build partnerships with the community, expand our reach to English language learners and communities.

Recruitment Plan – 2021-2022 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

This year we held steady at 20.1% of our students qualifying for special education services. KABCS 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.

- 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.
- 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 therapy, and small group instruction.
- 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.

Last school year we expanded our substantially separate classroom offerings and hope to continue doing so next year.

(c) 2021-2022 Additional Strategy(ies), if needed

We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., Headstart, the Department of Children and Families, Early Intervention Centers).

In the 2021-2022 School Year, we are offering more extensive special education options for our families, including sub separate classrooms K-8.

KIPP MA hired a Director of Instruction, Exceptional Learners (effective 7/1/21) to provide coaching and support to school-based special education instructors, as well as program audits and monitoring.

(a) CHART data

School percentage:
16.2%

GNT percentage: N/A
CI percentage: 16.5%

The school is below CI percentages

Limited English-proficient students/English learners

(a) CHART data

School percentage:
16.8%

GNT percentage: 20.5%
CI percentage: 21.7%

(b) Continued 2020-2021 Strategies

We will continue with the strategies used in our previous year. To begin, we obtain information for all Boston Public School K1 students eligible for KIPP Academy Boston enrollment lottery and send an informational mailing to all families in different languages as indicated in Boston Public School’s demographic information: English, Spanish, Vietnamese, Chinese, Haitian Creole, Portuguese and Cape Verdean Creole.

<p>The school is below GNT percentages and CI percentages</p>	<ul style="list-style-type: none"> • 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. • 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>Spanish is the most prevalent language spoken by our non-English speaking families. We will continue our strategy to have a Spanish speaker present for all recruitment events. We are also seeking to have a Haitian Creole speaker present at recruitment events.</p> <p>We will invite parent leaders and community leaders to work with us to identify additional outreach venues to increase the number of applicants from Haitian Creole and Spanish speaking families. The school has also invested in support services to provide 24 hour phone translation services to all KIPP staff members, including teachers and student recruitment coordinators.</p>
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>We will ensure recruitment materials are available in Cape Verdean (versus Portuguese) when requested by a family as their preferred language.</p> <p>Our application platform, Schoolmint, will be updated to reflect the most recent instructions and information in Spanish, English, and Arabic.</p> <p>The KIPP MA website will be updated in August 2021 and available for translation in many languages, and will be easier for families to navigate with less text, more graphics, and easier and more intuitive navigation.</p> <p>Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 71.1%</p> <p>GNT percentage: 57.3%</p> <p>CI percentage: 58.0%</p> <p>The school is above GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>We will strive to further increase the number of low-income students at KABCS 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> <p>In the 19-20 School Year, KABCS participated in the Community Eligibility Program to provide free breakfast, lunch, and snacks to all students without charge. This will</p>

	<p>reduce the stigma of free or reduced lunches and allow students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KABCS a more attractive choice for families.</p> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</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/PARCC.</p> <p>We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools.</p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</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 and Career (KTCC) program. The KTCC team works with students to help advise them on their long term academic goals. This creates an opportunity to identify students at risk for dropping out so that additional supports can be implemented to help mitigate that risk.</p> <p>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.</p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>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.</p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p>

<p>OPTIONAL⁶ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2020-2021 Strategies</p> <p>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.</p> <p align="center">2021-2022 Additional Strategy(ies), if needed</p>
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**Retention Plan
2021-2022**

<p align="center">Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.</p>
<p align="center">2020-2021 Implementation Summary:</p> <p>We achieve high retention rates by maintaining a close and constant relationship between teachers, students, and parents.</p> <p>KABCS has grade-level events numerous times over the year where parents can check in with teachers (e.g. report cards) or accomplish a goal, such as registering students for financial aid for college. These events are held in both English and Spanish and we offer translators for other languages if requested.</p> <p>Students are offered the opportunity to recover credit via summer school and/or online credit recovery to minimize the risk of students dropping out. Retaining students at KIPP for the duration of their academic careers from kindergarten through eighth grade 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 support they need to be successful at KIPP, in college, and in life.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

Retention Plan – 2021-2022 Strategies List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) Continued 2020-2021 Strategies

⁶ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

<p>School percentage: 5.7% Third Quartile: 13.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<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>In 2016-2017 we expanded our substantially separate classroom program to help meet the needs of students with disabilities that could not be accommodated through inclusion services for both social-emotional and cognitive needs.</p>
<p>(c) 2021-2022 Additional Strategy(ies), if needed</p>	
<p>Limited English-proficient students/English learners Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.4% Third Quartile: 14.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>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> <ul style="list-style-type: none"> ● Spanish is the most prevalent language spoken by our families other than English. This year we continued proactively ensuring that a Spanish speaking teacher or staff member is present at all family events. We are also trying to have a Haitian Creole speaker present at all family events. <p>In 2017-2018, we hired a full time ELL Director who works under our Director of Student Support Services.</p>
<p>(c) 2021-2022 Additional Strategy(ies), if needed</p>	

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(b) Continued 2020-2021 Strategies

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.

We currently believe that the new economically disadvantaged metric will result in lowering the number of students who are eligible for free and reduced lunch at our schools because many students, while they would qualify based on income, do not participate in programs such as TANF or SNAP.

Our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.

In the 19-20 School Year, KABCS participates in the Community Eligibility Program to provide free breakfast, lunch, and snacks to all students without charge. This will reduce the stigma of free or reduced lunches and allow students to eat multiple meals on campus without concern for cost. The Community Eligibility Program participation aims to make KABCS a more attractive choice for families.

(c) 2021-2022 Additional Strategy(ies), if needed

(a) CHART data

School percentage: 6.6%

Third Quartile: 13.8%

The school's attrition rate is below third quartile percentages.

(d) Continued 2020-2021 Strategies

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.

2021-2022 Additional Strategy(ies), if needed

(e) Continued 2020-2021 Strategies

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.

2021-2022 Additional Strategy(ies), if needed

(f) Continued 2020-2021 Strategies

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.

Students who are sub-proficient

Students at risk of dropping out of school

Students who have dropped out of school

*only schools serving students who are 16 and older	2021-2022 Additional Strategy(ies), if needed
OPTIONAL⁷ <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</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, and parent conferences throughout the year.</p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.

C. School and Student Data

KIPP Academy Boston Charter Public School's student demographic enrollment data link would be here:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04630000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	64.6
Asian	0.0
Hispanic	33.6
Native American	0.3
White	0.5
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	1.0
Selected Populations	% of School
First Language not English	47.8
English Language Learner	16.8
Students with Disabilities	16.2
High Needs	82.4
Economically Disadvantaged	71.1

ADMINISTRATIVE ROSTER FOR THE 2020-2021 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	07/01/2009	12/30/2020

⁷ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

