



KIPP Academy Boston Charter School

SY 2021-2022 Annual Report

Department of Elementary and Secondary Education

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Address: 37 Babson Street, Mattapan, MA 02126

Website: www.kippma.org

Phone: 617-393-5682

Fax: 617-652-7461

Contacts:

Rhonda “Nikki” Barnes, Executive Director: rbarnes@kippma.org

Zachary Meisner, Principal: zmeisner@kippma.org

Coretta Martin, Chief of Staff: cmartin@kippma.org

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Introduction to the School

KIPP Academy Boston Charter Public School (“KABCS”)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	37 Babson Street Mattapan, MA 02126
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Not applicable
Year Opened	2012	Year(s) the Charter was Renewed (if applicable)	2017, 2022
Maximum Enrollment	588	Enrollment as of (fill in the date)	601 As of March 1, 2022
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of (fill in the date)	1,233 As of March 1, 2022
Number of Instructional Days during the 2021-2022 School Year ¹	180 in-person		
School Hours (ex: 8:30-3pm M-F)	Monday-Friday 7:30-2:15	Age of School as of 2020-2021 School Year	10 years
Mission Statement Together with families and communities, we create a joyful, academically excellent school that prepares students at KIPP Academy Boston Charter School with the skills and confidence to pursue the paths they choose - college, career, and beyond- so they can lead fulfilling lives and build a more just world.			

¹ In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

KIPP Academy Boston Charter School's mission is together with families and communities, we create a joyful, academically excellent school that prepare students at KIPP Academy Boston Charter School with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

1. KABCS made tangible progress and strives for continuous growth on the journey to become an anti-racist organization—we know where we've been, we own where we are, we see where we're headed
2. KABCS has excellent student academic outcomes as a result of having joyful, identity-affirming classrooms
3. KABCS recruits, develops and retains a team of outstanding, diverse talent
4. KABCS empowers alumni to lead fulfilling lives through post-secondary experiences, careers and beyond
5. KABCS co-authors the educational experience of students along with their families
6. KABCS is on a path to partnering with more families to expand our reach and deepen our impact in New England

High Quality Instruction: KABCS believes that high quality instruction is the cornerstone of enabling students to maximize their academic potential. To do this, KABCS must create an anti-Racist curriculum that builds a critical consciousness. KABCS continuously audits and revises curriculum to enhance cultural relevance. KABCS studies and turn-keys teaching methods that ensure racial justice lives in practice, as well as planning. KABCS revised the unit internalization and unit launch process so that it is centered in planning the unit to enhance critical consciousness. To support the development of anti-racist, high quality instruction, teachers participate in rigorous professional development, most of which is practice-based. For at least a week both before the school year begins and after it ends, teachers are engaged in high-impact professional development. This work is built on with weekly professional development throughout the school year. KABCS teachers have access to coaches and mentors on a weekly basis who observe them teach and give actionable real-time feedback to improve their practice and hone their craft.

To help teachers have a clear path to developing their practice, KABCS adopted and began using the High Impact Instructional Practices (HIIP) Rubric in 2014. This rubric is designed to comprehensively explain what KABCS believes are the skills that support excellent instruction and bring shared language and understanding of what excellent teaching looks like, using a four-point scale. Teachers are all regularly assessed using the HIIP rubric to help drive their development. Further, progress toward developing high quality instruction is tracked using the HIIP rubric at both the individual and the network level. The regional team, alongside KABCS leaders and teachers, work to continuously define excellent teaching. We look forward to revising and expanding our vision of excellent teaching. KABCS also uses The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

Character Development: KABCS expanded the definition of character development to include social emotional learning. Beginning in the pandemic, student social emotional wellness was incorporated into daily lessons through the use of online journaling and reflection assignments. Teachers participated in social-emotional wellness PD to ensure that social-emotional wellness was centered in all classrooms and students began setting annual social-emotional goals. These practices will continue into 2022-2023, with additional daily social emotional wellness practice being built into morning and afternoon homeroom. In addition, we implemented play based learning in Kindergarten and 1st grade classrooms. We plan to expand play based learning to 2nd grade in the 2022-2023 school year.

Family Engagement: KABCS believes in a close partnership with our families, viewing families as key stakeholders in a student's success, especially maximizing their potential to and through college. KABCS began setting up a partnership with families through its commitment to excellence and a discussion about what they can expect from KABCS and what

the school should expect from them in terms of support for students' learning.

KABCS seeks to eliminate barriers to free communication among students, families, and teachers/leaders/staff. Each teacher, staff, and leader is given a KIPP cellphone so that families and students can reach them outside of school hours. School leaders have an open door policy and regularly meet with families and students. Staff communicate in the preferred written and verbal language of the family directly or through translation services.

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

KABCS offers three family councils; FAKT (Families and KIPPster Together) collaborate with leader on planning school events, SEPAC supports the coauthorship of the educational experience of our exceptional learners, and ELPAC (the MLL Family Advisory Council) supports the co-authorship of the educational experience of our multilingual learners.

College and Career Readiness For All Students: KABCS works with students beginning on their first day to help them become familiar with how to master their path to succeed to and through college. Classrooms and hallways are filled with college pennants and classrooms are named for teachers' Alma Maters. Students participate in college campus visits and are surrounded with the expectation of college. KABCS engages with students and families in discussion about preparing for college so that they have support mastering the many steps necessary to make college a reality.

Taking college readiness a step further, the KIPP Forward program was created to ensure that all KIPP alumni, regardless of whether the alum graduated from a KIPP high school, have the tools and support needed to earn a college degree. The KIPP Forward full time staff provide students with: college matching and placement services so students can identify the colleges that are right for them, counseling and social/emotional support, SAT prep classes, and financial aid counseling for students and families. KABCS also partners with local organizations to offer internships and summer programs for students to gain an understanding of the career opportunities available to them after college and begin to build a network of contacts to enable them to reach their career goals. In the absence of a High School in the Boston charter, a KIPP Forward staff member helps match students to the best high school option in Boston and follows each student through their high school experience and to and through college as well.

KABCS assesses progress on college and career readiness and family engagement on an annual survey in which all families are invited to participate.

Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
07.20.2021	Accountability Plan	Approved

Access and Equity

KABCS is actively working to identify and implement strategies to help reduce in-school and out-of-school suspension rates. All school and network leaders review a monthly suspension report, which includes subgroup numbers, to comprehensively track trends in suspension data.

In 2016-2017, KABCS began developing and implementing a restorative practices approach in the high school grades that became more robust in the following school year. At the start of 2017-2018, all staff members were trained in an aligned approach to developing a strong classroom and school culture and received ongoing support from the school leadership

team. Staff and leaders also trained on consistent responses to discipline scenarios and created shared decision-making structures that limit the use of exclusion. In many instances, data has shown the 2017-2018 suspension rates cut to half of the 2017 rates due to more stringent tracking and usage of these aligned practices. Prior to the shift to remote learning, the 2019-2020 discipline rates in Boston were on track to be lower than the 2018-2019 rates. Beginning in 2020-2021, teachers engaged in additional social-emotional wellness PD in order to explicitly center social-emotional wellness in all classrooms. Students began the tradition of setting annual social-emotional goals. KABCS is committed to continue improving suspension rates for all students and has changed policies and practice while expanding the sub-separate programming to address the disproportionate suspension of students with disabilities.

2020-2021 Student Discipline					
https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04630000&orgtypecode=5&=04630000&					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	636	0	-	-	-
English Learner	106	0	-	-	-
Economically Disadvantaged	479	0	-	-	-
Students with Disabilities	99	0	-	-	-
High Needs	538	0	-	-	-
Female	302	0	-	-	-
Male	334	0	-	-	-
American Indian or Alaska Native	3	-	-	-	-
Asian	0	-	-	-	-
African American/Black	409	0	-	-	-
Hispanic/Latino	215	0	-	-	-
Multi-race, Non-Hispanic/Latino	6	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	3	-	-	-	-

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Instructional Practices	Open classrooms and school observations	All positions	We regularly host 100+ visitors per year. Visitors come from our district and from surrounding districts.	No grant funding was sought for this work.
Instructional practices, academic and character development curriculum	KIPP:Share, an online database	All positions	KIPP National Foundation and other KIPP Charter Schools throughout the country	Teachers and school leaders contributed to the body of knowledge available on the KIPP:Share database where KIPP teachers and administrators can add materials accessible by all KIPP regions throughout the country. No grants were sought to support this work.
Curriculum and School Design Resources	Electronic and paper documents	All positions	Anyone who requests information	We share curriculum and school design resources with anyone who inquires. No grants were sought for this work.
Communication: Family Partnership	MCPSA Communications for Charters call	Communications Team	Other Charter schools	Shared best practices as it relates to partnership with families in communication

Academic Program Success

Student Performance

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

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. Teachers may meet as a whole team, in grade-level department, or content-based teams as appropriate. 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. Whenever possible, KABCS aligns the content expertise of the coach with the content taught by the team they support.

Clarity of Expectations & Communication- KABCS school leadership teams work with regional instructional teams to align on and communicate instructional expectations. Coaches across a school team leverage rubrics that are shared with teachers to observe and provide feedback rooted in a shared expectation.

As leadership teams notice trends in teacher performance and challenges, they are able to collaborate on developing focused professional development sessions to improve teacher practice swiftly.

Some examples of rubrics leveraged by the KABCS teams include Get Better Faster (Strong Start), High Impact Instructional Practices, Danielson, and Lynch Leadership Academy Classroom Observation Tool.

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. Leaders and their coaches regularly examine their practices for inequities, collaboratively solving for any gaps they identify.

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, masks are optional on campus, and COVID testing is available on site for symptomatic individuals. 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 and will do the same for July 2022. 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 continued to utilize online platforms that support academic outcomes and parent access to content. Social emotional wellness PD continued for staff and social emotional wellness continued to be explicitly centered in all classrooms. KABCS continued to co-author the educational experience of students along with their families.

Organizational Viability

Organizational Structure of the School

There were no changes in the 2021-2022 school year.

Please see appendix F 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 Lynn, 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 FY22 statement of revenues, expenses, and changes in net assets (income statement)

KIPP Academy Boston Income Statement	Current Period Balance
Revenue	
Total Public Tuition Revenue	\$13,059,329
Total State Grant Revenue	\$192,724
Total Federal Grant Revenue	\$3,569,812
Total Private Grant Revenue	\$83,750
Total In-Kind Revenue	\$1,883,169
Total Fees and Other Revenue	\$1,562
Total Revenue	\$18,790,346
Expenses	
Total Personnel Expenses	\$7,728,494
Total Student Expenses	\$1,937,361
Total Administration Expenses	\$867,158
Total Facilities Operating Expenses	\$636,949
Total Facilities Financing Expenses	\$895,987
Total School Contribution to Regional Office	\$2,350,679

Total In-Kind Expenses	\$1,883,169
Total Depreciation Expenses	\$51,371
Total Other Expenses	\$3,127,471
Total Expenses	\$19,478,640
Net Surplus	(\$688,293)

B. Statement of net assets for FY22 (balance sheet)

KIPP Academy Boston Balance Sheet	Current Period Balance
Current Assets	
Cash and cash equivalents	\$4,508,024
Grants and accounts receivable	\$171,098
Prepaid expenses and other	\$0
Due (to) from	\$513,251
Total Current Assets	\$5,192,373
Noncurrent Assets	
Right-to-use lease assets, net	\$16,228,164
Capital assets, net	\$168,597
Total Noncurrent Assets	\$16,396,761
Total Assets	\$21,589,134
Current Liabilities	
Accounts payable and accrued expenses	\$420,566
Total Current Liabilities	\$420,566
Noncurrent Liabilities	
Notes payable	\$200,000
Lease liability	\$16,250,480
Total Noncurrent Liabilities	\$16,450,480

Total Liabilities	\$16,871,046
Net Assets	
Unrestricted - operating	\$4,571,806
Net investment in capital assets	\$146,281
Total Net Assets	\$4,718,088
Total Liabilities and Net Assets	\$21,589,134

C. Approved school budget for FY23

KIPP Academy Boston FY23 Budget - approved 06/15/2022	
# Students	588
# Staff FTE	147
REVENUE	
Public Tuition Revenue	\$14,077,785
State Grant Revenue	\$23,146
Federal ESSER Grant Revenue	\$2,150,000
Federal Entitlement Grant Revenue	\$826,353
Other Federal Grant Revenue	\$435,247
Private Grant Revenue	\$0
Fees and Other Revenue	\$0
Intercompany Revenue	(\$60,000)
Total Revenue	\$17,452,531
EXPENSES	
Personnel Expenses	\$12,682,827

Student Expenses	\$1,464,637
Administration Expenses	\$730,248
Facilities Operating Expenses	\$709,831
Interest Payments on Long Term Debt	\$634,639
Contingency	\$298,022
School Contribution to Regional Office	\$427,661
Total Expenses	\$16,947,865
Total Net Operating Cash Flow	\$504,666
Principal Payments on Long Term Debt	\$310,183
Capitalized Expenditures	\$100,000
Total Other Cash Expenditures	\$410,183
Total Surplus (Deficit)	\$94,483

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	588
Number of students upon which FY23 budget tuition line is based	588
Number of expected students for FY23 first day of school	632
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 2021-2022

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>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)</p>		
<p>Measure 1a: KIPP Academy Boston Charter School teachers will engage in at least 50 hours per year of practice based professional development.</p>	Met	In SY20-21, KIPP Academy Boston teachers engaged in 57 hours of practice based professional development.
<p>Measure 1b: On the annual Insight Survey, 70% of our teachers (survey response rate of 80%) will agree with the statement “The expectations for effective teaching are clearly defined at my school.”</p>	Not Met	Elementary: 93% agree, 94% response rate Middle: 69% agree, 93% response rate
<p>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)</p>		
<p>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.</p>	Met	PD topics include, but are not limited to; culture, affirming classrooms, crucial conversations, disability awareness, and implicit bias.

<p>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.</p>	<p>Not Met</p>	<p>This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school.²</p>
<p>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)</p>		
<p>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.”</p>	<p>Not Met</p>	<p>This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school.²</p>
<p>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</p>	<p>Not Met</p>	<p>This survey was not administered in Fall 2021. KIPP MA utilized a culture diagnostic in Fall 2021 to understand how students, families and staff experience each of the six most critical cultural practices at school.²</p>
<p>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)</p>		
<p>Measure 4a: Annually, all KABCS students will meet established bottoms up reading goals as evidenced by achievement on the Fountas & Pinell assessment.</p>	<p>Not Met</p>	<p>The Fountas & Pinell assessment was optional for grades K-4 in school year 2021-2022. Over 30% of KABCS 5th-8th grade students showed growth on the Fountas & Pinell assessment. Due to unforeseen student and staff absences, 42% of students did not complete the EOY Fountas & Pinell assessment and do not have a data point for growth reference.</p>
<p>Measure 4b: Annually, by the fall after graduation, 80% of former KABCS 8th graders will enroll in and attend a college preparatory high school⁴ to maximize their chances of strong secondary options.</p>	<p>Met</p>	<p>As of July 1, 2022, 83% of KABCS 8th grade students in 2021-2022 committed to attending a college preparatory high school.</p>

*Add rows as necessary

² Responses on a scale of 1-4 and Questions include: “Which best describes expectations for students at your school?”, “Which best describes the interactions between staff and students?”, “Which best describes how staff responds to student behavior?”, “Which best describes how the school handles activities for students?”, “Which best describes how much input students and families have on school decisions?” and “Which best describes what students are taught about why school is important?”.

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.”

⁴ 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.

Dissemination

	2021-2022 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	KIPP MA has engaged over 35 stakeholders in on-campus, in-person school visits this academic year.
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 2022-2023

School Name: KIPP Academy Boston Charter School

2021-2022 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 additional classrooms since. In the 22-23 School Year, we will have three 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 21-22 Enrollment Cycle, the sibling applications for both years remained around 5% (similar to in the previous year). In the past three years, we have been able to offer seats to all our Kindergarten siblings.

16-17

17-18

18-19

19-20

20-21

21-22

22-23

	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	1252	0	3804	88	4687	161	4402	101	3930	80	1298	59	1392	63

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. However, we did observe a 7% increase in applications from 21-22 to 22-23.

	16-17		17-18		18-19		19-20		20-21		21-22		22-23	
	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	154%		189%		19%	83%	-5%	-37%	-10%	-21%	-45%	-26%	7%	7%

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

General Recruitment Activities for 2022-2023:

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 21-22 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: Local Advertisements. We partnered with a local advertising agency to promote KIPP's mission and application period on local MBTA buses and through an online media platform. These advertisements included Spanish and Haitian Creole translations.

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 – 2022-2023 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 19.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 16.6%</p> <p>The school is above CI percentages</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>This year we rose to 19.5% 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.</p> <ul style="list-style-type: none"> • 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. <p>Last school year we expanded our substantially separate classroom offerings and hope to continue doing so next year.</p>
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 18.3%</p> <p>GNT percentage: 21.8%</p> <p>CI percentage: 23.1%</p> <p>The school is below GNT percentages and CI percentages</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>We will continue with the strategies used in our previous year.</p> <ul style="list-style-type: none"> • Our application is available in six languages; English, Spanish, Vietnamese, Chinese, Haitian Creole, Portuguese and Cape Verdean Creole. We have staff members who speak Spanish, French, and Haitian Creole to discuss any questions or concerns potential parents may have and utilize a language line to provide translation in other requested languages. • 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. • 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 and provide all written materials in English, Spanish, and Haitian Creole.
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	<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) 2022-2023 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 continue to be updated and available for translation in many languages, and is now 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: 80.3%</p> <p>GNT percentage: 62.7%</p> <p>CI percentage: 67%</p> <p>The school is above GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 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 21-22 School Year, KABCS participated 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.</p>
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 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;">2022-2023 Additional Strategy(ies), if needed</p>

<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2021-2022 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 Forward program. The KIPP Forward 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 align="center">2022-2023 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 align="center">(f) Continued 2021-2022 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 align="center">2022-2023 Additional Strategy(ies), if needed</p>
<p>OPTIONAL⁵ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2021-2022 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">2022-2023 Additional Strategy(ies), if needed</p>

**Retention Plan
2022-2023**

<p align="center">Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.</p>
<p align="center">2021-2022 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</p>

⁵ 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.

held in both English and Spanish and we offer translators for other languages if requested.

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.

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

Retention Plan – 2022-2023 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 12% Third Quartile: 17.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-2022 Strategies</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. 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) 2022-2023 Additional Strategy(ies), if needed</p>
	Limited English-proficient students/English learners
Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 8.4% Third Quartile: 18.6%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-2022 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

	<p>events. We are also trying to have a Haitian Creole speaker present at all family events.</p> <p>In 2017-2018, we hired a full time ELL Director who works under our Director of Student Support Services.</p>
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p>

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

(b) Continued 2021-2022 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 21-22 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) 2022-2023 Additional Strategy(ies), if needed

(a) CHART data

School percentage: 9.3%

Third Quartile: 18.7%

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

(d) Continued 2021-2022 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.

2022-2023 Additional Strategy(ies), if needed

(e) Continued 2021-2022 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.

2022-2023 Additional Strategy(ies), if needed

(f) Continued 2021-2022 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.

2022-2023 Additional Strategy(ies), if needed

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

<p>OPTIONAL⁶ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2021-2022 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;">2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
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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 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	63.8
Asian	0.0
Hispanic	33.5
Native American	0.5
White	0.3
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	1.7
Selected Populations	% of School
First Language not English	49.5
English Language Learner	18.3
Students with Disabilities	19.5
High Needs	87.8
Low Income	80.3

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Abellard, Emely	Re-Enrollment Advisor	10/25/2021	
Adams, Lauren	Director of Recruitment	4/4/2011	

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.

Aliotte, Kimberly	Senior Human Resources Advisor	9/15/2020	
Andrews, Candace	Parental Coverage Coordinator	5/2/2022	
Ayala, Carlos E	Recruitment Manager	7/29/2019	
Badami, Nanditha	Director of Academics, Exceptional Learners K-12	7/29/2019	
Baker, Majestee	Business Manager	3/5/2018	
Balcacer, Laurie	Development Coordinator	7/12/2021	11/24/2021
Banta, Emily	Assistant Principal	8/3/2020	
Barnes, Rhonda Nichell Delk	Executive Director	7/15/2013	
Blaise, Brandy	Mental Health Counselor	5/3/2021	
Blake, Danah A	Career Integration Manager	7/6/2021	12/17/2021
Blankenship, Connor T	Data Manager	7/1/2018	
Bonhomme, Nathalie	Director of Human Resources	9/17/2018	
Breton, Fabiola S	Recruitment Manager	6/11/2018	

Burnham, Caroline S	Director of Academics, Math K-4	7/7/2014	
Casado, Norma Y	Human Resources Manager	10/7/2019	
Chery, Israel	Human Resources Manager	12/16/2021	
Clark, Charles	Director of Facilities	5/10/2021	
Coleman, Shameka L	Managing Director of Equity & Engagement	7/7/2014	
Collins-Lee, Briana	Persistence Pathways Coordinator	1/10/2022	
Cooke, Samantha	Communications and Marketing Manager	7/12/2021	
Daniel, David N	Family and Community Engagement Manager, Boston	11/10/2021	
Davis, Jennifer	Senior Advisor, External Affairs	9/1/2021	
Davis, Mary Beth	Talent Development Manager	7/1/2017	
DeLeon, Rafael	Technology Manager	1/26/2010	
DeVaughn, Christina E	Senior Executive Assistant	4/16/2021	4/15/2022
Dixon, Keith K	Assistant Principal	7/7/2014	

DoBell, Emily S	Chief Schools Officer	7/1/2012	
Driscoll, Meghan C	Assistant Principal	7/1/2015	
Duong, My T	Accounts Payable Coordinator	11/30/2020	
Estrella, Christopher A	Director of School Operations	11/27/2017	
Fils-Aime, Emmanuel	Technology Coordinator	5/29/2018	
Franco, Eduardo R	High School Placement Manager	7/6/2021	
Galbraith, Jay H	Director of Academics, Science 5-12	6/19/2017	
Gottlieb, Dana Rose	Director of Academics, Multi-Language Learners K-12	7/1/2015	
Graham, Faridatou Mama	Interim Managing Director of Schools	7/1/2017	
Gutierrez, Gabriel	Technology Coordinator	10/9/2012	
Hall, Lenworth	Technology Coordinator	10/8/2019	
Haynes, Jonathan O	Managing Director of KIPP Forward	9/11/2017	
Hazlett, Rebecca	Director of Communications, Grants, and External Relations	6/15/2016	

Hinckley, Chelsie	Director of Persistence	10/28/2019	
Kalaw, Michelle	Director of School Operations	5/2/2022	
Khwaja, Maria	Director of Academics, ELA 5-12	7/1/2021	11/3/2021
Kiley, Katherine E	Director of Compliance and Information Management	1/1/2019	
Liu, Gaoyuan	Data Manager	4/21/2020	
Lobel, Katharine R	Managing Director of Human Resources & Talent Development	7/29/2019	
Lopez, Gina M	Assistant Principal	7/1/2015	
Mahr, Julia D	Senior Recruitment Manager	7/16/2014	
Mai, Kenneth	Student Support Services Coordinator, Boston	7/1/2018	
Malley, Laura F	Director of Teaching Fellows	7/16/2012	
Martin, Coretta	Chief Academic and Strategy Officer	7/1/2020	
McPhillips, Julie M	Senior Recruitment Advisor	8/10/2015	9/3/2021
Meisner, Zachary	Principal, KIPP Academy Boston K-8 School	7/16/2014	

Mejia, Vanessa Marie	Dean of Students	8/14/2018	
Meshesha, Eskedar	Director of Finance	9/30/2020	
Morales, Mariela J	Student Information Systems Manager	8/10/2011	
Nakajima, Jessica	Director of Data	7/16/2010	
Nunez, Saul Bolivar	Technology Coordinator	7/1/2021	9/7/2021
Perry-Friedman, Peter	Director of Special Education, Boston	7/1/2016	
Pizzimenti, Stephen J	Chief Finance and Talent Officer	7/30/2012	
Ricciardi, Ashley M	Assistant Principal of Student Supports	7/16/2014	
Rodrigues, Myisha Renee	Managing Director of KIPP Through College and Career	8/30/2011	9/10/2021
Rodriguez, Emily S	Managing Director of Elementary Academics	9/4/2012	
Sheehan, Lauren Nicole Harless	Director of School Counseling	7/15/2013	
Sidney, Sherley	Persistence Pathways Coordinator	7/6/2021	
Simon Garcia, Josue E	Human Resources Coordinator	8/11/2021	3/11/2022

Slivova, Margarita P	Director of Academics, Math 5-12	7/9/2018	
Smith, Margaret M	Managing Director of Secondary Academics	7/1/2015	
Tamarisk, Sean	Director of Academics, Science K-4	7/1/2016	
Taylor, Emily A	Chief Operating Officer	5/19/2014	
Trotsky, Zachary L	Managing Director of Operations	8/10/2015	
Turner, Bryce	Director of Academics, Humanities 5-12	1/4/2016	
Waters, Vickie M	Manager of Nursing Program	9/20/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	53	6	5	termination or non-renewal of employment contract; employee chose to end employment
Other Staff	42	8	1	termination or non-renewal of employment contract; employee chose to end employment

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	12
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	20

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Semexant, Shellina	Trustee	Teaching & Learning	1	6/30/2020 - 6/30/2023
Beecher, Tom	Trustee	Governance and Compensation	3	5/18/2015 - 5/14/2018 5/14/2018 - 5/14/2021
Borchard, Douglas	Trustee	Co-Chair, Governance and Compensation	3	6/23/14 - 6/22/2017 6/22/2017 - 6/22/2020 6/23/2020 - 6/23/2023
Barnes, Rhonda "Nikki"	Trustee, Ex-Officio	Governance and Compensation; Development	1	7/31/2020 - 7/31/2023
Fates, Matt	Vice Chair	Co-Chair, Governance and Compensation	2	8/17/2017 - 8/17/2020 8/17/2020 - 8/27/2023
Gonzalez, Ivelisse	Secretary	People Committee	2	5/4/2018 - 4/11/2021 4/11/2021 - 4/11/2024
Kendall, Michael	Trustee	Governance and Compensation; Development	4	4/30/2010 - 4/30/2013 4/30/2013 - 4/30/2016 4/30/2016 - 4/30/2019 4/30/2019 - 4/30/2022
Ketterer, Paul	Treasurer	Co-Chair, Finance and Facilities	1	8/17/2018 - 8/17/2021
Lim, Shenkiat	Trustee	Chair, People; Governance and Compensation	2	8/17/2017 - 8/17/2020 8/17/2020 - 8/17/2023
Seider, Amanda	Trustee	Governance and Compensation	4	11/3/2011 - 11/3/2014 11/3/2014 - 11/3/2017 11/3/2017 - 11/3/2020 11/3/2020 - 11/3/2023
Oliveras, Stephanie	Board Chair	Chair, Finance and Facilities	1	8/21/2019 - 6/1/2022
Bergman,	Trustee	Teaching and	1	

Eyal		Learning Committee		
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BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
September 16, 2022, 9:00am-3:00pm	TBD
October 27, 2022, 10:00am-1:00pm	TBD
February 10, 2023, 10:00am-1:00pm	TBD
April 17, 2023, 10:00am-1:00pm	TBD
June 15 2023, 10:00am-1:00pm	TBD

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance & Compensation	September 16, 2022, 9:00am-3:00pm	TBD
Governance & Compensation	November 16, 2022, 9:00am-10:00am	TBD
Governance & Compensation	February 2, 2023, 9:00am-10:00am	TBD
Governance & Compensation	April 6, 2023, 9:00am-10:00am	TBD
Governance & Compensation	May 11, 2023, 9:00am-10:00am	TBD
Finance & Facilities	September 16, 2022, 9:00am-3:00pm	TBD
Finance & Facilities	October 21, 2022, 10:00am-11:30am	TBD
Finance & Facilities	January 25, 2023, 10:00am-11:30am	TBD
Finance & Facilities	March 30, 2023, 10:00am-11:30am	TBD
Finance & Facilities	June 7, 2023, 10:00am-11:30am	TBD
Teaching & Learning	September 16, 2022, 9:00am-3:00pm	TBD
Teaching & Learning	November 10, 2022, 11:00am-12:30pm	TBD
Teaching & Learning	February 17, 2023, 11:00am-12:30pm	TB
Teaching & Learning	April 7, 2023, 11:00am-12:30pm	TBD
People	September 16, 2022, 9:00am-3:00pm	TBD
People	October 5, 2022, 10:00am-11:30am	TBD
People	January 11, 2023, 10:00am-11:30am	TBD
People	April 5, 2023, 10:00am-11:30am	TBD
People	June 1, 2023, 10:00am-11:30am	TBD
Development	September 16, 2022, 9:00am-3:00pm	TBD
Development	November 17, 2022, 9:00am-10:30am	TBD
Development	January 5, 2023, 9:00am-10:30am	TBD
Development	February 9, 2023, 9:00am-10:30am	TBD
Development	May 18, 2023, 9:00am-10:30am	TBD

D. Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Stephanie Pierre-Louis	soliveras@gmail.com	New
Charter School Leader	Rhonda "Nikki" Barnes	rbarnes@kippma.org	No Change
Assistant Charter School Leader	Coretta Martin	cmartin@kippma.org	No Change
Special Education Director	N/A	N/A	N/A
MCAS Test Coordinator	Zach Trotsky	ztrotsky@kippma.org	No
SIMS Coordinator	Mariela Morales	mmorales@kippma.org	New
English Learner Program Director	Dana Gottlieb	dgottlieb@kippma.org	No
School Business Official	Emily Taylor	etaylor@kippma.org	No
SIMS Contact	Mariela Morales	mmorales@kippma.org	New
Admissions and Enrollment Coordinator	Kate Kiley	kkiley@kippma.org	No

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	2/28/23
Lottery	3/8/23

E. Complaints

KIPP Academy Boston Charter School did not receive any complaints in the 2021-2022 school year.

F. Organizational Chart

