



# KIPP Academy Boston Charter School

SY 2024-2025 Annual Report

Department of Elementary and Secondary Education

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**Address:** 37 Babson Street, Mattapan, MA 02126

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

**Phone:** 617-393-5682

**Fax:** 617-652-7461

## Contacts:

**Rhonda “Nikki” Barnes**, Executive Director: [rbarnes@kippma.org](mailto:rbarnes@kippma.org)

**Zachary Meisner**, Principal: [zmeisner@kippma.org](mailto:zmeisner@kippma.org)

**Emily DoBell**, Chief Schools Officer: [edobell@kippma.org](mailto:edobell@kippma.org)

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## Introduction to the School

<b>KIPP Academy Boston Charter Public School (“KABCS”)</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston, MA
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	Chartered Grade Span	K-8
<b>Mission Statement</b> 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.			

## 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 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. 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 results supported by vigorous professional development:** KABCS believes that high quality instruction is the cornerstone of enabling its students to maximize their academic potential. KABCS believes to do this it must honor the genius of students by utilizing a curriculum that is standards aligned, data-based, and engages all learners. KABCS studies and turn-keys teaching methods that ensure teachers deeply internalize the standards, the arc of each unit, and the daily lesson materials. KABCS teachers participate in rigorous professional development, most of which is practice-based. For at least one week both before the school year begins and through a series of end-of-year PD sessions, teachers are engaged in high-impact professional development to deeply internalize the course vision, scope and sequence, and assessments. KABCS builds on this work with weekly professional development throughout the school year that is rooted in curriculum internalization and data action planning. Teachers access 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.

In School Year 2022-23, KABCS adopted the Lynch Leadership Academy (LLA) Observation Tool to support a common vision of instructional excellence. This tool centers the student experience, ensuring students engage with high quality rigorous tasks that support equitable access to the curriculum. Coaches observe teachers regularly using the LLA Observation Tool and ground professional development in the tool. Through this thoughtful alignment, KABCS leaders aim to create an aligned vision of instruction and support all teachers in developing towards that vision. In addition to use of a shared vision for instructional excellence and shared observation tool, KABCS uses The New Teacher Project (TNTP) Insight survey to assess our professional culture and our progress toward our goals.

**Identity development and affirmation:** KABCS expanded the definition of character development to include social emotional learning. Character development is one of the hallmarks of the organization and it permeates the work of every student, teacher, and staff member. KABCS explicitly teaches character development and seeks to develop traits of agency, curiosity, community, compassion and identity, in our students, staff, and faculty.

**Co-authorship with families:** KABCS believes it is essential to be in close partnership with our families, the organization views families as key stakeholders in a students' success, especially maximizing their potential to and through college. KABCS has a partnership with our families through the commitment to excellence.

KABCS eliminates barriers to free communication among students, families, and staff. Teachers, staff, and leaders use multiple methods to communicate with families including in-person communication, communication by phone, and communication by email.

Teachers and leaders regularly communicate with families to share their students' progress. Families are invited to observe their students' classroom and to schedule more formal follow-ups with teachers and school leaders as needed. School leaders have an open door policy and regularly meet with families and students. Families are invited to campus at various intervals for celebrations, family conferences, and other events. Families are also invited to participate in family councils, family working groups, and are invited to share their voice on annual family surveys.

**College and career access for every student:**

KABCS works with students beginning in 7th grade to discuss what life looks like after leaving KIPP Academy Boston. KABCS engages with students and families in discussion about preparing for high school so that they have support mastering the many steps necessary to get into the high school that is the best fit for them.

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 embark on whatever pathway they choose in order to live a fulfilled life of choice. 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 any postsecondary pathway that students choose, providing support to students 6 years post high school graduation.

The KIPP Forward full time staff provide students with: secondary and postsecondary matching and placement services so students can identify the high school and postsecondary pathways that are right for them, counseling and social/emotional support, access to SAT/ACT prep, 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.

**Access and Equity**

[Enrollment by Race/Ethnicity \(2024-25\)](#)

[Selected Populations \(2024-25\)](#)

**2023-24 Student Discipline Data Report**

## 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.	When we host visitors to our buildings, we host a tour of the school led by student ambassadors and then hold a debrief with a school or regional leader to unpack what was observed and answer any questions. No grant funding was sought for this work.
Instructional Practices, Curriculum and School Design Resources	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 <a href="#">KIPP:Share</a> 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.
Leadership and Culture Best Practices	School observations	All positions	Staff from KIPP National Foundation and other KIPP Charter Schools throughout the country	Staff members were able to observe and learn more about best practices related to KIPP Academy Boston's math and literacy work, and take those best practices back to their regions and teams to increase alignment across the network. No grants were sought for this work.
Leadership, Culture Best Practices, Curriculum and School Design Resources	School observations	All positions	Harvard Business School Education Club	KIPP MA Executive Director spoke to the Harvard Business School Education Club about KIPP MA's impact on the education landscape. She shared information on its operational model and how it is currently designed to meet its mission and vision. Two groups of students later came to visit the campuses and bring learning back to the program. No grants were sought for this work.
Culture Best Practices, Curriculum and	Fair	All positions	Massachusetts Community Members and Partners	KIPP Academy Lynn hosts an annual STEM Fair that showcases over 90 projects from over 150 students across KIPP Massachusetts.

School Design Resources				KIPP Massachusetts received a grant from Delta Airlines to support this work.
Leadership, Culture Best Practices, Curriculum and School Design Resources	Meetings	Executive Director	Boston Charter Alliance	As Chair of the Boston Charter Alliance, the Executive Director meets with other charter leaders in Boston to share best practices that inform the work of other schools. No grants were sought for this work.
Leadership, Culture Best Practices, School Design Resources	Meetings	Chief Finance and Talent Officer	Boston Charter School Finance Collaboration	The Chief Finance and Talent Officer meets with other Finance leaders of Boston Charters to share best practices that inform the work of other schools. No grants were sought for this work.

## Academic Program Success

### Student Performance

#### 2024 School Report Card

KABCS administered the Math MAP assessment in grades K-8 in the Fall, Winter, and Spring of SY24-25. MAP is used as a progress monitoring assessment to give teachers national comparative benchmark data for their students as well as Spring MCAS projections.

55.4% of KABCS K-8 students were in the Top Three Quintiles (41st-99th Percentile) on the 2024-25 Spring Math MAP Assessment. This is an increase from the 2023-24 Spring Math MAP window, when 54% of KABCS K-8 students were in the Top Three Quintiles. 36% of KABCS students (218/599) in grades 1-8 met their year long Math MAP growth goal from the Spring 2024-25 testing window.

KABCS administered the Reading MAP assessment in grades K-8 in the Fall, Winter, and Spring of SY24-25. In reading, MAP is used as a progress monitoring assessment to give teachers national comparative benchmark data for their students as well as Spring MCAS projections, just like in Math.

54.7% of KABCS K-8 students were in the Top Three Quintiles (41st-99th Percentile) on the 2024-25 Spring Reading MAP Assessment. This is an increase from the 2023-24 Spring Reading MAP window, when 51% of KABCS K-8 students were in the Top Three Quintiles. 41% of KABCS students (244/598) in grades 1-8 met their year long Reading MAP growth goal from the Spring 2024-25 testing window.

In 24-25, KABCS utilized the DIBELS assessment for all students in grades K-8. DIBELS stands for Dynamic Indicators of Early Literacy Skills. DIBELS is a nationally normed assessment that addresses all strands of the word recognition components of the reading rope. It helps KABCS teachers and leaders understand how students are performing on important reading skills. In grades K-8, 59.4% of students (354/596) had an end of year Composite DIBELS achievement level of At / Above Benchmark, an increase from 44.8% (273/610) in the beginning of the year. In addition, 68.0% of students K-8 (389/572) demonstrated Average, Above Average, or Well Above Average Growth from the beginning of the year to the end of the year.

### Program Delivery

#### **Curriculum**

KIPP MA provides students with a rigorous academic experience that utilizes data backed curriculum and research to inform an academic strategy that meets students needs and provides them access to challenging and empowering coursework.

KIPP MA believes in leveraging this strong curriculum, coupled with thoughtful teacher professional development. Across the region, roles and expectations have been designed to support a system that holistically supports in developing their skills of internalizing the curriculum and applying the curriculum in ways that align with student data.

In 2016, KIPP MA created a robust Teaching and Learning Team, beginning at the regional office and built out over subsequent years. The purpose of this departmental expansion was to create a team of leaders responsible for crafting or selecting meaningful standards aligned curriculum and training school leaders and teachers in the implementation of the curriculum. Over the past few years, with the emergence of many more strong curricular options for schools, the T&L Team has shifted to a greater focus on selecting and implementing rigorous data backed curriculum. The T&L Team creates the framework and foundational PD that supports teachers in meaningful implementation.

As the starting point, KABCS teachers utilize the vertically and horizontally aligned curriculum. This curriculum is aligned to the Common Core State Standards (CCSS), the 2016 Massachusetts Science and Technology/Engineering Framework, and the 2018 Massachusetts History and Social Science Framework. Curriculum is data based and thoughtfully selected by either the regional team or the KIPP Foundation. By starting with the regional curriculum, teachers are able to move beyond creation of curriculum, instead focusing on internalizing lessons, adjusting lessons to meet student needs, and analyzing and responding to student work.

KIPP MA has structures in place to regularly strengthen our implementation of the curriculum. This occurs throughout the year, but most notably in the work of the Director of Academics in the Spring and Summer. During these seasons, the Director of Academics reflects upon student growth and achievement, solicits leader and teacher feedback, and then plans beginning of year and ongoing plans/structures to support more meaningful and impactful implementation.

Over the past three school years, KIPP MA has worked with the KIPP Foundation to make significant changes and improvements to the reading, math, and STE curriculum. In School Year 2022-23, KIPP MA, including members of the KABCS team participated in a learning team with the KIPP Foundation to diagnose the quality of early literacy programs in the school. Through a rigorous review of data validated curriculum options, the team determined a two year path to implementing a new early literacy curriculum. Similarly, in School Year 2023-24, the KIPP MA team, including members of the KABCS staff, participated in two learning teams with the KIPP Foundation, one exploring options for 3rd-8th ELA curriculum and one exploring options for 3rd-8th grade math curriculum. For both subject areas, through careful review of materials, data, and teacher piloting the team determined new ELA and Math curriculum to implement in School Year 2024-2025. In addition, in School Year 2022-23 and School Year 2023-24, members of the KIPP MA team piloted and implemented new STE units co-developed with the KIPP Foundation and with the Amazon Future Engineers Program. This curriculum is standard aligned and research backed. Most recently, the KIPP MA team partnered with the KIPP Foundation to explore and pilot curriculum options for High School Math and High School ELA, ultimately selected new curriculum to launch in SY2025-2026 for HS Math and ELA.

Through this process, the region ensures that teachers have a robust curriculum to build from. Learning specialists, in collaboration with lead teachers, develop and implement modifications and accommodations in order to ensure all students can access the curriculum. In addition, KABCS has language supports for students who are multilingual learners. Often, there are suggestions for language supports already built into the unit and/or lesson plans. MLL specialists and lead teachers plan specific and additional language supports as needed.

## **Instruction**

At KIPP MA, 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:

- **Professional Development (“PD”)-** At KABCS, professional development is built into the school calendar annually, monthly, and weekly. The team believes that teachers should participate in team/department, school-wide and district-wide professional development. PD is a feature built into the calendar. KIPP Teachers stay until 4:30 p.m. two days per week for professional development.
- **Teacher Coaching-** All teachers are assigned a coach. Coaches are the main lever in teacher development. The coach is intended to know the teacher, including strengths and growth areas. Teachers have at least bi- weekly coaching sessions, with some teachers meeting with or receiving feedback/support more frequently. Coaches determine the most impactful lever for coaching based on teacher skill level. In 2018, KIPP MA 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. These power moves have become the backbone of coaching, ensuring that leaders are supporting teachers in the most meaningful ways.
- **Principal and Assistant Principal Coaching-** In addition to teacher coaching, a means by which KIPP MA ensures strong instruction is through principal and assistant principal coaching. All staff at KIPP MA have coaches who provide them ongoing support and development, including principals and assistant principals. This coaching provides support in norming on observations, deepening their own content knowledge, and planning action steps for teachers.
  - To further the development of coaches, KIPP MA has partnered with the Lynch Leadership Academy at Boston College. In School Year 2021-22, several KIPP MA leaders participated in development through the Lynch Leadership Academy. During School Year 2022-23 and School Year 2023-2024, KIPP MA partnered with Lynch to have all principals and regional Academic Leaders participate in several micro academies focused on improving instructional vision and design. Additionally, over the past few years, KIPP MA has supported two fellows per year (most typically sitting principals or assistant principals) to participate as fellows in the LLA fellowship. Finally, KIPP MA has committed to ongoing and strategic coaching of leaders by LLA. Through an ongoing partnership with Lynch, all participating leaders received monthly 1:1 coaching from a leadership coach, with the focus of increasing rigor and alignment across all regional leaders. Thereby, supporting strength in teacher coaching practices.
- **Clarity of Expectations & Communication-** Through the work with the Lynch Leadership Academy, KABCS adopted the use of the Lynch Leadership Academy observation tool. In addition, all leaders and teachers receive a mid year and end of year evaluation, which includes a self reflection. There are also several additional supports for newer teachers such as implementation checklists by content area.

## Assessment

Assessments are a form of feedback to families, students, and educators. Assessments allow a teacher to support individual students and cohorts by monitoring and responding to progress towards end of course goals. Therefore, KIPP MA designed the assessment structures to support answering:

- How am I/my child/my students growing? How am I/my child/my students achieving?
- What are my/my child’s/students’ strengths? How can these skills be leveraged to support my/my child’s/students’ growth areas?

Where was my instruction/practice effective? How do I need to respond?

Core mindsets undergird the assessment vision:

- Instruction, and therefore assessments, should be driven by the larger regional priorities.
- Assessments, and therefore instruction, should also be driven by learning standards
- Assessments can and should take many forms. Students should have opportunities to apply their knowledge and skills in a variety of contexts.
- Teachers monitor progress on an ongoing basis and do not wait for regional assessments to use data to inform instruction.
- Students can and should monitor their own progress as well as have input on their own learning goals.
- How we frame assessments to students matters. Assessments are an opportunity to empower students.

KIPP MA believes that assessments should be used to fluidly adjust instruction. Accordingly, teachers analyze class data to determine the extent students are mastering data daily. This allows teachers to intervene during class and between major assessments. Furthermore, when a major assessment is proctored, the KIPP MA data team compiles data and provides reports to teachers and school leaders for analysis.

Directors of Academics analyze data, noting trends and naming headlines for teachers and leaders. After each assessment, teachers either have an opportunity to work with their coach or work with the larger regional content team to analyze the data and plan how to respond.

Data is used throughout the course of the year to evaluate the curriculum's effectiveness and make changes where necessary. If KIPP MA finds that at any point schools are not meeting or exceeding goals for student achievement, the region and school refine teaching and remediation strategies.

### **Accelerating Learning in 2024-25**

KABCS approached acceleration in several ways. First, KABCS ensured there was time in all grades, K-8, for targeted instruction/intervention. During this time, students either worked directly with a teacher and/or on an online platform.

During SY24-25, KABCS increased the focus on foundational literacy skills for all grades. By training all staff K-8 and select staff in 9-12 in DIBELS testing and Tier 2 & 3 phonics interventions, the district has focused on improving our approach to foundational literacy. Staff utilizing BOY, MOY, and EOY DIBELS testing to benchmark test student literacy. For students who earn below grade level on the assessments, additional routine progress monitoring is added. Teachers analyze data and respond accordingly. Including, some teachers have been trained in the newly adopted curriculum for Tier 2 and Tier 3 reading interventions and students are assigned to those groupings according to data. These groupings are fluid and adjusted based upon progress monitoring data as students grow and improve their reading skill.

## Organizational Viability

### Finance

A. Unaudited FY25 statement of revenues, expenses, and changes in net assets (income statement)

<b>KIPP Academy Boston Income Statement - projected 6/30/2025</b>	
Revenue	
Total Public Tuition Revenue	\$16,180,466
Total State Grant Revenue	\$9,851
Total Federal Grant Revenue	\$2,117,486
Total Private Grant Revenue	\$314,535
Total In-Kind Revenue	\$2,644,045
Total Other Revenue	(\$807,465)
<b>Total Revenue</b>	<b>\$20,458,918</b>
Expenses	
Total Personnel Expenses	\$15,185,117
Total Student Expenses	\$2,035,542
Total Administrative Expenses	\$481,441
Total Facilities Operating Expenses	\$1,368,669
Total Facilities Financing Expenses	
Total Regional Office Allocation	
Total In-Kind Expenses	\$1,143,553
Total Depreciation Expenses	\$558,697
Total Other Expenses	
<b>Total Expenses</b>	<b>\$20,773,019</b>
<b>Net Surplus</b>	<b>(\$314,101)</b>

B. Statement of net assets for FY25 (balance sheet)

<b>KIPP Academy Boston Balance Sheet - projected 6/30/2025</b>	
Current Assets	
Cash and Cash Equivalents	\$4,746,067
Grants and Accounts Receivable	\$24,950
Prepaid Expenses and Other	\$107,114
Due (to) From	\$986,659
<b>Total Current Assets</b>	<b>\$5,864,790</b>
Noncurrent Assets	
Right-to-use Lease Assets, net	\$14,600,827
Capital Assets, net	\$17,092
<b>Total Noncurrent Assets</b>	<b>\$14,617,919</b>
<b>Total Assets</b>	<b>\$20,482,709</b>
Current Liabilities	
Accounts Payable and Accrued Expenses	\$200,000
<b>Total Current Liabilities</b>	<b>\$317,905</b>
Noncurrent Liabilities	\$435,164
Notes Payable	<b>\$953,069</b>
Lease Liability	
<b>Total Noncurrent Liabilities</b>	<b>\$15,053,940</b>
	<b>\$15,053,940</b>
<b>Total Liabilities</b>	
	<b>\$16,007,009</b>

<b>Net Assets</b>	
Beginning Net Assets	\$4,584,742
Change in Net Assets	\$109,042
Ending Net Assets	\$4,475,700
<b>Total Net Assets</b>	<b>\$4,475,700</b>
<b>Total Liabilities and Net Assets</b>	<b>\$20,482,709</b>

C. Approved school budget for FY26

<b>KIPP Academy Boston FY26 Budget - approved 6/12/2025</b>	
# Students	588
# Staff FTE	115.9
<b>REVENUE</b>	
Public Tuition Revenue	\$17,187,144
State Grant Revenue	\$15,000
Federal ESSER Grant Revenue	\$0
Federal Entitlement Grant Revenue	\$950,275
Other Federal Grant Revenue	\$681,762
Private Grant Revenue	\$86,791
Total Revenue	\$18,920,972
<b>EXPENSES</b>	
Personnel Expenses	\$13,111,117
Student Expenses	\$2,175,950
Administrative Expenses	\$603,655

Facilities Operating Expenses	\$842,112
Interest Payments on Long Term Debt	\$603,107
Regional Office - District/Entity Split	\$1,045,788
Contingency	\$100,000
Total Expenses	\$18,481,729
Total Operating Income	\$439,234
Principal Payments on Long Term Debt	\$344,484
Capitalized Expenditures	\$0
Total Other Cash Expenditures	\$344,484
Total Net Operating Cash Flow	\$94,759

<b>FY26 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2025 submission	588
Number of students upon which FY26 budget tuition line is based	588
Number of expected students for FY26 first day of school	588
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 FY25

Currently, there are no plans to further expand or renovate the facility at 37 Babson Street.

## Additional Information/Appendix

### A. Accountability Plan Performance for 2024-2025

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> 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. (See Key Design Element 1)		
<b>Measure 1a:</b> By the end of each year, 80% of teachers in year 3 and beyond are meeting or exceeding expectations as outlined on a shared classroom observation tool, which is aligned to the Lynch Leadership classroom observation tool (attached below).	Met	Over 80% of teachers in year 3 and beyond are meeting or exceeding expectations.
<b>Measure 1b:</b> By the end of each year, 80% of teachers in year 1 and 2 of teaching will be approaching or meeting expectations as outlined on a shared classroom observation tool, which is aligned to the Lynch Leadership classroom observation tool.	Met	Over 80% of teachers in year 1 and 2 of teaching are approaching or meeting expectations.
<b>Objective:</b> 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)		
<b>Measure 2a:</b> Each year, out-of-school suspension rates at KIPP Academy Boston Charter School will be 2.5% or below for all students.	Not Met	Out-of-school suspension rates are estimated to be over 2.5%.
<b>Measure 2b:</b> Each year, student identities will be uplifted and celebrated throughout the school community through visual representation on the campus, throughout the school day, and in student, staff, and family-facing cultural events. The school will host a minimum of four school culture events per year, averaging one per quarter.	Met	The school hosted over four school culture events in SY2024-25.
<b>Objective:</b> 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)		
<b>Measure 3a:</b> Each year, KIPP Academy MA family working groups will meet quarterly, at a minimum, to discuss and develop policies for KIPP MA.	Met	KIPP MA family working groups met quarterly during SY2024-25.
<b>Measure 3b:</b> Each year, 80% of families at KIPP Academy Boston will engage in at least two touch points (meaningful interactions), in-person or virtually, with KIPP MA staff. Meaningful interactions include: <ul style="list-style-type: none"> <li>● Sharing of key information about the school experience or the individual student’s progress</li> <li>● An opportunity for families to share feedback, information, and questions regarding their student’s experience</li> </ul>	Met	80% of families at KIPP Academy Boston engaged in at least two touch points (meaningful interactions), in-person or virtually, with KIPP MA staff.
<b>Objective:</b> 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)		
<b>Measure 4a:</b> The percentage of KABCS students who meet their “bottoms up” reading goals will increase at least 10% between the beginning and the end of each year, as demonstrated through the DIBELS assessment,	Met	Roughly 80% of students grew within or beyond proficiency level from BOY to MOY DIBELS.

or a similar and comparable assessment. By the end of the 2025-26 school year, 65% of students will reach their “bottoms up” reading goals.		
<b>Measure 4b:</b> By June of each year, 90% of 8 <sup>th</sup> grade students and their families will have an established relationship with a member of the KIPP Forward team, including a plan for ongoing communication after graduation.	Met	100% of 8th grade students and their families have an established relationship with a member of the KIPP Forward team.

\*Add rows as necessary

### Dissemination

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> The school will disseminate information about programs and best practices to public schools in Massachusetts.		
<b>Measure:</b> Each year, the school will host at least 50 visitors looking to learn about our programs.	Met	The school has hosted over 50 visitors in SY2024-25.
<b>Measure:</b> 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	Leaders at KIPP Academy Boston met with community leaders on at least a quarterly basis in SY2024-25.

### B. Recruitment and Retention Plan

#### Recruitment Plan 2024-2025

School Name: KIPP Academy Boston Charter School

#### 2024-2025 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 23-24 School Year, we have four substantially separate classrooms across our K-8 schools.

Due to extensive outreach, events, and community partnerships 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 a number of sibling applications and acceptances. In the 25-26 Enrollment Cycle, the sibling applications increased to just under 4% of total applications (compared to 2.5% for the 24-25 school year). This year, 9.6% of our applications for Kindergarten were siblings of current students. In the past two years, we have been able to offer seats to all of our Kindergarten siblings.

	19-20		20-21		21-22		22-23		23-24		24-25		25-26	
	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	4402	101	3930	80	1213	50	1412	63	1316	27	1343	37	1156	46

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 as well as an increasing number of families relocating outside of the city, we have seen application numbers go down overall, and experienced an almost 14% decrease in total applications since last year. For sibling applications, we had a 24% increase in total applications.

	19-20		20-21		21-22		22-23		23-24		24-25		25-26	
	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	-6%	-37%	-11%	-21%	-69%	-38%	16%	26%	-7%	-57%	2%	37%	-13.9%	24%

### 2024 Demographics

Student Population	KIPP Boston 2023	Comparison Index 2023	KIPP Boston 2024	Comparison Index 2024
English Language Learners	15.3%	23.6%	15.2%	25.5%
Economically Disadvantaged Low Income	79.2%	65.2%	77.8%	64.8%

Students with Disabilities	19.6%	16.6%	18.3%	17.9%
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See <http://www.doe.mass.edu/charter/finance/chart/>

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

**General Recruitment Activities for 2025-2026:**

**Activity 1: School Tours.** Schools provide tours to prospective and new 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. The school is also able to provide additional language support, upon request.

**Activity 2: 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. This year, we also sent out mailers when we ran supplemental lotteries in certain grade levels.

**Activity 3: 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 24-25 school year, we partnered with several local daycares, Head Start, and other organizations such as the Boys + Girls Club and the YMCA in order to increase awareness about our application.

**Activity 4: 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 5: Social Media Outreach.** Over the past year, KABCS increased social media outreach via Facebook and Instagram. KALBS posts regularly on Instagram (handle- “@kippma”) and has over 2,000 followers. Additionally, KABCS ran multiple targeted social media campaigns for families in the Boston area to create awareness about our school and encourage families to apply.

**Activity 6: Charter School Fairs for Families.** This past school year, KABCS staff members attended multiple charter school fairs for families in the Boston area who are interested in learning more about charter school

options in Boston. KABCS translates all materials for fairs into English, Spanish, and Haitian Creole.

**Activity 7: Community Events.** Our Family and Community Engagement team holds several events throughout the course of the year in partnership with KIPP families and external partners. Recently, we hosted a Health and Wellness Event with several panelists, including State Representative Brandy Fluker-Reid. This event was free and open to both current families and the general public.

**Activity 8: Additional Access to School Policies.** Over the past year, KABCS increased the number of readily available school policies and translated documents into several additional languages. All of these policies are found at [www.kippma.org](http://www.kippma.org) under “Public Information.” As an example, the KABCS Enrollment policy was updated and Commissioner approved in 2023 and has been translated into Spanish, Haitian Creole, and Cape Verdean Creole.

**Recruitment Plan – 2025-2026 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Students with disabilities**

**(a) Charter School Dashboard data**

**School percentage:**  
20.6%  
**CI percentage:**  
18.6%

The school is above the CI percentages

**(b) Continued 2024-25 Strategies**

**At or Above CI: no enhanced/additional strategies needed**

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 Director of Special Education and the SPED Learning Specialists for the relevant grade(s) prior to enrollment. 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. KABCS currently has 3 sub-separate classrooms available to students with higher needs.

	<p>KABCS has hired additional staff to support students with disabilities, including:</p> <ul style="list-style-type: none"> <li>• Directors of Special Education (effective 7/1/23) have been hired at each campus to support KIPP Academy Lynn’s special education programming</li> <li>• 2 Full-Time Nurses on campus to support students with chronic conditions and complex needs</li> <li>• Learning Specialists to reduce caseload and move to a co-teaching instructional model</li> <li>• 1:1 Student Aides to support students with IEPs</li> <li>• Additional Counselors to provide socio-emotional support.</li> <li>• 1 ELL Teacher to provide support to English Language learners.</li> </ul> <p>Prospective and new families have the opportunity to speak with the Director of Special Education and Assistant Principal of Student Services about their student’s IEP or 504 in order to learn more about KABCS’ programming and support for their specific student. Families are invited to come in to meet with the Director of Special Education to see the school and review their student’s IEP together alongside our staff.</p> <p style="text-align: center;"><b>(c) 2025-2026 Additional Strategy(ies), if needed</b></p>
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**Limited English-proficient students/English learners**

<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> 14.7%</p> <p><b>CI percentage:</b> 27.1%</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input type="checkbox"/> <b>At or Above CI: no enhanced/additional strategies needed</b></p> <p>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/Crioulo.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
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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.

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.

The KABCS website was updated in August 2021 and translates in many languages. The website upgrades allow easy access for families- less text, more graphics, and more intuitive navigation.

KABCS created structures to honor and promote language fluency amongst its staff

- In 2023, KABCS initiated a bonus program for staff that had multiple language fluencies. In October 2023, for the first time in KABCS' history- staff will receive additional compensation for fluency in languages other than English.
- All staff that provide translation support are eligible for consistent and transparent compensation for written and oral translation.

KABCS increased the number of vendors available for translation to all staff and for KABCS events:

- Multiple vendors provide live Zoom support for families town halls in Spanish and Haitian Creole
- All staff have immediate access to Language Line, a phone interpretation service with many languages available for instant interpretation.

In the 2023-2024 school year, KABCS offered a Quick Application to families in multiple languages, available on the school's website.

**(c) 2025-2026 Additional Strategy(ies), if needed**

**Below CI: list additional and/or enhanced strategies needed.**

In the 2025-2026 school year, we plan to do several KABCS-specific mailers in languages other than English in order to increase accessibility to families and students whose first language may not be English. Additionally, we will strategically target neighborhoods in Boston that have higher populations of families who speak languages other than English.

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 77.8%</p> <p><b>CI percentage:</b> 64.8%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2024-2025 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>At or Above CI: no enhanced/additional strategies needed</b></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 began participation 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>In the 22-23 School Year, KABCS switched their food vendor to Stockpot to provide delicious, nutritious, and culturally relevant meals to all students. The selection of the vendor included active participation from school staff, families, and students.</p> <p style="text-align: center;"><b>(c) 2025-2026 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2024-2025 Strategies</b></p> <p>We include in recruitment materials the success of KIPP Academy Boston Charter School in helping students who have been sub-proficient in past years reach proficient and advanced levels as measured by the MCAS.</p> <p>We also reach out to parents of students at KABCS who may know students currently struggling academically in Boston Public Schools.</p> <p style="text-align: center;"><b>2025-2026 Additional Strategy(ies), if needed</b></p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2024-2025 Strategies</b></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 support can be implemented to help mitigate that risk.</p> <p>Our response to intervention team also identifies students who are struggling</p>

	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.  <b>2025-2026 Additional Strategy(ies), if needed</b>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<b>(f) Continued 2024-2025 Strategies</b> 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.  <b>2025-2026 Additional Strategy(ies), if needed</b>
<b>OPTIONAL<sup>1</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<b>(g) Continued 2024-2025 Strategies</b> 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.  <b>2025-2026 Additional Strategy(ies), if needed</b>

**Retention Plan**  
2024-2025

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2024-2025 Retention Plan.**

**2024-2025 Implementation Summary:**

KABCS remains committed to retaining its students, as it believes a KIPP education will provide students the best possible opportunity for students to live a life of choice after leaving KIPP. KABCS' attrition rate is below the median and third quartile numbers for all students, students with disabilities, English language learners, and low income students. This year, KABCS' attrition rate decreased from 11.3% in 2023 to 10.1% in 2024.

KABCS' retention strategy involves several components, including:

- Fostering meaningful relationships with kids and families.
  - Student Advisory Groups. Each student is assigned an advisor who serves as the family's point of contact. The small group advisory is an opportunity for peer engagement in a small setting and gives the advisor a unique opportunity to engage with the student outside of the classroom. Advisors regularly contact families to check in, and KIPP conducts family nights where students have the opportunity to showcase their work and connect their families with the school.
  - KABCS has grade-level events numerous times over the year where parents can check in with teachers

<sup>1</sup> 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.

(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.

- Ability to recover credit over the summer.
  - 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.
- After school activities for all grade levels.
  - Kindergarten - 5th grade are eligible to enroll in after school care which accepts vouchers and has multiple afterschool plans. It includes academic, physical, and socio-emotional enrichment.
  - After school clubs and sports for grades 5 - 8, including soccer, cross country, basketball, poetry, and many others led by school staff.
  - High School Preparedness classes for rising and current 8th graders, led by school staff. This enriching opportunity prepares students for exam school entry and engages them in the different opportunities for high schools in the Boston area.
- Specialized roles to aid students and families in subgroups

In the coming school year, KABCS will continue to prioritize decreasing student attrition rates.

**Attrition Rates: All Students**

	2019	2020	2021	2022	2023	2024
KIPP Academy Boston	9.7	9.8	7.1	11.4	11.3	10.1
Median	16.0	15.8	12.4	16.8	15.9	15.2
Third Quartile	20.4	19.3	15.9	19.9	20.7	18.5

**Attrition Rates: Students with Disabilities**

	2019	2020	2021	2022	2023	2024
KIPP Academy Boston	8.0	8.0	5.7	12.0	8.3	10.6
Median	12.5	12.1	9.6	13.3	13.6	13.2
Third	18.2	16.4	13.8	17.3	19.5	16.8

Quartile						
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**Attrition Rates: English Language Learners**

	2019	2020	2021	2022	2023	2024
KIPP Academy Boston	5.6	7.2	4.4	8.4	14.4	9.3
Median	13.6	13.8	10.3	15.0	12.9	13.9
Third Quartile	19.3	18.2	14.1	18.6	17.3	17.6

**Attrition Rates: Low Income**

	2019	2020	2021	2022	2023	2024
KIPP Academy Boston	10.7	7.6	6.6	9.3	11.7	11.2
Median	14.8	15.8	11.2	15.4	16.0	14.8
Third Quartile	19.9	18.4	13.8	18.7	20.3	18.1

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	94%

**Retention Plan – 2025-2026 Strategies**  
**List strategies for retention activities for each demographic group.**  
**Students with disabilities**

<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> <b>11.7%</b></p> <p><b>1 Standard Deviation:</b> <b>24.02%</b></p> <p><b>The school's attrition is below 1 standard deviation.</b></p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed</p> <p><b>Copy and paste strategies here from last year's approved Annual Report.</b></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><b>(c) 2025-2026 Additional Strategy(ies), if needed</b></p>
<p><b>Limited English-proficient students/English learners</b> Limited English-proficient students</p>	
<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> <b>15.40%</b></p> <p><b>1 Standard Deviation:</b> <b>24.74%</b></p> <p><b>The school's attrition is below 1 standard deviation.</b></p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed</p> <p><b>Copy and paste strategies here from last year's approved Annual Report.</b></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"> <li>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.</li> </ul>

	In 2017-2018, we hired a full time Director of Academics for Multi-Language Learner students - this person supports our MLL Teachers across the region and holds several meetings each year for families of MLL students.
	<b>(c) 2025-2026 Additional Strategy(ies), if needed</b>

**Low income**

<p><b>(a) Charter School Dashboard data</b></p> <p>School percentage: <b>10.3%</b></p> <p>1 Standard Deviation: <b>24.83%</b></p> <p>The school's attrition rate is <b>below 1 standard deviation.</b></p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed</p> <p><b>Copy and paste strategies here from last year's approved Annual Report.</b></p> <p>The school will continue to proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</p> <p>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.</p> <p>Our homelessness liaison will work with families experiencing homelessness to develop plans to keep their children enrolled at our school.</p> <p>In the 22-23 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. In the 22-23 School Year, KABCS switched their food vendor to Stockpot to provide delicious, nutritious, and culturally relevant meals to all students. The selection of the vendor included active participation from school staff, families, and students.</p> <p align="center"><b>(c) 2025-2026 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2024-2025 Strategies</b></p> <p>KABCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KABCS will advertise the school's extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school's summer school programs and credit recovery plans.</p> <p align="center"><b>2025-2026 Additional Strategy(ies), if needed</b></p>

<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2024-2025 Strategies</b></p> <p>KABCS will identify organizations that offer tutoring services and provide organizations with recruitment materials.</p> <p>KABCS will advertise the school’s extended hours and increased learning time as well as directed strategies and programs such as small group learning and tutoring blocks. This will include information about the school’s summer school programs and credit recovery plans.</p> <p align="center"><b>2025-2026 Additional Strategy(ies), if needed</b></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"><b>(f) Continued 2024-2025 Strategies</b></p> <p>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.</p> <p align="center"><b>2025-2026 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL<sup>2</sup></b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2024-2025 Strategies</b></p> <ul style="list-style-type: none"> <li>● The school will proactively involve parents in their child's education in a meaningful way through parent orientations, consistent parent contact in their home language by phone, e-mail and mail, opportunities to participate in school events, and parent conferences throughout the year.</li> <li>●</li> </ul> <p align="center"><b>● 2025-2026 Additional Strategy(ies), if needed</b></p>

**C. School and Student Data**

ADMINISTRATIVE ROSTER FOR THE 2024-2025 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Dixon, Keith K	Assistant Principal	7/7/2014	
Ricciardi, Ashley M	Assistant Principal	7/16/2014	

<sup>2</sup> 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.

Driscoll, Meghan C	Assistant Principal	7/1/2015	
Brockberg, Joel	Assistant Principal	7/1/2017	
Banta O'Hara, Emily	Assistant Principal	8/3/2020	
Lampkin, Crystal R.P.	Assistant Principal	8/11/2021	
Germain, Serge	Custodian	8/12/2013	
Lopez, Nydia	Office Coordinator	2/1/2016	
Fernandez, Estefany	Office Coordinator	6/6/2022	3/31/2025
Mejia, Vanessa Marie	Dean of Students	8/14/2018	
Perry-Friedman, Peter	Director of Special Education	7/1/2016	
Castellano, Isaura	Director of School Operations	7/19/2021	6/30/2025
Martinez, Livia E	Office Manager	7/15/2013	
Spriggs, James	Facilities Manager	5/31/2021	
Franco, Eduardo R	High School Placement Manager	7/6/2021	

Daniel, David N	Family and Community Engagement Manager	11/10/2021	
Meisner, Zachary	Principal	7/16/2014	
Sheehan, Lauren Nicole Harless	Director of School Counseling	7/15/2013	
Pizzimenti, Stephen J	Chief Finance and Talent Officer	10/17/2018	
DoBell, Emily S	Chief Schools Officer	7/1/2012	
Trotsky, Zachary L	Chief Operating Officer	5/19/2014	
Coleman, Shameka	Chief Equity and Engagement Officer	7/7/2014	
Fetbroth, Jesse V	Chief of Staff	7/7/2014	
Dominique, Jo-Ann	Chief Academic Officer	5/30/2023	6/30/2025
Mosca, Victoria M	Finance Coordinator	8/11/2021	
Duong, Linh Thi	Finance Coordinator	7/1/2023	
Mendard-Owens, Star	Compliance Coordinator	7/1/2024	
Rodriguez, Jacqueline	Human Resources Coordinator	5/8/2023	

Nakajima, Jessica	Director of Data	7/16/2010	
DeLeon, Rafael	Director of Technology	1/26/2010	
Malley, Laura F	Director of Teaching Fellows	7/16/2012	
Bonhomme, Nathalie	Director of Human Resources	9/17/2018	
Clark, Shannon G	Managing Director of Regional Operations	6/19/2019	
Breton, Fabiola S	Director of Recruitment and Retention	6/11/2018	
Hinckley, Chelsie	Director of Persistence	10/28/2019	
Meshesha, Eskedar	Director of Finance	9/30/2020	
Clark, Charles	Director of Facilities	5/10/2021	6/30/2025
Sanchez, Alexandra	Director of Family and Community Engagement	6/21/2023	
Docanto, Abobomi Samura	Director of Advocacy	7/10/2023	6/30/2025
Gottlieb, Dana Rose	Director of Academics	7/1/2015	
Wang, Allen	Director of Academics	7/1/2015	

Tamarisk, Sean	Director of Academics	7/1/2016	
Slivova, Margarita P	Director of Academics	7/9/2018	
Reardon, Molly K	Director of Academics	12/1/2021	
Sanchez-Raggi, Megan	Director of Academics	7/7/2014	
Turner, Bryce	Director of Academics	1/4/2016	
Schweitzer, Amanda Idella	Director of Academics	7/10/2023	
Gachette-Turner, Betty R	Director of Academics	2/2/2015	
Barnes, Rhonda Nichell Delk	Executive Director	7/15/2013	
Morales, Mariela J	Student Information Systems Manager	8/10/2011	
Gutierrez, Gabriel	Technology Manager	10/9/2012	
Fils-Aime, Emmanuel	Technology Manager	5/29/2018	
Ayala, Carlos E	Recruitment and Retention Manager	7/29/2019	
Casado, Norma Y	Human Resources Manager	10/7/2019	

Hall, Lenworth A	Technology Manager	1/31/2022	
Osornio, Yvonne	Human Resources Manager	2/24/2020	
Blankenship, Connor T	Data Manager	7/1/2018	
Duong, My T	Finance Manager	11/30/2020	
Cooke, Samantha	Director of Communications	7/12/2021	
Alvarez, Janel	Recruitment and Retention Manager	8/11/2021	
Davis, Mary Beth	Talent Development Manager	8/16/2021	
Cabral, Katherine	Recruitment and Retention Manager	7/1/2022	
Tobon, Ana	Recruitment and Retention Manager	8/8/2022	
Rung, Donald C	Data Manager	9/19/2022	
Adams, Lauren	Managing Director of Recruitment & Retention	4/4/2011	6/30/2025
Trotsky, Zachary L	Chief Operating Officer	8/10/2015	
Peters, Alvaro	Managing Director of Equity	7/1/2016	6/30/2025

Burnham, Caroline S	Managing Director of Academics	7/7/2014	6/30/2025
Kiley, Katherine E	Managing Director of Compliance and Information Management	1/1/2019	
Smith, Margaret M	Managing Director of Academics	7/1/2015	
Lobel, Katharine R	Managing Director of Human Resources & Talent Development	7/29/2019	
Root, Rebecca Hazlett	Senior Development Advisor	7/1/2020	6/30/2025
Haynes, Jonathan O	Managing Director of KIPP Forward	9/11/2017	
Owolabi, Alice	Interim Director of Academics	10/1/2024	6/30/2025
Duran, Danielle Franchesca	Interim Director of Special Education	10/7/2024	3/14/2025
Bennett, Lynne	Managing Director, Student Supports	3/1/2025	
Figueroa, Yara	Student Support Services Manager	4/13/2020	
Florencia, Paola	Middle School Alumni Advisor	7/18/2022	
Stevens, Martel	Middle School Alumni Advisor	7/18/2022	
Herrera, Emely	MLL Manager	7/1/2024	

Edmond, Donald	Associate Dean of Students	8/8/2022	
Tahira Peralta	Associate Dean of Students	9/21/2020	

TEACHERS AND STAFF ATTRITION FOR THE 2024-2025 SCHOOL YEAR				
	Number as of the last day of the 2024-2025 school year	Departures during the 2024-2025 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	60	3	0	Pay/Compensation Work-life balance Relocation Family Circumstances
Other Staff	40	2	0	

BOARD MEMBERS FOR THE 2024-2025 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date in MM/YY format) <i>*If no longer serving on the board as of July 1, 2023, clearly indicate resignation date.</i>	Final year of service possible based on term limits in bylaws
Beecher, Tom	Trustee	Finance and Facilities	3	05/15 - 05/18 05/18 - 05/21 05/21 - 05/24 05/24 - 05/27	2036
Borchard, Douglas	Trustee	Governance and Compensation (Co-chair); Teaching and Learning	4	06/14 - 06/17 06/17 - 06/20 06/20 - 06/23 06/23 - 06/26	2035

Barnes, Rhonda "Nikki"	Trustee, Ex-Officio	Governance and Compensation; Development; Finance and Facilities	2	08/20 - 08/23 08/23 - 08/26	2041
Fates, Matt	Vice Chair	Governance and Compensation (Co-chair); Finance and Facilities	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038
Kendall, Michael	Trustee	Governance and Compensation	5	04/10 - 04/13 04/13 - 04/16 04/16 - 04/19 04/19 - 04/22 04/22 - 04/25	2031
Ketterer, Paul	Treasurer	Finance and Facilities (Chair)	2	08/18 - 08/21 08/21 - 08/24 08/24 - 08/27	2039
Lim, Shenkiat	Trustee	People (Chair); Governance and Compensation	3	08/17 - 08/20 08/20 - 08/23 08/23 - 08/26	2038
Pierre-Louis, Stephanie	Board Chair	Governance and Compensation; Finance and Facilities	2	08/19 - 06/22 06/22 - 06/25	2040
Bergman, Eyal	Trustee	Teaching and Learning Committee (Chair)	1	11/21 - 11/24 11/24 - 11/27	2042
Paul Maleh	Trustee	People Committee	1	09/22 - 09/25	2043
Michael	Trustee	Development	1	09/22 - 09/25	2043

Gaburo		Committee			
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[Board of Trustee and Committee Meeting Notices](#)

**D. Conditions, Complaints and Attachments**

Date	Summary of Complaint	Summary of Complaint Resolution
4/24/2025	The School did not comply with procedural requirements when issuing exclusionary discipline, including not holding a Manifestation Determination Review meeting (MDR) or providing the student with accommodations specified within the 504 Plan.	Case ongoing.
4/9/2025	A teacher was biased and unjust towards a student. The teacher was unprofessional and reprimanded the student the wrong way.	Department did not investigate further because the alleged conduct is not within the Department’s authority to investigate.

[Board of Trustees Contact Information](#)

## Attachments

### Non-statewide Assessment Data

#### K-4 Assessments

#### Reading

#### NWEA MAP (Reading)

	NWEA MAP Reading: Achievement (percent of students scoring in the top 3 quintiles - above the 40th percentile)			NWEA MAP Reading: Growth (percent of students demonstrating growth in the top 3 quintiles - above the 40th percentile)
	24-25 BOY	24-25 MOY	24-25 EOY	24-25 BOY to 24-25 MOY
<b>K-4 Overall</b>	59.2% (212/358)	53.4% (190/356)	56.2% (196/349)	-3%
<b>K-4 SWD</b>	30.9% (17/55)	23.6% (13/55)	27.9% (14/52)	-3%
<b>K-4 MLL</b>	32.1% (17/53)	22.2% (12/54)	28.3% (15/53)	-3.8%
<b>Kindergarten</b>	68.1% (47/69)	55.1% (38/69)	57.6% (38/66)	-10.5%
<b>1st Grade</b>	62.5% (45/72)	56.9% (41/72)	61.9% (44/71)	-0.6%
<b>2nd Grade</b>	43.4% (33/76)	44.0% (33/75)	48.6% (36/74)	5.2%
<b>3rd Grade</b>	54.7% (41/75)	44.2% (34/77)	52.6% (40/76)	-2.1%
<b>4th Grade</b>	69.7% (46/66)	69.8% (44/63)	61.3% (38/62)	-8.4%

#### DIBELS

	DIBELS: Achievement (percent of students scoring At/Above Benchmark)			DIBELS: Growth (percent of students demonstrating Average, Above Average, or Well Above Average Growth)
	24-25 BOY	24-25 MOY	24-25 EOY	24-25 BOY to EOY
<b>K-4 Overall</b>	48.9% (181/370)	49.4% (179/362)	66.3% (234/353)	17.4%

<b>K-4 SWD</b>	24.5% (13/53)	18.2% (10/55)	36.7% (16/49)	12.2%
<b>K-4 MLL</b>	25.5% (14/55)	27.8% (15/54)	51.8% (29/56)	26.3%
<b>Kindergarten</b>	32.4% (22/68)	41.2% (28/68)	77.3% (51/66)	44.9%
<b>1st Grade</b>	50.6% (39/77)	48.6% (35/72)	76.1% (54/71)	25.5%
<b>2nd Grade</b>	50.0% (40/80)	51.9% (41/79)	74.7% (56/75)	24.7%
<b>3rd Grade</b>	57.9% (44/76)	52.0% (39/75)	57.5% (42/73)	-0.4%
<b>4th Grade</b>	52.2% (36/69)	52.9% (36/68)	45.6% (31/68)	-6.6%

## Math

### NWEA MAP (Math)

	<b>NWEA MAP Math: Achievement</b> (percent of students scoring in the top 3 quintiles - above the 40th percentile)			<b>NWEA MAP Math: Growth</b> (percent of students demonstrating growth in the top 3 quintiles - above the 40th percentile)
	<b>24-25 BOY</b>	<b>24-25 MOY</b>	<b>24-25 EOY</b>	<b>23-24 EOY to 24-25 EOY</b>
<b>K-4 Overall</b>	58.9% (211/358)	54.9% (197/359)	59.1% (211/357)	0.2%
<b>K-4 SWD</b>	20% (11/55)	26.3% (15/57)	22% (11/50)	2%
<b>K-4 MLL</b>	31.5% (17/54)	29.6% (16/54)	31.5% (17/54)	0%
<b>Kindergarten</b>	59.4% (41/69)	57.1% (40/70)	59.4% (41/69)	0%
<b>1st Grade</b>	61.1% (44/72)	52.8% (38/72)	61.4% (43/70)	0.3%
<b>2nd Grade</b>	53.9% (41/76)	45.9% (34/74)	54.5% (42/77)	0.6%
<b>3rd Grade</b>	55.4% (41/74)	59.7% (46/77)	55.4% (41/74)	0%
<b>4th Grade</b>	65.7% (44/67)	59.1% (39/66)	65.7% (44/67)	0%

5-8 Assessments

Reading

NWEA MAP (Reading)

	<b>NWEA MAP Reading: Achievement</b> (percent of students scoring in the top 3 quintiles - above the 40th percentile)			<b>NWEA MAP Reading: Growth</b> (percent of students demonstrating growth in the top 3 quintiles - above the 40th percentile)
	24-25 BOY	24-25 MOY	24-25 EOY	23-24 EOY to 24-25 EOY
<b>5-8 Overall</b>	53.8% (141/262)	53.0% (133/251)	52.6% (131/249)	-1.2%
<b>5-8 SWD</b>	17.8% (13/73)	18.6% (13/70)	21.4% (15/70)	3.6%
<b>5-8 MLL</b>	10.5% (4/38)	18.9% (7/37)	19.4% (7/36)	8.9%
<b>5th Grade</b>	46.6% (34/73)	43.5% (30/69)	38.6% (27/70)	-8%
<b>6th Grade</b>	44.3% (31/70)	40.3% (27/67)	44.6% (29/65)	0.3%
<b>7th Grade</b>	62.9% (39/62)	63.3% (38/60)	60.3% (35/58)	-2.6%
<b>8th Grade</b>	64.9% (37/57)	69.1% (38/55)	71.4% (40/56)	6.5%

DIBELS

	<b>DIBELS: Achievement</b> (percent of students scoring At/Above Benchmark)			<b>DIBELS: Growth</b> (percent of students demonstrating Average, Above Average, or Well Above Average Growth)
	24-25 BOY	24-25 MOY	24-25 EOY	24-25 BOY to EOY
<b>5-8 Overall</b>	38.3% (92/240)	37.2% (90/242)	49.4% (120/243)	11.1%
<b>5-8 SWD</b>	20.0% (12/60)	18.3% (11/60)	17.7% (11/62)	-2.3%
<b>5-8 MLL</b>	20.6% (7/34)	19.4% (6/31)	23.3% (7/30)	2.7%
<b>5th Grade</b>	37.5% (27/72)	31.9% (23/72)	38.0% (27/71)	0.5%
<b>6th Grade</b>	31.1% (19/61)	28.6% (18/63)	41.9% (26/62)	10.8%
<b>7th Grade</b>	58.2% (32/55)	57.7% (30/52)	70.4% (38/54)	12.2%
<b>8th Grade</b>	26.9% (14/52)	34.5% (19/55)	51.8% (29/56)	24.9%

## Math

### NWEA MAP (Math)

	NWEA MAP Math: Achievement (percent of students scoring in the top 3 quintiles - above the 40th percentile)			NWEA MAP Math: Growth (percent of students demonstrating growth in the top 3 quintiles - above the 40th percentile)
	24-25 BOY	24-25 MOY	24-25 EOY	23-24 EOY to 24-25 EOY
<b>5-8 Overall</b>	46.8% (123/263)	44.2% (114/258)	45.8% (115/251)	-1%
<b>5-8 SWD</b>	16.4% (12/73)	15.3% (11/72)	15.1%(11/73)	-1.3%
<b>5-8 MLL</b>	17.9% (7/39)	18.9% (7/37)	18.9% (7/37)	1%
<b>5th Grade</b>	37.8% (28/74)	33.3% (24/72)	34.7% (25/72)	-3.1%
<b>6th Grade</b>	37.1% (26/70)	40.3% (27/67)	42.6% (29/68)	5.5%
<b>7th Grade</b>	54.0% (34/63)	49.2% (31/63)	53.6% (30/56)	-0.4%
<b>8th Grade</b>	62.5% (35/56)	57.1% (32/56)	56.4% (31/55)	-6.1%

## Science

### Amplify

	Amplify Science: Achievement <sup>3</sup> (percent correct on final EOU assessment of each quarter)				Amplify Science: Yearly Achievement (average score across all End of Units)
	24-25 Q1	24-25 Q2	24-25 Q3	24-25 Q4	24-25
<b>5-8 Overall</b>	70.0%	73.3%	67.8%	73.6%	71.2%
<b>5-8 SWD</b>	51.4%	61.1%	51.2%	60.6%	56.1%
<b>5-8 MLL</b>	57.9%	61.2%	47.7%	67.8%	58.7%
<b>5th Grade</b>	62.2%	N/A	57.0%	N/A	59.6%
<b>6th Grade</b>	N/A	70.8%	75.1%	61.3%	69.1%

<sup>3</sup> Content does not build in Science assessments over time, so this can be viewed as a snapshot of achievement at different times in the year

<b>7th Grade</b>	82.5%	72.8%	73.3%	74.9%	75.9%
<b>8th Grade</b>	67.6%	76.2%	81.0%	82.2%	76.8%